

**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.

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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>Interpretive Communication — Listening</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.	X		

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<p>Intermediate Low (IL) ML.C1.1.IL.a-d</p>	<p>Intermediate Low Learners create basic sentences to</p> <ul style="list-style-type: none"> a) have a conversation on a number of everyday topics. b) ask and answer questions about familiar factual information. c) use the language to meet basic needs in familiar situations. 		<ul style="list-style-type: none"> a) p. 6, Actividad 1; p. 10, Pasos 2 & 3; p. 16, Paso 2; p. 18, Actividad 8, Paso 2; p. 21, Paso 4; p. 23, Paso 1; p. 27, Paso 2; p. 32, Paso 1; p. 33, Paso 2; p. 35, Paso 5; p. 37, Paso 3; p. 40, Paso 2; p. 41, ¿Qué aprendiste?; p. 42-43, Actividad 14; p. 52, Vive entre culturas, Interpersonal Assessment, Paso 3; p. 58, Actividad preliminar, Pasos 1 & 2; p. 62-63, Paso 4; p. 68, Paso 3; p. 76, Paso 1; p. 78, Actividad 5, Paso 1; p. 79, Paso 3; p. 112, Actividad preliminar; p. 114-115, Actividad 1, Pasos 1-3; p. 117, Paso 1; p. 124, Paso 1; p. 125, Pasos 2 & 3; p. 132, Paso 1; p. 171, Paso 2; p. 189, Actividad 6, Paso 1; p. 190, Act. 6, Paso 2; p. 203, Act. 9, Paso 2; p. 232, Actividad 3, Paso 1; p. 278, Actividad 1, Paso 1. b) p. 7, Actividad 3; p. 10, Pasos 2 & 3; p. 13-14, Actividad 7, Paso 1; p. 18, Actividad 8, Paso 2; p. 21, Paso 4; p. 42-43, Actividad 14; p. 44, Actividad 15, Paso 1; p. 61, Enfoque cultural Conexiones (*Enfoque cultural is ¿Sabías que...? In the first printing of the EntreCulturas series); p. 72, Pasos 4 & 5; p. 75, Paso 4; p. 107, Interpersonal Assessment, Paso 3; p. 130, Paso 1; p. 138, Paso 3; p. 145, Paso 3; p. 147, Paso 1; p. 149, Paso 3; p. 168, Actividad Preliminar; p. 170, Actividad 1, Paso 1; p. 172, Actividad 3, Paso 1; p. 177, Act. 3, Paso 5; p. 179, Observa 1, Paso 2; p. 187, Actividad 5, Paso 1; p. 188, Act. 5, Paso 2; p. 189, Actividad 6, Paso 1; p. 196, Act. 7, Paso 1; p. 200, Actividad 8, Paso 1; p. 208, Act. 11, Paso 4; p. 209, Actividad 12, Paso 1; p. 216, Vive entre culturas, Interpretive Assessment, Paso 2; p. 216, Vive entre culturas, Interpersonal Assessment, Paso 4; p. 244, Actividad 5, Paso 2; p. 256, Actividad 8, Paso 1; p. 276, Actividad Preliminar; p. 295, Actividad 5, Paso 1; p. 302, En camino A, Paso 2; p. 308, Actividad 8, Paso 1; p. 327, Interpersonal Assessment, Paso 2. c) p. 52, Vive entre culturas, Interpersonal Assessment, Paso 3; p. 132, Paso 1; p. 216, Vive entre culturas, Interpersonal Assessment, Paso 4; p. 294, Actividad 4, Paso 3; p. 305, Actividad 7, Paso 2.
