

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.

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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)

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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.			

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<p>Intermediate Mid (IM) ML.C1.1.IM.a-e</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) start, maintain, and end a conversation on a variety of familiar topics. b) discuss daily activities and personal preferences. c) handle tasks related to personal needs. d) exchange information about subjects of special interest. e) use language in various time frames with occasional success. 	<p>X</p>	<ul style="list-style-type: none"> a. pages 6, 9, 10, 15, 16, 21, 33, 37, 43, 45, 46, 52, 55, 57, 64, 65, 67, 68, 73, 74, 76, 78, 88, 89, 90, 91, 94, 95, 99, 102, 105, 106, 108, 109, 111, 120, 121, 122, 125, 127, 129, 132, 137, 139, 143, 145, 147, 147, 155, 156, 157, 159, 160, 161, 167, 168, 170, 173, 175, 177, 179, 182, 192, 193, 202, 207, 208, 213, 215, 226, 228, 229, 230, 233, 235, 237, 238, 239, 241, 267, 269, 277, 278, 279, 284, 285, 289, 293, 295, 311, 319, 324, 330, 334, 336, 346, 347, 349, 351, 355, 359, 360, 361, 364, 365, 366, 371. b. pages 6, 15, 16, 21, 33, 37, 43, 46, 52, 55, 57, 65, 73, 88, 90, 91, 94, 95, 105, 106, 108, 121, 137, 139, 147, 157, 160, 161, 168, 170, 173, 177, 179, 202, 229, 230, 233, 277, 279, 281, 295, 346, 351, 365, 371. c. pages 6, 21, 37, 43, 45, 46, 57, 88, 90, 91, 94, 106, 122, 143, 145, 159, 161, 168, 170, 177, 179, 192, 200, 202, 230, 235, 238, 269, 295, 321, 334-335, 351. d. pages 6, 9, 10, 15, 16, 21, 33, 37, 43, 46, 52, 55, 57, 64, 65, 67, 73, 74, 76, 88, 90, 91, 94, 95, 102, 105, 106, 111, 120, 121, 122, 125, 127, 132, 137, 139, 147, 155, 156, 157, 159, 160, 161, 167, 170, 173, 177, 179, 182, 192, 202, 206-207, 213, 215, 226, 229, 230, 233, 235, 237, 239, 241, 267, 269, 277, 278, 279, 281, 284, 289, 293, 295, 311, 324, 334, 347, 349, 351, 354, 355, 359, 364-365, 371.
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				e. pages 6, 7, 9, 10, 15, 16, 18, 20, 21, 30, 31, 33, 37, 42, 43, 45, 46, 52, 54, 55, 57, 58, 59, 64, 65, 67, 68, 73, 74, 75, 76, 78, 88, 89, 90, 91, 94, 95, 99, 102, 103, 105, 106, 107, 108, 109, 111, 113, 120, 121, 122, 125, 127, 129, 132, 137, 139, 142, 143, 145, 147, 155, 156, 157, 159, 160, 161, 167, 168, 170, 173, 175, 177, 179, 182, 192, 193, 202, 205, 207, 208, 210, 213, 215, 225, 226, 228, 229, 230, 233, 235, 237, 238, 239, 241, 267, 269, 277, 278, 279, 284, 285, 289, 293, 295, 296, 297, 311, 317, 319, 324, 330, 334, 336, 346, 347, 349, 351, 355, 359, 360, 361, 364, 365, 366, 371.
<i>These materials meet with at least 80% of C1.1 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)

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<p>Intermediate High (IH) ML.C1.1.IH.a-d</p>	<p>Intermediate High Learners create and connect sentences to</p> <ul style="list-style-type: none"> a) explore information related to areas of personal interest. b) handle a task that requires multiple steps. c) navigate a situation that may have a complication. d) use language in various time frames with regular success. 	<p>X</p>	<p>a. pages 6, 9, 10, 15, 16, 21, 33, 37, 43, 46, 52, 55, 57, 64, 65, 67, 73, 74, 76, 88, 90, 91, 94, 95, 102, 105, 106, 111, 120, 121, 122, 125, 127, 132, 137, 139, 147, 155, 156, 157, 159, 160, 161, 167, 170, 173, 177, 179, 182, 192, 202, 206-208, 213, 215, 226, 229, 230, 233, 235, 237, 239, 241, 267, 269, 277, 278, 279, 281, 284, 289, 293, 295, 311, 324, 334, 347, 349, 351, 354, 355, 359, 364-365, 371.</p> <p>b. pages 10, 15, 43, 52, 65, 67, 73, 76, 88, 90, 91, 94, 95, 106, 109, 132, 141, 147, 160, 161, 167, 175, 177, 182, 192, 206-208, 215, 226, 235, 267, 269, 284, 289, 295, 324, 327, 336, 346, 347, 354, 355, 364-365.</p> <p>c. pages 43, 67, 76, 90, 91, 94, 95, 106, 108, 109, 125, 127, 129, 132, 137, 139, 156, 157, 159, 160, 161, 167, 170, 173, 192, 204, 208, 215, 229, 230, 235, 237, 267, 269, 277, 279, 336, 349, 351, 354, 359, 371.</p> <p>d. pages 6, 7, 9, 10, 15, 16, 18, 20, 21, 30, 31, 33, 37, 42, 43, 45, 46, 52, 54, 55, 57, 58, 59, 64, 65, 67, 68, 73, 74, 75, 76, 78, 88, 89, 90, 91, 94, 95, 99, 102, 103, 105, 106, 107, 108, 109, 111, 113, 120, 121, 122, 125, 127, 129, 132, 137, 139, 142, 143, 145, 147, 155, 156, 157, 159, 160, 161, 167, 168, 170, 173, 175, 177, 179, 182, 192, 193, 202, 205, 207, 208, 210, 213, 215, 225, 226, 228, 229, 230, 233, 235, 237, 238, 239, 241, 267, 269, 277, 278, 279, 284, 285, 289, 293, 295, 296, 297, 311, 317, 319, 324, 330, 334, 336, 346, 347, 349, 351, 355, 359, 360, 361, 364, 365, 366, 371.</p>
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Performance Level	Standard C1.2 <i>Interpretive Communication- Listening</i> Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Intermediate Mid (IM) ML.C1.2.IM.a-b	Intermediate Mid Learners begin to recognize connected sentences to a) determine some details of texts and interactions related to everyday life. b) recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.	X		a. See interpersonal communications above for interactions, as well as pages 19, 36, 52, 64, 72, 78, 103, 111-112, 123, 157, 264, 267, 297, 336, 357, 370. b. pages 19, 36, 52, 64, 72, 78, 103, 111-112, 123, 157, 180, 241, 261, 264, 267, 297, 357, 359, 370.
<i>These materials meet with at least 80% of C1.2 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)

