



## Correlations of **D'accord! 2** to Florida Standards

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BENCHMARK CODE	BENCHMARK	ACTIVITIES WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.IL.1.1	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	Student Edition/Teacher's Edition: <a href="#">p. 30</a> , <a href="#">p. 43</a> , <a href="#">p. 48</a> , <a href="#">p. 43</a> , p. 61, p. 76, <a href="#">p. 89</a> , <a href="#">p. 107</a> , <a href="#">p. 94</a> , <a href="#">p. 120</a> , p. 133, <a href="#">p. 151</a> , <a href="#">p. 138</a> , <a href="#">p. 164</a> , <a href="#">p. 177</a>
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	Student Edition/Teacher's Edition: <a href="#">p. 182</a> , <a href="#">p. 195</a> , <a href="#">p. 208</a> , <a href="#">p. 221</a> , p. 226, <a href="#">p. 239</a> , <a href="#">p. 252</a> , <a href="#">p. 265</a> , <a href="#">p. 270</a> , p. 283 <a href="#">p. 296</a> , <a href="#">p. 314</a> , <a href="#">p. 340</a> , <a href="#">p. 360</a>
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 43</a> , <a href="#">p. 61</a> , <a href="#">p. 89</a> , <a href="#">p. 107</a> , <a href="#">p. 133</a> , <a href="#">p. 151</a> , <a href="#">p. 177</a> , <a href="#">p. 195</a> , <a href="#">p. 221</a> , <a href="#">p. 239</a>
WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented through a variety of media.	Student Edition/Teacher's Edition: <a href="#">pp. 226-227</a> , <a href="#">p. 221</a> , <a href="#">pp. 252-253</a> , <a href="#">p. 239</a> , <a href="#">pp. 252-253</a> , <a href="#">p. 265</a>
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 27 Act. 2</a> , <a href="#">p. 43</a> , <a href="#">p. 45 Act. 2</a> , <a href="#">p. 61</a> , <a href="#">p. 73 Act. 2</a> , <a href="#">p. 89</a> , <a href="#">p. 91 Act. 3</a> , <a href="#">p. 107</a> , <a href="#">p. 117 Act. 3</a>
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions in familiar settings.	Student Edition/Teacher's Edition: <a href="#">p. 107</a> , <a href="#">pp. 138-139</a> , <a href="#">p. 151</a> , <a href="#">p. 161 Act. 3</a> , <a href="#">p. 195</a> , <a href="#">p. 221</a> , <a href="#">p. 239</a> , <a href="#">p. 265</a>

WL.K12.IM.1.1	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.	Student Edition/Teacher's Edition: <a href="#">p. 265 Compréhension</a> , <a href="#">p. 270 Act. 1</a> , <a href="#">p. 283</a> , <a href="#">p. 296 Act. 1</a> , <a href="#">p. 309 Compréhension</a> , <a href="#">p. 314</a>
WL.K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 293 Act. 1</a> , <a href="#">p. 309 Compréhension</a> , <a href="#">p. 327</a> , <a href="#">p. 373</a>
WL.K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	Student Edition/Teacher's Edition: <a href="#">p. 43</a> , <a href="#">p. 91</a> , <a href="#">p. 133</a> , <a href="#">p. 177</a> , <a href="#">p. 221</a> , <a href="#">p. 265</a> , <a href="#">p. 293</a> , <a href="#">p. 311</a> , <a href="#">p. 327</a> , <a href="#">p. 373</a>
WL.K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.	Student Edition/Teacher's Edition: <a href="#">p. 27 Act. 2</a> , <a href="#">p. 43</a> , <a href="#">p. 45 Act. 2</a> , <a href="#">p. 61</a> , <a href="#">p. 73 Act. 2</a> , <a href="#">p. 89</a> , <a href="#">p. 91 Act. 3</a> , <a href="#">p. 107</a> , <a href="#">p. 117 Act. 3</a> , <a href="#">p. 182</a> , <a href="#">p. 195</a> , <a href="#">p. 208</a> , <a href="#">p. 221</a> , <a href="#">p. 226</a> , <a href="#">p. 239</a> , <a href="#">p. 252</a> , <a href="#">p. 265</a> , <a href="#">p. 270</a> , <a href="#">p. 283</a> , <a href="#">p. 296</a> , <a href="#">p. 314</a> , <a href="#">p. 340</a> , <a href="#">p. 360</a>
WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	Student Edition/Teacher's Edition: <a href="#">p. 311</a> , <a href="#">p. 327</a> , <a href="#">p. 373</a>
WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.	Florida Teacher Resources: <a href="#">p. 107</a> , <a href="#">p. 135 Act. 3</a> , <a href="#">pp. 138-139</a> , <a href="#">p. 151</a> , <a href="#">p. 161</a> , <a href="#">p. 195</a> , <a href="#">p. 221</a> , <a href="#">p. 265</a>
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/Teacher's Edition: <a href="#">pp. 12-13</a> , <a href="#">pp. 50-51</a> , <a href="#">pp. 66-67</a> , <a href="#">pp. 78-79</a> , <a href="#">pp. 110-111</a> , <a href="#">pp. 286-287</a>
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	Student Edition/Teacher's Edition: <a href="#">pp. 66-67</a> , <a href="#">pp. 110-111</a> , <a href="#">pp. 154-155</a> , <a href="#">pp. 198-199</a> , <a href="#">pp. 242-243</a> , <a href="#">pp. 286-287</a> , <a href="#">pp. 330-331</a>
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/Teacher's Edition: <a href="#">p. 169</a> , <a href="#">p. 173</a> , <a href="#">p. 187</a> , <a href="#">p. 231</a> , <a href="#">p. 235</a>
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	Student Edition/Teacher's Edition: <a href="#">p. 43</a> , <a href="#">p. 67</a> , <a href="#">p. 111</a> , <a href="#">p. 155</a> , <a href="#">p. 199</a> , <a href="#">p. 243</a>
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/Teacher's Edition: <a href="#">pp. 242-243</a> , <a href="#">pp. 286-287</a> , <a href="#">pp. 330-331</a> , <a href="#">pp. 376-377</a>
WL.K12.IM.2.2	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	Student Edition/Teacher's Edition: <a href="#">pp. 66-67</a> , <a href="#">pp. 110-111</a> , <a href="#">pp. 154-155</a> , <a href="#">pp. 198-199</a> , <a href="#">pp. 242-243</a> , <a href="#">pp. 286-187</a> , <a href="#">pp. 330-331</a>
WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	Student Edition/Teacher's Edition: <a href="#">p. 61</a> , <a href="#">pp. 110-111</a> , <a href="#">p. 169</a> , <a href="#">p. 173</a> , <a href="#">p. 187</a> , <a href="#">p. 231</a> , <a href="#">p. 235</a>
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.	Florida Teacher Resources: <a href="#">pp. 66-67</a> , <a href="#">pp. 110-111</a> , <a href="#">pp. 154-155</a> , <a href="#">pp. 200-201</a> , <a href="#">pp. 242-243</a> , <a href="#">pp. 286-287</a>

WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 31 Act. 3</a> , <a href="#">p. 33 Act. 3</a> , <a href="#">p. 51 Act. 3</a> , <a href="#">p. 55 Act. 6</a> , <a href="#">p. 59 Act. 6</a> , <a href="#">p. 60</a> , <a href="#">p. 74 Act. 5</a> , <a href="#">p. 77 Act. 3</a>
WL.K12.IL.3.2	Interact with others in everyday situations.	Student Edition/Teacher's Edition: <a href="#">p. 127 Act. 4-6</a> , <a href="#">p. 131 Act. 4-6</a> , <a href="#">p. 132 Act. 1-6</a> , <a href="#">p. 136 Act. 1-2</a> , <a href="#">p. 7</a> , <a href="#">p. 145 Act. 4-6</a>
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	Student Edition/Teacher's Edition: <a href="#">p. 87 Act. 4-8</a> , <a href="#">p. 88 Act. 1-6</a> , <a href="#">p. 215 Act. 4-6</a> , <a href="#">p. 220</a>
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	Student Edition/Teacher's Edition: <a href="#">p. 162 Act. 7</a> , <a href="#">p. 180 Act. 6</a> , <a href="#">p. 187</a> , <a href="#">p. 193 Act. 4</a> , <a href="#">p. 206 Act. 5-6</a>
WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	Student Edition/Teacher's Edition: <a href="#">p. 46 Act.4-6</a> , <a href="#">p. 51 Act. 3</a> , <a href="#">p. 55 Act. 4</a> , <a href="#">p. 59 Act. 4-6</a> , <a href="#">p. 60 Act. 1-6</a>
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	Student Edition/Teacher's Edition: <a href="#">p. p. 139 Act. 2</a> , <a href="#">p. 151</a> , <a href="#">p. 165 Act. 2</a> , <a href="#">p. 165 Act. 3</a> , <a href="#">p. 177</a> , <a href="#">p. 195</a>
WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	Student Edition/Teacher's Edition: <a href="#">p. 211 SI</a> , <a href="#">p. 211 Act. 3</a> , <a href="#">p. 221</a> , <a href="#">p. 239</a> , <a href="#">p. 265</a> , <a href="#">p. 285 SI</a>
WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	Student Edition/Teacher's Edition: <a href="#">p. 77 Act. 3</a> , <a href="#">p. 79 Act. 3</a> , <a href="#">p.133</a> , <a href="#">p. 136 Act. 5</a> , <a href="#">p. 136 Act. 7</a> ,
WL.K12.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 215 Questions</a> , <a href="#">p. 220 Act. 5</a> , <a href="#">p. 221 Conversation</a>
WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	Student Edition/Teacher's Edition: <a href="#">p. 233 Act. 4</a> , <a href="#">p. 233 Act. 6</a> , <a href="#">p. 239 Dans votre ville</a> , <a href="#">p. 250 Act.4</a> , <a href="#">p. 250 Act. 7</a> , <a href="#">p. 253 Act. 3</a> , <a href="#">p. 255 Act. 3</a> ,
WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.	Student Edition/Teacher's Edition: <a href="#">p. p. 259 Act. 5-7</a> , <a href="#">p. 263 Act. 6</a> , <a href="#">p. 264 Act. 3</a> , <a href="#">p. 268 Act. 4 #7-8</a> , <a href="#">p. 271 Act. 2</a> , <a href="#">p.273 Act. 3</a> , <a href="#">p. 287 La morale</a> , <a href="#">p. 303 Act. 6</a>
WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on- one, in groups, teacher led).	Student Edition/Teacher's Edition: <a href="#">p. 273 Act. 3</a> , <a href="#">p. 275 Q</a> , <a href="#">p. 277 Act. 4-6</a> , <a href="#">p. 281 Act. 5</a> , <a href="#">p. 282 Act. 1-6</a> , <a href="#">p. 287 Les fables</a>
WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 294 Act. 5</a> , <a href="#">p. 299 Act. 3</a> , <a href="#">p. 308 Act. 1-6</a> , <a href="#">p. 323</a> , <a href="#">p. 325 Act. 7</a> , <a href="#">p.325 Act. 8</a> , <a href="#">p. 326 Act. 1-6</a>
WL.K12.IM.3.6	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	Student Edition/Teacher's Edition: <a href="#">p. 200</a> , <a href="#">p.215 Act. 5</a> , <a href="#">p. 217 Essayez</a> , <a href="#">p. 219 Act. 6</a> , <a href="#">p. 236 Act. 3</a> , <a href="#">p. 264 Act. 3</a>
WL.K12.IM.3.7	Follow grammatical rules for self-correction when speaking.	Student Edition/Teacher's Edition: <a href="#">p. 29</a> , <a href="#">p. 74</a> , <a href="#">p. 93</a> , <a href="#">p. 119</a> , <a href="#">p. 137</a> , <a href="#">p.163</a> , <a href="#">p. 181</a> , <a href="#">p. 207</a> , <a href="#">p. 225</a> , <a href="#">p. 251</a> , <a href="#">p. 269</a> , <a href="#">p. 295</a>
WL.K12.IM.3.8	Describe a problem or situation with details and state an opinion.	Student Edition/Teacher's Edition: <a href="#">p. 271 Act. 2</a> , <a href="#">p.273 Act. 3</a> , <a href="#">p. 287 La morale</a> , <a href="#">p. 303 Act. 6</a>
WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	Student Edition/Teacher's Edition: <a href="#">p. 28 Act. 5</a> , <a href="#">p. 41 Act. 7</a> , <a href="#">p. 46</a> , <a href="#">p.51Act. 3</a> , <a href="#">p. 77 Act. 3</a> , <a href="#">p. 229</a> , <a href="#">p. 127</a>
