



Correlations of **Senderos 4** to Florida Standards

Spanish 4 Honors

BID # 0140
 SUBMISSION TITLE Senderos 4
 GRADE LEVEL 9-10-11-12
 COURSE TITLE Spanish 4 HON
 COURSE CODE # 0708370
 ISBN # 978-1-68005-196-4
 PUBLISHER Vista Higher Learning
 PUBLISHER ID 04-3225428

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.AL.1.4	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.	SE/TE: p. 5 Escuchemos p. 41 Acts. 1-2 p. 45 Pre-AP p. 64 Application p. 81 Acts. 1-4 p. 121 Acts. 1-2 p. 163 Acts. 1-4 p. 203 Acts. 1-5 p. 243 Acts. 1-3
WL.K12.AL.1.5	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.	SE/TE: p. 5 Escuchemos p. 25 Comprensión Expansión p. 65 Comprensión Expansión

		p. 243 Acts. 1-3
WL.K12.AL.1.6	Follow technical instructions for familiar products and services.	SE/TE: p. 55 Act. 1 B p. 65 Comprensión Expansión p. 105 Comprensión Expansión p. 135 Act. 1 B p. 145 Comprensión; Expansión p. 177 Act. 1 A p. 187 Comprensión Expansión
WL.K12.AM.1.1	Demonstrate understanding of factual information about common every day or job-related topics.	SE/TE: p. 5 Escuchemos p. 20 Acts. 1-2 p. 65 Comprensión Expansión p. 105 Comprensión Expansión p. 145 Comprensión; Expansión p. 243 Acts. 1-3
WL.K12.AM.1.2	Demonstrate understanding of presentations where different accents and lexical variations are used.	SE/TE: p. 5 Escuchemos p. 65 Comprensión p. 105 Comprensión p. 145 Comprensión p. 187 Comprensión p. 217, Act. 1A p. 227 Comprensión
WL.K12.AM.1.3	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.	SE/TE: p. 5 Escuchemos p. 65 Comprensión p. 105 Comprensión p. 145 Comprensión p. 187 Comprensión p. 217, Act. 1A p. 227 Comprensión
WL.K12.AM.1.4	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.	SE/TE: p. p. 41 Acts. 1-2 p. 81 Acts. 1-4 p. 121 Acts. 1-2 p. 163 Acts. 1-4 p. 203 Acts. 1-5 p. 243 Acts. 1-3

WL.K12.AM.1.5	Demonstrate understanding of different points of view in a discussion.	SE/TE: p. 25 Comprensión; Expansión p. 163 Interpretación p. 203 Interpretación p. 243 Interpretación
WL.K12.AM.1.6	Follow complex technical instructions and specifications in real life settings.	SE/TE: p. 5 Escuchemos p. 105 Comprensión p. 145 Comprensión p. 187 Comprensión p. 243 Interpretación
WL.K12.AL.2.3	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.	SE/TE: p. 3 Act. 5 p. 50 Acts. 1-2 p. 172 Acts. 1-2 p. 252 Acts. 1-2
WL.K12.AL.2.4	Demonstrate understanding of main idea and supporting details from different types of texts that contain high-frequency idioms.	SE/TE: p. 3 Act. 5 p. 50 Acts. 1-2 p. 172 Acts. 1-2 p. 252 Acts. 1-2 p. 70 to Challenge Students
WL.K12.AM.2.1	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.	SE/TE: p. 3 Act. 5 p. 46 Acts. 1-3 p. 86 Acts. 1-3 p. 126 Acts. 1-4 p. 168 Acts. 1-4 p. 172 Acts. 1-2 p. 208 Acts. 1-3 p. 248 Acts. 1-2 p. 252 Acts. 1-3 p. 70 to Challenge Students
WL.K12.AM.2.2	Demonstrate understanding of different points of view presented through a variety of literary works.	SE/TE: p. 28 Heritage Speakers p. 46 Acts. 1-3 p. 86 Acts. 1-3 p. 126 Acts. 1-4 p. 168 Acts. 1-4