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<p>Intermediate High (IH) ML.C1.2.IH.a-c</p>	<p>Intermediate High Learners recognize connected sentences to</p> <ul style="list-style-type: none"> a) comprehend straightforward information or interactions. b) determine many details in advertisements, announcements, and other simple texts. c) understand situations with complicating factors. 	X		<p>a. See interpersonal communications above for interactions, as well as pages 19, 36, 52, 64, 72, 78, 103, 111-112, 123, 157, 264, 267, 297, 336, 357, 370.</p> <p>b. pages 19, 36, 52, 64, 72, 78, 103, 111-112, 123, 157, 180, 241, 261, 264, 267, 297, 357, 359, 370.</p> <p>c. pages 19, 52, 103, 157, 241, 264, 267, 297, 336, 357, 359, 370.</p>
<p>Performance Level</p>	<p align="center">Standard C1.3 <i>Interpretive Communication- Reading</i></p> <p>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</p>	Yes	No	<p>Evidence (e.g., page numbers and/or examples of inclusion)</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>Intermediate Mid (IM) ML.C1.3.IM.a-b</p>	<p>Intermediate Mid Learners begin to recognize connected sentences to</p> <ul style="list-style-type: none"> a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). b) understand simple written exchanges between other people. 	X		<p>a. pages 10-11, 14-15, 16-17, 30, 31, 33-34, 38, 44, 47-49, 52-53, 67, 68-69, 108, 113, 121, 155-156, 169, 194-195, 203-204, 214-215, 227-229, 240, 271, 296, 350, 373.</p> <p>b. pages 42, 113, 121, 296.</p>

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These materials meet with at least 80% of C1.3 standards required for Levels 3 and 4 Modern Alphabetic Language courses.		Yes	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				
Intermediate High (IH) ML.C1.3.IH.a-b	<p>Intermediate High Learners recognize connected sentences to</p> <p>a) articulate the main idea of texts related to everyday life, personal interests, and school studies.</p> <p>b) follow some accounts of events and experiences in various time frames.</p>	X		<p>a. pages 10-11, 14-15, 16-17, 30, 31, 33-34, 38, 44, 47-49, 52-53, 67, 68-69, 108, 121, All throughout Hilo 5 – School-related readings, such as pages 135 and 143-146; 155-156, 169, 194-195, 203-204, 214-215, 227-229, 240, 271, 296, 350, 373.</p> <p>b. pages 22, 68-69, 72, 96-100, 103, 123, 155-156, 169, 171, 174-175, 180, 198-199, 200-201, 224, 226-227, 230-232, 234, 235-236, 239, 253-254, 258-259, 262-263, 268-269, 279-280, 282-283, 285, 290-292.</p>
Performance Level	<p align="center">Standard C1.4</p> <p align="center"><i>Presentational Communication- Speaking</i></p> <p>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</p>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)

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<p>Intermediate Mid (IM) ML.C1.4.IM.a-d</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) discuss one’s personal and social experiences. b) present information about something learned or researched. c) express a viewpoint about common interests and issues. d) use language in various time frames with occasional success. 	<p>X</p>		<p>a. pages 15, 21, 37, 52, 78, 99, 149, 156-157, 185, 233, 270-271, 276, 281.</p> <p>b. pages 6, 20, 25, 45, 51, 52, 59, 68, 71, 73, 78, 81, 89, 99, 109, 167, 225, 260, 266, 270-271, 278, 297, 304, 317, 321, 329, 339, 347, 354, 355, 372-373.</p> <p>c. pages 15, 20, 35, 37, 51, 52, 68, 75, 71, 78, 126, 149, 185, 215, 217, 235, 238, 276, 287, 304, 311, 317, 321, 347, 354, 360.</p> <p>d. See citations above (a-c) for various presentational speaking opportunities where this would be apparent, as well as Presentational Speaking Rubrics in Appendix A of Teacher Edition, pages 213, 219, 224.</p>
<p><i>These materials meet with at least 80% of C1.4 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i></p>		<p>Yes X</p>	<p>No</p>	<p>Notes (Optional)</p>

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<p>Intermediate High (IH) ML.C1.4.IH.a-d</p>	<p>Intermediate High Learners create and connect sentences to</p> <ul style="list-style-type: none"> a) research and describe more sophisticated academic topics within the content areas. b) present information about events, activities, and topics of particular interest. c) defend a point of view with supporting evidence. d) use language in various time frames with some success. 	X		<p>a. pages 25, 49-50, 59, 81, 113, 115, 127, 138, 147, 167, 217, 260, 266, 270-271, 304, 321, 329, 334, 339, 372-373.</p> <p>b. pages 15, 21, 25, 37, 45, 51, 52, 59, 68, 71, 73, 75, 78, 81, 89, 98, 99, 115, 156-157, 169, 185, 207, 215, 217, 225, 238, 266, 269, 270-271, 276, 278, 297, 304, 311, 317, 321, 329, 339, 347, 354, 360.</p> <p>c. pages 15, 20, 35, 45, 78, 81, 171, 212, 217, 260, 276, 298, 304, 311, 336-337, 339, 347, 354, 360.</p> <p>d. See citations above (a-c) for various presentational speaking opportunities where this would be apparent, as well as Presentational Speaking Rubrics in Appendix A of Teacher Edition, pages 213, 219, 224.</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>	Yes	No	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>

