

WORLD LANGUAGE INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT GRADES 9-12 MODERN LANGAUGES: ALPHABETIC

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Tennessee World Language Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.

Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

Book Title and ISBN: EntreCulturas 1, ISBNs: 9781942400448 (Student); 9781942400479 (Teacher)

Level(s)/Course(s): Level 1

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GRADES 9-12 MODERN LANGUGES: ALPHABETIC
SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

Note: *There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed*

All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION I. Alignment to Tennessee State World Language Standards (Modern Alphabetic)				
Part A. The instructional materials represent 80% alignment with the Tennessee World Languages Standards and explicitly focus teaching and learning that meet Classical Language Standards that are age-appropriate at a level of rigor necessary for students to reach mastery:				
CORNERSTONE: Communication (C1)				
Performance Level	Standard C1.1 <i>Interpersonal Communication</i>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.			
Novice Low (NL) ML.C1.1.NL.a-c	Novice Low Learners use memorized words and some phrases to a) greet peers. b) state one’s name. c) answer a few basic questions.	X		a) p. 10, Comunica: Así se dice 1; p. 11, Actividades 3 & 4; p. 14 Actividad 8. b) p. 10, Comunica: Así se dice 1; p. 11, Actividades 3 & 4; p. 13 Actividad 9; p. 17, Actividad 13. c) p. 10, Comunica: Así se dice 1; p. 11, Actividades 3 & 4; p. 13, Actividades 8 & 9; p. 23, Actividad 23, Paso 2; p. 32, “El primer día de clases”; p. 57, Actividad 17; p. 59, Actividad 18.

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<p>Novice Mid (NM) ML.C1.1.NM.a-g</p>	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) greet and leave people in a polite way. b) introduce oneself and others. c) answer a variety of basic questions. d) make some basic statements in a conversation. e) ask some basic questions. f) communicate basic information about oneself and familiar people. g) communicate some basic information about everyday life. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 10, Comunica: Así se dice 1; p. 11, Actividades 3 & 4; p. 12, Actividad 5; p. 14, Actividades 8 & 9; p. 58 Observa 3; p. 66, Actividad 22, Paso 2; p. 207, Paso 3; p. 223, Actividad 27; p. 227, Paso 2; p. 233, Actividad 34, Paso 2; p. 338, Actividad 33; p. 352, Interpersonal Assessment. b) p. 10, Comunica: Así se dice 1; p. 11, Actividades 3 & 4; p. 12, Actividad 5; p. 13, Actividad 9; p. 17, Actividad 13; p. 58 Observa 3; p. 352, Interpersonal Assessment. c) p. 17, Estrategias side bar; p. 27, Actividad 23, Paso 2; p. 33, “El primer día de clases”; p. 43, Actividad 4; p. 43, Actividad 5, Paso 2; p. 47, Actividad 8, Paso 2; p. 53, Actividad 13, Paso 2; p. p. 57, Actividad 17; p. 58 Observa 3; p. 59, Actividad 18; p. 60, Paso 2; p. 61, Síntesis de gramática, #2 “Questions”; p. 66, Actividad 22, Paso 2; p. 92, Paso 2; p. 93, Actividad 7; p. 96, Actividad 10, Paso 2; p. 101, Actividad 15, Paso 2; p. 108-109, Actividad 22, Paso 1; p. 113, Actividad 25; p. 123, Actividad 31, Paso 2; p. 145, Actividad 4, Paso 1; p. 159, Actividad 16, Paso 2; p. 162, Actividad 18; p. 163, Actividad 19, Paso 2; p. 166, Paso 3; p. 167, Actividad 24, Paso 2; p. 170, Actividad 26, Paso 1; p. 178, Actividad 31, Paso 2; p. 193, Paso 2; p. 195, Vive entre culturas, Actividad 31, Paso 2; p. 193, Paso 2; p. 195, Vive entre culturas, Interpersonal Assessment; p. 207, Paso 3; p. 208, Actividad 7,
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			<p>Paso 2; p. 213, Actividades 13 & 14; p. 218, Actividad 21, Paso 2; p. 223, Actividad 27; p. 227, Paso 2; p. 233, Actividad 34, Paso 2; p. 259, Actividad 7; p. 263, Actividad 11; p. 267, Actividad 17; p. 268, Actividad 18; p. 269, Actividad 20, Paso 2; p. 273, Actividad 24, Paso 2; p. 273, Actividad 25; p. 275, Actividad 27; p. 276, Actividad 28; p. 280, Actividad 30; p. 287, Actividad 37, Paso 2; p. 297, Paso 2; p. 298, Actividad 45, Paso 1; p. 319, Actividad 13; p. 320, Actividad 15; p. 338, Actividad 33; p. 341, Actividad 35; p. 352, Interpersonal Assessment.</p> <p>d) p. 19, Actividad 16, Paso 1; p. 27, Actividad 23, Paso 2; p. 45, Actividad 7; p. 57, Actividad 17; p. 58 Observa 3; p. 59, Actividad 18; p. 62, #3 “Likes and dislikes”; p. 66, Actividad 22, Paso 2; p. 73, Actividad 28; p. 96, Actividad 10, Paso 2; p. 101, Actividad 15, Paso 2 & Expresiones útiles side bar; p. 123, Actividad 31, Paso 2; p. 135, Paso 2; p. 145, Actividad 4, Paso 1; p. 152, Actividad 9; p. 159, Actividad 16, Paso 2; p. 162, Actividad 18; p. 163, Actividad 19, Paso 2; p. 170, Actividad 26, Paso 1; p. 173, Actividad 29, Paso 2; p. 213, Actividad 13; p. 215, Actividad 16, Paso 2; p. 218, Actividad 21, Paso 2; p. 223, Actividad 27; p. 225, Actividad 30; p. 232, Actividad 32, Paso 2; p. 236, Actividad 36, Paso 1; p. 263, Actividad 11; p. 273, Actividad 24, Paso 2; p. 280, Actividad 30; p. 289, Actividad 39, Paso 1; p. 295, Actividad 43, Paso 1; p. 299,</p>
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				<p>Actividad 45, Paso 4; p. 309, Paso 3; p. 320, Actividad 15; p. 338, Actividad 33; p. 341, Actividad 35; p. 352, Interpersonal Assessment.</p> <p>e) p. 13, Actividad 6; p. 27, Actividad 23, Paso 2; p. 43, Actividad 5, Paso 2; p. 47, Actividad 8, Paso 2; p. 53, Actividad 13, Paso 2; p. 57, Actividad 17; p. 58 Observa 3; p. 59, Actividad 18; p. 60, Paso 2; p. 61, Síntesis de gramática, #2 “Questions”; p. 66, Actividad 22, Paso 2; p. 92, Paso 2; p. 93, Actividad 7; p. 96, Actividad 10, Paso 2; p. 101, Actividad 15, Paso 2; p. 108-109, Actividad 22, Paso 1; p. 113, Actividad 25; p. 114, Actividad 27; p. 123, Actividad 31, Paso 2; p. 145, Actividad 4, Paso 1; p. 151, Estrategia; p. 159, Actividad 16, Paso 2; p. 162, Actividad 18; p. 163, Actividad 19, Paso 2; p. 166, Paso 3; p. 167, Actividad 24, Paso 2; p. 170, Actividad 26, Paso 1; p. 178, Actividad 31, Paso 2; p. 193, Paso 2; p. 207, Paso 3; p. 208, Actividad 7, Paso 2; p. 213, Actividades 13 & 14; p. 218, Actividad 21, Paso 2; p. 223, Actividad 27; p. 227, Paso 2; p. 233, Actividad 34, Paso 2; p. 259, Actividad 7; p. 263, Actividad 11; p. 267, Actividad 17; p. 268, Actividad 18; p. 269, Actividad 20, Paso 2; p. 273, Actividad 24, Paso 2; p. 273, Actividad 25; p. 275, Actividad 27; p. 276, Actividad 28; p. 280, Actividad 30; p. 287, Actividad 37, Paso 2; p. 298, Actividad 45, Paso 1; p. 319, Actividad 13; p. 320, Actividad 15; p. 338, Actividad 33; p. 341,</p>
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			<p>Actividad 35.</p> <p>f) p. 13, Actividad 6; p. 27, Actividad 23, Paso 2; p. 33, “El primer día de clases”; p. 47, Actividad 8, Paso 2; p. 53, Actividad 13, Paso 2; p. 55, Actividad 14, Paso 2; p. 57, Actividad 17; p. 59, Actividad 18; p. 60 Paso 2; p. 62, #3 “Likes and dislikes”; p. 66, Actividad 22, Paso 2; p. 81, Interpersonal Assessment; p. 135, Paso 2; p. 145, Actividad 4, Paso 1; p. 158, Actividad 15, Paso 2; p. 173, Actividad 29, Paso 2; p. 178, Actividad 30, Paso 2; p. 193, Paso 2; p. 195, Vive entre culturas, Interpersonal Assessment; p. 213, Actividad 13; p. 218, Actividad 21, Paso 2; p. 338, Actividad 33.</p> <p>g) p. 13, Actividad 6; p. 27, Actividad 23, Paso 2; p. 33, “El primer día de clases”; p. 47, Actividad 8, Paso 2; p. 53, Actividad 13, Paso 2; p. 55, Actividad 14, Paso 2; p. 57, Actividad 17; p. 59, Actividad 18; p. 60 Paso 2; p. 62, #3 “Likes and dislikes”; p. 66, Actividad 22, Paso 2; p. 81, Interpersonal Assessment; p. 135, Paso 2; p. 145, Actividad 4, Paso 1; p. 158, Actividad 15, Paso 2; p. 173, Actividad 29, Paso 2; p. 178, Actividad 30, Paso 2; p. 193, Paso 2; p. 195, Vive entre culturas, Interpersonal Assessment; p. 213, Actividad 13; p. 218, Actividad 21, Paso 2; p. 338, Actividad 33.</p>
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<p>Novice High (NH) ML.C1.1.NH.a-e</p>	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) exchange some personal information. b) exchange information based on texts, graphs, or pictures. c) ask for and give simple directions. d) make plans with others. e) interact with others in everyday situations. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 32, “El primer día de clases”; p. 33, Interpersonal Assessment; p. 57, Actividad 17; p. 58 Observa 3; p. 59, Actividad 18; p. 145, Actividad 4, Paso 1; p. 173, Actividad 29, Paso 2; p. 178, Actividad 30, Paso 1; p. 178, Actividad 31, Paso 2; p. 193, Paso 2; p. 195, Vive entre culturas, Interpersonal Assessment; p. 213, Actividad 13; p. 338, Actividad 33; p. 352, Interpersonal Assessment. b) p. 71, Paso 5; p. 73, Actividad 28; p. 123, Actividad 31, Paso 2; p. 135, Paso 2; p. 152, Actividad 9; p. 159, Actividad 16, Paso 2; p. 162, Actividad 18; p. 173, Actividad 29, Paso 2; p. 178, Actividad 30, Paso 1; p. 178, Actividad 31, Paso 2; p. 218, Actividad 21, Paso 2; p. 259, Actividad 7; p. 267, Actividad 17; p. 268, Actividad 18; p. 269, Actividad 20, Paso 2; p. 273, Actividad 24, Paso 2; p. 280, Actividad 30; p. 287, Actividad 37, Paso 2; p. 309, Paso 3; p. 320, Actividad 15; p. 341, Actividad 35. c) p. 24, Paso 4; p. 207, Paso 3; p. 299, Actividad 45, Paso 4; p. 329, Actividad 26, Paso 3. d) p. 123, Actividad 31, Paso 2; p. 159, Actividad 16, Paso 2; p. 166, Paso 3; p. 263, Actividad 11; p. 268, Actividad 18; p. 269, Actividad 20, Paso 2; p. 273, Actividad 24, Paso 2; p. 287, Actividad 37, Paso 2; p. 298, Actividad 45, Paso 1; p. 299, Actividad 46, Paso 2.
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				e) p. 123, Actividad 31, Paso 2; p. 135, Paso 2; p. 159, Actividad 16, Paso 2; p. 207, Paso 3; p. 208, Actividad 7, Paso 2; p. 223, Actividad 27; p. 225, Actividad 30; p. 227, Paso 2; p. 233, Actividad 34, Paso 2; p. 263, Actividad 11; p. 267, Actividad 17; p. 268, Actividad 18; p. 269, Actividad 20, Paso 2; p. 273, Actividad 24, Paso 2; p. 287, Actividad 37, Paso 2; p. 298, Actividad 45, Paso 1.
These materials meet with at least 80% of C1.1 standards required for Level 1 Modern Alphabetic Language courses.		Yes X	No	Notes (Optional)
Performance Level	Standard C1.2 Interpretive Communication- Listening	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.			
Novice Low (NL) ML.C1.2.NL.a-b	Novice Low Learners recognize memorized words and some phrases to a) identify the sound of a letter or character. b) determine isolated words, particularly when accompanied by gestures or pictures.	X		a) p. 10, Comunica: Así se dice 1; p. 13, Actividad 7; p. 16, Actividades 10 & 11; p. 25, Actividad 21. b) p. 10, Comunica: Así se dice 1; p. 13, Actividad 7; p. 19, Actividad 15; p. 61, Paso 3.