		<p>p. 208 Acts. 1-3 p. 248 Acts. 1-2 p. 70 to Challenge Students</p>
WL.K12.AM.2.3	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.	<p>SE/TE: p. 3 Act. 5 p. 7 Acts. 1-3 p. 50 Act. 1-2 p. 130 Acts. 1-3 p. 172 Acts. 1-2</p>
WL.K12.AM.2.4	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.	<p>SE/TE: p. 46 Acts. 1-3 p. 50 Act. 1-2 p. 86 Acts. 1-3 p. 90 Acts. 1-3 p. 126 Acts. 1-4 p. 130 Acts. 1-3 p. 168 Acts. 1-4 p. 208 Acts. 1-3 p. 248 Acts. 1-2</p>
WL.K12.AL.3.5	Maintain a conversation even when unpredictable situations arise in a familiar context.	<p>SE/TE: p. 11 Una entrevista p. 29 Discusión matrimonial p. 37 Act. 4 p. 46 Imaginar p. 69 Act. 6 p. 72 To Challenge Students p. 77 Act. 4 p. 96 Act. 4-B p. 117 Act. 5</p>
WL.K12.AL.3.6	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.	<p>SE/TE: p. 11 Un noticiero p. 37 Act. 4 p. 45 Pre-AP p. 86 Act. 3 p. 101 Pre-AP p. 121 Act. 5 p. 155 Act. 6 p. 179 Act. 7 p. 183 Pre-AP</p>

<p>WL.K12.AL.3.7</p>	<p>Incorporate formal and informal language and the appropriate register in a conversation.</p>	<p>SE/TE: p. 9 Expansion p. 12 Síntesis p. 72 To Challenge Students p. 77 Act. 4, p. 86 Act. 3 p. 101 Pre-AP p. 120 Evaluation p. 152 Heritage Speakers p. 179 Act. 7</p>
<p>WL.K12.AL.3.8</p>	<p>Collaborate to develop and propose solutions to problems.</p>	<p>SE/TE: p. 10, Act. 2 p. 37 Act. 3 p. 41 Pre-AP p. 60 Act. 3-B p. 72 To Challenge Students p. 77 Act. 4 p. 86 Act. 3 p. 100 Extra Practice (role play) p. 179 Act. 6 p. 243 Pre-AP</p>
<p>WL.K12.AM.3.1</p>	<p>Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p>	<p>SE/TE: p. 7 Act. 3 p. 10, Act. 2 p. 11 Una entrevista p. 21 Act. 4 p. 37 Act. 4 p. 61 Act. 5 p. 72 To Challenge Students p. 179 Act. 7 p. 219 Act. 7</p>
<p>WL.K12.AM.3.2</p>	<p>Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.</p>	<p>SE/TE: p. 23 Communities p. 41 Pre-AP p. 54 Communities p. 75 Heritage Speakers p. 112 Heritage Speakers p. 117 Communities p. 161 Heritage Speakers p. 231 Heritage Speakers</p>

WL.K12.AM.3.3	Elaborate on and justify personal preferences, needs, and feelings.	SE/TE: p. 7 Act. 3 p. 21 Act. 4 p. 29 Discusión matrimonial p. 37 Act. 4 p. 41 Pre-AP p. 72 Act. 3 p. 86 Act. 3
WL.K12.AM.3.4	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.	SE/TE: p. 11 Un noticiero p. 12 Síntesis p. 37 Act. 4 p. 85 Pre-AP p. 109 Act. 5 p. 115 Pre-AP p. 116 Act. 3-B p. 117 Act. 4 p. 230 Act. 3 p. 231 Act. 5; 6; 7 p. 233 Pre-AP
WL.K12.AM.3.5	Exchange and develop information about personal and academic tasks.	SE/TE: p. 7 Act. 3 p. 12 Síntesis p. 21 Act. 4 p. 37 Act. 4 p. 41 Pre-AP
WL.K12.AM.3.6	Use a variety of idiomatic and culturally authentic expressions appropriately.	SE/TE: p. 11 Un noticiero p. 41 Pre-AP p. 72 Act. 3 p. 77 Act. 4 p. 101 Pre-AP p. 117 Act. 5 p. 179 Act. 7
WL.K12.AM.3.7	Exchange general information on a variety of topics outside fields of interest.	SE/TE: p. 10 Act. p. 104 Act. 4 p. 113 Act. 6-B p. 179 Act. 7

