MISIÓN 1: Acitrón de un fandango

Por: Adriana García Chalela

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details Arabic influence on Mexican history.	Students can quote dialogue to explain cultural absorption.	Textual evidence supports analysis of cultural influence.	Text evidence, like word origins, supports reflection on history.	Strong evidence supports cultural exchange analysis.	Students cite evidence on cultural exchange and Arabic influence.	Students cite evidence to analyze transculturation's complexity.	Close reading supports analysis of cultural and language influence.
Standard 2: Determine theme; summarize text	Cultural exchange theme shown through dialogue and experiences.	Students determine and summarize the theme of transculturation.	Theme conveyed via historical and architectural references.	Theme develops through dialogue and experience.	Transculturation analyzed deeply with references to language and architecture.	Complex theme analyzed through interactions showing cultural shaping.	Analysis of themes of exchange and influence on culture.	Deep analysis of transculturation through dialogue and reflections.
Standard 3: Describe characters, settings, events	Students describe characters' reflections on cultural exchange.	Compare and contrast character interactions with transculturation.	Story's plot unfolds as characters explore shared heritage.	Analyze how setting shapes reflections on identity.	Key moments drive action and reveal cultural awareness.	Analysis of characters' reflections advancing plot and theme.	Analyze evolving reflections on transculturation.	Reflections on transculturation interact with the plot.
Standard 4: Meaning of words and phrases in context	Words like "transculturation" and "alameda" show meaning.	Figurative language offers literal and connotative meaning.	Key terms shape meaning and tone.	Analyze word choice's impact on meaning and tone.	Analyze words like "Guadalupe" and "alameda" for meaning.	Figurative language invites analysis of transculturation.	Analyze how words influence meaning, tone, and context.	Analyze words shaping overall meaning and tone.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Not addressed.	Third-person narrator shows reflections on transculturation.	Third-person narration shows characters' cultural exchange reflections.	Narration highlights characters' evolving views on exchange.	Narration contrasts reflections, adding depth.	Analyze narrator's impact on cultural portrayal.	Analyze narrator's influence on tone and message.	Analyze contrasting reflections through narration.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 2: Ahora sí me siento muy pequeño

Por: Mónica Brozon

Spanish Lexile Level: 410L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on characters' discussions of the universe.	Quotes about stars and distance for inferences.	Textual evidence on vastness of the universe.	Text supports analysis on size and scale.	Evidence on stars and distance for analysis.	Evidence supports analysis on universe's scale.	Evidence supports reflection on human significance.	Evidence supports analysis on cosmic scale.
Standard 2: Determine theme; summarize text	Theme of human scale in the universe shown in dialogue.	Theme of reflection on vastness of universe clear.	Theme of significance vs. cosmic scale.	Theme develops in reflections on stars and space.	Analysis of insignificance vs. intellectual power.	Complex theme of cosmic scale and reflection.	Analyzes significance vs. vastness theme deeply.	Theme of cosmic scale and human potential explored.
Standard 3: Describe characters, settings, events	Describes characters' reactions to space concepts.	Compares reactions to cosmic scale concepts.	Story unfolds as characters reflect on universe.	Dialogues about universe reveal character growth.	Reactions to cosmic scale develop plot.	Characters' reflections deepen plot and theme.	Evolves characters' reflections on universe.	Reflections on cosmic scale advance plot.
Standard 4: Meaning of words and phrases in context	Terms like "light year" contextualized by dialogue.	Figurative language like "light year" explored.	Word choice on space shapes meaning.	"Light year" analyzed for tone and meaning.	Terms about space shape tone and meaning.	Language around cosmic scale shapes tone.	Terms analyzed for meaning and tone impact.	Technical terms analyzed for meaning and tone.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Not addressed.	Narration conveys cosmic reflections.	Narration supports reflections on universe.	Narration contrasts reflections on space.	Narration contrasts views on universe's scale.	Narration supports contrast on space reflections.	Contrasts cosmic views through narration.	Narration frames cosmic vastness and perspective.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 3: ¿Qué culpa tienen las vacas?

Por Mónica Brozon

Spanish Lexile Level: 1010L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on Bruno's confusion about climate.	Quotes about climate discussions for inference.	Text supports analysis of climate understanding.	Textual evidence on family's climate views.	Strong evidence on climate topic supports analysis.	Evidence shows generational views on climate.	Evidence on climate responsibility and family views.	Specific evidence supports analysis on climate discussions.
Standard 2: Determine theme; summarize text	Theme of climate responsibility in dialogue.	Theme of environmental responsibility clear.	Theme of generational climate responsibility.	Theme develops through climate-focused dialogue.	Theme on responsibility through family dynamics.	Complex theme of climate responsibility explored.	Themes of climate responsibility and action analyzed.	Theme on generational climate discussions developed.
Standard 3: Describe characters, settings, events	Bruno's confusion and Gaby's activism shape events.	Compares reactions to climate responsibility.	Story unfolds through characters' climate views.	Characters' climate responses drive plot.	Key dialogue reveals character growth on climate.	Character development on climate responsibility analyzed.	Motivations on climate theme drive character growth.	Character reflections drive action and climate theme.
Standard 4: Meaning of words and phrases in context	Terms like "global warming" contextualized.	Words like "greenhouse effect" analyzed.	Word choice around climate shapes tone.	Terms like "greenhouse gases" impact meaning.	Climate terms shape overall meaning and tone.	Climate language's tone and meaning explored.	Figurative climate language influences tone.	Key terms like "global warming" impact tone.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Not addressed.	Narration shapes climate perspectives.	Third-person shows character contrasts on climate.	Narration contrasts family's climate perspectives.	Contrasts Gaby's and Bruno's climate views.	Generational climate views presented by narrator.	Narration contrasts personal climate responsibility.	Narration shapes portrayal of climate perspectives.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 4: ¡Pero si yo no fumé!

Por: Mónica Brozon

Spanish Lexile Level:

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on Angélica's confession support inference.	Quotes on smoking and peer pressure for inference.	Text supports analysis of smoking effects and family reaction.	Text on reactions to smoking supports analysis.	Dialogue and events show peer pressure's impact.	Text supports analysis of family and peer dynamics.	Evidence supports analysis of peer pressure and health.	Evidence supports analysis on peer influence and family guidance.
Standard 2: Determine theme; summarize text	Theme of peer pressure shown through actions.	Theme of peer influence and responsibility summarized.	Theme of smoking and influence conveyed in family talks.	Theme develops through characters' smoking discussions.	Analysis of health and peer pressure themes.	Complex theme on peer influence and health consequences explored.	Analysis of peer pressure, health, and family themes.	Theme of smoking and family support analyzed in-depth.
Standard 3: Describe characters, settings, events	Angélica's behavior and family reactions detailed.	Compare Angélica's and family's responses to smoking.	Plot and character growth shown through family discussions.	Interactions on smoking shape plot resolution.	Dialogue and incidents reveal character motivations.	Analysis of family interactions advancing plot and theme.	Characters' development and peer pressure theme explored.	Characters' interactions drive action and highlight health theme.
Standard 4: Meaning of words and phrases in context	Terms like "nicotine" and "addiction" clarified in context.	Terms like "addiction" and "enfisema" shape understanding.	Smoking terms analyzed for impact on tone and message.	Terms like "addiction" and "dependency" emphasize tone.	Smoking language shapes story's tone and meaning.	Key terms on health analyzed for tone impact.	Smoking-related terms shape narrative tone and message.	Smoking-related language reinforces tone and theme.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Narration contrasts family's smoking views.	Narrator's perspective highlights smoking issues.	Third-person shows character reactions to smoking.	Narration contrasts Angélica's view with her family's.	Narrator highlights peer pressure and family tension.	Family and Angélica's perspectives analyzed through narrator.	Differing views on smoking's impact analyzed.	Contrasting points of view on smoking shape message.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 5: Noticias que queman

Por: Mónica Brozon

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on rumors and sources support inferences.	Quotes on sources and rumors help explain reliability.	Evidence on rumors and resolution supports analysis.	Evidence supports analysis of misinformation spread.	Text supports analysis of source reliability.	Evidence on media influence supports inferences.	Strong evidence supports analysis of media's impact.	Details on media and sources support close reading on reliability.
Standard 2: Determine theme; summarize text	Theme of reliable vs. unreliable sources shown.	Theme on sources and truth is summarized through events.	Theme of evaluating sources conveyed via rumor clarification.	Theme of misinformation develops through events.	Theme of media reliability and misinformation develops.	Media reliability theme analyzed through source credibility.	Analysis of themes of media influence and misinformation.	Theme on critical analysis of information through media explored.
Standard 3: Describe characters, settings, events	Reactions to Don Fermín's rumors are detailed.	Compare how characters respond to fire news.	Characters' responses to rumors and facts drive plot.	Character reactions to misinformation shape plot.	Dialogue and realizations propel plot and reveal motivations.	Analysis of character reactions to rumors develops themes.	Character reactions to rumors advance plot and themes.	Reactions to rumors and media shape plot resolution.
Standard 4: Meaning of words and phrases in context	Terms like "rumor" and "witnesses" convey reliability.	Key terms on media influence message about truth.	Media language shapes meaning and tone of story.	Media terms like "sources" shape story's tone.	Media language emphasizes theme of truth and reliability.	Terms around misinformation shape tone and themes.	Word choices on misinformation influence meaning and tone.	Media-related language shapes meaning and critical analysis.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Narrator contrasts students' and media's views.	Narrator shows characters' views on events and media.	Third-person narration highlights varied perspectives.	Narration contrasts students' and media's views on rumors.	Point of view differences create tension in narrative.	Media and character perspectives analyzed through narration.	Varied perspectives on misinformation analyzed.	Multiple viewpoints encourage analysis of media reliability.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 6: El dilema de la piratería