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<p>Novice Mid (NM) ML.C1.2.NM.a-b</p>	<p>Novice Mid Learners recognize memorized words and phrases to</p> <ul style="list-style-type: none"> a) identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions). b) isolate words and phrases that they have learned for specific purposes. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 10, Comunica: Así se dice 1; p. 13, Actividad 7; p. 16, Actividades 10 & 11; p. 17, Actividad 12; p. 32-33 “Nuevo amigos” on each page; p. 67, Actividad 24, Paso 1; p. 80, Interpretive Assessment; p. 215, Actividad 18. b) p. 95, Actividad 8, Paso 1; p. 122, Actividad 30, Paso 1; p. 152, Actividad 8; p. 311, Actividad 4; p. 319, Actividad 11.
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<p>Novice High (NH) MLC1.2.NH.a-d</p>	<p>Novice High Learners begin to recognize simple sentences to</p> <ul style="list-style-type: none"> a) comprehend basic questions or statements on familiar topics. b) understand simple information when presented with pictures, graphs, and other visual supports. c) indicate the main idea of a simple conversation on familiar topics. d) follow the narrative of a simple story being read aloud. 		<ul style="list-style-type: none"> a) p. 10, Comunica: Así se dice 1; p. 19, Actividad 16, Paso 2; p. 23, Actividad 19, Paso 2; p. 42, Actividad 3; p. 57, Actividad 16; p. 67, Actividad 24, Paso 1; p. 80, Interpretive Assessment; p. 122, Actividad 30, Paso 1; p. 127, Paso 3; p. 135, Paso 3; p. 143, Paso 2; p. 146, Actividad 5, Pasos 1-3; p. 152, Actividad 8; p. 153, Actividad 10, Paso 2; p. 167, Actividad 23, Paso 2; p. 169, Actividad 25, Pasos 1-2; p. 171, Actividad 27, Pasos 1-2; p. 182, Actividad 33, Paso 2; p. 205, Actividad 4; p. 208, Actividad 8; p. 216, Actividades 17 & 18; p. 217, Actividad 20; p. 235, Actividad 35, Paso 2; p. 266, Actividad 15; p. 286, Actividad 34, Paso 1; p. 309, Paso 3; p. 311, Actividad 4; p. 319, Actividad 11; p. 339, Actividad 34, Paso 2. b) p. 10, Comunica: Así se dice 1; p. 19, Actividad 16, Paso 2; p. 26, Actividad 22; p. 52, Observa 2; p. 67, Actividad 24, Paso 1; p. 80, Interpretive Assessment; p. 89, Paso 3; p. 99, Actividad 12; p. 107, Actividad 19; p. 127, Paso 3; p. 135, Paso 3; p. 146, Actividad 5, Pasos 2 & 3; p. 148, Actividad 6, Paso 1; p. 157, Actividad 13, Paso 2; p. 171, Actividad 27, Pasos 1-2; p. 179, Actividad 32, Paso 1; p. 203, Paso 3; p. 206, Actividad 6, Paso 1; p. 208, Actividad 8; p. 222, Actividad 25; p. 223, Actividad 26; p. 232, Actividad 32, Paso 1; p. 236, Actividad 36, Paso 2; p. 241, Paso 4; p. 254, Actividad 2; Pasos 2-3; p. 256, Actividad 3; p. 286, Actividad 34, Paso 1; p. 296, Paso 2; p. 296, Actividad 44, Paso 1; p. 299, Actividad 45, Paso 3; p. 309, Paso 2; p. 323, Actividad 17; p.
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				<p>342, Actividad 36, Paso 1; p. 343, Actividad 37, Pasos 1-2; p. 352, Interpretive Assessment.</p> <p>c) pp. 110-111, Observa 3, ¿Qué observas?, p. 127, Paso 4; p. 157, Actividad 14, Paso 1; p. 157, Actividad 14, Pasos 1-2; p. 208, Actividad 8; p. 211, Actividad 10; p. 220, Actividad 23</p> <p>d) p. 50, Enfoque cultural, “Cosas del mar”; p. 181-183, Actividad 33, Poema: <i>Manuela mi abuela</i>; pp. 184-185, Actividad 34, <i>Baile en El Jardín</i> de Carmen Lomas Garza; p. 268, Actividad 18.</p>
These materials meet with at least 80% of C1.2 standards required for Level 1 Modern Alphabetic Language courses.		Yes X	No	Notes (Optional)
Performance Level	Standard C1.3 Interpretive Communication- Reading	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.			
Novice Low (NL) ML.C1.3.NL.a-b	<p>Novice Low Learners recognize memorized words and some phrases to</p> <p>a) identify a few letters or characters.</p> <p>b) connect some words, phrases, or characters to their meaning.</p>	X		<p>a) p. 15, Así se dice 2, El alfabeto español; p. 16, Enfoque cultural – ñ.</p> <p>b) pp. 6-7 Actividad 1, Pasos 1 & 2; p. 10, Comunica: Así se dice 1; p. 22, Actividad 18, Paso 1 & 2; p. 43, Actividad 5, Paso 1; p. 44, Actividad 6, Paso 1.</p>

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<p>Novice Mid (NM) ML.C1.3.NM.a-b</p>	<p>Novice Mid Learners recognize memorized words and phrases to</p> <p>a) identify words, phrases, and characters with support of visuals.</p> <p>b) distinguish words, phrases, and characters associated with familiar topics.</p>	<p>X</p>	<p>a) pp. 6-7 Actividad 1, Pasos 1 & 2; p. 10, Comunica: Así se dice 1; p. 15, Así se dice 2; p. 22, Actividad 18, Paso 1 & 2; p. 23, Actividad 19, Paso 1; p. 25, Actividad 20; p. 28-29, Actividad 25; p. 42, Así se dice 1; p. 49, Así se dice 2; p. 52, Observa 2; p. 69, Actividad 25, Paso 2; p. 70, Actividad 26, paso 2; p. 71, Pasos, 3, 4, 5; p. 75, Actividad 31, #1; p. 90, Así se dice 1; p. 91, Actividad 3; p. 92, Actividad 5; p. 94, Observa 1; p. 95, Actividad 9, Paso 1; p. 98, Así se dice 2; p. 102, Observa 2; p. 106, Así se dice 3; p. 108, Actividad 21; p. 125, Actividad 32; p. 126, Actividad 33, Paso 2; p. 129, Actividad 34, Paso 1; p. 131, Actividad 35; p. 144, Así se dice 1; pp. 147-148, Actividad 6, Datos personales form; p. 150, Observa 1; p. 154, Así se dice 2; p. 160, Observa 2; p. 164, Así se dice 3; p. 184, Actividad 34, Paso 2; p. 186, Actividad 35; p. 203, Paso 2; p. 204, Así se dice 1; p. 214, Así se dice 2; p. 222, Así se dice 3; p. 224, Observa 3; pp. 239-240, Actividad 38, Paso 1; p. 310, Así se dice 1.</p> <p>b) pp. 6-7 Actividad 1, Pasos 1 & 2; p. 15, Así se dice 2; p. 18, Así se dice 3; p. 23, Actividad 19, Paso 1; p. 28-29, Actividad 25; p. 43, Actividad 5, Paso 1; p. 44, Actividad 6, Paso 1; p. 51, Actividad 12; p. 53, Actividad 13, Paso 1; p. 54, Actividad 14, Paso 1; p. 56, Así se dice 3 & Actividad 15; p. 89, Paso 4; p. 91, Actividades 3</p>
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			<p>& 4 (Paso 1); p. 94, Observa 1; p. 95, Actividad 9, Paso 1; p. 96-97, Actividad 11, Paso 1; p. 98, Así se dice 2; p. 99, Actividad 13 & Estrategias sidebar; p. 102, Observa 2; p. 103, Actividad 16; p. 105, Actividad 18; p. 106, Así se dice 3; p. 107, Actividad 20; p. 108, Actividad 21; p. 108-109, Actividad 22, Paso 1; p. 110, Observa 3; p. 111, Actividad 23; p. 112, Actividad 24; p. 129, Actividad 34, Paso 1; p. 130, Paso 2; p. 131, Actividad 35; p. 132, Actividad 36, Paso 1; p. 134, Interpretive Assessment, Paso 1; p. 142, Actividad 2, Paso 1; p. 143, Paso 3; p. 145, Actividad 3; p. 151, Actividad 7, Paso 1; p. 155, Actividad 11; p. 156, Actividad 12; p. 161, Actividad 17; p. 165, Actividad 21; p. 166, Actividad 23, Paso 1; p. 168, Observa 3; p. 172, Actividad 28; p. 181, Actividad 33, Paso 1; p. 200, Actividad 1, Pasos 1-2; p. 209, Actividad 9; p. 211, Actividad 11; p. 212, Actividad 12; p. 217, Actividad 19; p. 219, Actividad 22, Paso 1; p. 225, Actividad 29; p. 267, Actividad 16; p. 311, Actividad 3; p. 319, Actividad 12.</p>
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<p>Novice High (NH) ML.C1.3.NH.a-c</p>	<p>Novice High Learners begin to recognize simple sentences to</p> <ul style="list-style-type: none"> a) understand short, simple texts on familiar topics. b) understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). c) comprehend simple descriptions with visual support. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 23, Actividad 19, Paso 1; p. 28-29 Actividad 25; p. 51, Actividad 12; p. 54, Actividad 14, Paso 1; p. 56, Así se dice 3 & Actividad 15; p. 95, Actividad 9, Paso 1; p. 103, Actividad 16; p. 105, Actividad 18; p. 107, Actividad 20; p. 108, Actividad 21; p. 108-109, Actividad 22, Paso 1; p. 110, Observa 3; p. 111, Actividad 23; p. 112, Actividad 24; p. 127, Enfoque cultural (; p. 143, Paso 2; p. 145, Actividad 3; p. 147, Enfoque cultural; p. 151, Actividad 7, Paso 1; p. 156, Actividad 12; p. 161, Actividad 17; p. 168, Observa 3; p. 184, Actividad 34, Pasos 2-3; p. 186, Actividad 35; p. 187, Actividad 36, Paso 1; p. 188, Paso 2; p. 189-191, Actividad 37, Pasos 2-3; p. 192-193, Actividad 38, Paso 1; p. 194, Vive entre culturas, Interpretive assessment; p. 200, Actividad 1, Pasos 1-2; p. 204, Así se dice 1; p. 205, Enfoque cultural; p. 209, Actividad 9; p. 211, Actividad 11; p. 212, Actividad 12; p. 217, Actividad 19; p. 219, Actividad 22, Paso 1; p. 225, Actividad 29; p. 261, Actividad 8; p. 263, Actividad 10; p. 264, Así se dice 2; p. 266, Actividad 14; p. 271, Actividad 21; p. 272, Actividad 22; p. 273, Actividad 24, Paso 1; p. 275, Actividad 26; p. 279, Actividad 30; p. 309, Paso 2; p. 315, Actividades 7-8; p. 23, Actividad 18; p. 320, Observa 3; p. 331, Actividad 27; p. 344, Pasos 3-4; p. 347, Actividad 40. b) p. 23, Actividad 19, Paso 1; p. 28-29 Actividad
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			<p>25; p. 69, Actividad 25, Paso 2; p. 70, Actividad 26, paso 2; p. 71, Pasos, 3, 4, 5; p. 92, Actividad 5; p. 106, Así se dice 3; p. 108, Actividad 21; p. 125, Actividad 32; p. 126, Actividad 33, Paso 2; p. 129, Actividad 34, Paso 1; p. 130, Paso 2; p. 131, Actividad 35; p. 142, Actividad 2, Paso 1; p. 144, Así se dice 1; p. 148, Actividad 6, Paso 1; p. 150, Observa 1; p. 154, Así se dice 2; p. 160, Observa 2; p. 164, Así se dice 3; p. 184, Actividad 34, Pasos 2-3; p. 186, Actividad35; p. 189-191, Actividad 37, Pasos 2-3; p. 203, Paso 2; p. 210, Observa 1; p. 214, Así se dice 2; p. 222, Así se dice 3; p. 224, Observa 3; p. 237, Actividad 37, Paso 1; pp. 239-241, Actividad 38, Paso 1-3; p. 250-251, Comparaciones; p. 256-257, Así se dice 1, Actividades 12-13; p. 289, Actividad 38; p. 290, Paso 3; p. 300, Interpretive Assessment, Paso 1; p. 301, Paso 2; p. 304-305, Comparaciones; p. 310, Así se dice 1; p. 314, Observa 1; p. 321, Photo captions; p. 322, Observa 2; p. 326-327, Así se dice 3, Actividad 23; p. 350, Actividad 42, Paso 1; p. 353, Image captions.</p> <p>c) p. 27, Actividad 23, Paso 1; p. 55, Actividad 14, Paso 2; p. 101, Actividad 15, Paso 1; p. 108-109, Actividad 22, Paso 2; p. 135, Paso 2; p. 147, Paso 4; p. 151, Actividad 7, Paso 2; p. 153, Actividad 10, Paso 2; p. 158, Actividad 15, Paso 1; p. 165, Actividad 22, Paso 1; p. 167, Actividad 23, Paso</p>
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				3; p. 171, Actividad 27, Paso 2; p. 172, Reflexión intercultural; p. 178, Actividad 30, Paso 1; p. 183, Paso 4; p. 195, Vive entre culturas, Presentational assessment; p. 218, Actividad 21, Paso 1; p. 220, Actividad 24; p. 232, Actividad 33; p. 235, Actividad 35, Paso 3; p. 236, Actividad 36, Paso 1; p. 260, Observa 1; p. 270, Observa 2; p. 271, Actividad 21, Enfoque cultural; p. 274, Así se dice 3; p. 277, Enfoque cultural; p. 278, Observa 3; p. 290, Paso 2; p. 291, Enfoque cultural; p. 292-293, Actividad 40, Pasos 2-4; p. 294, Actividad 41, Paso 1; p. 295, Actividad 42; p. 297, Enfoque cultural; p. 301, Pasos 2-3; p. 316, Enfoque cultural; p. 318, Así se dice 2; p. 326-327, Así se dice 3, Actividad 23; p. 343, Enfoque cultural; p. 345, Actividad 38; p. 346, Actividad 39, Paso 1; p. 348, Enfoque cultural; p. 348-349, Actividad 41.
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Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:
e.g.: "for example"; examples that could be used, but examples are not limited to those listed

These materials meet with at least 80% of C1.3 standards required for Level 1 Modern Alphabetic Language courses.		Yes	No	Notes (Optional)
		X		
Performance Level	Standard C1.4 Presentational Communication- Speaking	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.			