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<p>Intermediate Mid (IM) ML.C1.5.IM.a-d</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) write messages, announcements, and invitations. b) compose a simple paragraph about a learned or researched topic. c) create communications for an authentic audience. d) use language in various time frames with occasional success. 	<p>X</p>		<p>a. pages 7, 18, 20, 25, 30, 37, 42, 45, 54, 74, 77, 81, 95, 103, 109, 113, 129, 133, 142, 160, 169, 185, 205, 210, 217, 225, 243, 256, 276, 296, 317, 323, 333, 334, 339, 373.</p> <p>b. pages 9, 25, 37, 59, 77, 81, 91, 101, 103, 111, 124, 142, 143-147, 149, 169, 182, 217, 225, 238, 243, 260, 261, 267, 270, 281, 287, 288, 317, 323, 333, 334, 368, 373.</p> <p>c. pages 7, 18, 20, 25, 30, 37, 42, 54, 74, 77, 81, 103, 113, 115, 129, 142, 149, 185, 205, 210, 217, 243, 296, 304, 317, 323, 333, 334, 339, 368, 373.</p> <p>d. See citations above (a-c) for various presentational speaking opportunities where this would be apparent, as well as Presentational Writing Rubrics in Appendix A of Teacher Edition, pages 214, 220, 225.</p>
<p><i>These materials meet with at least 80% of C1.5 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i></p>		<p>Yes X</p>	<p>No</p>	<p>Notes (Optional)</p>

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<p>Intermediate High (IH) ML.C1.5.IH.a-b</p>	<p>Intermediate High Learners create and connect sentences to</p> <p>a) research a problem or topic (e.g. academic, career, community, entertainment, or social).</p> <p>b) indicate various time frames with some success</p>	<p>X</p>	<p>a. pages 9, 25, 37, 59, 77, 81, 91, 101, 103, 111, 124, 142, 143-147, 149, 169, 182, 217, 225, 238, 243, 260, 261, 267, 270, 281, 287, 288, 317, 323, 333, 334, 339, 368, 373.</p> <p>b. See citations above (a) for various presentational speaking opportunities where this would be apparent, as well as Presentational Writing Rubrics in Appendix A of Teacher Edition, pages 214, 220, 225.</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)
	<p>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p>			

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<p>Intermediate Range (IR) ML.C2.1.IR.a-h</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. b) identify and begin to use both formal and informal methods to interact with peers and adults. c) observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment). d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. e) identify and analyze cultural practices using authentic materials. f) simulate culturally appropriate community interactions. g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior. h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds. 	<p>X</p>	<ul style="list-style-type: none"> a. pages 4, 19, 21-24, 28, 31, 33-34, 36, 41, 45, 51-52, 54, 58-59, 89, 91, 95-98, 99-104, 105-109, 110-113, 122-124, 127-128, 130-132, 134, 136-138, 170-172, 190, 193-196, 197-202, 203-204, 206, 207-211, 216-217, 233, 235, 239-241, 262-266, 270-271, 274, 278-281, 284, 288, 293, 294-297, 298, 299-301, 304, 329, 347, 351-354, 354-358. b. pages 6, 7, 17, 41, 42, 46, 54, 55-57, 75, 93, 122, 129, 141, 160, 205, 210, 211, 296, 364. c. pages 20-21, 25, Hilo 2 (pages 28-61) is centered around social networks (<i>redes sociales</i>), 64, 75-77, 80-81, 88, 89, 93-95, 100, 105-109, 110-113, 114-115, 120-121, 155-156, 168, 170-172, 184-185, 216-217, 222-223, 226-229, 239-241. d. pages 8-9, 20-23, 45, 54, 73, 75, 89, 96-98, 102, 104, 106, 130, 136, 137-138, 146, 161-167, 171, 172, 173, 177-178, 179-183, 196, 198-202, 222-223, 224-225, 226-227, 230-233, 234-238, 239, 240-241, 250, 253-255, 258, 260-261, 265, 267, 278-281, 282-283, 284-288, 289-293, 297, 298, 333, 352-354, 355-356, 356-357, 371. e. pages 21, 45, 54, 89, 104, 113, 197, 198, 199, 201, 202, 208, 216, 224, 293, 308, 317, 318, 344, 350, 351, 352, 354, 355, 356, 372.
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				<p>f. pages 25, 35, 37, 49-50, 58-59, 90-92, 93-95, 104, 105-109, 114-115, 148-149, 185, 205, 212, 216-217, 242-243, 256, 270-271, 293, 296, 304, 334, 338-339, 350, 372-373.</p> <p>g. pages 6, 7, 17, 37, 42, 46, 54, 55, 57, 58, 59, 74-75, 107, 113, 121, 129, 141, 211; See also rubrics in Teacher Edition (Appendix A) for interpersonal speaking and writing, starting on page 209 (page 210, 211, 216, 217, 221, 222).</p> <p>h. pages 277-278, 281, 284-288, 289-293, 294-297, 299-302, 350-358.</p>
<p><i>These materials meet with at least 80% of C2.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></p>		<p>Yes</p> <p>X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p>Performance Level</p>	<p>Standard C2.2 <i>Relating Cultural Products to Perspectives</i> Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>