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	<p>d) use practiced or memorized expressions to begin to indicate various time frames.</p>			<p>d) p. 79, ¿Qué aprendiste?; p. 91, Reflexión intercultural; p. 115, ¿Qué aprendiste?; p. 150, Reflexión intercultural; p. 171, Actividad 1, Paso 3; p. 171, Reflexión intercultural; p. 186, Act. 4 ¿Qué aprendiste?; p. 189, Actividad 6, Paso 1; p. 193, En camino A, Paso 3; p. 212, En camino B, Paso 3; p. 228, Actividad 1, Reflexión intercultural; p. 232, Actividad 3, Paso 1; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 252, Actividad 7, Paso 4; p. 258, Actividad 8, ¿Qué aprendiste?; p. 264, Actividad 10, ¿Qué aprendiste?; p. 265, En camino B, Paso 1; p. 287, Actividad 2, Paso 4; p. 320, Actividad 11, Reflexión intercultural.</p>
<p>Intermediate Mid (IM) ML.C1.1.IM.a-e</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <p>a) start, maintain, and end a conversation on a variety of familiar topics.</p> <p>b) discuss daily activities and personal preferences.</p>			<p>a) p. 10, Pasos 2 & 3; p. 16, Paso 2; p. 18, Actividad 8, Paso 2; p. 21, Paso 4; p. 23, Paso 1; p. 27, Paso 2; p. 33, Paso 2; p. 35, Paso 5; p. 37, Paso 3; p. 40, Paso 2; p. 41, ¿Qué aprendiste?; p. 42-43, Actividad 14; p. 45, Paso 2; p. 46, Actividad 16; p. 47, En camino B, Pasos 1 & 3; p. 52, Vive entre culturas, Interpersonal Assessment, Paso 3; p. 58, Actividad preliminar, Pasos 1 & 2; p. 60, Actividad 1, Paso 1; p. 62-63, Paso 4; p. 68, Paso 3; p. 72, Pasos 4 & 5; p. 73, Paso 6; p. 75, Paso 4; p. 76, Paso 1; p. 78, Actividad 5, Paso 1; p. 79, Paso 3; p. 80-81, Actividad 6, Paso 1; p. 82, Paso 4; p. 83, Actividad 7, Paso 1; p. 85, ¿Qué aprendiste?; p. 91, Paso 2; p. 112, Actividad preliminar; p. 114-115, Actividad 1, Pasos 1-3; p. 117, Pasos 1 & 2; p. 120, Paso 5; p. 122, Paso 3; p. 124, Paso 1; p. 132, Paso 1; p. 134, Paso 4; p. 141, Paso 1; p. 142-143, Paso 2; p. 145, Paso 3; p. 147, Paso 1; p. 149, Paso 3; p. 150-151, Paso 1; p. 153, Paso 1; p. 156, Paso 1; p. 162, Interpersonal Assessment, Paso 2; p. 168, Actividad Preliminar; p. 170, Actividad 1, Pasos 1-2; p. 170, Actividad 2, Paso 1; p. 171, Paso 2; p. 172, Actividad 3, Paso 1; p. 177, Act. 3, Paso 5; p. 182, Act. 4, Paso 1; p. 184, Act. 4, Paso 3; p. 187, Actividad 5, Paso 1; p. 189, Actividad 6, Paso 1; p. 190, Act. 6, Paso 2; p. 191, Act. 6, Paso 3; p. 198, Observa 2, Paso 2; p. 200, Actividad 8, Paso 1; p. 203, Act. 9, Paso 2; p. 212, En camino B, Pasos 2 & 3; p. 216, Vive entre culturas, Interpersonal Assessment, Paso 4; p. 222, Actividad Preliminar, Paso 1; p. 231, Actividad 2, Paso 3b; p. 232, Actividad 3, Paso 1; p. 250,</p>