Por: Mónica Brozón

Spanish Lexile Level: 810L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on Ricardo's sneakers and professor's concerns allow for inferences.	Quotes on piracy portrayals support understanding and analysis.	Evidence on piracy views supports character analysis.	Evidence supports analysis of ethical implications.	Dialogue supports inferences on societal impacts of piracy.	Text supports analysis of Ricardo's conflict and professor's stance.	Evidence on piracy and ethics supports in-depth analysis.	Strong details support analysis of piracy's societal effects.
Standard 2: Determine theme; summarize text	Theme of ethical dilemmas in piracy evident in Ricardo's conflict.	Theme on piracy ethics explored via student discussions.	Theme of ethical choices and piracy conveyed through events.	Ethical implications of piracy theme developed in dialogue.	Central theme of piracy as a moral dilemma builds throughout.	Theme on ethical decision-making shaped by events.	Piracy's legal and ethical issues analyzed in interactions.	Piracy's ethical implications explored deeply through character actions.
Standard 3: Describe characters, settings, events	Describe Ricardo's reactions and interactions around piracy.	Compare characters' views on piracy through dialogue.	Characters' evolving views on piracy illustrate development.	Analysis of characters' attitudes on piracy shapes plot.	Dialogue and incidents reveal shifts in character views on piracy.	Complex motivations around piracy develop theme.	Piracy dilemma drives character interactions and theme.	Character interactions around piracy analyzed in relation to plot and theme.
Standard 4: Meaning of words and phrases in context	Terms like "derechos intelectuales" emphasize piracy's seriousness.	Phrases like "control de calidad" shape ethical understanding.	Key terms highlight societal consequences of piracy.	Words like "delincuencia organizada" shape tone and meaning.	Language emphasizes piracy's ethical and social impact.	Key phrases shape understanding of piracy's implications.	Words convey broader ethical implications of piracy.	Language choices emphasize piracy's seriousness and ethical impact.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Third-person view shows diverse perspectives on piracy.	Narrator shows contrasting character reactions to piracy.	Narration highlights Ricardo and Angélica's differing views.	Point of view contrasts characters' stances on piracy.	Shifting perspectives create tension around piracy issue.	Multiple views on piracy analyzed in relation to ethics.	Contrasting views on piracy shape character interactions.	Balanced view on piracy encourages analysis of ethical issues.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 7: Pilas: un enemigo potencial

Por: Mónica Brozon

Spanish Lexile Level: 610L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on battery disposal and responsibility allow for inferences.	Quotes about environmental impact support analysis.	Evidence on recycling and pollution reinforces responsibility themes.	Evidence on dangers of pollution shapes character responses.	Key evidence on recycling supports analysis of awareness.	Dialogue offers thorough evidence on environmental responsibility.	Evidence supports in-depth analysis of evolving environmental understanding.	Clear evidence supports analysis of environmental impact and responsibility.
Standard 2: Determine theme; summarize text	Theme of environmental responsibility is clear through characters' actions.	Theme of responsibility develops as characters learn about recycling.	Central idea of environmental impact conveyed through character responses.	Theme evolves through interactions about recycling and pollution.	Theme of environmental responsibility shapes characters' awareness.	Theme of responsibility developed through growing awareness of consequences.	Dual themes of responsibility and action drive character decisions.	Themes of responsibility and recycling are developed as characters learn.
Standard 3: Describe characters, settings, events	Characters' growth shown through reactions to environmental issues.	Interactions reveal progression from ignorance to awareness of recycling.	Plot develops through characters' changing attitudes on disposal.	Characters' responses to the grandfather's guidance propel the story.	Key events reveal environmental lessons, shaping character responses.	Characters evolve from ignorance to action, advancing plot.	Plot development tied to characters' evolving environmental perspectives.	Key events drive plot and reveal character growth in environmental awareness.
Standard 4: Meaning of words and phrases in context	Phrases like "contaminar" highlight environmental severity.	Terms like "centros de acopio" shape the lesson's impact.	Technical terms emphasize recycling's importance and tone.	Words like "mercurio" and "reciclaje" emphasize the story's message.	Figurative language shapes the tone, highlighting responsibility.	Technical language reinforces themes of recycling and responsibility.	Scientific terms shape tone, emphasizing responsibility themes.	Specific language on hazards and recycling shapes meaning and tone.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Grandfather's awareness contrasts with children's initial ignorance.	Grandfather's viewpoint on recycling shapes events and learning.	Contrasts between characters' views influence plot progression.	Grandfather's and children's views shape plot's direction.	Perspectives on responsibility drive plot and message.	Different perspectives on environment shape story's direction.	Contrast of viewpoints highlights different approaches to responsibility.	Characters' viewpoints shape plot, emphasizing environmental learning.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 8: Todo por un río

Por: Ana Romero

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Clear details, like sadness over the river's state, allow for inferences.	Accurate quotes about river importance support analysis.	Dialogue and river condition support inferences on environmental importance.	Evidence on recycling and pollution shapes character responses.	Strong textual moments support analysis of motivations and actions.	Thorough evidence of characters' motivations regarding the river.	Strong evidence supports analysis of evolving environmental views.	Clear evidence supports analysis of environmental themes and characters' actions.
Standard 2: Determine theme; summarize text	Theme of environmental responsibility clear in the story's events.	Environmental preservation theme develops in cleanup efforts.	Central theme of restoration through Nico's leadership.	Theme of preservation evolves as characters learn river significance.	Environmental themes develop as characters take restoration actions.	Environmental responsibility theme grows through decisions and actions.	Responsibility and action themes develop through cleanup participation.	Environmental responsibility and action themes evolve through experiences.
Standard 3: Describe characters, settings, events	Descriptions show feelings and growth through cleanup involvement.	Comparison of hopelessness and proactive attitudes among characters.	Plot shows shifts in attitude from despair to involvement.	Interactions and growth reveal environmental understanding.	Key moments propel action and character realization.	Plot tied to characters' growth as they take responsibility.	Plot reflects growth and environmental message through key choices.	Key events show shift from frustration to environmental action.
Standard 4: Meaning of words and phrases in context	Phrases like "botella de agua" shape meaning about responsibility.	Terms like "hidroeléctrica" clarify environmental systems.	Word choices like "nivel del mar" reinforce clean water's importance.	Words like "catarata" highlight environmental restoration's significance.	Figurative language shapes tone and message on environmental care.	Technical language emphasizes awareness and need for action.	Scientific terms shape tone, reinforcing responsibility theme.	Word choices, especially technical language, reinforce restoration theme.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Contrasts Nico's proactive view with boys' initial hopelessness.	Nico's action-oriented stance contrasts with others' passivity.	Nico and boys' perspectives shape the story's development.	Conflicting views on restoration drive story's moral conflict.	Different views on action shape plot's direction and resolution.	Nico's proactive stance versus boys' despair shapes events.	Conflicting viewpoints on responsibility influence event progression.	Nico's proactive stance versus reluctance drives story's development.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 9: Última llamada

Por: Adriana García Chalela

Spanish Lexile Level: 810L - 1000:

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Clear details like Juan's hesitation support inferences about motivations.	Accurate quotes from dialogue reveal motivations about the ajolote.	Angélica's insistence on saving the ajolote shows explicit and inferred motives.	Evidence from dialogue supports analysis of character motivations.	Key dialogue supports analysis of the dilemma and Angélica's motives.	Thorough details reveal motivations and growth in environmental responsibility.	Strong evidence from moral dilemmas supports in-depth analysis of conflicting motivations.	Clear evidence supports analysis of ethical dilemmas and character motivations.
Standard 2: Determine theme; summarize text	Theme of moral decision-making shown in Angélica's dilemma with the ajolote.	Responsibility and ethical choices theme develops through characters' decisions.	Central idea of personal responsibility shown in characters' debate.	Theme of ethical responsibility evolves through decisions about the ajolote.	Ethical responsibility theme grows as Angélica debates saving or releasing the ajolote.	Internal conflicts reflect themes of moral responsibility and nature respect.	Responsibility and ethical choices themes develop through ajolote dilemma.	Ethical decision-making theme shown through discussions and choices about nature.
Standard 3: Describe characters, settings, events	Setting details and character responses to dilemma provide deep descriptions.	Angélica's eagerness and Juan's cautiousness show character dynamics.	Plot episodes reveal character perspective shifts and situation escalation.	Interactions and debates on ethics shape plot development.	Key moments, like Angélica's plan, reveal character depth and drive plot.	Conflicting motivations advance plot and develop moral dilemma.	Plot driven by Angélica's persistence and Juan's hesitation, reflecting motivations.	Plot develops through interactions and decisions, showing character growth.
Standard 4: Meaning of words and phrases in context	Terms like "la niña de las galletas" enhance tone and themes.	Words like "ajolote" and figurative language reveal humor and concerns.	Word choices like "pececidio" add depth to tone and ethical dilemmas.	Key terms add humor and moral layers to the story.	Figurative meanings, like "pececidio," shape tone and ethical themes.	Word choices in dialogue add tone and tension to ethical questions.	Figurative language in exchanges adds to tone and deepens ethical themes.	Word choices shape tone, reinforcing moral questions and characters' views.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Contrasting viewpoints influence plot progression and character growth.	Angélica's and Juan's differing beliefs shape character actions and decisions.	Perspectives on ajolote's welfare shape event descriptions and character growth.	Differences in viewpoint shape moral conflict and character evolution.	Viewpoints create moral conflict, shaping tension and resolution.	Angélica's impulsive view contrasts with Juan's caution, shaping decisions.	Conflicting views on ajolote welfare shape character values and plot.	Contrasting perspectives shape events and ethical dilemmas in the story.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 10: Un viaje kilométrico en unos centímetros