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<p>Intermediate Range (IR) ML.C2.2.IR.a-c</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) identify and investigate the function of products of the target culture. b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today. c) identify and analyze cultural products found in literature, news stories, and films from the target culture. 	X		<p>a. pages 21, 54, 89, 104, 197-202, 207-212, 216-217, 224-225, 293, 355, 356.</p> <p>b. Opportunities all throughout the text with a myriad of authentic resources. See for example: pages 8-9, 20-22, 23 (Culture box), 32-35, 51-54, 68-70, 95-99, 107 (Culture box); 105-109, 130-132, 160-167, 176-179, 197-202, 216-217, 224-225, 230-232, 233-238, 239-241, 253-254, 279-280, 286-287.</p> <p>c. pages 54, 89, 104, 197-202, 207-212, 216-217, 226-229, 293, 355, 356.</p>
<p><i>These materials meet with at least 80% of C2.2 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></p>		Yes X	No	<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>				
<p>CORNERSTONE: Connections (C3)</p>				
<p>Performance Level</p>	<p style="text-align: center;">Standard C3.1 <i>Making Connections</i></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>	Yes	No	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>

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<p>Intermediate Range (IR) ML.C3.1.IR.a-e</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) identify and locate the target countries and their geographic features on a map. b) relate topics from other content areas to the target culture. c) explain and sequence the significant events that shaped the identity of the target countries. d) compare attitudes and reactions regarding current events of global importance. e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own. 	<p>X</p>		<p>a. pages 39, 88, 91, 115 (Part of Presentación oral), 298, 299, 305, 321 (C2), 370; maps available on Explorer in “Recursos” folder.</p> <p>b. Hilo 12; pages 20-23, 31, 89, 92, 95, 98, 102-104, 140, 141, 144-145, 147, 161-167, 173, 193-197, 199, 203, 216, 222-223, 230-233, 234, 236-239, 250, 251, 255, 260, 264, 265, 278-280, 284-285, 288, 297, 304-305, 310-318, 320, 321, 324, 328-329, 336, 371.</p> <p>c. pages 304-305; Opportunities: Significant events all throughout Hilos 9-10; pages 23, 102-103, 193-196, 198-199, 226-227, 233-238, 239, see also Hilo Digital on Explorer.</p> <p>d. Hilo Digital (Digital Chapter) on Explorer, Hilo 11; Debates on pages 171, 212, 298, 336-337, 354.</p> <p>e. pages 12-13, 41, 106, 112-113, 124, 132, 199, 202, 229, 238, 241, 318, 323.</p>
<p><i>These materials meet with at least 80% of C3.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></p>		<p>Yes 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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Performance Level	Standard C3.2 <i>Acquiring Information and Diverse Perspectives</i>	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.			
Intermediate Range (IR) ML.C3.2.IR.a-e	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) use age-appropriate authentic sources to prepare presentations on familiar topics. b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States. c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture. d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities). e) compare the perspective of local advertisements with advertisements of the target culture. 	X		<p>a. pages 25, 59, 74-75, 81, 90-95 (culmination in letter C), 147, 148-149, 196 (writing), 216-217, 229 (writing), 241, 242-243, 251, 270-271, 288 (writing), 297, 304-305, 338-339, 354, 371-373.</p> <p>b. Opportunities: pages 102-103, 125-128, 311, 312-313, 315-316, 320-321, 322, 325-327, 329; Hilo Digital (Digital Chapter) on Explorer: Actividades 1, 4, Evaluación final.</p> <p>c. Hilo 9; pages 20-23, 96, 98, 99, 101, 161, 177, 202, 205-207, 226-229, 239, 241, 279, 282-283, 285, 289.</p> <p>d. pages 32-35 (just one of several examples from Hilo 2, all about social networks); Hilo 4 is all about travel and leisure; pages 101, 104 (Estrategias...); 110-113; 178 (C); Hilo 7 compares definitions of beauty and fashion in various activities; pages 222-223; 226-229; 240-241; 360-364.</p> <p>e. Opportunities: pages 37, 64, 78-79, 80-81, 105-109, 185, 210-212, 271, 294, 339, 346, 364-368, 373.</p>

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<i>These materials meet with at least 80% of C3.2 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>	Yes X	No	Notes (Optional)
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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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<p>Intermediate Range (IR) ML.C4.1.IR.a-e</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) identify expressions that communicate respect and status in one’s own and the target language. b) determine words in one’s own and target language that have no direct translation. c) recognize on how different time frames are expressed in the target language and one’s own. d) predict language origins based on awareness of cognates and linguistic similarities. e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time. 	<p>X</p>		<p>a. pages 41-42, 46, 93, 160, 205, 210, 364.</p> <p>b. Opportunity: see Teacher Edition, top of page 75.</p> <p>c. Opportunities with the following “Uso del lenguaje contexto” boxes: pages 17, 46, 70, 71, 79, 93, 99, 102, 124, 133, 139, 159, 166, 168, 180, 233, 260, 280, 335; 380-381 (Index for “Uso del lenguaje en contexto”).</p> <p>d. pages 31, 299-302, 304-305; Opportunities: Cognates: pages 43, 51, 66, 68, 143, 145, 181, 198, 208, 213, 240, 267, 285, 312, 314, 330, 333, 335; see also red vocabulary boxes throughout book.</p> <p>e. pages 43, 51, 66, 68, 143, 145, 181, 198, 208, 213, 240, 267, 285, 312, 314, 330, 333, 335.</p>
<p><i>These materials meet with at least 80% of C4.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></p>		<p>Yes X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p>Performance Level</p>	<p>Standard C4.2 <i>Cultural Comparisons</i></p> <p>Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.</p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</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