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<p>Novice Low (NL) ML.C1.4.NL.a-c</p>	<p>Novice Low Learners use memorized words and some phrases to</p> <ul style="list-style-type: none"> a) present limited personal information. b) state the names of familiar people, places, and objects with visual support. c) recite short songs and simple rhymes or chants. 	<p>X</p>		<ul style="list-style-type: none"> a) p. 33, Interpersonal Assessment; p. 67 Actividad 23; p. 81, Presentational assessment. b) p. 44, Paso 1; p. 45, Actividad 7. c) p. 23, Actividad 19, Paso 3; p. 67 Act. 25, Presentación PechaKucha; p. 79, Paso 4.
<p>Novice Mid (NM) ML.C1.4.NM.a-e</p>	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) describe familiar items in one's immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) present simple information about familiar topics. 	<p>X</p>		<ul style="list-style-type: none"> a) p. 301, Presentational Assessment; p. 325, Actividad 22, Paso 2; p. 329, Actividad 26, Paso 3; p. 338, Actividad 31; p. 352, Presentational Assessment. b) p. 57, Actividad 17; p. 67 Actividad 23; p. 81, Presentational assessment; p. 158, Actividad 15, Paso 2; p. 170, Paso 2; p. 178, Actividad 30, Paso 2. c) p. 67 Actividad 23; p. 81, Presentational assessment; p. 257, Paso 2; p. 332, Actividad 30, Paso 2. d) p. 100, Actividad 14; p. 135, Presentational assessment; p. 170, Paso 2; p. 257, Paso 2. e) p. 301, Presentational Assessment; p. 325, Actividad 22, Paso 2; p. 332, Actividad 30, Paso 2.

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<p>Novice High (NH) ML.C1.4.NH.a-c</p>	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) describe a familiar event, experience, or topic. b) present basic information about a familiar person, place, or thing. c) give basic instructions. 	<p>X</p>		<ul style="list-style-type: none"> a) p. 135, Presentational assessment; p. 286, Actividad 35; p. 301, Presentational Assessment; p. 324, Actividad 20; p. 329, Actividad 26, Paso 3; p. 352, Presentational Assessment. b) p. 135, Presentational assessment; p. 158, Actividad 15, Paso 2; p. 170, Paso 2; p. 286, Actividad 35; p. 301, Presentational Assessment; p. 324, Actividad 20; p. 325, Actividad 22, Paso 1; p. 329, Actividad 26, Paso 3; p. 338, Actividad 31; p. 352, Presentational Assessment. c) p. 299, Actividad 45, Paso 4; p. 329, Actividad 26, Paso 3.
<p><i>These materials meet with at least 80% of C1.4 standards required for Level 1 Modern Alphabetic Language courses.</i></p>		<p>Yes X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p>Performance Level</p>	<p style="text-align: center;">Standard C1.5 <i>Presentational Communication- Writing</i></p> <p>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>

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<p>Novice Low (NL) ML.C1.5.NL.a-b</p>	<p>Novice Low Learners use memorized words and some phrases to</p> <ul style="list-style-type: none"> a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in pictures and posters. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 20, Actividad 17, Paso 1; p. 23, Actividad 19, Paso 4; p. 47, Actividad 8, Paso 1; p. 48, Actividad 9; p. 50, Actividad 11; p. 59, Actividad 19, Paso 1; p. 61, Paso 2; p. 66, Actividad 21; p. 81, Presentational Assessment, “Comparaciones culturales”; p. 91, Actividad 4, Paso 1. b) p. 44, Actividad 6, Paso 2; p. 77 Actividad 35.
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<p>Novice Mid (NM) ML.C1.5.NM.a-c</p>	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) fill out a simple form with some basic personal information. b) write about oneself. c) make lists that aid in day-to-day life. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 66, Actividad 21; p. 100, Actividad 14; p. 113, Actividad 26; p. 149, Paso 2, Datos Personales form; p. 178, Actividad 30, Paso 1. b) p. 27, Actividad 23, Paso 1; p. 55, Actividad 14, Paso 2; p. 101, Actividad 15, Paso 1; p. 108-109, Actividad 22, Paso 2; p. 135, Paso 2; p. 147, Paso 4; p. 151, Actividad 7, Paso 2; p. 153, Actividad 10, Paso 2; p. 158, Actividad 15, Paso 1; p. 165, Actividad 22, Paso 1; p. 167, Actividad 23, Paso 3; p. 171, Actividad 27, Paso 2; p. 172, Reflexión intercultural; p. 178, Actividad 30, Paso 1; p. 183, Paso 4; p. 195, Vive entre culturas, Presentational assessment; p. 218, Actividad 21, Paso 1; p. 220, Actividad 24; p. 232, Actividad 33; p. 235, Actividad 35, Paso 3; p. 236, Actividad 36, Paso 1; p. 262, Actividad 9; p. 315, Actividad 8. c) p. 96, Actividad 10, Paso 1; p. 100, Actividad 14; p. 101, Actividad 15, Paso 1; p. 113, Actividad 26; p. 122, Actividad 30, Paso 2; p. 123, Actividad 31, Paso 1; p. 159, Actividad 16, Paso 1; p. 165, Actividad 22, Paso 1; p. 167, Actividad 24, Paso 1; p. 178, Actividad 30, Paso 1; p. 184, Actividad 34, Paso 1; p. 205, Actividad 3; p. 207, Paso 2; p. 208, Actividad 7, Paso 1; p. 215, Actividad 15; p. 215 Actividad 16, Paso 1; p. 245, Paso 3; p. 254, Actividad 2; Paso 1; p. 258, Actividades 5 & 6; p. 269, Actividad 20, Paso 1;
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				p. 281, Actividad 32; p. 287, Actividad 37, Paso 1; p. 295, Actividad 43, Paso 1; p. 299, Actividad 46, Paso 1; p. 327, Actividad 24.
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<p>Novice High (NH) ML.C1.5.NH.a-c</p>	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) describe daily life in a letter, email, blog, or discussion board. b) describe a familiar experience or event using practiced material. c) ask for basic information. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 55, Actividad 14, Paso 2; p. 113, Actividad 26; p. 115, Actividad 28; p. 123, Actividad 31, Paso 3; p. 135, Interpersonal assessment; p. 147, Paso 4; p. 151, Actividad 7, Paso 2; p. 153, Actividad 10, Paso 2; p. 165, Actividad 22, Paso 2; p. 167, Actividad 23, Paso 3 & Actividad 24, Actividad adicional on Explorer course; p. 171, Actividad 27, Paso 2; p. 172, Reflexión intercultural; p. 183, Paso 4; p. 191, Reflexión intercultural; p. 193, Reflexión Intercultural; p. 218, Actividad 21, Paso 1; p. 220, Actividad 24; p. 232, Actividad 33; p. 242, Actividad 39, Paso 3; p. 247, Interpersonal assessment; p. 269, Actividad 19; p. 281, Actividad 33; p. 301, Interpersonal assessment: p. 332, Actividad 29; p. 332, Actividad 30, Paso 1. b) p. 115, Actividad 28; p. 220, Actividad 24; p. 232, Actividad 33; p. 236, Actividad 36, Paso 1; p. 269, Actividad 19; p. 272, Actividad 23; p. 276, Actividad 29; p. 281, Actividad 33; p. 287, Actividad 36; p. 287, Actividad 37, Paso 1; p. 291, Paso 5; p. 299, Actividad 45, Paso 2; p. 301, Presentational Assessment; p. 321, Actividad 16; p. 329, Actividad 26, Paso 2; p. 332, Actividad 30, Pasos 1-2; p. 338, Actividad 32. c) p. 24, Actividad 19, Paso 5; p. 27, Enfoque cultural Side bar, Conexiones; p. 95, Actividad 9, Paso 2; p. 97, Paso 2; p. 105, Actividad 18, Paso
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				<p>3; p. 108-109, Actividad 22, Paso 2; p. 122, Actividad 30, Paso 2; p. 125, Actividad 32; p. 133, Paso 4; p. 145, Actividad 4, Paso 2; p. 146, Actividad 5, Paso 2; p. 151, Actividad 7, Paso 2; p. 170, Paso 2; p. 172, Reflexión intercultural; p. 179, Actividad 32, Paso 2; p. 219, Actividad 22, Paso 2; p. 235, Actividad 35, Paso 3; p. 236, Actividad 36, Paso 3; p. 242, Actividad 39, Paso 3; p. 245, Paso 4; p. 247, Presentational Assessment; p. 255, Paso 4; p. 272, Actividad 23; p. 286, Actividad 34, Paso 2; p. 299, Actividad 45, Paso 3; p. 317, Actividad 9, Paso 2; p. 317, Actividad 10, Paso 2; p. 350, Actividad 42, Paso 2. Asking for information in writing: p. 57, Actividad 17; p. 66, Actividad 22, Paso 1; p. 114, Actividad 27; p. 163, Actividad 20; p. 178, Actividad 31, Paso 1; p. 232, Actividad 33.</p>
<p><i>These materials meet with at least 80% of C1.5 standards required for Level 1 Modern Alphabetic Language courses.</i></p>		<p>Yes</p> <p>X</p>	<p>No</p>	<p>Notes (Optional)</p>

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CORNERSTONE: Culture (C2)				
Performance Level	Standard C2.1 <i>Relating Cultural Practices to Perspectives</i>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.			