		p. 243 Act. 3; Pre-AP
WL.K12.AM.3.8	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.	SE/TE: p. 10 Act. 2 p. 29 Discusión matrimonial p. 41 Pre-AP p. 77 Act. 4 p. 86 Act. 3 p. 96 Act. 4-B p. 100 Extra Practice (role play) p. 243 Pre-AP
WL.K12.AL.4.4	Communicate ideas on a variety of topics with accuracy, clarity, and precision.	SE/TE: p. 11 Un noticier p. 25 Pre-AP – Presentational Speaking p. 61 Act. 4-B p. 90 Act. 5 p. 104 Analysis and Synthesis p. 126 Act. 5 p. 143 Pre-AP p. 187 Pre-AP
WL.K12.AL.4.5	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.	SE/TE: p. 25 Pre-AP – Presentational Speaking p. 43 Extra Practice p. 85 Pre-AP p. 207 Application and Analysis p. 246 Application and Analysis
WL.K12.AL.4.6	Provide information on academic and job related topics with clarity and detail.	SE/TE: p. 102 Pre-AP p. 130 Pre-AP p. 131 ¡A conversar! p. 143 Pre-AP p. 173 ¡A conversar!
WL.K12.AM.4.1	Deliver an articulated presentation on personal, academic, or professional topics.	SE/TE: p. 11 Un noticiero p. 91 ¡A conversar! p. 116 Pre-AP p. 130 Pre-AP p. 131 ¡A conversar p. 158 To Challenge Students p. 169 Synthesis

		p. 187 Pre-AP
WL.K12.AM.4.2	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.	SE/TE: p. 61 Act. 4-B p. 61 Act. 4-B p. 65 Heritage Speakers p. 75 Heritage Speakers p. 91 ¡A conversar! p. 109 Act. 6-B p. 187 Pre-AP
WL.K12.AM.4.3	Narrate, with ease and detail, events of current, public, or personal interest.	SE/TE: p. 11 Un noticiero p. 102 Pre-AP p. 109 Act. 6-B p. 116 Pre-AP p. 131 ¡A conversar! p. 219 Pre-AP
WL.K12.AM.4.4	Prepare and deliver presentations based on inquiry or research.	SE/TE: p. 57 Act. 6 – Expansion p. 63 Expansion p. 65 Expansion p. 84 Application and Synthesis p. 87 Evaluation p. 91 ¡A conversar! p. 144 Small Groups
WL.K12.AM.4.5	Narrate a story and describe reactions with clarity and detail.	SE/TE: p. 102 Pre-AP p. 109 Act. 6-B p. 112 Act. 3 p. 116 Pre-AP p. 131 ¡A conversar!
WL.K12.AM.4.6	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.	SE/TE: p. 11 Un noticier p. 57 Act. 6 p. 51 ¡A conversar! p. 91 ¡A conversar! p. 102 Pre-AP, p. 131 ¡A conversar!
WL.K12.AL.5.5	Write using different time frames and appropriate mood.	SE/TE: p. 7 Pre-AP