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	Student Edition/Teacher's Edition: <a href="#">p. 132 Act. 5</a> , <a href="#">p. 133 App.</a> , <a href="#">p. 136 Act. 5</a> , <a href="#">p. 137 Act. 7</a> , <a href="#">p. 145 Act. 6</a> , <a href="#">p. 150 Act. 1</a>

WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	Student Edition/Teacher's Edition: <a href="#">p. 150 Act. 5</a> , <a href="#">p. 155 Votre opinion</a> , <a href="#">p. 165 Act. 3</a> , <a href="#">p. 169 Q1</a> , <a href="#">p. 185 Act. 3</a>
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	Student Edition/Teacher's Edition: <a href="#">p. 107</a> , <a href="#">p. 81</a> , <a href="#">p. 127 Act. 6</a> , <a href="#">p. 224 Act. 4</a> , <a href="#">p. 312 Act. 6</a>
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	Student Edition/Teacher's Edition: <a href="#">p. 77 Act. 3</a> , <a href="#">p. 83 Act. 4</a> , <a href="#">p. 83 Act. 5</a> , <a href="#">p. 83 Act. 6</a> , <a href="#">p. 139 Act. 2</a> , <a href="#">p. 145 Act. 5</a> , <a href="#">p. 149 Act. 6</a>
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	Student Edition/Teacher's Edition: <a href="#">p. 37 Act.7</a> , <a href="#">p. 41 Act. 6</a> , <a href="#">p. 42 Act. 2</a> , <a href="#">p. 42 Act. 3</a> , <a href="#">p. 127 Act. 6</a>
WL.K12.IM.4.1	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.	Student Edition/Teacher's Edition: <a href="#">p. 89</a> , <a href="#">p. 109 SI</a> , <a href="#">p. 177</a> , <a href="#">p. 221 App.</a> , <a href="#">p. 229 Act. 3</a> , <a href="#">p. 265 App.</a> , <a href="#">p. 309 App</a>
WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	Student Edition/Teacher's Edition: <a href="#">p. 233 Act. 5</a> , <a href="#">p. 238 Act. 2</a> , <a href="#">p. 238 Act. 4</a> , <a href="#">p. 258 Act. 4</a> , <a href="#">p. 263 Act. 6</a> , <a href="#">p. 277 Act. 4</a> , <a href="#">p. 302 Act. 3</a>
WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	Student Edition/Teacher's Edition: <a href="#">p. 287 AP</a> , <a href="#">p. 363 Act. 3</a>
WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	Student Edition/Teacher's Edition: <a href="#">p. 177 App.</a> , <a href="#">p. 238 Act. 5</a> , <a href="#">p. 327</a>
WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	Student Edition/Teacher's Edition: <a href="#">p. 231 AP</a> , <a href="#">p. 287 AP</a> , <a href="#">p. 363 Act. 3</a>
WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	Student Edition/Teacher's Edition: <a href="#">pp. 112-113</a> , <a href="#">pp. 200-201</a> , <a href="#">pp. 286-287</a> , <a href="#">p. 288-289</a> , <a href="#">pp. 332-333</a>
WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	Student Edition/Teacher's Edition: <a href="#">pp. 68-69</a> , <a href="#">pp. 112-113</a> , <a href="#">pp. 157-158</a> , <a href="#">pp. 200-201</a> , <a href="#">pp.244-241</a> , <a href="#">pp. 288-289</a> , <a href="#">pp. 332-333</a> , <a href="#">pp. 378-379</a>
WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details.	Student Edition/Teacher's Edition: <a href="#">p. 13 Act. 3</a> , <a href="#">p. 41 Act. 7</a> , <a href="#">p. 46 Act. 7</a> , <a href="#">p. 49 Act. 3</a> , <a href="#">p. 74 Act. 6</a> , <a href="#">p. 92 Act. 7</a>
WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.	Student Edition/Teacher's Edition: <a href="#">p. 106 Act. 5</a> , <a href="#">p. 112-113</a> , <a href="#">p. 131 6</a> , <a href="#">p. 132 Act. 3</a> , <a href="#">p. 139 Act. 3</a> , <a href="#">p. 155 Votre opinion</a>
WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.	Student Edition/Teacher's Edition: <a href="#">p. 106 4</a> , <a href="#">p. 106 Act. 6</a> , <a href="#">p. 139 Act. 3</a> , <a href="#">p. 165 Act. 3</a> , <a href="#">p. 272 Act. 3</a> , <a href="#">p. 177 Application</a>