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<p>Novice Range (NR) ML.C2.1.NR.a-g</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) use appropriate gestures and oral expressions in social interactions. b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues). d) list practices and ask simple questions after viewing media about everyday life. e) identify characteristics of culturally specific events. f) simulate age-appropriate practices from the target culture. g) identify cultural practices from authentic materials (e.g., videos or news articles). 	<p>X</p>	<ul style="list-style-type: none"> a) p. 10, Unidad Preliminar, Así se dice 1, Saludos y despedidas; p. 11, Unidad Preliminar, Actividad 4; p. 12, Unidad Preliminar, Enfoque cultural Práctica cultural: Los saludos y la distancia personal (*Enfoque cultural is ¿Sabías que...? In the first printing of the <i>EntreCulturas</i> series) & Unidad Preliminar, Actividad 5 & ; p. 13, Actividad 7; p. 19, Actividad 15; p. 43, Unidad 1, Actividad 4; p. 47, Unidad 1, Actividad 8, Paso 2; p. 61, Paso 3; p. 204, Unidad 4, Así se dice 1, En el mercado de La Merced (México, DF); p. 207, Unidad 4, Paso 3; p. 208, Unidad 4, Actividad 7, Paso 2; p. 223, Unidad 4, Actividad 27; p. 276, Unidad 5, Actividad 28, Paso 2; p. 319, Unidad 6, Actividad 13. b) p. 49, Unidad 1, Así se dice 2, Mes actividades favoritas; p. 106, Unidad 2, Así se dice 3, ¿Qué hacemos en la escuela? (School activities); p.164, Unidad 3, Así se dice 3, ¿Qué te gustaría hacer en el fin de semana? (Activities with family and friends); p. 256, Unidad 5, Así se dice 1, ¿Qué haces los sábados? (Leisure activities); p. 274, Unidad 5, Así se dice 3, Fiestas y festivales (Community Celebrations). c) pp. 88-89 & Explorer, Unidad 2, Actividad 2, Pasos 1-4, Reflexión Intercultural; p. 107 & Explorer, Unidad 2, Actividad 19; p. 122 & Explorer, Unidad 2, Actividad 30, Pasos 1 & 2; p. 127 & Explorer, Unidad 2, Actividad 33, Pasos 3-
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			<p>4; p. 128 & Explorer, Unidad 2, Actividad 33, Reflexión intercultural; pp. 129-130 & Explorer, Unidad 2, Actividad 34, Pasos 1-3; p. 156, Unidad 3, Enfoque cultural Práctica Cultural: Salir del "nido del hogar"; pp. 148-149, Unidad 3, Actividad 6, Paso 2; p. 167 & Explorer, Unidad 3, Actividad 23, Paso 2; p. 171 & Explorer, Unidad 3, Actividad 27, Paso 1; p. 179 & Unidad 3, Actividad 32, Pasos 1 & 2; Explorer, p. 221, Unidad 4, Enfoque cultural El horario... Conexiones questions; p. 232 & Explorer, Unidad 4, Actividad 32, Pasos 1 & 2; p. 235 & Explorer, Unidad 4, Actividad 35, Pasos 1-3; p. 236 & Explorer, Unidad 4, Actividad 36, Pasos 1-3; pp. 242-243, Unidad 4, Actividad 39, Paso 2; p. 241 & Explorer, Unidad 4, Actividad 38, Paso 4; p. 244, Unidad 4, Actividad 40, Pasos 1-2.</p> <p>d) pp. 88-89 & Explorer, Unidad 2, Actividad 2, Pasos 1-4, Reflexión Intercultural; p. 107 & Explorer, Unidad 2, Actividad 19; p. 122 & Explorer, Unidad 2, Actividad 30, Pasos 1 & 2; p. 127 & Explorer, Unidad 2, Actividad 33, Pasos 3-4; p. 128 & Explorer, Unidad 2, Actividad 33, Reflexión intercultural; pp. 129-130 & Explorer, Unidad 2, Actividad 34, Pasos 1-3; p. 156, Unidad 3, Enfoque cultural Práctica Cultural: Salir del "nido del hogar"; pp. 148-149, Unidad 3, Actividad 6, Paso 2; p. 167 & Explorer, Unidad 3, Actividad 23, Paso 2; p. 171 & Explorer, Unidad 3, Actividad 27, Paso 1; p. 179 & Unidad 3,</p>
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			<p>Actividad 32, Pasos 1 & 2; Explorer, p. 221, Unidad 4, Enfoque cultural El horario... Conexiones questions; p. 232 & Explorer, Unidad 4, Actividad 32, Pasos 1 & 2; p. 235 & Explorer, Unidad 4, Actividad 35, Pasos 1-3; p. 236 & Explorer, Unidad 4, Actividad 36, Pasos 1-3; pp. 242-243, Unidad 4, Actividad 39, Paso 2; p. 241 & Explorer, Unidad 4, Actividad 38, Paso 4; p. 244, Unidad 4, Actividad 40, Pasos 1-2.</p> <p>e) pp. 22, 23, 24 (Enfoque cultural: El toro como icono cultural), 36- 37 (Timeline), 45, 57 (el mate), 70, 72, 74-75, 76 (Actividades 33 y 34), 79, 81 (Presentational Assessment), 84-85 (Timeline), 97 (Reflexión intercultural), 114 (Enfoque cultural), 122 (Actividad 30, Paso 1), 125, 127 (Enfoque Cultural), 128, 138-139 (Timeline), 147 (Enfoque Cultural), 149 (Enfoque Cultural), 153 (Enfoque Cultural), 155 (Enfoque Cultural), 172 (Actividad 28), 198-199 (Timeline), 214 (Así se dice 2), 239-241 (Actividad 38, paso 4), 250-251 (Timeline), 271 (Enfoque cultural), 290 (Actividad 39 paso 2), 291 (Enfoque cultural), 294 (Actividad 41), 295 (Actividad 42), 295-296 (Actividad 43 paso 2 and Reflexión intercultural), 296 (Actividad 44 and Enfoque cultural), 298-299 (Actividad 45 y 46), 300 (Interpretive Assessment), 301 (Interpersonal Assessment), 304-305 (Timeline), 314 (Observa 1), 322 (Observa 2), 325 (Actividad 21), 345 (Actividad 38), 346 (Actividad 39), 347</p>
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			<p>(Actividad 40), 346 (Actividad 39), 347 (Actividad 40), 352 (Interpretive Assessment).</p> <p>f) pp. 10-11, 19, 42 (Así se dice), 46, 52 (Observa 2), 58 (Observa 3), 114 (enfoque cultural), 155 (Enfoque cultural), 191 (Reflexión intercultural), 193 (Reflexión intercultural), 206-207 (Actividad 6, paso 3), 214 (Así se dice 2), 223 (Actividad 26), 223 (Expresiones útiles), 227 (Enfoque cultural), 235 (Actividad 35, paso 2), 236 (Actividad 36 paso 2), 272 (Actividad 22), 277 (Enfoque cultural), 298-299 (Actividad 45 y 46), 322 (Observa 2), 333 (Estrategias).</p> <p>g) Explorer, Unidad Preliminar, Interpretive Print Learning Strategies; p. 23, Unidad Preliminar, Actividad 19, Paso 1; p. 23 & Explorer, Unidad Preliminar, Actividad 19, Paso 2; pp. 28-29, Unidad Preliminar, Actividad 25, Pasos 1-3; p. 50 & Explorer, Unidad 1, Actividad 10; p. 67 & Explorer, Unidad 1, Actividad 24, Paso 1; p. 70, Unidad 1, Actividad 26, Pasos 1 & 2; p. 80 & Explorer, Unidad 1, Vive entre culturas, Interpretive Assessment, Pasos 1-3; p. 91 & Explorer, Unidad 2, Así se dice 1, Actividad 3; pp. 96-97, Unidad 2, Actividad 11, Paso 1; p. 127 & Explorer, Unidad 2, Actividad 33, Pasos 3 & 4; p. 146 & Explorer, Unidad 3, Actividad 5, Pasos 2 & 3; p. 179 & Explorer, Unidad 3, Vive entre culturas, Interpretive Assessment, Vive entre culturas document; pp. 184-185, Unidad 3,</p>
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				Actividad 34, Paso 3; p. 194 & Explorer, Unidad 3, Actividad 32, Paso 1; p. 205 & Explorer, Unidad 4, Actividad 4, Pasos 1 & 2; p. 206, Unidad 4, Así se dice 1, Actividad 6; p. 216, Unidad 4, Observa 2, ¿Qué observas?; p. 268, Unidad 5, Actividad 18; p. 278, Unidad 5, Observa 3, ¿Qué observas?; p. 290, Unidad 5, Actividad 39, Paso 2; pp. 322-323, Unidad 6, Observa 2, Actividad 17; p. 339 & Explorer, Unidad 6, Actividad 34, Paso 2; p. 343 & Explorer, Unidad 6, Actividad 37, Pasos 1-2.
These materials meet with at least 80% of C2.1 standards required for Level 1 Modern Alphabetic Language courses.		Yes X	No	Notes (Optional)
Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed				
Performance Level	Standard C2.2 Relating Cultural Products to Perspectives	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.			

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Level(s)/Course(s): Level 1

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<p>Novice Range (NR) ML.C2.2.NR.a-d</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) identify tangible and intangible products of the target culture and their purpose. b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture. c) identify the author and country of origin of short poems, stories, and plays from the target culture. d) provide simple reasons for the role and importance of products from the target culture. 	<p>X</p>	<ul style="list-style-type: none"> a) pp. 29 (Actividad 25), 36, 37, 57 (el mate), 60-61 (Actividad 20, paso 1, 2 y 3), 81 (Presentational Assessment), 84-85, 86, 88-89, 93 (Enfoque cultural), 102-103, 114 (Enfoque Cultural), 122 (Actividad 30, paso 1), 130 (Enfoque Cultural), 132, 155 (Enfoque cultural), 156 (Enfoque cultural), 179 (Actividad 32, paso 2), 202 (Actividad 2 y Reflexión Intercultural), 204 (Así se dice), 205 (enfoque cultural), 206 (Actividad 6, paso 1), 209 (Enfoque cultural), 212 (Enfoque cultural), 214 (Así se dice 2), 221 (Enfoque cultural), 223 (Actividad 26), 223 (Expresiones útiles), 232 (Actividad 33), 235 (Actividad 35, paso 2), 236 (Actividad 36 paso 2), 239-241 (Actividad 38, paso 4), 244-245 (Actividad 40, pasos 1-3), 246 (Interpretive Assessment), 246 (Interpersonal Assessment), 270 (¡Vamos a la fiesta en metro!), 292 (Actividad 40), 294 (Actividad 41), 295 (Actividad 42), 298-299 (Actividad 45 y 46), 300 (Interpretive Assessment), 301 (Interpersonal Assessment), 304-305 (Timeline), 322 (Observa 2), 342 (Actividad 36), 343 (Enfoque cultural), 337- 338 (Actividad 37), 345 (Actividad 38), 348 (Enfoque cultural). b) p. 24, Enfoque cultural, Perspectiva cultural: El toro como icono cultural; p. 25, Actividad 20; p. 26 Actividad 22; pp. 28-29 Actividad 25; p. 38, Actividad 1; p. 291, Enfoque cultural, Práctica cultural: Carnaval de la Vega, R.D;
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Level(s)/Course(s): Level 1

				<p>c) p. 50, Enfoque cultural, “Cosas del mar”; p. 181-183, Actividad 33, Poema: <i>Manuela mi abuela</i>; pp. 184-185, Actividad 34, <i>Baile en El Jardín</i> de Carmen Lomas Garza; p. 268, Actividad 18.</p> <p>d) pp. 26, 27, 38, 45, 60-61 (Actividad 20, paso 1, 2 y 3), 81, 93 (Enfoque Cultural), 114 (Enfoque Cultural), 135 (Presentational Assessment), 147 (Enfoque Cultural), 149 (Enfoque Cultural), 153 (Enfoque Cultural), 155 (Enfoque Cultural), 206-207 (Actividad 6, paso 3), 214 (Así se dice 2), 221 (Enfoque cultural), 223 (Actividad 26), 223 (Expresiones útiles), 235 (Actividad 35, paso 2), 236 (Actividad 36 paso 2), 272 (Actividad 22), 277 (Enfoque cultural), 292 (Actividad 40), 298-299 (Actividad 45 y 46), 301 (Interpersonal Assessment), 322 (Observa 2), 333 (Estrategias), 346 (Actividad 39), 347 (Actividad 40).</p>
<p>These materials meet with at least 80% of C2.2 standards required for Level 1 Modern Alphabetic Language courses.</p>		<p>Yes</p> <p>X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p>CORNERSTONE: Connections (C3)</p>				
<p>Performance Level</p>	<p>Standard C3.1 <i>Making Connections</i></p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>
	<p>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</p>			