Por: Mónica Brozon

Spanish Lexile Level: 810L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details like Marifer's map questions support explicit and inferred learning.	Quotes about Marifer's scale misunderstanding support inferences on learning.	Family discussion on map scale provides explicit and inferred insights on perspective.	Evidence like Marifer's map realization supports spatial understanding.	Dialogue supports analysis of Marifer's understanding of distances.	Complex dialogue allows for thorough analysis of character development.	Textual evidence, especially on spatial discussions, supports analysis of Marifer's growth.	Dialogue on scale and space supports logical inferences.
Standard 2: Determine theme; summarize text	Theme of learning by experience shown in Marifer's map discovery.	Theme of exploration and spatial understanding develops through Marifer's map experience.	Central idea of spatial relationships conveyed through family explanations.	Theme of exploration through scale evolves as Marifer grasps map concepts.	Theme of space understanding grows as Marifer learns about scales.	Exploration of perspective shows character learning and growth.	Spatial understanding theme supports analysis of knowledge development.	Theme of exploration through maps fosters understanding of personal perspective.
Standard 3: Describe characters, settings, events	Details of Marifer's reactions to map learning support character analysis.	Compare Marifer's initial confusion with her understanding to show growth.	Plot shows Marifer's deepening map understanding, revealing character change.	Marifer's confusion and growth shape story progression on spatial concepts.	Marifer's journey from confusion highlights growth in spatial perspective.	Story traces Marifer's evolving understanding, revealing complex development.	Marifer's learning mirrors broader character development.	Plot shows Marifer's growth in understanding spatial concepts.
Standard 4: Meaning of words and phrases in context	Terms like "escala 1:1" central to understanding key story concepts.	Words like "escala" and comparisons help explain spatial relationships.	Map terminology shapes meaning, adding depth to perspective.	"Escala" and related terms establish tone and purpose.	"Escala" and "proporción" clarify meaning in context of map learning.	Specific language around scale adds to thematic depth.	Map-related terminology adds to story's thematic tone and meaning.	Spatial terms deepen story meaning, enhancing understanding.
Standard 5: Explain structure of the text	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 6: Point of view in narration	Marifer's view on scale vs. family's understanding shapes story events.	Marifer's perspective contrasted with Paulina's shapes Chiapas journey perception.	Marifer's naive view vs. family's insight shapes her understanding.	Family's scale explanation contrasts Marifer's view, shaping story.	Marifer's youthful perspective contrasts family's, adding humor and depth.	Marifer's limited view vs. family's insights shapes interactions.	Differences in perspective on distance reveal character growth.	Contrasting viewpoints on space show how characters' perspectives shape story.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.

MISIÓN 11: Sembrando ideas

Por: Adriana García Chalela

Spanish Lexile Level: 810L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details about Jesus' reflections on agriculture allow for explicit understanding and inferences.	Accurate quotes on agriculture's origins support analysis.	Jesus' thoughts on farming support deeper analysis.	Textual evidence supports in-depth analysis of agriculture's impact.	Key evidence supports inferences about agricultural history.	Complex reflections on agriculture support thematic analysis.	Dialogue with grandfather supports analysis of agricultural evolution.	Detailed reflections align with CCR for analyzing agriculture's role.
Standard 2: Determine theme; summarize text	Theme of human progress through agriculture is conveyed through early farming.	Theme of agricultural innovation's impact on civilizations is clear.	Agriculture's influence on human development is conveyed.	Theme of agriculture as a transformative force is developed.	Emphasizes agriculture's impact on human culture.	Detailed exploration of agriculture's revolutionary impact.	Explores agricultural practices as a foundation for civilization.	Theme of agricultural innovation as a historical force is explored.
Standard 3: Describe characters, settings, events	Describes interactions with the land, showing early farming methods.	Contrast between modern and historical methods enriches character interaction.	Explores how characters share knowledge on farming.	Interaction between modern and historical views shapes themes.	Explores agriculture's influence on character reflections.	Historical agriculture impacts plot and themes.	Past and present perspectives shape characters' understanding.	Early farming practices illustrate human progress.
Standard 4: Meaning of words and phrases in context	Phrases like "domesticating the land" shape meaning and tone.	Figurative language explains agricultural history.	Figurative language and metaphors enhance meaning and tone.	Metaphors about farming deepen narrative tone.	Figurative language adds to meaning.	Metaphorical language shapes meaning and tone.	Expressions about land and animals enrich themes.	Metaphors deepen analysis of human progress.
Standard 5: Explain structure of the text	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 6: Point of view in narration	Different perspectives on agriculture highlight views on progress.	Perspectives shape description of events.	Contrasts historical and modern views to develop the narrative.	Differing perspectives influence character development.	Historical and modern views enhance understanding of innovation.	Contrasting views explore human progress.	Traditional vs. modern knowledge reflects innovation.	Historical and modern views illustrate societal change.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed

MISIÓN 12: La naturaleza en su esplendor

Por: Adriana Arrieta Munguía

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Family's conversation about reserve and hotel supports inferences on environmental concerns.	Quotes on reserve and development support inferences.	Family discussions support explicit and inferred meanings.	Text on protecting ecosystems supports analysis.	Details on reserve development support environmental inferences.	Reflections on reserve and impact support plot and theme.	Dialogue on ethics and economics supports environmental theme.	Discussions on balance of ecology and development support CCR-level analysis.
Standard 2: Determine theme; summarize text	Theme of environmental preservation shown in reserve vs. development discussions.	Theme of protecting resources from development highlighted in dialogue.	Theme of balancing development with conservation conveyed through family discussions.	Theme of environmental impact from hotel development explored in family dilemma.	Theme of human responsibility through tourism and ecosystem discussions.	Detailed exploration of ethics in balancing growth with preservation.	Theme of conservation vs. development explored in family reflections.	Complex narrative on responsibility through themes of conservation and human impact.
Standard 3: Describe characters, settings, events	Family's interactions about reserve reveal responses to environmental issues.	Contrasts in perspectives on reserve and hotel provide insight into character reactions.	Family's concerns on hotel impact shape plot progression.	Setting and plot shape theme through discussions of hotel's environmental cost.	Family discussions drive plot and reveal ethical motivations.	Reflections on reserve destruction develop theme and plot.	Family dialogue on environmental impact drives plot.	Character and plot development reflect ethical concerns on environment.
Standard 4: Meaning of words and phrases in context	Phrases like "ecosystem destruction" aid analysis of word choices.	Metaphor of table as ecosystem clarifies resource limits.	Table metaphor illustrates ecosystem, enhancing tone.	Figurative language shapes tone on resource use.	Metaphors add depth to environmental responsibility theme.	Figurative language emphasizes concerns over resource depletion.	Table metaphor deepens exploration of environmental themes.	Metaphors enrich exploration of resource limits and ethics.
Standard 5: Explain structure of the text	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 6: Point of view in narration	Differing views on hotel development show conservation vs. economic priorities.	Family's discussion shows varied perspectives shaping narrative.	Contrasting views on development and preservation shape actions.	Economic vs. environmental views drive character development.	Economic vs. environmental viewpoints shape narrative.	Differing views on economy and environment add thematic depth.	Family views highlight ethical and cultural dilemmas.	Points of view on conservation vs. development highlight societal issues.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed

MISIÓN 13: Tortuga o tianguis, ¿quién da más?