		<p>p. 41 Act. 4 p. 64 Proyecto p. 89 Pre-AP p. 91 ¡A escribir! p. 109 Act. 6 p. 113 Act. 6 p. 131 ¡A escribir!</p>
WL.K12.AL.5.6	Write using style, language, and tone appropriate to the audience and purpose of the presentation.	<p>SE/TE: p. 9 Una carta p. 24 Proyecto p. 41 Act. 4 p. 81 Synthesis and Evaluation p. 89 Pre-AP p. 91 ¡A escribir! p. 150 Pre-AP p. 173 ¡A escribir! p. 199 Pre AP p. 223 Act. 5</p>
WL.K12.AL.5.7	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.	<p>SE/TE: p. 7 Pre-AP p. 46 Act. 6; Synthesis, Act. 62 Pre-AP p. 64 Proyecto p. 81 Synthesis and Evaluation p. 84 Synthesis and Evaluation p. 112 Act. 3 p. 126 Pre-AP p. 201 Evaluation p. 208 Act. 5, 246 Synthesis and Evaluation</p>
WL.K12.AM.5.1	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.	<p>SE/TE: p. 29 Act. 6 p. 47 Pre-AP p. 70 To Challenge Students p. 81 Synthesis and Evaluation p. 104 Proyecto p. 166 Pre-A p. 201 Evaluation p. 225 Pre-AP</p>
WL.K12.AM.5.2	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and	<p>SE/TE: p. 7 Pre-AP</p>

	edited with peer input.	<p>p. 47 Pre-AP</p> <p>p. 73 Act. 6</p> <p>p. 104 Proyecto</p> <p>p. 124 Pre-AP</p> <p>p. 201 Evaluation</p> <p>p. 213 ¡A escribir!</p> <p>p. 225 Pre-AP</p> <p>p. 253 ¡A escribir!</p>
WL.K12.AM.5.3	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.	<p>SE/TE:</p> <p>p. 9 Una carta</p> <p>p. 41 Act. 4</p> <p>p. 81 Synthesis and Evaluation</p> <p>p. 89 Pre-AP</p> <p>p. 201 Evaluation</p> <p>p. 225 Pre-AP, 252 Analysis and Evaluation</p>
WL.K12.AM.5.4	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.	<p>SE/TE:</p> <p>p. 9 Una carta; Un mensaje electrónico</p> <p>p. 51 ¡A escribir!</p> <p>p. 150 Pre-AP</p> <p>p. 191 Pre-AP</p> <p>p. 199 Pre AP</p>
WL.K12.AM.5.5	Write with clarity following consistent control of time frames and mood.	<p>SE/TE:</p> <p>p. 9 Una carta; Un mensaje electrónico</p> <p>p. 85 Pre-AP</p> <p>p. 121 Act. 6</p> <p>p. 131 ¡A escribir!</p>
WL.K12.AM.5.6	Produce a persuasive essay and sustain and justify opinions and arguments in writing.	<p>SE/TE:</p> <p>p. 65 Pre-AP</p> <p>p. 70 To Challenge Students</p> <p>p. 141 Pre-AP</p> <p>p. 206 Pre-AP</p> <p>p. 243 Pre-AP</p> <p>p. 253 Analysis and Evaluation</p>
WL.K12.AM.5.7	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.	<p>SE/TE:</p> <p>p. 46 Act. 6</p> <p>p. 85 Pre-AP</p> <p>p. 112 Act. 3</p> <p>p. 123 Application and Synthesis</p> <p>p. 126 Pre-AP</p>