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				<p>Actividad 7, Paso 1; p. 271, Vive entre culturas, Interpersonal Assessment, Paso 2; p. 278, Actividad 1, Paso 1; p. 291, Actividad 4, Paso 1; p. 316, Actividad 10, Paso 3; p. 318, Actividad 11, Paso 1.</p> <p>b) p. 18, Actividad 8, Paso 2; p. 21, Paso 4; p. 37, Paso 3; p. 42-43, Actividad 14; p. 60, Actividad 1, Paso 1; p. 68, Paso 3; p. 72, Pasos 4 & 5; p. 76, Paso 1; p. 79, Paso 3; p. 82, Paso 4; p. 112, Actividad preliminar; p. 114-115, Actividad 1, Paso 2; p. 117, Paso 1; p. 120, Paso 5; 122-123, Observa; p. 124, Paso 1; p. 125, Pasos 2 & 3; p. 132 p. 52, Vive entre culturas, Interpersonal Assessment, Paso 3; p. 132, Paso 1; p. 231, Actividad 2, Reflexión intercultural; p. 294, Actividad 4, Paso 3; p. 297, Actividad 5, Paso 4; p. 305, Actividad 7, Paso 2 Paso 1; p. 134, Paso 4; p. 138, Paso 3; p. 141, Paso 1; p. 173, Actividad 2, Paso 2; p. 182, Act. 4 Paso 1; p. 184, Act. 4, Paso 3; p. 187, Actividad 5, Paso 1; p. 189, Actividad 6, Paso 1; p. 191, Act. 6 Paso 3; p. 196, Act. 7, Paso 1; p. 198, Observa 2, Paso 2; p. 200, Actividad 8, Paso 1; p. 203, Act. 9, Paso 2; p. 207, Actividad 11, Paso 1; p. 231, Actividad 2, Paso 3b; p. 232, Actividad 3, Paso 1; p. 248, Actividad 6, Paso 1; p. 271, Vive entre culturas, Interpersonal Assessment, Paso 2; p. 280, Actividad 1, Paso 4; p. 290, Actividad 3, Paso 3.</p>
<p>Intermediate Mid (IM) ML.C1.1.IM.a-e</p>	<p>c) handle tasks related to personal needs.</p> <p>d) exchange information about subjects of special interest.</p> <p>e) use language in various time frames with occasional success.</p>			<p>c) p. 52, Vive entre culturas, Interpersonal Assessment, Paso 3; p. 132, Paso 1; p. 231, Actividad 2, Reflexión intercultural; p. 294, Actividad 4, Paso 3; p. 297, Actividad 5, Paso 4; p. 305, Actividad 7, Paso 2.</p> <p>d) p. 7, Actividad 4; p. 18, ¿Qué aprendiste?; p. 18, Actividad 8, Paso 2; p. 21, Paso 4; p. 35, Paso 5; p. 37, Paso 3; p. 38, Los jóvenes de hoy, Cuénteles a Mario; p. 40, Paso 2; p. 41, ¿Qué aprendiste?; p. 47, En camino B, Pasos 1 & 3; p. 62-63, Paso 4; p. 66, ¿Qué aprendiste?; p. 68, Paso 3; p. 72, Paso 4; p. 76, Paso 1; p. 78, Actividad 5, Paso 1; p. 79, Paso 3; p. 80-81, Actividad 6, Paso 1; p. 82, Paso 4; p. 83, Actividad 7, Paso 1; p. 85, ¿Qué aprendiste?; p. 107, Interpersonal Assessment, Paso 3; p. 112, Actividad preliminar; p. 114-115, Actividad 1, Pasos 1-3; p. 125, Paso 3; p. 145, Paso 3; p. 156, Paso 1; p. 162, Interpersonal Assessment, Paso 2; p.</p>

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			<p>168, Actividad Preliminar; p. 170, Actividad 1, Pasos 1-2; p. 172, Actividad 3, Paso 1; p. 177, Act. 3, Paso 5; p. 179, Observa 1, Paso 2; p. 182, Act. 4, Paso 1; p. 187, Actividad 5, Paso 1; p. 189, Actividad 6, Paso 1; p. 191, Act. 6, Paso 3; p. 196, Act. 7, Paso 1; p. 198, Observa 2, Paso 2; p. 200, Actividad 8, Paso 1; p. 208, Act. 11, Paso 4; p. 209, Actividad 12, Paso 1; p. 212, En camino B, Pasos 2 & 3; p. 216, Vive entre culturas, Interpretive Assessment, Paso 2; p. 216, Vive entre culturas, Interpersonal Assessment, Paso 4; p. 231, Actividad 2, Paso 3b; p. 244, Actividad 5, Paso 2; p. 254-255 Observa 2, Pasos 2-4; p. 256, Actividad 8, Paso 2; p. 259, Actividad 9, Paso 1; p. 263, Actividad 10, Paso 3; p. 276, Actividad Preliminar; p. 284, Actividad 2, Paso 1; p. 289, Actividad 3, Paso 2; p. 290, Actividad 3, Paso 3; p. 297, Actividad 5, Paso 4; p. 302, En camino A, Paso 2; p. 308, Actividad 8, Paso 1; p. 317, Actividad 10, Paso 4b; p. 320, Actividad 11, Paso 3; p. 321, En camino B, Paso 1; p. 327, Interpersonal Assessment, Paso 2.