Por: Adriana García Chalela

Spanish Lexile Level: 810L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Angélica's dialogue with her grandmother on extinction supports explanations and inferences.	Quotes on extinction support explanations.	Evidence like Angélica's necklace metaphor supports explicit and inferred meanings.	Evidence, including the carey comb, supports environmental consciousness.	Reflections on the comb and project support inferences on environmental impact.	Dialogue on extinction and ethics supports thematic development.	Discussions on extinction and ethics provide strong evidence.	Rich evidence on extinction and ethics aligns with CCR-level analysis.
Standard 2: Determine theme; summarize text	Theme of environmental responsibility explored through Angélica's project.	Theme of extinction highlighted in Angélica's reflections.	Theme of interconnected ecosystems developed in family conversations.	Theme of environmental and cultural awareness developed through family reflections.	Theme of conservation and responsibility developed throughout the story.	Theme of environmental ethics explored through specific examples.	Theme of extinction explored in depth through dialogue.	Complex themes of environmental responsibility, cultural change, and ethics developed.
Standard 3: Describe characters, settings, events	Angélica's project prep and conversations show reflections on environmental issues.	Contrast between Angélica's views and her grandmother's provides character insights.	Plot reveals Angélica's understanding shaped by her grandmother.	Setting and dialogue shape reflections on environmental issues.	Grandmother's explanations reveal Angélica's changing perspective.	Dialogue on extinction shapes plot and theme.	Interactions reveal evolving views on environmental responsibility.	Character and plot development reflect cultural shifts in environmental awareness.
Standard 4: Meaning of words and phrases in context	Key phrases like "La vida no se compra" aid word choice analysis.	Necklace metaphor enhances understanding of ecosystem connections.	Necklace metaphor shapes theme and tone.	Figurative use of necklace metaphor impacts dialogue meaning.	Figurative language deepens analysis of tone and meaning.	Broken necklace metaphor illustrates deeper themes.	Figurative language, like the necklace symbol, deepens theme and tone.	Necklace metaphor adds depth to analysis of ecosystem interconnectedness.
Standard 5: Explain structure of the text	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 6: Point of view in narration	Angélica and grandmother's views on conservation highlight generational differences.	Contrast of Angélica's view with grandmother's past shapes conversation.	Contrast of youthful enthusiasm and past practices shapes character actions.	Different environmental views highlight character contrasts.	Viewpoints on environment shape understanding of narrative.	Environmental activism vs. traditional habits shows cultural perspectives.	Modern ethics vs. traditional views explore cultural values.	Generational views on conservation highlight cultural shifts.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed

MISIÓN 14: Ganamos y perdemos

Por: Mónica Brozon

Spanish Lexile Level: 810L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details about Angélica's conversation with her grandfather support inferences about historical events.	Quotes from their conversation support inferences on mestizaje.	Dialogue on historical consequences supports analysis.	Textual evidence on mestizaje supports analysis.	Interactions provide strong evidence, showing changes in Angélica's attitude.	Complex interaction of history and reflection supports in-depth analysis.	Dialogue supports interpretations of mestizaje and conquest.	Depth of conversations supports detailed inferences.
Standard 2: Determine theme; summarize text	Theme of cultural mixture and consequences evident through family discussion.	Theme of cultural mixture developed over the dialogue.	Theme of mestizaje conveyed through character interactions.	Theme of cultural blending develops through dialogue.	Theme of mestizaje and modern identity implications analyzed.	Theme refined through historical details.	Themes of mestizaje, history, and identity create complex analysis.	Development of themes builds toward sophisticated understanding.
Standard 3: Describe characters, settings, events	Angélica's responses and conversation with grandfather show character interaction.	Contrast of girls' actions with historical events shows character development.	Dialogue reveals how Angélica and friends react to history.	Dialogue shows setting influences on reflections.	Dialogue reveals changing understanding of history and culture.	Reflection on historical impact shows complex character development.	Interaction between historical reflection and identity drives character development.	Character growth through historical dialogue enables deep analysis.
Standard 4: Meaning of words and phrases in context	Meaning of terms like "mestizo" is conveyed with examples.	Terms like "mestizo" and significance explained to show impact.	Dialogue gives connotative meanings of historical identity terms.	Terms like "mestizo" emphasize cultural and historical impact.	Word choices shape meaning and characters' identity.	Words like "mestizo" and "conquista" deepen tone.	Loaded terms like "mestizo" enhance understanding of identity.	Analysis of word choices adds historical and cultural depth.
Standard 5: Explain structure of the text	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Structure of dialogue and shifting perspectives enhances meaning.	Structure analyzed for contribution to theme and meaning.	Dialogue structure adds aesthetic and thematic depth.
Standard 6: Point of view in narration	Contrasting views of Angélica and her grandfather shape conversation.	Family dialogue reflects different perspectives on history and identity.	Contrasting perspectives develop cultural and historical views.	Youth vs. historical knowledge shapes narrative.	Interplay of views enhances thematic content.	Cultural experiences from dual viewpoints shape the narrative.	Contrasting historical and personal views enrich narrative exploration.	Perspectives create a layered narrative of cultural context.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed

MISIÓN 15: ¿Cómo dices que te dicen?

Por: Ana Romero

Spanish Lexile Level: 810L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on events and actions support explicit understanding and inferences.	Quotes support inferences on character motivations.	Evidence on character responses supports analysis of moral dilemmas.	Textual evidence supports inferred ideas on consequences.	Strong evidence on character development and moral conflicts.	Thorough evidence supports analysis of decisions and theme.	Evidence supports detailed analysis of moral themes and conflicts.	Close reading supports inferences on responsibility and character themes.
Standard 2: Determine theme; summarize text	Theme of responsibility and decision-making explored through Juan's reflections on theft.	Theme of consequences of action vs. inaction is clearly developed and summarized.	Theme of justice and moral choice developed through Juan's internal conflict.	Theme of loyalty vs. justice developed objectively.	Theme of responsibility and justice emphasized through character actions.	Theme of moral choice and consequences analyzed through Juan's decisions.	Theme of justice and responsibility explored through central conflict.	Themes of justice and responsibility analyzed and summarized objectively.
Standard 3: Describe characters, settings, events	Juan's internal dialogue and actions reveal his moral struggle.	Contrast of Juan's internal conflict with interactions supports character analysis.	Plot events show Juan's reaction to Héctor's theft and internal resolution.	Interactions shape plot and consequences of Juan's inaction.	Plot progression is driven by Juan's internal conflict.	Complex dynamics of moral conflict drive plot.	Interactions reveal character evolution through moral dilemmas.	Juan's moral dilemma central to plot progression and resolution.
Standard 4: Meaning of words and phrases in context	Terms like "justice" and "responsibility" analyzed for thematic reflection.	Terms like "loyalty" show impact on actions and message.	Key terms affect Juan's internal conflict.	Connotative meanings analyzed for influence on tone and theme.	Key phrases influence tone and overall message.	Juan's reflections analyzed for tone and meaning impact.	Figurative meanings, like "conscience," explored for thematic depth.	Analysis of phrases like "weight of responsibility" shapes moral themes and tone.
Standard 5: Explain structure of the text	Not addressed.	Partially addressed by examining structure of Juan's reflections on rules.	Partially met by analyzing how plot points affect Juan's decision-making.	Partially addresses structure through rules and moral resolution.	Partial analysis of text structure in relation to moral decisions.	Structure shows development of Juan's internal conflict.	Story structure analyzed for impact on moral dilemma and plot.	Narrative structure shows Juan's conflict with loyalty and responsibility.
Standard 6: Point of view in narration	Third-person limited view shows internal conflict shaped by events.	Perspective highlights Juan's reflections on justice and friendship.	Limited view reveals Juan's thoughts on theft, shaping narrative.	Perspective contrasts internal thoughts and external actions.	Limited perspective key to Juan's moral debate.	Viewpoint deepens analysis of moral struggle and narrative.	Perspective contrasts internal reflection with events.	Limited perspective shapes analysis of Juan's conflict and actions.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Moral dilemma comparable to classic right wrong themes.	Themes of responsibility and justice compared to traditional moral conflicts.	Dilemma similar to classic patterns of loyalty vs. justice.	Conflict can be contrasted with traditional moral dilemmas.	Justice and responsibility themes reflect traditional myths.	Moral conflict mirrors classic loyalty vs. justice conflicts.	Themes of justice and morality compared to classic literature.	Moral responsibility reflects themes in traditional stories.

