EntreCulturas 2

SECTION I: Alignment to the 2020 Oregon Instructional Materials Criteria

Key Criterion 1-11: Communication	EXAMPLES IN TEXT
1. Language functions (e.g., making and verifying hypotheses, making inferences, requesting to repeat or slow down, paraphrasing, using short answers, predicting, skimming or scanning) and cultural practices are presented and practiced.	Examples for Criterion 1: pp. 194 - 195, Qué observas; p. 317, act. 10 paso 2; p. 12, act. 4, paso 2B; Explorer, Content, Recursos, Videos, EntreCulturas 2, Learning Strategies, Learning strategies: Negotiating for meaning
2. Materials provide learners with developmentally appropriate strategies (e.g., age and proficiency level) to help them become successful listeners, speakers, readers and writers of the language.	Examples for Criterion 2: p. 38, estrategias, interpretive listening and reading; p. 148, estrategias, phone conversations; p. 238, estrategias, extend and respond to invitations; p. 87, estrategias, connectors and sequencing words; p. 209 estrategias, negotiating meaning
3. Presentation of vocabulary is manageable, context-related and taught explicitly and implicitly.	Examples for Criterion 3: p. 297, Así se dice 1; p. 183, act. 5, Así se dice; p. 69, act. 5 pasos 1-3; pp. 29-31, act. 15, pasos 1-4; pp. 156-157, act. 15 pasos 1-3
4. Students are introduced to manageable amount of essential, functional, thematic, authentic and practical vocabulary with spiraling and scaffolding presentations that build in a perpetual review of vocabulary.	Examples for Criterion 4: p. 123, act. 3, paso 1, te acuerdas; p. 295, Te acuerdas; p. 186, act. 6; pp. 254-255, act. 10, pasos 1-3 te acuerdas
5. There is sufficient interpersonal, interpretive, and presentational oral and written practice of the grammar and vocabulary that promotes meaningful and balanced individual, pair and group language learning.	Examples for Criterion 5: FlexText p. 73, act. 6, pasos 1-3; p. 79, act. 9, pasos 1-3B; p. 85, act. 11, pasos 1-4B; pp. 141-142, act. 10, pasos 1-3; pp. 327-330, act. 13, pasos 1-3B
6. The form, meaning and use of the grammar component presented and practiced includes contextually appropriate examples taught both implicitly and explicitly.	Examples for Criterion 6: p. 72, Observa 1; p. 90, sintesis de gramática; p. 84, Observa 4 Explorer, (Content, Unidad 2, Comunica y Explora A, Observa 4) pg. 84, Video: Observa Los verbos reflexivos Explorer, (Content, Unidad 2, Comunica y Explora A, Observa 4) pg. 84, Video: Enfoque en la forma Los verbos reflexivos
7. There is a balance between listening, speaking, reading, and writing activities.	Examples for Criterion 7: pp. 21-22, act. 9 pasos 1-4B; pp. 69-71, act. 5 pasos 1-3B; pp. 134-136, act. 7 pasos 1-4; pp. 247-249, act. 9 pasos 1-4B
8. Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language.	Examples for Criterion 8: Explorer (Content, Unidad 1, Comunica y Explora A, Así se dice 6, act. 16) p. 32-33 Explorer (Content, Unidad 1, Comunica y Explora B, Así se dice 7, Video: Enfoque Cultural) p. 41 pg. 78, "Pelos" por Sandra Cisneros; p. 211, paso 1; pp. 194-195, Observa