		p. 203 Analysis and Evaluation p. 208 Act. 5
WL.K12.AL.6.3	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).	SE/TE: p. 3 Act. 5 p. 7 Acts. 1, 2, 3 p. 50 Acts 1, 2 p. 64 Acts 1-3, p. 123 Pre-AP p. 128 Communities p. 171 Synthesis p. 211 Analysis
WL.K12.AL.6.4	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	SE/TE: p. 3 Act. 5 p. 64 Act. 1 p. 122 Pre-AP p. 128 Communities p. 130 Acts. 1-3, p. 164 Evaluation p. 168 Acts. 1-3 p. 206 Pre-AP p. 208 Acts. 1-3 p. 244 Analysis and Evaluation
WL.K12.AM.6.1	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).	SE/TE: p. 24 Act. 1,2 p. 103, Acts. 1-3 p. 130 Acts. 1-3 p. 136 Heritage Speakers p. 143 Pre-AP p. 161 Heritage Speakers,
WL.K12.AM.6.2	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.	SE/TE: p. 7 Act. 3 p. 90 Act. 3 p. 129 Analysis, Synthesis, and Evaluation p. 164 Analysis p. 165 Comprehension p. 200 Analysis and Evaluation p. 247 Pre-AP
WL.K12.AM.6.3	Evaluate the effects of the target culture's contributions on other societies.	SE/TE: p. 3 Act. 5

		<p>p. 7 Act 3</p> <p>p. 144 Proyecto</p> <p>p. 169 Evaluation</p> <p>p. 185 Comprehension</p> <p>p. 211 Analysis</p>
WL.K12.AM.6.4	<p>Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).</p>	<p>SE/TE:</p> <p>p. 50 Research</p> <p>p. 63 Conexión Internet</p> <p>p. 124 Pre-AP</p> <p>p. 128 Communities</p> <p>p. 143 Pre-AP</p> <p>p. 169 Synthesis</p>
WL.K12.AL.7.2	<p>Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.</p>	<p>SE/TE:</p> <p>p. 3 Act. 5</p> <p>p. 7 Acts. 1-3</p> <p>p. 47 Expansion</p> <p>p. 90 Act. 3</p> <p>p. 129, Analysis, Synthesis, and Evaluation</p> <p>p. 144 Act. 1</p> <p>p. 161 Heritage Speakers</p> <p>p. 200 Analysis and Evaluation</p>
WL.K12.AM.7.1	<p>Analyze, reinforce, and further knowledge of other disciplines through the target language.</p>	<p>SE/TE:</p> <p>p. 5 Act. 4</p> <p>p. 7 Acts. 1-3</p> <p>p. 47 Expansion</p> <p>p. 83 Connections: History</p> <p>p. 111 Connections: Civics</p> <p>p. 131 ¡A conversar!</p> <p>p. 144 Connections: Science</p> <p>p. 173 Connections: Health/Physical Education</p> <p>p. 204 Connections: Literature</p> <p>p. 226 Connections: Geography/Biology</p>
WL.K12.AM.7.2	<p>Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.</p>	<p>SE/TE:</p> <p>p. 7 Acts. 1-3</p> <p>p. 39 Extra Practice</p> <p>p. 83 Connections: History</p> <p>p. 111 Connections: Civics</p> <p>p. 144 Connections: Science</p> <p>p. 173 Connections: Health/Physical Education</p>

		p. 204 Connections: Literature, Connections: Geography/Biology
WL.K12.AL.8.2	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.	SE/TE: p. 9 Una carta p. 46 Act. 2 p. 61 Los chistes p. 83 Análisis literario p. 123 Application and Synthesis p. 154 Act. 1 p. 195 Act. 5
WL.K12.AL.8.3	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.	SE/TE: p. 3 Evaluation and Analysis p. 23 Analysis p. 80 Synthesis and Evaluation p. 89 Pre-AP p. 141 Apuntes culturales p. 145 Expansión
WL.K12.AM.8.1	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.	SE/TE: p. 42 Analysis p. 84 Application and Synthesis p. 168 Application p. 204 Expansion: Análisis literario p. 247 Pre-AP
WL.K12.AM.8.2	Analyze the sound symbol association between the target language and own.	SE/TE: p.
WL.K12.AM.8.3	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.	SE/TE: p. 7 Pre-AP p. 46 Evaluation p. 47 Pre-AP p. 64 Proyecto p. 87 Evaluation p. 124 Pre-AP p. 169 Synthesis
WL.K12.AL.9.2	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.	SE/TE: p. 11 Un noticiero estudiantil p. 25 Pre-AP – Presentational Speaking p. 46 Evaluation p. 81 Evaluation, Synthesis and Evaluation p. 83 Knowledge, Application, and Analysis p. 84 Synthesis and Evaluation