<p>Intermediate Range (IR) ML.C4.2.IR.a-f</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) discuss products' origins and importance by comparing products in the one's own and the target culture. b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture. c) compare and contrast the role and importance of family in one's own and the target culture. d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture. e) compare and contrast career choices and preparation in one's own and the target culture. f) explore entertainment and leisure options in one's own and the target culture. 	<p>X</p>	<ul style="list-style-type: none"> a. pages 12-13, 41, 106, 112-113, 124, 132, 199, 202, 229, 238, 241, 318, 323. b. pages 12-13, 19, 23, 31, 41, 45, 106, 109, 112-113, 167, 172, 199, 202, 241, 318, 371. c. All of Hilo 1, Estructura de la familia (Family structure); pages 46-50, 51-54, 105 (A, #2), 106 (#2), 110-111, 156-160, 160-167, 284-288. d) Hilo 5, Educación y carreras profesionales (Education and professional careers) Opportunities: pages 120-138. e) Hilo 5, Educación y carreras profesionales (Education and professional careers) Opportunities: pages 139-149. f. pages 32-35, 38-41 (Examples from Hilo 2, all about social networks); Hilo 4 is all about travel and leisure; pages 101, 104 (Estrategias...); pages 110-113; 178 (C); Hilo 7 compares definitions of beauty and fashion in various activities; pages 222-223; 226-229; 240-241; 360-364.
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<i>These materials meet with at least 80% of C4.2 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>		Yes	No	Notes (Optional)
		X		
CORNERSTONE: Communities (C5)				
Performance Level	Standard C5.1 <i>School and Global Communities</i>	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>Intermediate Range (IR) ML.C5.1.IR.a-c</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers). b) research the use of the target language in various fields of work in today's world. c) explore real-world opportunities to connect with the target language community. 	<p>X</p>	<ul style="list-style-type: none"> a. Depending upon what is in the students' community, there are opportunities throughout to incorporate this in student investigations. See for example: pages 59, 81, 147, 148-149, 297, 304-305, 329, 339, 372-373; See Teacher Edition notes, pages 64, 192, 206. b. pages 148-149, opportunities: pages 139-147. c. pages 81, 184-185, 334-335, 368, 372-373; See Teacher Edition, pages 64, 192, 196, 206. <p>In Classroom Observational Guide (Explorer: Recursos > Solo para profesores > Classroom Observational Guide): "Throughout each Hilo (chapter), students are asked to reflect on their learning in their Diario personal (journal). Activities marked Oral interpersonal and Escritura interpersonal encourage students to communicate and collaborate within the classroom. In the Evaluación final for a variety of the Hilos (chapters), students are encouraged to interact in their communities and reach out to the Spanish-speaking communities around the globe."</p>
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<i>These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)
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>				
Performance Level	Standard C5.2 Lifelong Learning	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Use the target language for enrichment and advancement.			
Intermediate Range (IR) ML.C5.2.IR.a-b	Intermediate Range Learners a) consult various sources in the target language to obtain information on topics of personal interest. b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.	X		a. pages 12, 24-25, 35, 54, 58-59, 80-81, 90-95, 114-115, 148-149, 184-185, 216-217, 222-223, 225, 238, 241, 242-243, 251, 265-266, 270-271, 288, 297, 302, 304-305, 317, 321, 323, 338-339, 347, 354, 356, 368, 372-373; Explorer provides links to additional resources: "Más Recursos" folder within "Recursos" folder. b. See Student "I can do" rubrics in Teacher Edition, pages 221-225, found also in "Rúbricas" folder within "Recursos" folder on Explorer.
<i>These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)

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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		<p>Think, pair, share (piensa, conversa, comparte) activities on pages 21, 43, 45, 65, 67, 76, 88, 109, 122, 143, 147, 161, 173, 193, 207, 215, 226, 235, 239, 277, 289, 295, 334, 346, 347, 355, 360, 364.</p> <p>Page IV of Student Edition includes icons that show the kinds of activities in the book, ranging from individual work, such as Diario personal, to interpersonal (oral & escritura).</p> <p>Information gap activities include graphic organizers (organizadores) all throughout the book and on Explorer. See,</p>
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			for example, pages 10, 162, 195, 202, 228, 257, 319, 331, 361.
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		Green “Uso del lenguaje en contexto” provide grammar information for students; pages 380-381 is an index that shows where to find them, and the associated activities that provide practice, which are a few examples of the meaningful and communicative activities throughout the book.
Listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced.	X		Throughout the text, blue “Estrategias” boxes can be found near the activities to which they apply: pages 6, 7, 21, 22, 104, 124, 172, 196, 230, 329, 336, 337. See also pages 267 Strategies practiced throughout the text, and the 5-dimensional nature of the materials can be seen clearly in the Evaluación final found at the end of each chapter.
Culture			
There is a wide range and diverse representation of countries and cultures presented.	X		“The <i>Tejidos</i> program provides students...a diverse range of authentic materials from Latin America and Spain” (Teacher Edition, page 2). See, for example, pages 88-92, 197-202, 216-217, 266-269, 282-283, 298, 299-303, Hilo 10, as well as purple culture boxes found throughout the text.
Connections			
Provides opportunities to make connections between the target language and other subject areas	X		Each Hilo has clear connections to other subjects: pages 20-23, 31, 89, 92, 95, 98, 102-104, 140, 141, 144-145, 147, 161-167, 173, 193-197, 199, 203, 216, 222-223, 230-233, 234,