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<p>Novice Range (NR) ML.C3.1.NR.a-i</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) identify the target countries on a map. b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations). c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends). d) use technology and resources introduced in other content areas to explore authentic resources in the target language. e) identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size. f) discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services. g) observe climate around the world, giving reasons for weather patterns based on location and time of year. h) compare typical food items from the target countries and one's own. i) explore people from the past and present who have had an influence locally and/or globally. 	<p>X</p>	<ul style="list-style-type: none"> a) Front piece, Los países hispanohablantes; p. 9 ¿Dónde se habla español?; p. 35, Unidad 1, Globe Image; p. 77, Enfoque cultural, Producto cultural: Los mapas expresan la identidad; p. 83, Unidad 2, Globe Image; p. 118, Areas where <i>vos</i> may be heard instead of <i>tú</i>; p. 137, Unidad 3, Globe Image; p. 192, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; p. 97, Unidad 4, Globe Image; p. 142, Actividad 2, Soy Marina, ¿os acordáis de mí?; p. 249, Unidad 5, Globe Image; p. 303, Unidad 6, Globe Image; pp. 310-313, Así se dice 1, Entornos para todos los gustos; p. 349, Miami: ¿La capital de América Latina? b) pp. 11,14, 19, 27, 45, 55, 67 (Actividad 23), 69 (Actividad 25, paso 1 y 2), 79 (paso 4), 81 (Presentational Assessment), 92 (Actividad 4, paso 2), 123 (Actividad 31, paso 2), 162 (Actividad 18), 187 (Actividad 36, paso 2 y 3), 236 (Actividad 36 paso 1), 244 (Actividad 40, paso 2), 268 (Actividad 18), 324 (Actividad 20), 325 (Actividad 22 paso 1), 343 (Actividad 37, paso 1), 351 (Actividad 43, paso 1), 352 (Presentational Assessment and Interpersonal Assessment). c) p. 50, Enfoque cultural, “Cosas del mar”; pp. 181-183, Actividad 33, Poema, <i>Manuela mi abuela</i>; pp. 184-185, Actividad 34, <i>Baile en El Jardín</i> de Carmen Lomas Garza; p. 268, Actividad 18.
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			<p>d) pp. 88-89 & Explorer, Unidad 2, Actividad 2, Pasos 1-4, Reflexión Intercultural; p. 107 & Explorer, Unidad 2, Actividad 19; p. 122 & Explorer, Unidad 2, Actividad 30, Pasos 1 & 2; p. 127 & Explorer, Unidad 2, Actividad 33, Pasos 3-4; p. 128 & Explorer, Unidad 2, Actividad 33, Reflexión intercultural; pp. 129-130 & Explorer, Unidad 2, Actividad 34, Pasos 1-3; p. 156, Unidad 3, Enfoque cultural Práctica Cultural: Salir del "nido del hogar"; pp. 148-149, Unidad 3, Actividad 6, Paso 2; p. 167 & Explorer, Unidad 3, Actividad 23, Paso 2; p. 171 & Explorer, Unidad 3, Actividad 27, Paso 1; p. 179 & Unidad 3, Actividad 32, Pasos 1 & 2; Explorer, p. 221, Unidad 4, Enfoque cultural El horario... Conexiones questions; p. 232 & Explorer, Unidad 4, Actividad 32, Pasos 1 & 2; p. 235 & Explorer, Unidad 4, Actividad 35, Pasos 1-3; p. 236 & Explorer, Unidad 4, Actividad 36, Pasos 1-3; pp. 242-243, Unidad 4, Actividad 39, Paso 2; p. 241 & Explorer, Unidad 4, Actividad 38, Paso 4; p. 244, Unidad 4, Actividad 40, Pasos 1-2.</p> <p>e) p. 100, Detalle gramatical, ¿A qué hora?; p. 131, Actividad 35, El horario de Gabriela; p. 195, Interpersonal Assessment, Una conversación con Yael; p. 205, Enfoque cultural, Práctica cultural: El kilo; p. 236, Actividad 36, El vorí vorí: una sopa paraguaya.</p>
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			<p>f) p. 205, Actividad 4, ¡Póngame dos, por favor!, Paso 2: ¿Cuánto cuesta?; p. 207, Expresiones útiles: En el mercado; p. 211, Actividad 10, En el mercado; p. 211, Actividad 11, ¿Quién habla?; p. 226, Actividad 31, El desayuno en Cozumel, México, Paso 1: ¿Qué se sirve aquí?.</p> <p>g) p. 21, Enfoque cultural, Perspectiva cultural: Las estaciones; p. 307, Comunica; p. 308, Video Blog: Soy Melissa; pp. 314-317, Observa 1: ¿Qué tiempo hace en Colombia?; p. 326, Así se dice 3, ¿Qué ropa llevo?; p. 339 El clima de Bogotá, Colombia, es variable.</p> <p>h) pp. 216-221, Observa 2: ¿Qué comidas te gustan?; pp. 222-223, Así se dice 3: ¡Me encanta comer en la calle!; pp. 224 – 227, Observa 3: ¿Cómo está la comida?; pp. 232-233, En camino; p. 234 Explora; pp. 235-238, La comida expresa nuestras raíces; pp.239-243, La comida nos une; pp. 244-245, En mi comunidad, Festivales de comida: Celebraciones de identidad local; pp. 246-247, Vive entre culturas: Aquí se vende comida hispana.</p> <p>i) pp. 36-37, Unidad 1 Timeline; p. 45, Actividad 7, Personas famosas; pp. 84-85, Unidad 2 Timeline; pp. 138-139, Unidad 3 Timeline; pp. 198-199, Unidad 4 Timeline; pp. 250-251, Unidad 5 Timeline; pp. 304-305, Unidad 6 Timeline; pp.</p>
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				346-348, La historia nos conecta y define.
Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: <i>e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i>				
These materials meet with at least 80% of C3.1 standards required for Level 1 Modern Alphabetic Language courses.		Yes	No	Notes (Optional)
		X		
Performance Level	Standard C3.2 Acquiring Information and Diverse Perspectives	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.			

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<p>Novice Range (NR) ML.C3.2.NR.a-d</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) identify the content areas and expand on vocabulary for each. b) interpret information from infographics. c) use media from the target culture to increase knowledge of topics from other content areas. d) identify the main idea of current events reported in news from the target culture. 	<p>X</p>	<ul style="list-style-type: none"> a) pp. 26, 27, 38, 45, 60-61 (Actividad 20, paso 1, 2 y 3), 81, 93 (Enfoque Cultural), 114 (Enfoque Cultural), 135 (Presentational Assessment), 147 (Enfoque Cultural), 149 (Enfoque Cultural), 153 (Enfoque Cultural), 155 (Enfoque Cultural), 206-207 (Actividad 6, paso 3), 214 (Así se dice 2), 221 (Enfoque cultural), 223 (Actividad 26), 223 (Expresiones útiles), 235 (Actividad 35, paso 2), 236 (Actividad 36 paso 2), 272 (Actividad 22), 277 (Enfoque cultural), 292 (Actividad 40), 298-299 (Actividad 45 y 46), 301 (Interpersonal Assessment), 322 (Observa 2), 333 (Estrategias), 346 (Actividad 39), 347 (Actividad 40). b) p. 328, Así se dice 3, ¿Qué ropa llevo?; p. 329 Actividad 26, Excursiones en nuestra región, Pasos 2 & 3; p. 185, Explora: La historia nos conecta y define; p. 384, Actividad 41, Defiende las ideas. c) pp. 88-89 & Explorer, Unidad 2, Actividad 2, Pasos 1-4, Reflexión Intercultural; p. 107 & Explorer, Unidad 2, Actividad 19; p. 122 & Explorer, Unidad 2, Actividad 30, Pasos 1 & 2; p. 127 & Explorer, Unidad 2, Actividad 33, Pasos 3-4; p. 128 & Explorer, Unidad 2, Actividad 33, Reflexión intercultural; pp. 129-130 & Explorer, Unidad 2, Actividad 34, Pasos 1-3; p. 156, Unidad 3, Enfoque cultural Práctica Cultural: Salir del "nido del hogar"; pp. 148-149, Unidad 3, Actividad 6, Paso 2; p. 167 & Explorer, Unidad 3,
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				<p>Actividad 23, Paso 2; p. 171 & Explorer, Unidad 3, Actividad 27, Paso 1; p. 179 & Unidad 3, Actividad 32, Pasos 1 & 2; Explorer, p. 221, Unidad 4, Enfoque cultural El horario... Conexiones questions; p. 232 & Explorer, Unidad 4, Actividad 32, Pasos 1 & 2; p. 235 & Explorer, Unidad 4, Actividad 35, Pasos 1-3; p. 236 & Explorer, Unidad 4, Actividad 36, Pasos 1-3; pp. 242-243, Unidad 4, Actividad 39, Paso 2; p. 241 & Explorer, Unidad 4, Actividad 38, Paso 4; p. 244, Unidad 4, Actividad 40, Pasos 1-2.</p> <p>d) pp. 78-79, En mi comunidad: Languages in Our Community; p. 338, En camino, Actividad 31: El informe del tiempo.</p>
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Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: *e.g.:* "for example"; examples that could be used, but examples are not limited to those listed

	Yes	No	Notes (Optional)
These materials meet with at least 80% of C3.2 standards required for Level 1 Modern Alphabetic Language courses.	X		

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CORNERSTONE: Comparisons (C4)

Performance Level	Standard C4.1 <i>Language Comparisons</i>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.			

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Level(s)/Course(s): Level 1

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<p>Novice Range (NR) ML.C4.1.NR.a-f</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) recognize and use words that are similar in the target language and their one’s own language, and predict the reasons for borrowing such words. b) identify idioms and their functions in one’s own language and target language. c) compare formal and informal speech in one’s own and target language. d) compare and contrast the sounds and writing systems of one’s own language with the target language. e) identify features of language specific to the target language that may not exist in one’s own language (e.g., gender, tense, character components). f) compare word order between one’s own and the target language. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 29, Estrategia comunicativa: Los cognados; pp. 42-43, Así se dice, Actividades 4 & 5; pp. 44-45, Además se dice, Actividades 6 & 7; p. 99, Estrategias, Communicative strategy: p. 164, Además se dice, Otras actividades. b) p. 6, Compara, Actividad 1: El español en el mundo; p. 68, Explora, Los idiomas y la identidad. c) pp. 58-59, Observa 3: Preguntas y respuestas; pp. 62-63, Síntesis de gramática; p. 114, Enfoque cultural: ¿Cómo se dice “you” en Costa Rica?; pp. 116-117, Síntesis de gramática; p. 118, Subject pronouns; p. 118, Areas where <i>vos</i> may be heard instead of <i>tú</i>; p. 119, The Spanish verb; pp. 174-175, Síntesis de gramática; pp. 228-229, Síntesis de gramática; p. 277, Enfoque cultural: Cómo chatear en español; pp. 282-283, Síntesis de gramática; pp. 334-335, Síntesis de gramática. d) p. 15, Así se dice 2, El alfabeto español; p. 16, Enfoque cultural (*Enfoque cultural is ¿Sabías que...? in the first printing of the <i>EntreCulturas</i> series) – ñ; p. 17, Actividad 12, ¡Pronúncialo en español!; p. 255, Enfoque cultural, Práctica cultural: El español caribeño; e) p. 42 Me gusta; pp. 58-59, Observa 3: Preguntas y respuestas; pp. 62-63, Síntesis de gramática; p. 93, Detalle gramatical: Possession with DE;
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				<p>p. 114, Enfoque cultural: ¿Cómo se dice “you” en Costa Rica?; pp. 116-117, Síntesis de gramática; p. 118, Subject pronouns; p. 118, Areas where <i>vos</i> may be heard instead of <i>tú</i>; p. 119, The Spanish verb; pp. 174-175, Síntesis de gramática; p. 219, Detalle gramatical: ¿A quién le gusta?; pp. 228-229, Síntesis de gramática; p. 277, Enfoque cultural: Cómo chatear en español; pp. 282-283, Síntesis de gramática; pp. 334-335, Síntesis de gramática.</p> <p>f) p. 42 Me gusta; pp. 58-59, Observa 3: Preguntas y respuestas; pp. 62-63, Síntesis de gramática; p. 114, Enfoque cultural: ¿Cómo se dice “you” en Costa Rica?; pp. 116-117, Síntesis de gramática; p. 118, Subject pronouns; p. 118, Areas where <i>vos</i> may be heard instead of <i>tú</i>; p. 119, The Spanish verb; pp. 174-175, Síntesis de gramática; p. 219, Detalle gramatical: ¿A quién le gusta?; pp. 228-229, Síntesis de gramática; p. 277, Enfoque cultural: Cómo chatear en español; pp. 282-283, Síntesis de gramática; pp. 334-335, Síntesis de gramática.</p>
<p>Note: <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: “for example”; examples that could be used, but examples are not limited to those listed</i></p>				
<p>These materials meet with at least 80% of C4.1 standards required for Level 1 Modern Alphabetic Language courses.</p>		<p>Yes</p> <p>X</p>	<p>No</p>	<p>Notes (Optional)</p>

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Performance Level	Standard C4.2 <i>Cultural Comparisons</i>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.			