		<p>p. 143 Presentational Speaking</p> <p>p. 219 Presentational Speaking</p> <p>p. 246 Application and Analysis</p>
WL.K12.AM.9.1	Use knowledge acquired in the target language to access information on careers and employment opportunities.	<p>SE/TE:</p> <p>p. 9 Una carta</p> <p>p. 21 Act. 4: Communities</p> <p>p. 50 Act. 4</p> <p>p. 128 Communities</p> <p>p. 142 Communities</p> <p>p. 167 Communities</p> <p>p. 179 Communities</p> <p>p. 199 Communities</p>
WL.K12.AM.9.2	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.	<p>SE/TE:</p> <p>p. 19 Connections: Journalism / Communication Arts</p> <p>p. 39 Extra Practice; Communities</p> <p>p. 47 Pre-AP</p> <p>p. 111 Connections: Civics</p> <p>p. 128 Communities</p> <p>p. 142 Communities</p> <p>p. 167 Communities</p> <p>p. 179 Communities</p> <p>p. 199 Communities</p>
LAFS.1112.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<p>SE/TE:</p> <p>p. 3 Act. 5</p> <p>p. 50 Acts. 1-2</p> <p>p. 90 Acts. 1-2</p> <p>p. 130 Acts. 1-3</p> <p>p. 168 Acts. 1-3</p> <p>p. 172 Acts. 1-2</p> <p>p. 208 Acts. 1-3</p> <p>p. 248 Acts. 1-2</p>
LAFS.1112.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 11–12 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</p>	<p>SE/TE:</p> <p>p.9 Act. 6</p> <p>p. 25 Evaluation</p> <p>p. 38 Small Groups</p> <p>p. 86 Analysis and Evaluation</p> <p>p. 90 Act. 5</p> <p>p. 127 Comprehension</p> <p>p. 141 Act. 5-B</p>

	<p>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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>p. 168 Act. 4, p. 251 Synthesis and Evaluation</p>
LAFS.1112.SL.1.3	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SE/TE: p. 25 Evaluation p. 90 Act. 5 p. 101 Act. 4 p. 118 Evaluation p. 168 Act. 4</p>
LAFS.1112.SL.2.4	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>SE/TE: p. 11 Un noticiero p. 57 Act. 6-C p. 91 ¡A conversar! p. 109 Act. 6-C p. 131 ¡A conversar! p. 155 Pre-AP Presentational Speaking p. 173 ¡A conversar! p. 191 Act. 5-B p. 226 Proyecto</p>
LAFS.1112.WHST.1.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p>	<p>SE/TE: p. 81 Synthesis and Evaluation</p>

	<ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax 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. d. 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>Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>p. 83 Comprehension and Synthesis p. 47 Pre-AP p. 65 Pre-AP p. 122 Pre-AP</p>
LAFS.1112.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the 	<p>SE/TE: p. 24 Proyecto p. 50 Act. 4 p. 64 Proyecto p. 113 Act. 6 p. 121 Act. 6 p. 124 Pre-AP p. 144 Proyecto p. 186 Proyecto p. 253 ¡A escribir!</p>

	<p>most significant and relevant 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 complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>SE/TE:</p> <p>p. 27 Comparisons</p> <p>p. 49 Small Groups</p> <p>p. 50 Research project</p> <p>p. 83 Comprehension and Synthesis</p> <p>p. 100 Heritage Speakers</p> <p>p. 103 Evaluation</p> <p>p. 149 For inclusion</p> <p>p. 232 To Challenge Students</p>