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			236-239, 250, 251, 255, 260, 264, 265, 278-280, 284-285, 288, 297, 304-305, 310-318, 320, 321, 324, 328-329, 336, 371.
Students must do more than rote memorization and recall to demonstrate success.	X		<p>Actividades and Evaluaciones finales prove this: “Each activity includes at least one formative assessment that can be scored using a rubric found in the appendices of the Teacher Edition and in <i>Tejidos Explorer</i>. Additional formative assessments in Explorer can be scored and entered into the online grade book.</p> <p>The Hilo culminates in a summative performance-based assessment or Evaluación final.” (Teacher Edition, page 3).</p> <p>Rubrics found on pages 210-248 of the Teacher Edition, as well as on Explorer in “Recursos.”</p> <p>“Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning” (Teacher Edition, page 7).</p>
Comparisons:			
Students frequently make comparisons with the target culture to discover similar and different cultural concepts and patterns.	X		See Standard C4.2 (Cultural Comparisons) from above. Page IV of Student Edition shows icons for activity type. The blue interlocked circles for “Comparaciones culturales o lingüísticas” can be found next to activities all throughout the

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			book in which student make cultural and linguistic comparisons.
Communities:			
Provides students ideas on how to use target language in real-life situations to help in the community.	X		<p>See Standard C5.1 (School and Global Communities) above: Opportunities exist throughout the book with various investigation activities, as well as pages 81, 148-149, 184-185, 334-335, 368, 372-373; some opportunities on pages 139-147; See also Teacher Edition, pages 64, 192, 196, 206.</p> <p>In Classroom Observational Guide (Explorer: Recursos > Solo para profesores > Classroom Observational Guide): “Throughout each Hilo (chapter), students are asked to reflect on their learning in their Diario personal (journal). Activities marked Oral interpersonal and Escritura interpersonal encourage students to communicate and collaborate within the classroom. In the Evaluación final for a variety of the Hilos (chapters), students are encouraged to interact in their communities and reach out to the Spanish-speaking communities around the globe.”</p>
<p>Additional comments on five-dimensional nature of the materials: From the Teacher Edition, page 2 (emphasis added): The <i>Tejidos</i> program provides students:</p> <ul style="list-style-type: none"> • Authentic and motivating content to learn and use Spanish for purposeful communication. • Spanish-only instruction with scaffolding, glossing, and strategies for support. • Additional support, resources, and extension activities in <i>Tejidos</i> Explorer. • Integration of language and culture in real-world contexts. 			

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- A diverse range of authentic materials from Latin America and Spain.
- **Opportunities for communication in all modes with pair work and group work interwoven throughout each activity.**
- **Individual and collaborative performance-based tasks and assessments.**
- **A deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the worldview of Hispanic cultures.**
- Opportunities to make cultural comparisons.
- Grammar and use of language in context.
- A variety of rubrics to measure their performance.

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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		<p>Activities found throughout: Conversa y comparte (talk and share), conversen en grupos (talk in groups), Conversa con un compañero (talk with a peer), Piensa – Conversa – Comparte (Think – Pair – Share).</p> <p>All activities have various parts to them that allow students to interact with several of the different modes of communication and interpretation.</p> <p>Many activities have various parts that help the students move from more controlled and directed discussion to communication in real life contexts. See for example pages 20-23 (Actividad 6); pages 43-45 (Actividad 4); pages 294-298 (Actividad 7).</p>
The grammar presented clearly and is formatted so students find it easy to understand.	X		See green “Uso del lenguaje en contexto” boxes throughout (index for them is on pages 380-381). “There is not a specific sequence to the grammar as it is driven by the language use in the context of the authentic sources” (Teacher Edition, page 3). This allows the students to understand the grammar

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			<p>concepts in context and as they learn using authentic resources, rather than in a disconnected manner.</p> <p>Each box contains information about the grammar concept as well as examples of its use.</p>
Culture			
There are a wide variety of authentic, up-to-date visual images of the target culture.	X		<p>Images all throughout the book are current and reflect the target culture or come directly from the target culture. See for example pages 8, 14-15, 20, 37, 52-53, 64, 68-69, 73, 84, 87, 88, 92, 100, 102, 105-109, 114, 134, 135, 155-156, 161, 168, 178, 200-201, 223, 224-225, 226-229, 234, 237, 241, 250, 265, 279, 290, 294, 350, 356, 365-366, 367.</p>
The cultural content is accurate and current.	X		<p>Various authentic resources all throughout the text. Blogs, videos, and articles are a few examples of the resources available in <i>Tejidos</i> that are recent and applicable to today's world.</p>
Connections			
The students must utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and with reasonable expectations.	X		<p>See Teacher Edition Suggested Lesson Plan Sequence/Pacing Guides for each Hilo: Hilo 1 (page 24); Hilo 2 (page 39); Hilo 3 (page 54); Hilo 4 (page 67); Hilo 5 (page 81); Hilo 6 (page 96); Hilo 7 (page 111); Hilo 8 (page 124); Hilo 9 (page 136); Hilo 10 (page 150); Hilo 11 (page 165); Hilo digital (page 178); Hilo 12 (page 194).</p> <p>See examples in Student Edition on pages 12-13, 73, 142, 237; see also each Evaluación final (pages 24-25, 58-59, 80-81,</p>

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			114-115, 148-149, 184-185, 216-217, 242-243, 270-271, 304-305, 338-339, 372-373, and Hilo Digital on Explorer.
Comparisons			
Students are encouraged to look at their own native language and compare it linguistically to the target language.	X		See Standard C4.1 (Language Comparisons) above page IV of Student Edition shows icons for activity type. The blue interlocked circles for “Comparaciones culturales o lingüísticas” can be found next to activities all throughout the book in which student make cultural and linguistic comparisons.
Communities			
Provide opportunities for students to self-assess their language learning levels to determine next the next steps towards improved language performance.	X		See Student “I can do” rubrics in Teacher Edition, pages 221-225, found also in “Rúbricas” folder within “Recursos” folder on Explorer.
Additional comments on progression(s) within materials:			
Students work through a progression of competencies within each activity and from beginning to end of each Hilo. Each activity provides opportunities to grow language skills through multiple modes of communication, and each Hilo has activities that build on each other through knowledge. The language skills that students learn and practice are done in context of authentic materials, which “provides students authentic and motivating content to learn and use Spanish for purposeful communication [and] Opportunities for communication in all modes with pair work and group work interwoven throughout each activity” (Teacher Edition, page 2).			