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<p>Novice Range (NR) ML.C4.2.NR.a-e</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) contrast tangible and intangible products of the target culture to one’s own. b) compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits). c) compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture. d) compare games, stories, songs, and rhymes from the target culture and one’s own. e) contrast daily life, celebrations, and communities from the target culture and one’s own. 	<p>X</p>	<ul style="list-style-type: none"> a) pp. 29 (Actividad 25), 36, 37, 57 (el mate), 60-61 (Actividad 20, paso 1, 2 y 3), 81 (Presentational Assessment), 84-85, 86, 88-89, 93 (Enfoque cultural), 102-103, 114 (Enfoque Cultural), 122 (Actividad 30, paso 1), 130 (Enfoque Cultural), 132, 155 (Enfoque cultural), 156 (Enfoque cultural), 179 (Actividad 32, paso 2), 202 (Actividad 2 y Reflexión Intercultural), 204 (Así se dice), 205 (enfoque cultural), 206 (Actividad 6, paso 1), 209 (Enfoque cultural), 212 (Enfoque cultural), 214 (Así se dice 2), 221 (Enfoque cultural), 223 (Actividad 26), 223 (Expresiones útiles), 232 (Actividad 33), 235 (Actividad 35, paso 2), 236 (Actividad 36 paso 2), 239-241 (Actividad 38, paso 4), 244-245 (Actividad 40, pasos 1-3), 246 (Interpretive Assessment), 246 (Interpersonal Assessment), 270 (¡Vamos a la fiesta en metro!), 292 (Actividad 40), 294 (Actividad 41), 295 (Actividad 42), 298-299 (Actividad 45 y 46), 300 (Interpretive Assessment), 301 (Interpersonal Assessment), 304-305 (Timeline), 322 (Observa 2), 342 (Actividad 36), 343 (Enfoque cultural), 337-338 (Actividad 37), 345 (Actividad 38), 348 (Enfoque cultural). b) pp. 12, 21 (Las estaciones, Reflexión intercultural), 23 (Actividad 19), 24 (enfoque cultural: el toro como icono), 27(Los años), 36, 37, 50 (enfoque cultural), 60-61 (Actividad 20, paso 1, 2 y 3), 66 (Actividad 22), 81
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				<p>(Presentational Assessment), 84-85, 86, 88-89, 97 (Reflexión intercultural), 102-103, 114 (enfoque cultural), 122 (Actividad 30, paso 1), 125, 127 (Enfoque Cultural), 128, 130 (Enfoque Cultural), 132, 135 (Interpretive Assessment paso 3), 147 (Enfoque Cultural), 149 (Enfoque Cultural), 153 (Enfoque Cultural), 155 (Enfoque cultural), 156 (Enfoque cultural), 172 (Actividad 28), 79 (Actividad 32, paso 2), 188 (Enfoque cultural), 191 (Reflexión intercultural), 193 (Reflexión intercultural), 203 (Reflexión intercultural), 212 (Enfoque cultural), 214 (Así se dice 2), 216 (Observa 2, vocabulary: posadas), 221 (Enfoque cultural), 223 (Actividad 26), 223 (Expresiones útiles), 227 (Enfoque cultural), 235 (Actividad 35, paso 2), 236 (Actividad 36 paso 2), 239-241 (Actividad 38, paso 4), 246 (Interpretive Assessment), 255 (Enfoque cultural), 268 (Actividad 18), 270 (¡Vamos a la fiesta en metro!), 271 (Enfoque cultural), 272 (Actividad 22), 277 (Enfoque cultural), 286 (Actividad 34 paso 1), 290 (Actividad 39 paso 2), 291 (Enfoque cultural), 292 (Actividad 40), 294 (Actividad 41), 295 (Actividad 42), 295-296 (Actividad 43 paso 2 and Reflexión intercultural), 296 (Actividad 44 and Enfoque cultural), 298-299 (Actividad 45 y 46), 300 (Interpretive Assessment), 301 (Interpersonal Assessment), 304-305 (Timeline), 313 (Reflexión intercultural y Enfoque cultural), 318 (Así se dice 2), 322 (Observa 2), 325 (Actividad 21), 333 (Reflexión intercultural), 343</p>
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				<p>(Enfoque cultural), 337-338 (Actividad 37), 345 (Actividad 38), 346 (Actividad 39), 347 (Actividad 40), 346 (Actividad 39), 347 (Actividad 40), 348 (Enfoque cultural), 352 (Interpretive Assessment).</p> <p>c) pp. 11, 14, 19, 38, 114 (Enfoque cultural), 206-207 (Actividad 6, paso 3), 223 (Actividad 26), 223 (Expresiones útiles), 227 (Enfoque cultural), 232 (Actividad 33), 270 (¡Vamos a la fiesta en metro!), 272 (Actividad 22), 277 (Enfoque cultural), 333 (Estrategias).</p> <p>d) p. 288, Explora (e.g. El partido de béisbol); pp. 298-299, En mi comunidad: ¡Vamos a jugar!</p> <p>e) pp. 36- 37 (Timeline), 45, 50 (enfoque cultural), 60-61 (Actividad 20, paso 1, 2 y 3), 77 (Enfoque cultural, Actividad 35), 84-85 (Timeline), 132, 135 (Interpretive Assessment paso 3), 138-139 (Timeline), 147 (Enfoque Cultural), 179 (Actividad 32, paso 2), 198-199 (Timeline), 250-251 (Timeline), 268 (Actividad 18), 271 (Enfoque cultural), 277 (Enfoque cultural, reflexión intercultural), 290 (Actividad 39 paso 2), 291 (Enfoque cultural), 292 (Actividad 40), 294 (Actividad 41), 295 (Actividad 42), 295-296 (Actividad 43 paso 2 and Reflexión intercultural), 296 (Actividad 44 and Enfoque cultural), 304-305 (Timeline), 318 (Así se dice 2), 322 (Observa 2), 342 (Actividad 36), 337- 338 (Actividad 37), 345</p>
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				(Actividad 38), 346 (Actividad 39), 347 (Actividad 40), 348 (Enfoque cultural), 352 (Interpretive Assessment).
These materials meet with at least 80% of C4.2 standards required for Level 1 Modern Alphabetic Language courses.		Yes X	No	Notes (Optional)
Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed				
CORNERSTONE: Communities (C5)				
Performance Level	Standard C5.1 School and Global Communities	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Use language to interact both within and beyond the classroom.			

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<p>Novice Range (NR) ML.C5.1.NR.a-d</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) identify places in the community where the target language is spoken. b) research opportunities for participation in school, community, or language competitions. c) access speakers of the language either in person or using technology. d) explore professions that require proficiency in another language. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 8, Actividad 2, En mi comunidad; pp. 36-37, Comparaciones: Paraguay y Texas; p. 73, Actividad 28, Investiga; pp. 78-79, En mi comunidad: Languages in Our Community; pp. 84-85 Comparaciones: Costa Rica y California; pp. 138-139, Comparaciones: España y Colorado; p. 180, Explora, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; pp. 198-199, Comparaciones: México y Carolina del Norte; pp. 250-251, Comparaciones: La República Dominicana y Nueva York; pp. 304-305, Comparaciones: Colombia y Florida; pp. 352-353, Vive entre culturas: ¡Conoce la comunidad! b) p.68 Explora, En mi comunidad; p. 124, Explora, En mi comunidad: Los valores de mi escuela; p. 180, Explora, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; p. 234, Explora, En mi comunidad: Festivales de comida; p. 276, Actividad 28, Aprende más sobre las fiestas & Actividad 29, Las fiestas de tu comunidad; p. 288, En mi comunidad: ¡Vamos a jugar!; p. 333, Estrategias: Discover Ways to Use Spanish Outside Class; p. 340, Explora, En mi comunidad: Ideas de hoy, y para el futuro; pp. 352-353, Vive entre culturas: ¡Conoce la comunidad! c) p. 2, Bienvenidos a <i>EntreCulturas</i>: Meet six young people from the Spanish-speaking world;
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				<p>pp. 40-41, Video blog: Soy María Laura; pp. 88-89, Video blog: Soy Issac; pp. 141-143, Video blog: Soy Marina. ¿Os acordáis de mí?; pp. 202-203, Video blog: Soy Christian; pp. 254-255, Video blog: Soy Paola; pp. 308-309, Video blog: Soy Melissa.</p> <p>d) pp. 59-60, Actividad 19, ¿Qué idiomas hablas?; p. 73, Actividad 28, Investiga; pp. 78-79, En mi comunidad: Languages in Our Community; p. 130, Práctica cultural: Pasantías laborales.</p>
<p><i>These materials meet with at least 80% of C5.1 standards required for Level 1 Modern Alphabetic Language courses.</i></p>		<p>Yes X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p>Performance Level</p>	<p>Standard C5.2 Lifelong Learning</p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>
	<p>Use the target language for enrichment and advancement.</p>			

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<p>Novice Range (NR) ML.C5.2.NR.a-d</p>	<p>Novice Range Learners</p> <ul style="list-style-type: none"> a) interpret materials and/or media from the target language and culture. b) exchange information about topics of personal interest c) identify music or songs in the target language. d) set learning goals for language acquisition. 	<p>X</p>	<ul style="list-style-type: none"> a) p. 23, Actividad 19, Paso 1; p. 28-29 Actividad 25; p. 69, Actividad 25, Paso 2; p. 70, Actividad 26, paso 2; p. 71, Pasos, 3, 4, 5; p. 92, Actividad 5; p. 106, Así se dice 3; p. 108, Actividad 21; p. 125, Actividad 32; p. 126, Actividad 33, Paso 2; p. 129, Actividad 34, Paso 1; p. 130, Paso 2; p. 131, Actividad 35; p. 142, Actividad 2, Paso 1; p. 144, Así se dice 1; p. 148, Actividad 6, Paso 1; p. 150, Observa 1; p. 154, Así se dice 2; p. 160, Observa 2; p. 164, Así se dice 3; p. 184, Actividad 34, Pasos 2-3; p. 186, Actividad35; p. 189-191, Actividad 37, Pasos 2-3; p. 203, Paso 2; p. 210, Observa 1; p. 214, Así se dice 2; p. 222, Así se dice 3; p. 224, Observa 3; p. 237, Actividad 37, Paso 1; pp. 239-241, Actividad 38, Paso 1-3; p. 250-251, Comparaciones; p. 256-257, Así se dice 1, Actividades 12-13; p. 289, Actividad 38; p. 290, Paso 3; p. 300, Interpretive Assessment, Paso 1; p. 301, Paso 2; p. 304-305, Comparaciones; p. 310, Así se dice 1; p. 314, Observa 1; p. 321, Photo captions; p. 322, Observa 2; p. 326-327, Así se dice 3, Actividad 23; p. 350, Actividad 42, Paso 1; p. 353, Image captions. b) p. 32, “El primer día de clases”; p. 33, Interpersonal Assessment; p. 57, Actividad 17; p. 58 Observa 3; p. 59, Actividad 18; p. 123, Actividad 31, Paso 2; p. 145, Actividad 4, Paso 1; p. 159, Actividad 16, Paso 2; p. 166, Paso 3; p.
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			<p>173, Actividad 29, Paso 2; p. 178, Actividad 30, Paso 1; p. 178, Actividad 31, Paso 2; p. 193, Paso 2; p. 195, Vive entre culturas, Interpersonal Assessment; p. 213, Actividad 13; p. 263, Actividad 11; p. 268, Actividad 18; p. 269, Actividad 20, Paso 2; p. 273, Actividad 24, Paso 2; p. 287, Actividad 37, Paso 2; p. 298, Actividad 45, Paso 1; p. 299, Actividad 46, Paso 2; p. 338, Actividad 33; p. 352, Interpersonal Assessment.</p> <p>c) p. 26, Actividad 22; p. 60, Actividad 20, Landfill Harmonic: la música y la basura; p. 68, Explora; p. 74, L a música y la identidad, Una canción popular: “El pájaro campana”; p. 75, Actividad 31, El canto del pájaro campana; p. 76, América, Actividades 33 & 34; pp. 184-185, Actividad 34, <i>Baile en El Jardín</i> de Carmen Lomas Garza; p. 241, Actividad 38, Paso 2: Impacto latino; pp. 244-245, En mi comunidad, Festivales de comida: Celebraciones de identidad local; p. 276, Actividad 28, Aprende más sobre las fiestas & Actividad 29, Las fiestas de tu comunidad; p. 288, Explora, Celebremos las tradiciones; p. 292, Actividad 40, El carnaval viaja a Nueva York, Estados Unidos: p. 294, Actividad 41, Tres grandes bachateros; p. 333, Estrategias: Discover Ways to Use Spanish Outside Class; p. 339, Colombia tiene una rica tradición musical.</p> <p>d) “Mi progreso comunicativo” boxes on the following pages: 14, 17, 19, 28, 32, 45, 47, 48,</p>
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				<p>54, 55, 57, 66, 67, 71, 91, 96, 97, 104, 109, 113, 115, 122, 123, 125, 128, 131, 133, 145, 147, 153, 158, 159, 163, 166, 171, 172, 178, 179, 183, 187, 191, 205, 207, 213, 215, 223, 225, 226, 232, 233, 258, 259, 263, 268, 269, 272, 273, 275, 276, 281, 286, 287, 312, 317, 320, 324, 327, 328, 329, 332, 338, 339, 343, 351.</p> <p>“Mi progreso intercultural” boxes on the following pages: 8, 12, 21, 41, 67, 69, 72, 77, 79, 89, 97, 130, 149, 156, 172, 191, 193, 203, 220, 237, 238, 241, 276, 277, 286, 296, 313, 333, 349.</p> <p>pp. 354-360 Appendix A: Can-do Statements.</p> <p>pp. 362-367 Appendix B: Level 1 <i>EntreCulturas</i> Analytic Growth Rubric.</p> <p>pp. 368-375 Appendix B: Level 1 <i>EntreCulturas</i> Holistic Rubric.</p>
<p>These materials meet with at least 80% of C5.2 standards required for Level 1 Modern Alphabetic Language courses.</p>		<p>Yes</p> <p>X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p>Note: <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: “for example”; examples that could be used, but examples are not limited to those listed</i></p>				

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SECTION I. Alignment to Tennessee World Language Standards

Part B. Focus: Instruction centers on the performance targets at the level articulated within the standards.

	Yes	No*	* Evidence of extraneous or inaccurate materials
Materials focus on the performance targets (i.e., do not include information outside of the scope of the target level or disconnected facts and details).	X		Not applicable.
Materials are culturally sensitive, grade level appropriate, and accurately reflect the diversity and history of the target culture represented.	X		Not applicable.

Part C. Rigor: Supports the intertwined five-dimensional nature of the Tennessee State Standards through the integration of conceptual understandings within each cornerstone.