MISIÓN 16: Robatriques

Por: Adriana García Chalela

Spanish Lexile Level: 1010L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Juan's internal debate about accusing Héctor supports explicit and inferred meaning.	Quotes, like Juan's reasoning about Héctor's supplies, support inferences.	Reflections on rules mirror Juan's moral dilemma.	Text supports analysis of Juan's struggle and decisions.	Multiple examples show Juan's conflict between loyalty and responsibility.	Complex analysis of Juan's inaction and its moral implications.	Evidence supports analysis of friendship vs. moral responsibility.	Detailed analysis on Juan's rationalization of small thefts.
Standard 2: Determine theme; summarize text	Theme of moral conflict explored through Juan's decision.	Theme centers on consequences of inaction and moral choice.	Clear theme of moral conflict and decision impact.	Theme of responsibility developed through Juan's choices.	Focus on moral struggle and impact of Juan's decision.	In-depth theme of justice and moral responsibility.	Theme of personal conflict and responsibility fully developed.	Theme of moral conflict and responsibility analyzed thoroughly.
Standard 3: Describe characters, settings, events	Juan's internal dialogue shows his moral struggle.	Loyalty tested through interactions with Héctor.	Plot reveals Juan's internal dilemma about reporting Héctor.	Interactions highlight effects of rules on plot and character.	Juan's reflections propel plot and develop character.	Complex character of Juan explored through moral struggles.	Character development driven by Juan's internal conflicts.	Juan's moral dilemma and development analyzed.
Standard 4: Meaning of words and phrases in context	"Weight of the law" analyzed for consequence interpretation.	"Small items" vs. moral consequences in rules.	Connotative meanings of "justice" impact tone.	"Weight of the rules" reflects Juan's perception of consequences.	Impact of "justice" and "conscience" on meaning and tone.	"Truth in action" analyzed for implications on justice.	Word choices explored for moral and legal consequence.	Phrases like "weight of the law" examined for tone and meaning.
Standard 5: Explain structure of the text	Not addressed.	Partially met by discussing Juan's internal dilemma's effect on meaning.	Partially met by how rules structure Juan's moral debate.	Partial analysis of rules guiding Juan's decisions and plot.	Partially met through classroom and court rules shaping conflict.	Structure analyzed as Juan's conflict builds toward resolution.	Structure focuses on Juan's struggle leading to action.	Structure shows Juan's internal debate culminating in decision.
Standard 6: Point of view in narration	Third-person limited view shapes Juan's thoughts and decisions.	Perspective highlights portrayal of Juan's moral conflict.	Limited view shows Juan's thoughts on Héctor's theft.	Perspective contrasts internal conflict with external actions.	Differences in Juan's conflict and actions influence narrative.	Limited perspective enables close analysis of moral struggle.	Juan's perspective shapes moral choices and reader's understanding.	Perspective shapes interpretation of Juan's conflict with rules.
Standard 7: Connection between text and other media	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.	Not addressed.
Standard 8: Compare texts on similar themes or topics	Moral dilemma theme comparable to classic moral conflicts.	Theme of moral struggle compared to loyalty vs. justice stories.	Theme mirrors traditional conflicts between right and wrong.	Similar patterns of moral responsibility in classic literature.	Justice and responsibility themes align with classic moral stories.	Juan's moral conflict reflects themes in traditional literature.	Loyalty vs. justice theme reflects classic stories on morality.	Universal themes of justice and conflict with right and wrong.

MISIÓN 17: ¡Se fue la luz!

Por: Adriana Arrieta Munguía

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on monkey's sadness and boy's actions illustrate events and support inferences.	Boy's actions and emotions allow understanding of explicit and implied details.	Details on boy's empathy support inferences about his concern.	Multiple moments show empathy and emotional impact on plot.	Examples like monkey's sadness help analyze text with specific references.	Analysis of boy-monkey interactions highlights character motives and theme.	Textual evidence on emotions and behaviors supports analysis of character connections.	Evidence of boy-monkey relationship supports theme of empathy and connection.
Standard 2: Determine theme; summarize text	Theme of empathy developed through boy's care for monkey; students summarize key events.	Theme of empathy clear in boy's actions toward monkey.	Theme of compassion conveyed in boy's relationship with monkey.	Theme of empathy evolves as boy helps monkey, analyzed through key moments.	Empathy theme reflects in boy's actions, linking to plot progression.	Development of empathy theme analyzed through boy's motivations.	Empathy theme analyzed in boy's character growth and responsibility.	Theme of empathy analyzed through boy's evolving understanding of care.
Standard 3: Describe characters, settings, events	Boy's and monkey's feelings described through boy's caring actions.	Boy's evolving reactions compared to monkey's responses.	Relationship unfolds from boy's confusion to determination to help.	Boy-monkey interactions analyzed for plot development and emotion.	Key moments like monkey's tears drive character development.	Analysis of boy's empathy toward monkey shapes character growth.	Boy's growth in empathy drives plot, highlighting emotional dynamics.	Emotional evolution of characters analyzed through boy-monkey interactions.
Standard 4: Meaning of words and phrases in context	Phrases like "las lágrimas del chango" enhance understanding of sadness and care.	Words like "lágrimas" and "apoyo" convey deep emotion and experience.	Monkey's tears highlight emotional impact; word choices shape tone.	Figurative language about emotions enhances empathy theme.	Emotional words like "lágrimas" and empathy analyzed for story tone.	Emotional bond conveyed through specific word choices enhances story depth.	Figurative meanings explore emotional weight in boy's empathy and monkey's sadness.	Word choices like monkey's sadness deepen interpretation of theme and tone.
Standard 5: Explain structure of the text	Structure from monkey's sadness to boy's care shows story progression.	Story's arc from sadness to help shows emotional development.	Structure of monkey's sadness to boy's resolve emphasizes story's emotional arc.	Emotional arc from monkey's sadness to boy's help supports empathy theme.	Story's structure emphasizes emotional growth and central theme.	Narrative structure from issue to resolution highlights emotional development.	Structure emphasizes boy-monkey bond and thematic depth.	Structure from introduction to resolution supports empathy and connection.
Standard 6: Point of view in narration	Third-person view focuses on boy's feelings and empathy growth.	Third-person perspective shows boy's emotional journey.	Viewpoint reveals emotional growth in boy-monkey relationship.	Third-person view reveals empathy in boy and sadness in monkey.	Narration allows exploration of both characters' emotions.	Third-person view shapes understanding of theme of care and empathy.	Viewpoint critical for understanding emotional depth in characters.	Narration reveals emotional depth, shaping theme of empathy.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed

MISIÓN 18: Primeros habitantes de este vecindario continental, América.

Por: Adriana García Chalela

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Narrator's reflection on being a river illustrates environmental change and human impact.	Quotes on river's transformation support inferences about environmental neglect.	Descriptions of river's decline support analysis of nature's vulnerability.	Details on river's shift from vibrant to polluted support deeper analysis of human impact.	Evidence of river's lament supports analysis of pollution's consequences.	Imagery of river's transformation supports analysis of environmental responsibility.	River's perspective emphasizes connection to human neglect, supporting in-depth analysis.	Detailed evidence on river's journey illustrates environmental change and human role.
Standard 2: Determine theme; summarize text	Theme of environmental change evident in river's reflections on pollution.	Theme of nature's fragility shown through river's gradual destruction by pollution.	Theme of environmental awareness conveyed through river's perspective on decline.	Theme of environmental degradation develops as river recounts loss.	Theme of environmental collapse reflects human impact on nature.	Theme of environmental change analyzed through river's memories of thriving and collapse.	Theme of environmental destruction deeply analyzed through river's decline.	Theme of environmental destruction analyzed through river's past and present.
Standard 3: Describe characters, settings, events	River's transformation described through pollution and loss of life.	Comparison of river's past and present shows human impact on nature.	Plot unfolds as river recounts pollution and degradation, showing change.	Interactions between river and environment reveal human impact.	Incidents like waste dumping reveal character of river and provoke reflection.	Plot progression analyzed through river's decline and pollution impact.	River's gradual decline and pollution analyzed in terms of environmental theme.	River's journey from vitality to pollution illustrates plot and theme.
Standard 4: Meaning of words and phrases in context	Words like "manso" (gentle) and "mortal" (dying) shape tone of river's transformation.	"Caudaloso" (raging) and "agonizante" (dying) reflect river's change and tone of loss.	Words like "vital" (alive) and "silencio" (silence) shape tone of drained vitality.	"Casi muerto" (nearly dead) emphasizes loss and human impact.	Words like "hermoso" (beautiful) and "moribundo" (dying) shape tone of regret.	Choices like "colapsado" (collapsed) emphasize tone of destruction.	Words like "desaparecido" (disappeared) highlight tone of gradual demise.	Choices like "agonía" (agony) emphasize transformation and environmental theme.
Standard 5: Explain structure of the text	Story structure, from strength to weakness, develops theme of degradation.	River's history stages emphasize consequences of neglect.	Reflections on past and polluted present develop environmental theme.	Story's structure from thriving to dying supports theme of loss.	Structure shows division between river's past and present, developing theme.	Structure of river's life and death stages analyzed for theme of destruction.	Plot's structure from life to death emphasizes loss and decline.	Sections of river's vitality to pollution show narrative's environmental theme.
Standard 6: Point of view in narration	River's perspective on loss and neglect shapes description and empathy.	River's view of helplessness shapes tone and event descriptions.	River's perspective, showing strength and vulnerability, emphasizes environmental destruction.	River contrasts former power with polluted state, shaping loss description.	Difference between river's self-view and human treatment creates tension.	River's view of decline emphasizes human neglect in event descriptions.	River's loss of beauty and life shapes helpless tone and message.	River's perspective on former vitality and pollution supports theme of environmental destruction.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Comparison of river's thriving past and polluted present reflects human intervention.	River's healthy past vs. polluted present highlights theme of environmental neglect.	River's former beauty contrasted with devastation illustrates theme of human impact.	River's experience shows pattern of loss common in environmental texts.	River's past and polluted present show themes of neglect shared in other stories.	Comparison to other texts on environmental decline shows shared themes of nature's vulnerability.	River's thriving past vs. dying present reflects theme of irreversible human impact.	Theme of environmental destruction and human impact shown in river's decline.