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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>Piensa-Conversa-Comparte, Conversen en grupos, Conversa y comparte, Conversa con un compañero.</p> <p>Debate activities: pages 171, 212, 298, 336-337, 354.</p> <p>Classroom Observational Guide (Explorer: Recursos > Solo para profesores > Classroom Observational Guide): “Throughout each Hilo (chapter), students are asked to reflect on their learning in their Diario personal (journal). Activities marked Oral interpersonal and Escritura interpersonal encourage students to communicate and collaborate within the classroom. In the Evaluación final for a variety of the Hilos (chapters), students are encouraged to interact in their communities and reach out to the Spanish-speaking communities around the globe.”</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.	X		<p>“<i>Tejidos</i> was created and organized with the high school student in mind. The sub themes were sequenced to be accessible to the intermediate-mid to intermediate-high level student, according to the American Council on the Teaching of Foreign Languages (ACTFL) scale, at the beginning of the course with the expectation that the student will reach the</p>

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		<p>pre- to low advanced level by the end of the course” (Teacher Edition, page 2).</p> <p>“Use of language (grammar) in context is featured in each Hilo in green text boxes. There is not a specific sequence to the grammar as it is driven by the language use in the context of the authentic sources. Refer to the grammar guide to find specific grammar points” (Teacher Edition, page 3).</p> <p>See also Scope and Sequence guide, Teacher Edition, pages 10-22.</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>Students work through a progression of competencies within each activity and from beginning to end of each Hilo. Each activity provides opportunities to grow language skills through multiple modes of communication, and each Hilo has activities that build on each other through knowledge.</p> <p>The language skills that students learn and practice are done in context of authentic materials, which “provides students authentic and motivating content to learn and use Spanish for purposeful communication [and] Opportunities for communication in all modes with pair work and group work interwoven throughout each activity” (Teacher Edition, page 2).</p>

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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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		<p>The language skills that students learn and practice are done in context of authentic materials, which “provides students authentic and motivating content to learn and use Spanish for purposeful communication [and] Opportunities for communication in all modes with pair work and group work interwoven throughout each activity” (Teacher Edition, page 2).</p> <p>Explorer, the online learning site that accompanies <i>Tejidos</i>, provides the support technology necessary for various activities (printable graphic organizers, student forums, audios, videos, etc.), as well as additional support and activities for students and teachers.</p>
b. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving.	X		<p>Each Hilo has “preguntas esenciales” at the beginning and in the evaluación final that guide student learning.</p> <p>Each activity begins with a question to guide students through their learning.</p> <p>Each Hilo is based on relevant real-world issues and topics, making the questions that accompany each Hilo and activity relevant to students today.</p>

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			See Scope and Sequence guide (Teacher Edition, pages 10-22) for all essential questions.
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.	X		Differentiated activities (some with options) throughout the book, based on abilities and preferences. See Teacher Edition examples pages 36, 57 (B #1), 74 (¿Qué aprendiste?), 78, 79 (Presentación oral), 92 (C), 102 (¡A tejer! & ¡Tu opinión cuenta!), 108-109 (Suggestions), 118 (A, D). These can be applied to ELL, students with disabilities, and students who perform below grade level at the teachers' discretion.
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		Differentiated activities (some with options) throughout the book, based on abilities and preferences. See Teacher Edition examples pages 36, 57 (B #1), 74 (¿Qué aprendiste?), 78, 79 (Presentación oral), 92 (C), 102 (¡A tejer! & ¡Tu opinión cuenta!), 108-109 (Suggestions), 118 (A, D). Extension activities: See Teacher Edition, pages 50 (¿Qué aprendiste?), 97 (C), 117 (¡Tu opinión cuenta!); See also Actividades opcionales for each Hilo on Explorer.
e. Recognizes and addresses unique needs of heritage language learners.	X		“The <i>Tejidos</i> program provides students [with]... Spanish-only instruction with scaffolding, glossing, and strategies for support” (Teacher Edition, page 2, emphasis added). “Overarching essential questions frame each thematic Hilo with motivating learning activities that engage students with authentic texts – video, audio, articles, blogs, interviews, and literature written for native Spanish-speakers ” (Teacher Edition, page 3, emphasis added).

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			Hilo digital on Explorer focuses on population and demographics, including immigration, a relatable topic for many heritage language learners.
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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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>“Real world performance tasks and assessments are embedded throughout <i>Tejidos</i> such as emails, tweets, texting, Facebook status comments, podcasts, blog entries, interactive journals, website contests, etc.</p> <ul style="list-style-type: none"> • Formative assessments: Every activity has one or several of the following evaluative components that can be assessed at the teacher’s discretion: ¡Te toca a ti!, ¡Tu opinión cuenta!, Reflexión, ¿Qué aprendiste? and ¡A tejer! Formative assessments also appear in <i>Tejidos Explorer</i>. Rubrics for all communication modes are in Explorer and in the appendix of the Teacher Edition. • Summative performance-based assessments (Evaluación final) framed in authentic contexts appear at the end of each Hilo with specific criteria, checklists, and additional scaffolding in Explorer” (Teacher Edition, page 3). Evaluaciones finales combine several different communication modes and serve to address the essential questions (preguntas esenciales) from each Hilo).