EntreCulturas 2

9. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Examples for Criterion 9: p. 137, act. 8, paso 1; p.142, act. 10, paso 2; p. 145, act. 11, paso 2B; p. 191, act. 7, paso 2; p.277, act. 17, paso 3
10. Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom.	Examples for Criterion 10: Explorer, Learning Tools, Instructional Strategies Toolkit, Multiple Intelligences TE p. 452, Instructional Strategies, Unidad 1, act. 4 p. 229, act. 2, paso 2; p. 341, paso 3; p. 70, act. 3A
11. Students are asked to do more than rote memorization and recall.	Examples for Criterion 11: p. 16, act. 3A; p. 76, act. 2A; pp. 160-162, act. 17, pasos 1-4B; pp. 179-180, act. 4, pasos 1-2; pp. 236-237, act. 5, pasos 1-3
Key Criterion 12-18: Comparisons	**EXAMPLES IN TEXT**
12. There is a wide variety of authentic, culturally sensitive, non-stereotypical visual images of the target culture(s).	Examples for Criterion 12: p. 237; p. 136; pp. 60-61; pp. 226-227; pp. 288-289
13. Materials present a broad range and diverse representation of target language countries, ethnicities and communities (urban, rural, etc.) represented.	Examples for Criterion 13: p. 292, enfoque cultural; p. 180, enfoque cultural; p. 315, enfoque cultural; p. 94, enfoque cultural; p. 131, act. 6, pasos 1-3
14. Cultural content is accurate, current, and contextually appropriate.	Examples for Criterion 14: p. 198, enforque cultural; p. 334, enforque cultural; p. 163 enfoque cultural; p. 336, enfoque cultural
15. Cultural notes/readings are interesting, meaningful and appropriate for the age and proficiency levels of the learners.	Examples for Criterion 15: p. 65, enfoque cultural; p. 132 enfoque cultural; p. 41, enfoque cultural; p. 147 enfoque cultural; p. 143, enfoque cultural
16. Connections are made between the target cultural practices and perspectives.	Examples for Criterion 16: p. 130, enfoque cultural, conexiones; p. 73, enfoque cultural, conexiones; p. 230, enfoque cultural, conexiones; p. 39, enfoque cultural, conexiones; p. 197, enfoque cultural, conexiones
17. Materials promote learners' reflection of their own culture.	Examples for Criterion 17: p. 17, reflexión intercultural; p. 340, reflexion intercultural; p. 215, reflexión intercultural; p. 51, reflexión intercultural; p. 199, reflexión intercultural
18. Activities are appropriate for age level and proficiency level.	Examples for Criterion 18: p. 238, preparate; p. 118-119; p. 198, act. 9, pasos 1-3; pp. 144-145, act. 11, pasos 1-3; pp. 84-85, observa, pasos 1-3C

EntreCulturas 2

Key Criterion 19-20: Connections	EXAMPLES IN TEXT
19. The materials provide frequent opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.	Examples for Criterion 19: p. 265, act. 13, pasos 3A-3B; p. 248, paso 2; p. 211, act. 13, paso 1; p. 78, "Pelos"; mi progreso intercultural
20. Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	Examples for Criterion 20: p. 130, Enfoque cultural; pp. 156-158, act. 15, pasos 1A-4B; pp. 290 act. 1, pasos 1-2; pp. 325-326, act. 12. Pasos 1-3
Key Criterion 21-23: Comparisons	**EXAMPLES IN TEXT**
21. Students are asked to compare their own culture with the target culture to discover similar and different cultural practices, products and perspectives using a variety of media.	Examples for Criterion 21: p. 143, Reflexion intercultural; p. 129, Enfoque cultural; p. 130, act. 5, paso 4; p. 9, act. 3 pasos 1A-2B
22. Students are asked to look at their own language and compare it linguistically to the target language.	Examples for Criterion 22: p. 164, paso 2A; p. 188, Enfoque cultural; p. 312, Recuerda; p. 137, detalle gramatical; p. 196, enfoque cultural
23. Students are prompted to use higher-order thinking skills when using any of the language modalities or when presented with cultural content (e.g., analysis, synthesis, and evaluation).	Examples for Criterion 23: p. 65 Enfoque cultural, conexiones; pp. 120-121, act. 1, pasos 1-2B; pp. 128- 129, act. 5, pasos 1-3; pp. 323 -324, pasos 1-3
Key Criterion 24-26: Communities	**EXAMPLES IN TEXT**
24. Suggestions are provided for opportunities to interact with members of the local target language community or for using local community resources.	Examples for Criterion 24: p. 162. Reflexion intercultural; p. 307, Enfoque cultural; p. 163, act. 18, paso 2; p. 165, act.18, paso 3
25. Students are given examples of ways they could use the target language in the future, beyond the school experience.	Examples for Criterion 25: p. 306, act. 6, paso 1; p. 308, Reflexion intercultural Explorer, Content, recursos, videos: observa, Entreculturas 1, Learning strategies, learning strategies: discover ways to use Spanish outside of class
26. Students are provided with role models and/or examples of individuals who use the target language in their lives.	Examples for Criterion 26: p. 169, Vive entre culturas, paso 1 Explorer, Content, Unidad 4, Encuentro intercultural, p. 172, video Explorer, Content, Unidad 5, Encuento intercultural, p. 226, video