MISIÓN 19: Así soy yo

Por: Adriana Arrieta Munguía

Spanish Lexile Level: 610L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on Jesús' feelings and discovery as a goalkeeper support explicit and inferred understanding.	Quotes about Jesús's growth in confidence support analysis of character development.	Text shows Jesús's growth through evidence like his increasing confidence in goal.	Evidence of Jesús's interactions and shift in confidence supports in-depth character analysis.	Strong evidence, such as dialogue on talent, supports analysis of confidence growth.	Jesús's growth, through soccer practice, supports theme analysis.	Strong evidence in Jesús's development supports analysis of friendship and self-discovery.	Reflections on skills and confidence support inferences on growth and resilience.
Standard 2: Determine theme; summarize text	Theme of overcoming self-doubt shown in Jesús's journey to discover his strengths.	Central theme of perseverance highlighted by Jesús's response to soccer challenges.	Theme of self-discovery shown in Jesús's journey from doubt to confidence.	Theme of perseverance developed as Jesús overcomes insecurities on the field.	Theme of resilience and confidence developed through Jesús's character growth.	Theme of personal growth analyzed as Jesús overcomes rejection and insecurity.	Theme of self-fulfillment through perseverance analyzed through Jesús's growth.	Theme of perseverance and self-discovery shown through Jesús's journey.
Standard 3: Describe characters, settings, events	Plot centers on Jesús's journey from exclusion to proving himself as a goalkeeper.	Story's progression from rejection to success develops characters and plot.	Plot unfolds with Jesús's growth in confidence, showing progression through practice.	Interactions with Ricardo and growth in confidence move plot toward resolution.	Plot incidents like Jesús's improvement and support from Ricardo reveal growth.	Story's structure, particularly Jesús's transformation, shows character and theme interactions.	Plot progression through Jesús's doubts and triumphs develops theme.	Events of growth in confidence and soccer success illustrate perseverance and friendship.
Standard 4: Meaning of words and phrases in context	Words like "gordito" and "ágil" shape Jesús's self-view and the story's tone.	Terms like "gordito" and "portero" (goalkeeper) shape tone as Jesús gains confidence.	Phrases about soccer dreams reflect Jesús's shifting self-worth.	Words like "gordito" in dialogue show Jesús's redefined self-image.	Word choices reflect Jesús's journey from doubt to self-assurance.	Words about appearance and skills shape tone, focusing on growth and challenges.	Tone shaped by Jesús's journey from insecurity to confidence in soccer and self-worth.	Words related to soccer and self-image reflect Jesús's transformation from doubt to confidence.
Standard 5: Explain structure of the text	Structure moves from rejection to success, supporting theme of confidence.	Structure of shifting from inadequacy to confidence contributes to message.	Plot structure, from self-doubt to goalkeeper success, emphasizes growth and perseverance.	Structured events and dialogue reflect the theme of perseverance.	Structure, with reflections followed by action, shows growth through soccer experiences.	Jesús's confidence builds through structured moments of practice and reflection.	Plot structure mirrors development in soccer and interactions with Ricardo, supporting growth theme.	Story structure of doubt leading to success builds themes of confidence and perseverance.
Standard 6: Point of view in narration	Jesús's viewpoint on exclusion vs. Ricardo's support shapes description of events.	Differing views between Jesús's insecurity and Ricardo's belief in him shape growth.	Contrast between Jesús's doubt and Ricardo's confidence shows progression.	Points of view on Jesús's talent reveal character and plot progression.	Jesús and Ricardo's differing views on Jesús's abilities create tension and drive growth.	Jesús's doubt vs. Ricardo's confidence influence story's direction.	Contrast between Jesús's internal struggle and Ricardo's support shapes narrative.	Jesús's self-view vs. others' perceptions shape plot and theme development.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Comparison of exclusion and confidence shows growth through challenge.	Contrast between Jesús's doubt and Ricardo's support reflects growth themes.	Comparison of Jesús's transformation with Ricardo's support highlights growth.	Comparison of self-doubt and triumph shows different approaches to challenges.	Comparison of Jesús's inadequacy and confidence reflects perseverance.	Comparison of Jesús's growth with Ricardo's support shows determination theme.	Comparison of self-discovery and friendship from different perspectives.	Contrast of confidence and success shows theme evolution through self-perception.

MISIÓN 20: La pasión de Santi

Por: Adriana Arrieta Munguía

Spanish Lexile Level: 410L - 800L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on Santi's passion and conversations support character and event analysis.	Quotes on Santi's career aspirations support inferences about his motivations.	Evidence of Santi's goals helps explain his character development.	Multiple examples, like Santi's plans and Juan's reflections, show how views shape the story.	Strong dialogue reveals theme and character growth through Santi's motivations.	Analysis of Santi's character growth supported by his passion and insights on life.	Evidence from Santi's views on work and family supports inferences about values.	Citations on Santi's career and philosophy support themes of hard work and passion.
Standard 2: Determine theme; summarize text	Theme of passion and perseverance shown through Santi's commitment to his career.	Central theme of following passion highlighted by Santi's future goals.	Theme of purpose shown through Santi's dedication to mechanics.	Theme of passion and dedication develops, influencing Juan's self-awareness.	Theme of pursuing passion is explored through Santi's influence on others.	Fulfillment through passion deeply analyzed, showing contrasts between Santi and Juan.	Themes of passion, work, and fulfillment analyzed through characters' interactions.	Theme of perseverance and passion developed through Santi, Juan, and Angélica's reflections.
Standard 3: Describe characters, settings, events	Plot develops as Santi shares his passion, shaping views on life and work.	Story progression, like Juan's realization about music, advances character growth.	Series of conversations on goals and passion drive the plot and personal growth.	Interactions reveal deeper understanding of passion as Santi discusses goals.	Key incidents, like Santi's dedication to cars, drive action and character development.	Plot development through contrasting ideas of success contributes to theme.	Plot shows Santi's passion for cars and Juan's growth, moving toward resolution.	Conversations on passion and aspirations propel narrative and theme exploration.
Standard 4: Meaning of words and phrases in context	"Passion" emphasizes dedication and hard work, shaping meaning and tone.	Words like "dedication" and "dream" develop tone of determination.	Language around passion vs. doubt conveys contrasting character perceptions.	Key phrases like "hard work" analyzed for tone, showing Santi's influence.	Word choices around "passion" shape story tone, highlighting reflections on goals.	Terms like "dedication" shape tone, showing contrast in determination and doubt.	Words like "passion" and "perseverance" shape narrative tone and character influence.	Terms like "passion" and "dedication" establish a tone of hard work and alignment of values.
Standard 5: Explain structure of the text	Structure from doubt to motivation shows theme development.	Shift from casual talk to goal reflection supports plot and theme.	Conversations on plans create a structure contrasting passion and doubt.	Structured dialogue on passion and success deepens story's structure.	Conversations about plans emphasize theme development in structure.	Reflective and practical discussions contribute to theme and meaning.	Structure shows complexities of fulfillment, from Santi's clarity to Juan's doubts.	Dialogue-driven structure builds themes of passion and success through character perspectives.
Standard 6: Point of view in narration	Santi's dedicated outlook contrasts with Juan's uncertainty, shaping events.	Each character's viewpoint reveals how outlooks shape decisions.	Santi's confidence vs. Juan's self-doubt shows influence on growth.	Contrasting views between Santi's certainty and Juan's search shape interactions.	Santi's clear view contrasts with Juan's hesitation, affecting theme.	Differing views on passion and career drive character growth and plot.	Santi's passion vs. Juan's uncertainty creates contrast in interactions.	Santi's passion and Juan's uncertainty reveal character growth and responses to challenges.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Comparison of Santi's passion vs. Juan's hesitation reveals contrast in approach to goals.	Contrast of Santi's confidence vs. Juan's doubt shows character growth themes.	Comparison of Santi's dedication with Juan's uncertainty deepens theme.	Santi's defined path vs. Juan's indecision highlights different approaches to success.	Santi's passion vs. Juan's doubt enhances theme of self-discovery.	Santi's dedication vs. Juan's uncertainty shows different views on fulfillment.	Comparison of Santi's passion for cars and Juan's hesitant approach to music.	Contrast of confidence and success in approach to self-discovery and perseverance.