	Yes	No	Evidence (include evidence of five-dimensional integration within each of cornerstones below)
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Communication

There are a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities.	X		As is evidenced by the 74 “Mi progreso comunicativo” boxes found in <i>EntreCulturas 1</i> that reflect achievement goals for learning activities. For example, on p. 45, the “Mi progreso comunicativo” box states: “I can ask and answer questions to share information about identity.”
There is sufficient oral and written practice of the grammar concepts that lead from high-structured to meaningful to communicative use of the language.	X		<i>Unidades 1-6</i> each have three <i>Observa</i> sections (examples of new structures in context that develop student skills as “grammar detectives”). Each <i>Observa</i> section is comprised of activities that provide ample oral and written practice of grammar concepts. The transition of the activities is seamless from high-structured activities to ones that encourage meaningful and communicative use of Spanish.
Listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced.	X		See Part A above. In addition, five-dimensional integration can be found in <i>Vive en culturas</i> (a final assessment set in an

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			authentic cultural context with supporting materials in Explorer) at the end of each <i>Unidad</i> .
Culture			
There is a wide range and diverse representation of countries and cultures presented.	X		Each <i>Unidad</i> opens with a comparison between a Spanish-speaking country and one U.S. state. Then within each <i>Unidad</i> , other Spanish-speaking countries and regions are examined.
Connections			
Provides opportunities to make connections between the target language and other subject areas	X		<p>Maps: Front piece, Los países hispanohablantes; p. 9 ¿Dónde se habla español?; p. 35, Unidad 1, Globe Image; p. 77, Enfoque cultural, Producto cultural: Los mapas expresan la identidad; p. 83, Unidad 2, Globe Image; p. 118, Areas where <i>vos</i> may be heard instead of <i>tú</i>; p. 137, Unidad 3, Globe Image; p. 142, Actividad 2, Soy Marina, ¿os acordáis de mí?; p. 192, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; p. 97, Unidad 4, Globe Image; p. 249, Unidad 5, Globe Image; p. 303, Unidad 6, Globe Image; pp. 310-313, Así se dice 1, Entornos para todos los gustos; p. 349, Miami: ¿La capital de América Latina?</p> <p>Other subject areas: pp. 88-89 & Explorer, Unidad 2, Actividad 2, Pasos 1-4, Reflexión Intercultural; p. 107 & Explorer, Unidad 2, Actividad 19; p. 122 & Explorer, Unidad 2, Actividad 30, Pasos 1 & 2; p. 127 & Explorer, Unidad 2, Actividad 33, Pasos 3-4; p. 128 & Explorer, Unidad 2, Actividad 33, Reflexión intercultural; pp. 129-130 & Explorer, Unidad 2, Actividad 34, Pasos 1-3; p. 156, Unidad 3, Enfoque cultural Práctica Cultural: Salir del "nido del hogar"; pp. 148-149, Unidad 3, Actividad 6, Paso 2; p. 167 &</p>

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		<p>Explorer, Unidad 3, Actividad 23, Paso 2; p. 171 & Explorer, Unidad 3, Actividad 27, Paso 1; p. 179 & Unidad 3, Actividad 32, Pasos 1 & 2; Explorer, p. 221, Unidad 4, Enfoque cultural El horario... Conexiones questions; p. 232 & Explorer, Unidad 4, Actividad 32, Pasos 1 & 2; p. 235 & Explorer, Unidad 4, Actividad 35, Pasos 1-3; p. 236 & Explorer, Unidad 4, Actividad 36, Pasos 1-3; pp. 242-243, Unidad 4, Actividad 39, Paso 2; p. 241 & Explorer, Unidad 4, Actividad 38, Paso 4; p. 244, Unidad 4, Actividad 40, Pasos 1-2.</p>
<p>Students must do more than rote memorization and recall to demonstrate success.</p>	<p>x</p>	<p>See pp. IV-VI of Student edition.</p> <p>See also the following:</p> <p>*“Mi progreso comunicativo” boxes on the following pages: 14, 17, 19, 28, 32, 45, 47, 48, 54, 55, 57, 66, 67, 71, 91, 96, 97, 104, 109, 113, 115, 122, 123, 125, 128, 131, 133, 145, 147, 153, 158, 159, 163, 166, 171, 172, 178, 179, 183, 187, 191, 205, 207, 213, 215, 223, 225, 226, 232, 233, 258, 259, 263, 268, 269, 272, 273, 275, 276, 281, 286, 287, 312, 317, 320, 324, 327, 328, 329, 332, 338, 339, 343, 351.</p> <p>*“Mi progreso intercultural” boxes on the following pages: 8, 12, 21, 41, 67, 69, 72, 77, 79, 89, 97, 130, 149, 156, 172, 191, 193, 203, 220, 237, 238, 241, 276, 277, 286, 296, 313, 333, 349.</p> <p>*pp. 354-360 Appendix A: Can-do Statements.</p> <p>*pp. 362-367 Appendix B: Level 1 <i>EntreCulturas</i> Analytic Growth Rubric.</p>

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			*pp. 368-375 Appendix B: Level 1 <i>EntreCulturas</i> Holistic Rubric.
Comparisons:			
Students frequently make comparisons with the target culture to discover similar and different cultural concepts and patterns.	X		See Standard 4.2 (Cultural Comparisons) from above. As is also evidenced by the 29 “Mi progreso intercultural” boxes found in <i>EntreCulturas 1</i> that reflect achievement goals for learning activities. For example, on p. 89, the “Mi progreso intercultural” box states: “I can recognize some similarities and differences between school life in Costa Rica and in my community.”
Communities:			
Provides students ideas on how to use target language in real-life situations to help in the community.	X		See Standard 5.1 (School and Global Communities) from above, most especially 5.1a (identify places in the community where the target language is spoken) and 5.1b (research opportunities for participation in school, community, or language competitions): a) p. 8, Actividad 2, En mi comunidad; pp. 36-37, Comparaciones: Paraguay y Texas; p. 73, Actividad 28, Investiga; pp. 78-79, En mi comunidad: Languages in Our Community; pp. 84-85 Comparaciones: Costa Rica y California; pp. 138-139, Comparaciones: España y Colorado; p. 180, Explora, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; pp. 198-199, Comparaciones: México y Carolina del Norte; pp. 250-251, Comparaciones: La República Dominicana y Nueva York; pp. 304-305, Comparaciones: Colombia y Florida;

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			<p>pp. 352-353, Vive entre culturas: ¡Conoce la comunidad!</p> <p>b) p.68 Explora, En mi comunidad; p. 124, Explora, En mi comunidad: Los valores de mi escuela; p. 180, Explora, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; p. 234, Explora, En mi comunidad: Festivales de comida; p. 276, Actividad 28, Aprende más sobre las fiestas & Actividad 29, Las fiestas de tu comunidad; p. 288, En mi comunidad: ¡Vamos a jugar!; p. 333, Estrategias: Discover Ways to Use Spanish Outside Class; p. 340, Explora, En mi comunidad: Ideas de hoy, y para el futuro; pp. 352-353, Vive entre culturas: ¡Conoce la comunidad!</p>
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Additional comments on five-dimensional nature of the materials:

About EntreCulturas (From the Student Edition back cover): “In today’s world, we all live *entre culturas*; that is, we live around and among people and influences from a variety of cultures. As we live, learn, work, and play in our communities and abroad, we interact in person and online with people whose experiences and perspectives may be different from our own.

Those who are willing to learn how to demonstrate empathy, tolerance, sensitivity, flexibility, and respect when communicating with people from other cultures can truly become global citizens, valued at home and across the world.

Wayside Publishing’s teacher-authors designed the learning materials in the *EntreCulturas* program to help students communicate in Spanish, and to develop the attitudes and habits of mind to interact appropriately with Spanish speakers, respecting differences and recognizing the many things we all share as human beings.”

This pedagogical approach is explained in full detail in the front matter of the Teacher Edition and is fully illustrated in the *Vive en culturas* and Video bloggers in each *unidad* of both the Student and Teacher Editions.

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Part D. Coherence: Provides learning experiences that support a progression of student competencies and skills through active engagement in each mode of Communication within each cornerstone

	Yes	No	Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)
Communication:			
Activities move from controlled to transitional to communicative. There is a balance between listening, speaking, reading, and writing. There opportunities for different student groupings.	X		<i>Unidades 1-6</i> each have three <i>Observa</i> sections (examples of new structures in context that develop student skills as “grammar detectives”). Each <i>Observa</i> section is comprised of activities that provide the appropriate balance among listening, speaking, reading and writing activities combined with opportunities for different student groups. Activities move seamlessly from controlled to transitional to communicative in and after the <i>Observa</i> sections. For many of the activities, there are <i>Paso</i> (step) 1, <i>Paso 2</i> , and <i>Paso 3</i> , an approach that challenges students to use all of their four language skills in meaningful and culturally authentic contexts.
The grammar presented clearly and is formatted so students find it easy to understand.	X		<i>Unidades 1-6</i> have a <i>Síntesis de gramática</i> section that is a concise and clearly presented summary containing helpful explanations of grammatical structures. <i>Observa</i> sections, as noted above, provide opportunities for students to interact with the grammar to understand. <i>Detalles gramaticales</i> found throughout the chapters provide short grammar lessons for students. See p. xi in Student Edition, “ <i>Gramática: Observa y Enfoque en la forma.</i> ” Additional grammar practice with grammar in context is provided in Explorer.
Culture			

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<p>There are a wide variety of authentic, up-to-date visual images of the target culture.</p>	<p>X</p>	<p>All content was retrieved within the past four years. See Unit Goals for <i>Unidades Preliminar-2</i> in Table of Contents of Student edition, pp. xviii-xxi. There are also authentic images all throughout each <i>unidad</i> of various aspects of the target culture; see for example each <i>Actividad 1</i> in <i>Unidades 1-6</i>, pp. 106, 165, 173, 185, 200, 323, and <i>Comparaciones</i> section of each <i>unidad</i>.</p>
<p>The cultural content is accurate and current.</p>	<p>X</p>	<p>Cultural content and authentic resources found in each <i>unidad</i> are accurate and current.</p> <p>There are examples of data that provided appropriate historical context. For example: pp. 186-187, Institute of International Education, “Open Doors Data”, Information retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Destinations#.V8TMjLVCSRt and http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Destinations/2002-04.</p>
<p>Connections</p>		
<p>The students must utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and with reasonable expectations.</p>	<p>X</p>	<p>See Standard 3.1 (Making Connections) and 3.2 (Acquiring Information and Diverse Perspectives) from above.</p> <p>Moreover, in each <i>Unidad</i>, Activities with <i>Paso</i> (step) 1, <i>Paso</i> 2, and <i>Paso</i> 3 challenge students to use all of their four language skills in meaningful and culturally authentic contexts. See also <i>Reflexiones interculturales (Reflexión intercultural)</i> throughout the <i>unidades</i>.</p>

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Comparisons			
Students are encouraged to look at their own native language and compare it linguistically to the target language.	X		See Standard 4.1 (Language Comparisons) from above.
Communities			
Provide opportunities for students to self-assess their language learning levels to determine next the next steps towards improved language performance.	X		The 74 “Mi progreso comunicativo” boxes found in <i>EntreCulturas 1</i> reflect achievement goals for learning activities and provide the initial benchmarks for students to self-assess their language learning levels. The Can-do Statements and the Analytic Growth and Holistic rubrics found in the appendices foster student awareness of the next steps towards improved language performance.
Additional comments on progression(s) within materials:			
<p><i>EntreCulturas</i> Mission: “aims to prepare learns to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect.” (Teacher Edition, XIV)</p> <p><i>EntreCulturas</i> Vision: “Our vision is a world where language learning takes place through the lens of interculturality, so students can discover appropriate ways to interact with others whose perspectives may be different from their own.” (Teacher Edition, XIV)</p> <p>“<i>EntreCulturas</i> operates on the cutting-edge principle that in order to develop language skills and foster intercultural understanding, learners need multiple opportunities to reflect on their own culture and gain cultural knowledge of Spanish-speaking communities early in the language learning process. Intercultural reflection prompts and can-do self-assessments featured in each unit support teachers with the integration of cultural awareness, appreciation, and understanding within each theme.” (Teacher Edition, XVI)</p>			

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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Part A. Key Areas of Focus			
	Yes	No	Evidence and/or comments
Rigor: Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.	X		<p>As evidenced by the <i>Unidad's En camino</i>, an in-unit formative assessment that measures student progress toward unit goals, and <i>Vive entre culturas</i>, a final unit assessment of acquired skills in an authentic cultural context.</p> <p>In addition, <i>Unidades 1-6</i> open with a timeline that highlights the unit's country of focus, encouraging connections with social studies and comparisons with the U.S. The timeline is rich with infographics and images of iconic landscapes and cultural products that invite students to make comparisons that lead naturally to interdisciplinary connections.</p> <p>There are ample opportunities throughout the text for students to think and then discuss and practice, such as <i>Actividad 22</i> on pp. 165-166.</p> <p>Finally, the 29 "Mi progreso intercultural" boxes found in <i>EntreCulturas 1</i> are a unique self-assessment feature that clarifies intercultural goals.</p>

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<p>Coherence: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year.</p>	<p>X</p>	<p>As evidenced by the Scope and Sequence guide for all three levels of <i>EntreCulturas</i> on pp. VI-XI of the Teacher Edition.</p>
<p>Literacy: Supports student communication within a culturally-appropriate context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening.</p>	<p>X</p>	<p>Multiple opportunities in every single <i>Unidad</i>. Examples include, but are not limited to: p. 50, Enfoque cultural, “Cosas del mar”; p. 181-183, Actividad 33, Poema: <i>Manuela mi abuela</i>; pp. 184-185, Actividad 34, <i>Baile en El Jardín</i> de Carmen Lomas Garza; p. 268, Actividad 18.</p>

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Part B. Student Engagement and Instructional Supports.