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b. Assesses student mastery using methods that are unbiased and accessible to all students.	X	<p>See above citation from Teacher Edition, page 3.</p> <p>Teachers may differentiate assessment tasks as needed, and often there are options for these tasks to allow for differences in interest and ability.</p> <p>Both teachers and students have access to all the rubrics for the assessments in Explorer (Recursos > Rúbricas).</p> <p>Students can use “Can do” rubrics to self-assess their learning.</p>
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.	X	<p>Both teachers and students have access to all the rubrics for the assessments in Explorer (Recursos > Rúbricas). Rubrics also found in Teacher Edition, pages 210-248 (Analytic, Holistic, “Can do”, are all available in various modes of communication. Separate rubrics are provided for each of the Summative Assessments).</p>
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.	X	<p>“Chapter (Hilo) organization:</p> <p>...</p> <ul style="list-style-type: none"> • A pre-assessment, Antes de empezar, activates background knowledge and vocabulary in addition to immersing students into the content of the theme. <p>...</p> <ul style="list-style-type: none"> • Each activity includes at least one formative assessment that can be scored using a rubric found in the appendices of the Teacher Edition and in <i>Tejidos Explorer</i>. Additional formative assessments in Explorer can be scored and entered into the online grade book. • The Hilo culminates in a summative performance-based assessment or Evaluación final” (Teacher Edition, page 3).

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			Students can self-assess using the “Can do” rubrics in the Teacher Edition Appendix A or Explorer (Recursos folder)
e. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction.	X		“Formative assessments: Every activity has one or several of the following evaluative components that can be assessed at the teacher’s discretion: ¡Te toca a ti!, ¡Tu opinión cuenta!, Reflexión, ¿Qué aprendiste? and ¡A tejer! Formative assessments also appear in <i>Tejidos</i> Explorer. Rubrics for all communication modes are in Explorer and in the appendix of the Teacher Edition.” (Teacher Edition, page 3).
f. Assessments provide teachers with a range of data to inform instruction.	X		Formative assessments found throughout the chapters (Hilos) assess various student skills. See citation for letter “e” above from Teacher Edition, page 3. Examples of Formative assessments in Student Edition: pages 172, 176, 223, 229, 241, 265, 281, 297, 350. “Summative performance-based assessments (Evaluación final) framed in authentic contexts appear at the end of each Hilo with specific criteria, checklists, and additional scaffolding in Explorer” (Teacher Edition, page 3). Summative assessments each contain various parts that assess different skills. Evaluaciones finales: pages 24-25, 58-59, 80-81, 114-115, 148-149, 184-185, 216-217, 242-243, 270-271, 304-305, 338-339, 372-373, and Hilo Digital on Explorer.

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g. Assessments utilize realia or authentic materials.	X	<p>“Real world performance tasks and assessments are embedded throughout <i>Tejidos</i> such as emails, tweets, texting, Facebook status comments, podcasts, blog entries, interactive journals, website contests, etc.” (Teacher Edition, page 3). Assessments are based on student interactions with authentic materials, whether in the text or researched by students themselves.</p>
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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

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		See Teacher Edition notes on activities, Scope and Sequence guide (pages 10-22), and Student Learning Objectives at the beginning of each Hilo (Teacher Edition: Hilo 1, page 23; Hilo 2, page 38; Hilo 3, page 53; Hilo 4, page 66; Hilo 5, page 80; Hilo 6, page 95; Hilo 7, page 110; Hilo 8, page 123; Hilo 9, page 135; Hilo 10, page 149; Hilo 11, page 164; Hilo digital, page 177; Hilo 12, page 193)
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		Connections objectives as part of Student Learning Objectives at the beginning of each Hilo (see above for page numbers). Connections to other content mentioned in Suggested Lesson Plan Sequence/Pacing Guide at the beginning of each Hilo. See also Teacher Edition, pages 107, 114, 156, 168, 170.
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		Guidance with debates: Teacher Edition, pages 74, 104, 119, 168, 190. See other Teacher Edition notes and suggestions throughout for various activities. See also Scope and Sequence for Strategies taught throughout the text: pages 10-22 (Teacher Edition). Audio and video scripts for resources on Explorer available in context of each applicable activity in the Teacher Edition.

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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	See rubrics in Appendix A (pages 210-248) Answer keys and example responses for specific activities found in Teacher Edition. See, for example, page 26, 30, 45, 46.
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	Contextualizing within the classroom is all throughout the Teacher Edition, see, for example, pages 40, 28, 134, 172, 174, 206. In the Classroom Observational Guide (Explorer: Recursos > Solo para profesores > Classroom Observational Guide): “Throughout each Hilo (chapter), students are asked to reflect on their learning in their Diario personal (journal). Activities marked Oral interpersonal and Escritura interpersonal encourage students to communicate and collaborate within the classroom. In the Evaluación final for a variety of the Hilos (chapters), students are encouraged to interact in their communities and reach out to the Spanish-speaking communities around the globe.” See examples for contextualization beyond the classroom, Teacher Edition, pages 64, 192, 196, 206.
f. Integrates audio-visual technology to support student mastery of the target language.	X	Explorer provides all the audio and video files necessary for instruction. Audio and video scripts for resources on Explorer available in context of each applicable activity in the Teacher Edition.

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<p>g. Provide or suggests engaging culturally relevant, technology-based activities to improve students' mastery of target language and culture.</p>	<p>X</p>	<p>Found all throughout the student text and Explorer course.</p> <p>Example suggestions in Teacher Edition for technology integration: pages 30, 40, 42, 78-79, 116 (forum on Explorer, C), 119, 133, 162.</p>
<p>h. Provides additional realia from the target language and culture that facilitates students' connection to the target language and culture and from that community.</p>	<p>X</p>	<p>On Explorer, Recursos > Solo para profesores > Enlaces para profesores (Links for teachers)</p> <p>See also in Recursos folder, Más Recursos folder with various realia resources available to students.</p> <p>Links available for each chapter as well, as a folder titled "Enlaces" in each Hilo.</p> <p>Images, paintings, text available in Student Edition. Audios and videos on Explorer; audio and video scripts for resources on Explorer available in context of each applicable activity in the Teacher Edition.</p>

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