MISIÓN 21: Los influenciables

Por: Ana Romero

Spanish Lexile Levels: 810L - 1400L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Details on Juan and Angélica's concern for Mauricio support understanding.	Quotes about influenza symptoms support inferences about concern.	Evidence on symptoms and reactions supports analysis of misinformation.	Evidence, like José Luis's remarks, supports analysis of differing beliefs.	Evidence from José Luis's denial and Angélica's fear shows how misinformation affects perceptions.	Analysis of characters' perspectives on influenza is supported by quotes on skepticism and caution.	Evidence on health concerns shapes understanding of science and skepticism.	Citations about influenza symptoms and José Luis's dismissal support inferences on misinformation.
Standard 2: Determine theme; summarize text	Theme of health misinformation is clear through characters' conversations.	Theme of misinformation on influenza and varying concern is central.	Theme of scientific literacy vs. skepticism shown in characters' responses to influenza.	Theme of science vs. belief explored through influenza discussions.	Theme of skepticism vs. trust in science shown through José Luis's denial.	Theme of health literacy explored as Angélica emphasizes caution.	Themes of health literacy and misinformation develop through characters' differing views.	Theme of science's importance vs. misinformation shown through reactions to influenza.
Standard 3: Describe characters, settings, events	Plot unfolds with children's concern and José Luis's reaction, shaping responses.	Interactions show how skepticism and concern over influenza evolve.	Events like discovering symptoms reveal changes in characters' perspectives.	Interactions about influenza provide insight into evolving viewpoints.	Incidents around influenza propel action and reveal character growth.	Plot's development through characters' changing beliefs about influenza advances health themes.	Characters' reactions to influenza evolve as societal influences drive plot.	Events around symptoms and influenza shape character development and story progression.
Standard 4: Meaning of words and phrases in context	Terms like "influenza" show tone and seriousness of reactions.	Words like "influenza" and "virus" show difference between science and belief.	Terms like "virus" affect understanding of flu and scientific authority.	Words like "patraña" shape tone, showing José Luis's dismissal of science.	Terms like "influenza" set serious tone as children discuss symptoms.	Word meanings shape disbelief vs. caution narrative through José Luis.	Terms like "A-H1N1" show varied approaches to science, impacting tone.	Words like "virus" clarify tone, showing contrast in children's caution vs. José Luis's disbelief.
Standard 5: Explain structure of the text	Structure of dialogue, from concern to dismissal, develops central theme.	Story structure highlights misinformation's danger through character reactions.	Back-and-forth dialogue creates tension, building narrative around health concerns.	Structure of interactions explores health literacy through misinformation.	Structure contrasts children's fears with José Luis's skepticism, enhancing theme.	Scenes showing José Luis's disbelief drive plot, highlighting scientific authority's role.	Structure shows how disbelief and caution create a narrative on scientific trust.	Story moves from discovery of symptoms to tackling misinformation, showing literacy's importance.
Standard 6: Point of view in narration	Contrasts between José Luis and children reveal differing science views in crises.	José Luis's skepticism contrasts children's fear, shaping influenza threat perception.	Dialogue shows clash of disbelief vs. caution, impacting narrative's progression.	Viewpoints like José Luis's mockery of science illustrate health misinformation spread.	Points of view contrast, showing skepticism vs. concern toward health issues.	Differing perspectives drive narrative, showing skepticism's effect on decisions.	Complex points of view explore rejection vs. acceptance of science, shaping plot.	Viewpoint differences highlight health and science responses, driving narrative.
Standard 7: Connection between text and other media	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
Standard 8: Compare texts on similar themes or topics	Comparison of children's science-based understanding vs. José Luis's skepticism contrasts views on science.	Comparison of acceptance of science vs. rejection shows varied responses.	Tension from children's health understanding vs. José Luis's misinformation.	Contrast of health approaches shows skepticism vs. science's role.	Contrast of José Luis's "hoax" view vs. children's concern highlights misinformation.	Misinformation vs. science shown in characters' differing flu perspectives.	Comparison of health measures' acceptance vs. denial explores misinformation.	Contrast in scientific and health information reception reveals cultural divides.

MISIÓN 22: No me olvides. Sólo voy y vengo

Por: Adriana García Chalela

Spanish Lexile Level: 810L - 1800L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Specific details on Juan's reactions to urbanization support explanations and inferences.	Quotes about urbanization reveal Juan's feelings about city changes.	Textual evidence, like Juan's responses, supports analysis of urban growth.	Descriptions of city expansion and Juan's reflections enable analysis.	Evidence from Juan's perspective on urbanization supports analysis of change.	Quotes on Juan's reflections on city growth provide depth for analysis.	Detailed evidence of Juan's internal conflict supports analysis of urban impacts.	Explicit details on urban transformation and Juan's perspective support comprehensive analysis.
Standard 2: Determine theme; summarize text	Theme of urbanization is developed through Juan's experiences.	Change and adaptation are shown through Juan's struggle with city growth.	Themes of urban growth and adaptation emerge through dialogue and reflection.	Theme of adaptation unfolds through Juan's conversations.	Themes of urbanization and adaptation develop and resolve through dialogue.	Story explores themes of urbanization and personal adaptation.	Interactions develop themes of urbanization and change.	Themes of urbanization and adaptation are fully developed through dialogue.
Standard 3: Describe characters, settings, events	Juan's frustration and his uncle's insights reveal character growth.	Comparison of Juan's frustration and his uncle's logic highlights character growth.	Juan's development and uncle's influence show character progress.	Juan's growth is shown through interactions with his uncle's calm reasoning.	Events reveal Juan's responses to change, advancing the plot.	Juan's emotional journey advances through his interactions with his uncle.	Motivations drive character growth and plot progression.	Juan's reactions to his uncle's guidance reveal growth and drive the plot.
Standard 4: Meaning of words and phrases in context	Terms like "urbanization" shape tone, underscoring themes of change.	Words like "drying up" emphasize tone and environmental impacts.	Terms like "urbanization" convey tone and city growth effects.	Phrases like "drying rivers" reflect tone and themes of loss.	Words like "decline" set a somber tone on environmental shifts.	Terms like "legacy" evoke tone and emphasize city expansion's impact.	Words like "withered" highlight tone and changes in the environment.	Terms on urban growth and loss shape tone and convey themes of change.
Standard 5: Explain structure of the text	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Standard 6: Point of view in narration	Juan's frustration contrasts with his uncle's calm, shaping perspective.	Juan's limited view contrasts with his uncle's broader understanding.	Juan's emotional outlook contrasts with his uncle's practical approach.	Contrasting views on change reveal different perspectives.	Juan and his uncle's perspectives show varied responses to urbanization.	Juan's reaction contrasts with his uncle's logical view.	Personal vs. pragmatic perspectives shape the narrative.	Different perspectives on urban change reveal contrasting responses.
Standard 7: Connection between text and other media	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Standard 8: Compare texts on similar themes or topics	Urban growth theme compared to universal challenges of change.	Themes of urbanization invite comparisons with similar stories.	Themes of city growth appear in other narratives on adaptation.	Urbanization themes align with traditional stories of change.	Text's theme aligns with other works on preservation and growth.	Story's urban theme parallels other tales of change.	Themes of city growth invite comparisons with cultural narratives.	Themes of city growth and change invite comparisons with related works.

MISIÓN 23: La alumna nueva

Por: Adriana Arrieta Munguía

Spanish Lexile Level: 810L - 1200L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Characters like María and Angélica reveal curiosity and diversity through dialogue.	Quotes from María and Angélica highlight cultural discussions.	Examples like "Madrid" and "tortillas" support understanding of cultural shifts.	María's confusion and Angélica's curiosity provide evidence of language differences.	Dialogue on María's difficulty with local phrases supports analysis of cultural exchange.	María's adaptation to new language and culture shapes the story.	María's experiences challenge her views, with supporting citations.	Dialogue and descriptions allow inferences on language differences and cultural adaptation.
Standard 2: Determine theme; summarize text	Cultural exchange is shown through María's Spanish background, enhancing diversity.	Learning through shared experiences is seen in classmates' response to María.	Cultural diversity theme is shown by María's influence on discussions.	Classmates reflect on María's background, noting vocabulary differences.	Theme develops through dialogue, as María's background fosters cultural appreciation.	Cultural interaction emphasized through María's background, as characters learn from each other.	Cultural exchange is deeply explored through María's background, revealing language and tradition.	Cultural understanding grows as characters learn from María's experiences, shaping their perspectives.
Standard 3: Describe characters, settings, events	Interactions among María, Angélica, and the teacher shape the story, with details on Spain and Mexico.	Comparing María's and Angélica's views, like María's confusion over tortillas, shows contrasts.	Events from introductions to discussions reveal reactions to María's background.	Plot advances as María introduces cultural elements, prompting reflection.	Character growth is shown as María adapts and Angélica's curiosity grows.	María's motivations and interactions reveal a nuanced cultural exchange plot.	Cultural backgrounds drive character growth and interactions.	Characters like María and Angélica develop as they embrace cultural differences.
Standard 4: Meaning of words and phrases in context	Words like "patatas" and "ordenador" show language differences, enhancing cultural exchange.	Regional terms like "tortilla" and "patatas" highlight cultural differences.	Words like "ordenador" reveal cultural nuances, shaping narrative tone.	Terms like "tortilla" vs. "patatas" highlight linguistic diversity.	Words like "ordenador" and "tortilla" reflect language shifts that affect tone.	Terms deepen tone and cultural context.	Word choices highlight cultural differences, shaping tone.	Terms like "ordenador" show how language differences frame the text.
Standard 5: Explain structure of the text	Dialogue structure reveals cultural understanding through María's exchanges.	Story structure, with students sharing experiences, builds understanding of diversity.	Dialogue around María's introduction drives the theme of cultural learning.	Interactions with María enhance cultural understanding.	Structure, including cultural exchanges and María's perspective, supports theme.	Events around María's introduction shape understanding of cultural exchange.	Structure supports character connection to cultural identities.	Dialogue structure highlights cultural differences, broadening understanding.
Standard 6: Point of view in narration	Viewpoints show classroom's cultural diversity, contrasting María's Spanish and Mexican experiences.	María's Spanish background shapes her descriptions, highlighting perspective contrasts.	Viewpoints reveal how worldviews shape interactions.	Perspectives on cultural differences deepen understanding of characters.	María and Angélica's different views add humor and tension, aiding development.	Viewpoints, especially María's, reveal cultural diversity and shape interactions.	Cultural views between María and classmates create a rich narrative.	Contrasts in views between María's Spanish and classmates' Mexican backgrounds enhance understanding.
Standard 7: Connection between text and other media	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Standard 8: Compare texts on similar themes or topics	María's Spanish culture contrasts with classmates' Mexican traditions, enriching the theme.	Comparison of Spanish and Mexican traditions, especially in food and language, highlights cultural differences.	Story compares Spanish and Mexican cultures using traditions and language.	Cultural comparisons explore diverse traditions and themes.	Spanish and Mexican culture contrasts show how food, language, and traditions shape interactions.	Comparison of traditions emphasizes cultural themes.	Cultural contrasts explore how traditions shape identities.	Analysis of Spain-Mexico contrasts builds understanding of language, tradition, and cultural identity.