EntreCulturas 2

SECTION II & III: Instructional Supports and Monitoring Student Progress	
Key Criteria	**EXAMPLES IN TEXT**
II - INDICATORS OF QUALITY: Differentiated Instruction	
27. Materials facilitate the planning and implementation of differentiated instruction addressing the needs of identified students. (Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED), and Alternative Education students.)	Instructional Strategies Toolkit; Instructional Strategies Appendix; online extension activities; Proficiency Trackers; Portfolio
III - INDICATORS OF QUALITY: Instructional Materials	
28. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.	TE introduction, Approaches to Teaching
29. Materials provide explicit, systematic instruction and diagnostic support in listening, reading, speaking and writing the language.	TE introduction, Approaches to teaching
30. Language/pictures/graphics/media used in texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative. • Language includes protected classes and historically underserved populations. • Materials provide opportunities to see diverse cultures in significant roles. • Materials make connections to diverse micro-communities (religious, economical, geographical, etc.)	pp. 158-159, act. 16, Paso 1-3 p. 159, reflexion intercultural p. 323, act. 11, pasos 1-3 pp. 324, reflexion intercultural
31. Materials provide ample listening, reading, oral and written practice for students' application and mastery of each standard.	p. 213-215, act.14, pasos 1-3 pp. 106-107, act. 18, pasos 1-4 pp. 100-101, act. 15, pasos 1-3 pp. 48-49, act. 22, pasos 1-3B

EntreCulturas 2

32. Instructional materials are presented in a teacher-friendly format that is accessible and practical for classroom use by teachers of diverse backgrounds, knowledge, and skill.	TE introduction, Unit organization

IV - INDICATORS OF QUALITY: Assessment and Measuring Progress

33. Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.	TE Introduction, Assessing Language Performance in Context; Appendix B, rubrics
34. Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in: • Planning instruction • Providing ongoing feedback to students • Sharing to guardian/parents • Sharing to classrooms, schools/districts	TE Introduction (including 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); Portfolio; Explorer Gradebook; Analytic Growth Rubrics and Holistic Rubrics; Proficiency Trackers
35. The materials assess student proficiency using a variety of methods that recognize various perspectives, reflect authentic experiences in students' lives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g., for students who are Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED) students, and/or Alternative Education Students).	Each unit includes embedded formative assessments and summative integrated performance assessment. The online supplemental activities can be used as an assessment tool. TE Introduction (including Integrated Differentiated Instruction and Heritage Learners); pp. 114-115, Vive entre culturas, paso 1-3 p. 167, En Camino B, pasos 1-3 p. 203, Enc amino A, pasos 1-3
36. Assessment materials provide multiple opportunities and formats within each unit (e.g., interpersonal, presentational, interpretive, integrated performance) for students to demonstrate skills, content knowledge, and receive feedback on performance.	Each unit includes embedded formative assessments and summative integrated performance assessment. p. 34, En camino A, pasos 1-3 p. 52, Enc amino B, pasos 1-3 pp. 56-57, Vive entre culturas, pasos 1-3

EntreCulturas 2

SECTION II: Instructional Supports	
Supporting Criteria	**EXAMPLES IN TEXT**
II - INDICATORS OF QUALITY: Student Engagement	
37. Materials offer authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences.	Explorer, Portfolio pp. 163-165, act. 18, pasos 1-3 p. 166, Preparate p. 188, act. 6, paso 4 pp. 247-299, act. 9, pasos 1-4B
38. Materials provide opportunities for students to personalize, internalize, and cultivate their learning to promote student agency.	
39. Materials provide relevant examples and connections to students' lives, with practical applications to their current and future selves.	
40. Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds.	
III - INDICATORS OF QUALITY: Differentiated Instruction	
41. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter.	Meets the UDL guidelines for providing multiple means of engagement, multiple means of representation, and multiple means of action and expression in both print and digital formats/platforms. We believe that all users should be able to access and use our textbook and digital content. See more on accessibility: https://waysidepublishing.com/about/accessibility. In addition, NIMAS guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted into accessible formats. Wayside Publishing is able to provide alternative versions of products to meet the needs of students. TE Introduction Approaches to Learning (Integrated Differentiated Instruction Teacher Resources (graphic organizers) Explorer, Learning strategies toolkit
42. Materials provide a social-emotional learning connection.	
43. Materials provide age-appropriate content with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support)	
44. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	
45. Materials provide access for core instruction, intensification and acceleration, including targeted remediation with proficiency-level content.	
46. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	