	Yes	No	Evidence and/or comments
a. Provides learning experiences that incorporate the five Cornerstones of the standards in each mode of communication (i.e., each of the cornerstone is learned in the context of the others and not taught in isolation).	X		Explorer, the online component that accompanies the entire <i>EntreCulturas</i> series, provides a myriad of opportunities to build upon the multiple experiences presented in the Student Edition.
b. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving.	X		The Teacher Edition has a section in “Approaches to Teaching” that is dedicated to cultivating interculturality and integrating interculturality, critical thinking and problem solving while using <i>EntreCulturas</i> . (XXVI-XIX)
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.	X		<p>The Teacher Edition has a section in “Approaches to Teaching” entitled “Assessing Language Performance in Context” that provides teachers with the tools for supporting students. (XXVIII-XXIX)</p> <p>Also, the Teacher Edition has a section in “Approaches to Teaching” that is dedicated to engaging heritage learners of Spanish but has relevance for supporting students who are ELL. (XXIV)</p> <p>Lastly, in the Teacher Edition, Appendix F: Instructional Strategies, provides a detailed chart [What the Teacher does (CI = Comprehensible Input), What Students Do (CO = Comprehensible Output), and Materials and Resources that Support CI in <i>EntreCulturas</i>] and unit guides that cover such topics as “Partner Rotation” and “Using Latino Music in the Novice Level Classroom.” (pp. 442-459) These materials enable instructors to identify areas of student weakness.</p>

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			For all students, there is wide exposure to a myriad of activities, both in the text and on Explorer, that ask students to use their reading, writing, listening, and speaking skills both in combination or individually.
d. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest.	X		<p>The Teacher Edition has a section in “Approaches to Teaching” that is dedicated to cultivating integrated differentiated instruction while using <i>EntreCulturas</i>. (XXII-XXIII)</p> <p>Moreover, as previously explained in Section 1, Part D: Communication, <i>Unidades</i> 1-6 each have three <i>Observa</i> sections (examples of new structures in context that develop student skills as “grammar detectives”). Each <i>Observa</i> section is comprised of activities that provide the appropriate balance among listening, speaking, reading and writing activities combined with opportunities for different student groups. Activities move seamlessly from controlled to transitional to communicative. For many of the activities, there are <i>Paso</i> (step) 1, <i>Paso</i> 2, and <i>Paso</i> 3, an approach that challenges students to use all of their four language skills in meaningful and culturally authentic contexts.</p>
e. Recognizes and addresses unique needs of heritage language learners.	X		The Teacher Edition has a section in “Approaches to Teaching” that is dedicated to engaging heritage learners of Spanish and providing effective teaching strategies while using <i>EntreCulturas</i> . (XXIV)

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Part C. Monitoring Student Progress

	Yes	No	Evidence and/or comments
a. Assessments collect data on all five cornerstones and allow students to show mastery on using the cornerstones in concert with each other (e.g., assessments are contextualized and serve to address specific problems or answer specific questions).	X		<p><i>En camino</i>: Formative Assessment in each chapter</p> <p>Cultural Assessment: <i>Explora</i> in each chapter.</p> <p><i>Vive en culturas</i> (a final assessment set in an authentic cultural context with supporting materials in Explorer) at the end of each <i>Unidad</i>. Types of assessment found <i>Vive en culturas</i> include Interpretive Reading Assessment, Interpersonal Speaking Assessment, Interpersonal Writing Assessment, Interpretive Audiovisual Assessment, Presentational Speaking Assessment, and Presentational Writing Assessment.</p>
b. Assesses student mastery using methods that are unbiased and accessible to all students.	X		<p>The following appendices are in the Student Edition:</p> <p>*pp. 354-360 Appendix A: Can-do Statements.</p> <p>*pp. 362-367 Appendix B: Level 1 <i>EntreCulturas</i> Analytic Growth Rubric.</p> <p>*pp. 368-375 Appendix B: Level 1 <i>EntreCulturas</i> Holistic Rubric.</p>
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.	X		<p>The following appendices are in the Student Edition:</p> <p>*pp. 354-360 Appendix A: Can-do Statements.</p> <p>*pp. 362-367 Appendix B: Level 1 <i>EntreCulturas</i> Analytic Growth Rubric.</p>

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		<p>*pp. 368-375 Appendix B: Level 1 <i>EntreCulturas</i> Holistic Rubric.</p> <p>Spanish-English and English-Spanish glossaries are in both the Student and Teacher Editions.</p> <p>In addition, the Teacher Edition includes audio and audiovisual transcripts, answer keys, instructional strategies, Can-do statements for each unit, and scoring rubrics. Indices include a Grammar and Learning Strategies Videos Index as well as a Grammar Index.</p>
<p>d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.</p>	<p>X</p>	<p>The following appendices are in the Student Edition:</p> <p>*pp. 354-360 Appendix A: Can-do Statements.</p> <p>*pp. 362-367 Appendix B: Level 1 <i>EntreCulturas</i> Analytic Growth Rubric.</p> <p>*pp. 368-375 Appendix B: Level 1 <i>EntreCulturas</i> Holistic Rubric.</p> <p>The Can-do Statements and the Analytic Growth and Holistic rubrics found in the appendices foster student awareness of the next steps towards improved language performance.</p> <p>Moreover, in the Teacher Edition, Appendix F: Instructional Strategies, provides a detailed chart [What the Teacher does (CI = Comprehensible Input), What Students Do (CO = Comprehensible Output), and Materials and Resources that Support CI in <i>EntreCulturas</i>] and unit guides that cover such topics as “Partner Rotation” and “Using Latino Music in the Novice Level Classroom.” (pp. 442-459)</p>

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			Lastly, the 74 “Mi progreso comunicativo” boxes found in <i>EntreCulturas 1</i> reflect achievement goals for learning activities and provide the initial benchmarks for students to self-assess their language learning levels.
e. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction.	X		<p>The “Mi progreso comunicativo” boxes and the “Mi progreso intercultural” boxes are a steady and consistent reminder to students and teachers alike throughout <i>EntreCulturas</i> that focus on the processes of language acquisition and intreculturality awareness.</p> <p>*“Mi progreso comunicativo” boxes are found on the following pages: 14, 17, 19, 28, 32, 45, 47, 48, 54, 55, 57, 66, 67, 71, 91, 96, 97, 104, 109, 113, 115, 122, 123, 125, 128, 131, 133, 145, 147, 153, 158, 159, 163, 166, 171, 172, 178, 179, 183, 187, 191, 205, 207, 213, 215, 223, 225, 226, 232, 233, 258, 259, 263, 268, 269, 272, 273, 275, 276, 281, 286, 287, 312, 317, 320, 324, 327, 328, 329, 332, 338, 339, 343, 351.</p> <p>*“Mi progreso intercultural” boxes are found on the following pages: 8, 12, 21, 41, 67, 69, 72, 77, 79, 89, 97, 130, 149, 156, 172, 191, 193, 203, 220, 237, 238, 241, 276, 277, 286, 296, 313, 333, 349.</p>
f. Assessments provide teachers with a range of data to inform instruction.	X		Methods for assessing a range of data are available in the Student Edition, the Teacher Edition and on Explorer. Chief among them are Appendix A (Can-do Statements), Appendix B (Level 1 <i>EntreCulturas</i> Analytic Growth Rubric and Level 1 <i>EntreCulturas</i> Holistic Rubric), Appendix B (Integrated Performance Assessment Rubrics, detailed by individual <i>Unidades</i>), Appendix C (AP and IB Correlation Guide).

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g. Assessments utilize realia or authentic materials.	X	See Part A above. In addition, five-dimensional integration can be found in <i>Vive en culturas</i> (a final assessment set in an authentic cultural context with supporting materials in Explorer) at the end of each <i>Unidad</i> .
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Part D. Teacher Support Materials

	Yes	No	Evidence and/or comments
a. Provides grade-level background information and context to guide integration of the five cornerstones within the lessons, units, and grade.	X		As evidenced by the Scope and Sequence guide for all three levels of <i>EntreCulturas</i> on pp. VI-XI of the Teacher Edition.
b. Includes strategies that assist teachers in incorporating appropriate and integral connections between world language and other subject areas (e.g., mathematics, ELA, social studies, visual and performing arts, CTE)	X		As evidenced by Appendix F: Instructional Strategies, pp. 444-459, of the Teacher Edition. Key in the Instructional Strategies are the detailed strategies for each unit.
c. Provides strategies and guidance to support the inclusion of “hands-on” practices (e.g., speaking, listening, writing) with other practices (e.g., asking questions, engagement in argument).	X		As evidenced by Appendix F: Instructional Strategies, pp. 444-459, of the Teacher Edition. Key in the Instructional Strategies are the detailed strategies for each unit.
d. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the five cornerstones within the standards.	X		Key sections of the Teacher Edition in “Approaches to Teaching” are “Cultivating Interculturality,” “Integrating Interculturality in Teaching and Learning,” “Staying in the Target Language,” “Integrated Differentiated Instruction,” “Vocabulary Instruction in Context,” “Grammar Instruction in Context,” “Assessing Language Performance in Context,” and “Rubrics.” (XVI-XXIX)
e. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences).	X		<i>EntreCulturas</i> follows the World-Readiness Standards for Learning Languages. Specifically, for “Schools and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.” (V) For example:

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		<p>*Age-appropriate: p. 49, Unidad 1, Así se dice 2, Mes actividades favoritas; p. 106, Unidad 2, Así se dice 3, ¿Qué hacemos en la escuela? (School activities); p.164, Unidad 3, Así se dice 3, ¿Qué te gustaría hacer en el fin de semana? (Activities with family and friends); p. 256, Unidad 5, Así se dice 1, ¿Qué haces los sábados? (Leisure activities); p. 274, Unidad 5, Así se dice 3, Fiestas y festivales (Community Celebrations).</p> <p>*Transitioning from within the classroom to beyond the classroom: p.68 Explora, En mi comunidad; p. 124, Explora, En mi comunidad: Los valores de mi escuela; p. 180, Explora, En mi comunidad: ¿De dónde vienen tus familiares, de cerca o de lejos?; p. 234, Explora, En mi comunidad: Festivales de comida; p. 276, Actividad 28, Aprende más sobre las fiestas & Actividad 29, Las fiestas de tu comunidad; p. 288, En mi comunidad: ¡Vamos a jugar!; p. 333, Estrategias: Discover Ways to Use Spanish Outside Class; p. 340, Explora, En mi comunidad: Ideas de hoy, y para el futuro; pp. 352-353, Vive entre culturas: ¡Conoce la comunidad!</p>
f. Integrates audio-visual technology to support student mastery of the target language.	X	<p>Throughout the entire <i>EntreCulturas</i> series, activities are framed around all types of communication. The compass icon indicates additional support online in Explorer. The online Explore provides all audio/video resources, scaffolding for Student Edition activities, vocabulary and grammar reinforcement, including flipped classroom videos, additional activities, formative and summative assessments, rubrics and other teacher resources.</p>

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			Appendix D in the Teacher Edition provides the transcripts for all audio and video programs used in <i>EntreCulturas</i> .
g. Provide or suggests engaging culturally relevant, technology-based activities to improve students' mastery of target language and culture.	X		The online Explore provides all audio/video resources, scaffolding for Student Edition activities, vocabulary and grammar reinforcement, including flipped classroom videos, additional activities, formative and summative assessments, rubrics and other teacher resources.
h. Provides additional realia from the target language and culture that facilitates students connection to the target language and culture and from that community.	X		See Part A above. In addition, five-dimensional integration can be found in <i>Vive en culturas</i> (a final assessment set in an authentic cultural context with supporting materials in Explorer) at the end of each <i>Unidad</i> . A specific example is a Teacher's Note found on p. 79 that supports the "En mi comunidad: ¡Exploremos la comunidad!" section: "Brainstorm people, place, and websites to explore in class or in the discussion forum in Explorer. Expand the list, and have students sign up to bring evidence, which can include photographs, screenshots of web pages, interviews, and realia." Thus students will be encouraged to find their own examples of realia that are inspired by the realia found in <i>EntreCulturas</i> .

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