MISIÓN 24: ¡No más cancha de futbol!

Por: Adriana Arrieta Munguía

Spanish Lexile Level: 610L - 1000L

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Juan's reaction to losing the football field and his uncle's comments on urbanization offer specific details for understanding.	Quotes on urbanization reveal Juan's and his uncle's feelings about the city's changes.	Juan's conversation with his uncle provides evidence for analyzing the impact of city growth.	Multiple references to environmental changes and Juan's responses support citing evidence.	Textual evidence in Juan's reactions and the uncle's urbanization comments enables analysis.	Evidence of Juan's emotional conflict and the uncle's reasoning deepens analysis of urban growth and adaptation.	Dialogue and internal conflict in Juan support strong inferences about urbanization's impact.	Details on urban growth and Juan's views allow for comprehensive analysis of adaptation.
Standard 2: Determine theme; summarize text	The theme of urban growth and its effects on life is expressed through dialogue and experiences.	Change and adaptation are clear themes, as Juan struggles to accept city changes.	Urban growth's personal impact on Juan is conveyed through dialogue, allowing for summary.	Adaptation theme unfolds through Juan's conversations with his uncle.	Themes of adaptation and urbanization build and resolve through the dialogue.	Themes of adapting to city expansion are developed through reflections on urbanization.	Interactions reveal the complex theme of change and growth, with analysis opportunities.	City growth and adaptation are developed through interactions, allowing for summary.
Standard 3: Describe characters, settings, events	Juan's frustration contrasts with his uncle's wisdom, highlighting thoughts and actions around the football field.	Comparing Juan's frustration with his uncle's calm approach shows character growth.	Juan's emotional change through his uncle's guidance shows his development.	Interactions between Juan's frustration and his uncle's reason reveal evolving dynamics.	Juan's reactions to environmental change and his uncle's views drive the plot.	Juan's conflict and the uncle's calmness reveal growth, advancing the theme of urban change.	Juan's reluctance vs. his uncle's pragmatism highlight character motivations.	Juan and his uncle's exchanges focus on adapting to change, deepening the theme.
Standard 4: Meaning of words and phrases in context	Terms like "urbanization," "condominiums," and "resources" reflect contextual meaning, aiding understanding.	Figurative language such as "everything is drying up" underscores environmental change.	Words like "urbanization" and "resources" show city growth impacts, enabling word choice analysis.	Phrases about urban change allow for determining figurative meanings.	Phrases on environmental decline convey tone and urbanization themes.	Words around urbanization set a tone of loss for Juan and pragmatic acceptance from his uncle.	Words like "adaptation" convey complex meanings that shape tone.	Connotations of city expansion phrases shape the tone and meaning of the story.
Standard 5: Explain structure of the text	Conversations between Juan and his uncle help illustrate urban adaptation.	Dialogue builds structure and supports the adaptation theme.	Each conversation episode between Juan and his uncle adds to theme and plot development.	Dialogue pacing emphasizes adaptation to city changes.	Sequential conversation points on urban growth develop theme and plot insights.	The story structure from resistance to understanding shapes the theme.	Dialogue and environmental details add meaning and impact.	Sequential dialogue structure emphasizes city growth's effect on individuals.
Standard 6: Point of view in narration	Third-person view contrasts Juan's frustration with his uncle's calm approach, inviting comparison.	Juan's limited view contrasts with his uncle's understanding of urbanization.	Contrasts in Juan's and his uncle's views reveal differing reactions to city changes.	Juan's emotional view contrasts with his uncle's pragmatic stance, shaping story insights.	Perspective differences on city growth reveal contrasting feelings.	Juan's emotions and his uncle's logical approach highlight narrative structure.	Personal and pragmatic viewpoints develop story depth.	Contrasting views on city change shape the story's message.
Standard 7: Connection between text and other media	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Standard 8: Compare texts on similar themes or topics	Comparisons with how different regions face urban growth and environmental protection challenges.	Similar themes of urbanization appear in other stories on balancing development and preservation.	City growth and environmental change themes invite comparison with similar stories.	Urbanization theme is comparable to other stories about progress and conservation.	Adaptation to urban growth is a theme comparable to texts on city expansion consequences.	Environmental change and adaptation invite comparisons with works on human impact on nature.	Urbanization and adaptation themes align with works on environmental and urban growth.	Themes of sustainability and urban effects invite comparison with related works.

MISIÓN 25: Muchos Méxicos

Por: Adriana García Chalela

Spanish Lexile Levels:

	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-10th Grade	11th-12th Grade	College/ Career Readiness: Literature
"Stretch" Lexile by Grade:	740L - 1010L		925L - 1185L			1050L - 1335L	1185L - 1385L	
Standard 1: Refer to details and examples from the text; make inferences	Key details, like Elena's excitement, support understanding of her motivations.	Quotes about Elena's discoveries highlight her curiosity and growth.	Evidence from Elena's exploration supports analysis of her character.	Instances reveal Elena's curiosity and responses to discoveries.	Strong evidence from Elena's reactions supports analysis of her development.	Complex evidence in Elena's dialogue and reflections supports character analysis.	In-depth quotes reveal Elena's motivations and thematic growth.	Detailed evidence from Elena's journey supports character analysis.
Standard 2: Determine theme; summarize text	The theme of exploration and discovery is shown through Elena's journey.	Themes of curiosity and learning are highlighted by Elena's actions.	Self-discovery unfolds as Elena navigates new experiences.	Curiosity as a theme unfolds through Elena's journey.	Themes of growth and curiosity build through Elena's experiences.	Exploration and discovery themes develop through Elena's reflections.	Curiosity and self-discovery are central to Elena's journey.	The text develops themes of exploration and growth.
Standard 3: Describe characters, settings, events	Elena's excitement and discoveries reveal her growth.	Elena's journey, driven by curiosity, develops through her experiences.	Elena's curiosity drives the plot, showing her growth through exploration.	Elena's actions reveal character evolution and propel the plot.	Elena's journey unfolds as her curiosity drives the narrative.	Plot events reveal Elena's growth and advance the theme.	Plot and character growth are evident as Elena explores.	Events reflect Elena's exploration, shaping the narrative.
Standard 4: Meaning of words and phrases in context	Words like "discovery" and "explore" highlight Elena's journey.	Terms like "curious" and "explorer" set a tone of wonder.	Words about exploration reflect Elena's excitement and growth.	Terms like "wonder" convey Elena's enthusiasm and shape tone.	Language choices evoke curiosity, adding depth to her journey.	Words about discovery reinforce curiosity and exploration themes.	Key terms enhance the tone of exploration, shaping the story.	Specific word choices convey Elena's excitement and the theme of discovery.
Standard 5: Explain structure of the text	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Standard 6: Point of view in narration	Narrative shows Elena's perspective as she navigates new ideas.	Elena's curiosity contrasts with her friends' reactions, showing different perspectives.	Elena's view on exploration contrasts with others, shaping her growth.	Differences in perspective reveal contrasts in Elena's reactions.	Elena's view on discovery influences her responses to others.	Her perspective on exploration adds depth to the theme.	Elena's viewpoint contrasts with others, enhancing theme development.	Varied perspectives reveal character growth and theme.
Standard 7: Connection between text and other media	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Standard 8: Compare texts on similar themes or topics	Elena's curiosity aligns with traditional tales of exploration.	Exploration themes parallel stories of adventure and growth.	Exploration is comparable to similar adventure narratives.	Elena's journey aligns with tales of curiosity and growth.	Exploration and self-discovery themes match traditional stories.	Text's theme aligns with traditional exploration narratives.	Themes of exploration are comparable to classic adventure tales.	Elena's journey reflects themes common in exploration stories.