EntreCulturas 2

IV - INDICATORS OF QUALITY: Instructional Materials

Criteria	Response
47. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	The online Learning Site contains the digital textbook FlexText as well as the online resources and activities in Explorer. Online reading, listening, and viewing tasks are identified with an icon in the student edition. Students can access the FlexText on their device and seamlessly navigate from it to the accompanying online video and audio resources, as well as teacher assignments and supplemental activities. Students can complete online activities, assessments, and access their language portfolio. Teacher edition has easy to use guidance by activities at point of need. (Additional Teacher support in Instructional Strategies Appendix, online Teacher Resources, and Instructional Strategies Toolkit.) p. 340, reflexion intercultural p. 340, estrategias p. 121, enfoque cultural p. 337, reflexion intercultural
48. Materials have online listening activities highlighted in the student edition.	
49. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	
50. The teacher's edition is well- organized with practical teaching suggestions at the point of need.	
51. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	
52. Materials include technology supports and resources that extend and enhance learning such as games, songs, forms of art, etc.	
53. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
54. Materials refer students to additional informational resources to enhance their study of language and culture.	
55. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	
56. Culturally-responsive language reflects current events and changes in cultural perspectives.	
57. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.	
58. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).	
59. Materials allow for ongoing and embedded professional development.	
60. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	

EntreCulturas 2

61. Materials provide direct access to equitable resources through various levels of technology: • Speech to text • Text to speech • Audio books • Digital copies • Interactive companion website	
62. Previously taught skills and strategies are intentionally reviewed, practiced and connected to new skills and knowledge in subsequent lessons.	
63. In addition to providing vocabulary and language support, materials encourage critical thinking skills.	

EntreCulturas 2

SECTION III: Monitoring Student Progress	
Supporting Criteria	**EXAMPLES IN TEXT**
V - INDICATORS OF QUALITY: Assessment and Measuring Progress	
64. Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward grade level outcomes. (proficiency level outcomes/descriptors).	Units are designed using principles of backward design, laying out what students should be expected to know and be able to do by the end of the unit, and then designing assessments to measure student learning, and finally the tasks and activities learners will do to prepare them for success on the summative assessment. Units are divided into a series of smaller vocabulary- and grammar-focused sections, which give students the input they need to complete the contextualized tasks. The intentionality of design and tasks, and their articulation to the summative assessment, provides a strong foundation for mastery learning instructional approaches. EntreCulturas is proficiency-based, so teachers can have students complete entire assessments, or portions of an assessment, more than once to demonstrate proficiency. In the online Explorer, teachers can set the number of attempts allowable for activities ranging anywhere from 1 to 100 possible attempts to support mastery learning. There are graded and non-graded practice opportunities in order for students to have continuous access in building skills. Students and teachers can use the gradebook within the Learning Site to keep track of assignments allowing teachers to provide feedback across multiple modalities including audio and text. Each unit includes embedded formative assessments, to check for progress and provide feedback, and a summative performance assessment at the end of the unit. The online supplemental activities can be assigned for a grade and the online language portfolio can be used as an assessment tool. A variety of technology enhanced digital assessments including Integrated Performance Assessments, Performance tasks, and Advanced Placement practice tasks (even at level 1) are utilized within the Learning Site in order to measure student growth and learning. The FlexText online activities in Explorer, and online gradebook interface with common learning management systems like Schoology and Google Classroom.
65. Assessment materials use varied modalities of instruction that reflect authentic experiences.	
66. The materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level / proficiency level expectations.	
67. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.	
68. Item bank must include selected response, constructed response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.	
69. Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options.	
70. Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, cartoons, graphs, maps, test bank) in order to correspond to multiple electronic grade book platforms.	
71. Assessment materials provide teachers with a range of data to inform instruction that can interface with common learning management systems/electronic gradebook platforms (e.g.: Canvas, Schoology, Google Classroom.)	