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	Student Edition/Teacher's Edition: <a href="#">pp. 112-113</a> , <a href="#">p. 183 Act. 3</a> , <a href="#">p. 253 Act. 3</a>
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/Teacher's Edition: <a href="#">p. 193 Act. 6</a> , <a href="#">p. 238 Act. 2</a> , <a href="#">pp. 378-319</a>
WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	Student Edition/Teacher's Edition: <a href="#">pp. 68-69</a> , <a href="#">pp. 157-157</a> , <a href="#">p. 194 Act. 5</a> , <a href="#">p. 236 Act. 5</a> , <a href="#">pp. 288-289</a>

WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	Student Edition/Teacher's Edition: <a href="#">p. 175 Act. 6</a> , <a href="#">p. 195 Racontez</a> , <a href="#">p. 271 Act. 3</a> , <a href="#">p. 281 Act. 6</a>
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/Teacher's Edition: <a href="#">p. 24 Act. 10</a> , <a href="#">p. 74 Act. 6</a> , <a href="#">p. 239</a> , <a href="#">p. 277 Act. 4</a> , <a href="#">p. 307 Act. 6</a>
WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	Student Edition/Teacher's Edition: <a href="#">pp. 200-201</a> , <a href="#">p. 215 Act. 6</a> , <a href="#">p. 220 Act. 5</a> , <a href="#">p. 281 Act. 6</a> , <a href="#">p. 331 AP</a>
WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	Student Edition/Teacher's Edition: <a href="#">p. 233 Act. 6</a> , <a href="#">p. 177 Application</a> , <a href="#">p. 221 Application</a> , <a href="#">p. 265 Application</a>
WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.	Student Edition/Teacher's Edition: <a href="#">pp. 156-157</a> , <a href="#">p. 162 Act. 6</a> , <a href="#">p. 253 Act. 3</a> , <a href="#">p. 255 Act. 3</a> , <a href="#">pp. 232-288-289</a>
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/Teacher's Edition: <a href="#">pp. 112-113</a> , <a href="#">pp. 157-158</a> , <a href="#">pp. 200-201</a> , <a href="#">pp. 244-241</a> , <a href="#">p. 225 Corrigez</a> , <a href="#">p. 225 Écrivez</a>
WL.K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.	Student Edition/Teacher's Edition: <a href="#">pp. 288-289</a> , <a href="#">p. 294 Act. 6</a> , <a href="#">p. 283 Une lettre</a> , <a href="#">p. 315 Act. 3</a> , <a href="#">p. 341 Act. 3</a>
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/Teacher's Edition: <a href="#">p. 97 SI</a> , <a href="#">p. 109 SI</a> , <a href="#">p. 153 Q</a> , <a href="#">p. 197 Q</a> , <a href="#">p. 265 Q</a>
WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	Student Edition/Teacher's Edition: <a href="#">p. p. 48 Act. 1</a> , <a href="#">p. 97 Act. 3</a> , <a href="#">p. 123 Act. 1</a> , <a href="#">p. 140 Act. 1</a> , <a href="#">p. 184 Act. 1</a>
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	Student Edition/Teacher's Edition: <a href="#">p. 109 Q</a> , <a href="#">p. 109 SI</a> , <a href="#">p. 141 Act. 2</a> , <a href="#">p. 153 Q</a> , <a href="#">p. 166 Act. 1</a> , <a href="#">p. 241 Q</a>
WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	Student Edition/Teacher's Edition: <a href="#">p. 43</a> , <a href="#">p. 89</a> , <a href="#">p. 133</a> , <a href="#">p. 177</a> , <a href="#">p. 221</a> , <a href="#">p. 265</a> , <a href="#">p. 309</a> , <a href="#">p. 353</a>
WL.K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	Student Edition/Teacher's Edition: <a href="#">p. 78</a> , <a href="#">p. 96</a> , <a href="#">p. 122</a> , <a href="#">p.140</a> , <a href="#">p. 166</a> , <a href="#">p. 185</a> , <a href="#">p. 210</a> , <a href="#">p. 228</a> , <a href="#">p. 254</a> , <a href="#">p. 316</a> , <a href="#">p. 342</a> , <a href="#">p. 363</a>
WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.	Florida Teacher Resources: <a href="#">p. 117 Act. 3</a> , <a href="#">p. 135 Act. 3</a> , <a href="#">p. 161 Act. 3</a> , <a href="#">p. 179 Act. 3</a> , <a href="#">p. 223 Act. 3</a> , <a href="#">p. 249 Act. 3</a>
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/Teacher's Edition: <a href="#">p. 43 Application</a> , <a href="#">p. 62</a> , <a href="#">p. 65</a> , <a href="#">p. 109 SI</a> , <a href="#">p. 141</a> , <a href="#">p. 196</a> , <a href="#">p. 197</a>

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).	Student Edition/Teacher's Edition: <a href="#">p. 43 Application</a> , <a href="#">p. 78</a> , <a href="#">p. 96</a> , <a href="#">p. 122</a> , <a href="#">p.140</a> , <a href="#">p. 166</a> , <a href="#">p. 185</a> , <a href="#">p. 210</a> , <a href="#">p. 228</a> , <a href="#">p. 254</a> , <a href="#">p. 316</a> , <a href="#">p. 342</a> , <a href="#">p. 363</a>
WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	Student Edition/Teacher's Edition: <a href="#">p. 51 SI</a> , <a href="#">p. 67</a> , <a href="#">p. 79 SI</a> , <a href="#">p. 89 Application</a> , <a href="#">p. 107 Application</a> , <a href="#">p. 109 SI</a>
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/Teacher's Edition: <a href="#">p. 32</a> , <a href="#">p. 78</a> , <a href="#">p. 96</a> , <a href="#">p. 122</a> , <a href="#">p. 140</a> , <a href="#">p. 166</a> , <a href="#">p. 185</a> , <a href="#">p. 210</a> , <a href="#">p. 228</a> , <a href="#">p. 254</a>
WL.K12.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.	Student Edition/Teacher's Edition: <a href="#">p. 79</a> , <a href="#">p. 97</a> , <a href="#">p. 123</a> , <a href="#">p. 141</a> , <a href="#">p. 167</a> , <a href="#">p. 186</a> , <a href="#">p. 211</a> , <a href="#">p. 229</a> , <a href="#">p. 243 AP</a>
WL.K12.IM.7.2	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.	Student Edition/Teacher's Edition: <a href="#">p. 97 Act. 3</a> , <a href="#">p. 197 SI</a> , <a href="#">p. 241 SI</a> , <a href="#">p. 285 SI</a> , <a href="#">p. 287 App</a> , <a href="#">p. 343 Act. 3</a>
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/Teacher's Edition: <a href="#">p. 29 Prononcez</a> , <a href="#">p. 29 Articulez</a> , <a href="#">p. 29 Dictons</a> , <a href="#">p. 47 Prononcez</a> , <a href="#">p. 47 Articulez</a> , <a href="#">p. 47 Dictons</a> , <a href="#">p. 123 Act. 3</a> , <a href="#">p. 225 Corrigez</a>
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/Teacher's Edition: <a href="#">p. 29 Prononcez</a> , <a href="#">p. 47 Prononcez</a> , <a href="#">p. 69 Act. 2</a> , <a href="#">p. 123 Act. 3</a> , <a href="#">p. 269 Prononcez</a> , <a href="#">p. 269 Articulez</a>
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/Teacher's Edition: <a href="#">p. 33 SI</a> , <a href="#">p. 43 Conversation</a> , <a href="#">p. 141 Act. 2</a> , <a href="#">p. 141 SI</a> , <a href="#">p. 153 Q</a> , <a href="#">p. 197 Q</a>
WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.	Student Edition/Teacher's Edition: <a href="#">p. 58 Suggestions anno</a> , <a href="#">p. 104 Comparisons anno</a> , <a href="#">p. 240 la region en chiffres anno</a> , <a href="#">p. 269 Writing Humor anno</a> Cultural and Authentic Activities ( <a href="#">online resource</a> ): <a href="#">p. 87 Act. 3</a> , <a href="#">p. 118 Act. 4</a>
WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.	Student Edition/Teacher's Edition: <a href="#">p. 225 Corrigez</a> , <a href="#">p. 225 Écrivez</a>
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.	Student Edition/Teacher's Edition; <a href="#">pp. 62-63</a> , <a href="#">pp. 108-109</a> , <a href="#">pp. 152-153</a> , <a href="#">pp. 196-197</a> , <a href="#">pp. 240-241</a> , <a href="#">pp. 284-285</a> , <a href="#">pp. 328-329</a> , <a href="#">pp. 374-375</a>

WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	<a href="#">Student Edition/Teacher's Edition; p. 123 Act.3</a>
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 encounters.	<a href="#">Student Edition/Teacher's Edition: p. 70 Leadership and Responsibility anno Cultural and Authentic Activities (online resource)</a> : p. 29 Act. 3, p.53 Act 2, p.87 Act 1
WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	<a href="#">Student Edition/Teacher's Edition: p. 166 Cultural Comparison anno, p. 162 Act. 6, p. 167 Quelques stations de radio francophones anno, p. 123 SI, p. 141 SI Cultural and Authentic Activities (online resource)</a> : p. 54 Act.4; p.72 Act. 3, p. 74 Act. 5; p. 89 Act. 5, p.115 Act. 6
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.	<a href="#">Student Edition/Teacher's Edition: p. 177 France 24 anno, p. 162 Act. 6, p. 167 Quelques stations de radio francophones anno, p. 329 Strasbourg anno, p. 241 Cultural Activity anno Cultural and Authentic Activities (online resource)</a> : p. 54 Act. 4; p. 74 Act. 5; p. 89 Act 5; p. 115 Act. 6
LAFS.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<a href="#">Student Edition/Teacher's Edition: p. 79 SI, p. 97 SI, p. 137 SI, p. 167 SI, p. 185 SI, p. 211 SI, p. 191 SI, p. 241 SI, p. 255 SI, p. 273</a>
LAFS.910.SL.1.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively</p>	<a href="#">Student Edition/Teacher's Edition: p. 43 App, p. 61 Quel logement, p. 63 SI, p. 67 Les personnages, p. 133 App., pp. 150-151, p. 153 SI</a>

	<p>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p><u>Student Edition/Teacher's Edition: <a href="#">pp. 164-165</a>, <a href="#">pp. 182-183</a>, <a href="#">p. 195</a>, <a href="#">pp. 208-209</a>, <a href="#">p. 221</a>, <a href="#">pp. 226-227</a>, <a href="#">p. 239</a></u></p>
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p><u>Student Edition/Teacher's Edition: <a href="#">p. 165 Act. 3</a>, <a href="#">p. 177 Compréhension</a>, <a href="#">p. 131 Act. 3</a>, <a href="#">p. 147 Act. 3</a>, <a href="#">p. 183 Act. 3</a>, <a href="#">p. 188 Act. 3</a>, <a href="#">p. 245 Act. 4</a>, <a href="#">p. 263</a>, <a href="#">p. 300 Act. 2</a></u></p>
LAFS.910.WHST.1.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and</p>	<p><u>Student Edition/Teacher's Edition: <a href="#">pp. 112-113</a>, <a href="#">pp. 157-158</a>, <a href="#">pp. 200-201</a>, <a href="#">pp. 244-245</a>, <a href="#">pp. 288-289</a>, <a href="#">pp. 332-333</a>, <a href="#">pp. 378-379</a></u></p>



	<p>conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
LAFS.910.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Student Edition/Teacher's Edition: <a href="#">pp. 112-113</a>, <a href="#">pp. 157-158</a>, <a href="#">pp. 200-201</a>, <a href="#">pp. 244-245</a>, <a href="#">pp. 288-289</a>, <a href="#">pp. 332-333</a>, <a href="#">pp. 378-379</a></p>
ELD.K12.ELL.SI.S1	<p>English language learners communicate for social and instructional purposes within the school setting</p>	<p><a href="#">p. 74 Act. 4-6</a>, <a href="#">p. 77 Act. 3</a>, <a href="#">p. 79 Act. 3</a>, <a href="#">p. 83 Act. 4-7</a>, <a href="#">p. 87 Act. 4-8</a>, <a href="#">p. 88 Act. 1-6</a></p>