</p> <p>e) p. 79, ¿Qué aprendiste?; p. 91, Reflexión intercultural; p. 115, ¿Qué aprendiste?; p. 150, Reflexión intercultural; p. 171, Actividad 1, Paso 3; p. 171, Reflexión intercultural; p. 186, Act. 4 ¿Qué aprendiste?; p. 189, Actividad 6, Paso 1; p. 193, En camino A, Paso 3; p. 212, En camino B, Paso 3; p. 228, Actividad 1, Reflexión intercultural; p. 232, Actividad 3, Paso 1; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 252, Actividad 7, Paso 4; p. 258, Actividad 8, ¿Qué aprendiste?; p. 264, Actividad 10, ¿Qué aprendiste?; p. 265, En camino B, Paso 1; p. 287, Actividad 2, Paso 4; p. 320, Actividad 11, Reflexión intercultural.</p>
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<i>These materials meet with at least 80% of C1.1 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i>		Yes	No	Notes (Optional)
		X		
Performance Level	Standard C1.2 <i>Interpretive Communication- Listening</i>	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.	X		
Intermediate Low (IL) ML.C1.2.IL.a-b	<p>Intermediate Low Learners recognize basic sentences to</p> <p>a) determine the main idea of texts and interactions related to everyday life.</p> <p>b) follow questions and simple statements on familiar topics when participating in a conversation.</p>			<p>a) p. 5, Conoce a Andrés y su familia; p. 7, Actividad 3; p. 10, Pasos 2 & 3; p. 12, Paso 2; p. 20, Paso 3; p. 29, En camino A, Paso 1; p. 36, Actividad 12, Paso 1; p. 52, Vive entre culturas, Interpretive Assessment, Paso 2; p. 60, Actividad 1, Pasos 1 & 2; p. 62, Paso 4; p. 64, Actividad 2, Paso 1; p. 76, Pasos 1 & 2; p. 82, Paso 4; p. 87, Paso 2; p. 102, En camino B, Paso 1; p. 114-115, Actividad 1, Pasos 1-3; p. 130, Paso 2; p. 148-149, Paso 2; p. 170, Actividad 2, Paso 1; p. 177, Act. 3, Paso 4; p. 188, Act. 5, Paso 2; p. 197, Act. 7, Paso 2; p. 201, Act. 8, Paso 2; p. 202, Actividad 9, Paso 1; p. 210, Act. 12, Paso 3; p. 233, Actividad 3, Paso 2; p. 238, Actividad 4, Paso 1; p. 239, Actividad 4, Paso 2; p. 240, Actividad 4, Paso 3; p. 248, Actividad 6, Paso 1; p. 252, Actividad 7, Paso 3; p. 256, Actividad 8, Paso 1; p. 262-263, Actividad 10, Pasos 1-2; p. 265, En camino B, Paso 1; p. 295, Actividad 5, Paso 1; p. 305, Actividad 7, Paso 2; p. 319, Actividad 11, Paso 2.</p> <p>b) p. 7, Actividad 4; p. 10, Pasos 2 & 3; p. 16, Paso 2; p. 18, Actividad 8, Paso 2; p. 20, Paso 3; p. 21, Paso 4; p. 23, Paso 1; p. 27, Paso 2; p. 32, Paso 1; p. 33, Paso 2; p. 35, Paso 5; p. 37, Paso 3; p. 40, Paso 2; p. 41, ¿Qué aprendiste?; p. 42-43, Actividad 14; p. 44, Actividad 15, Paso 1; p. 45, Paso 2; p. 46, Actividad 16; p. 47, En camino B, Pasos 1 & 3; p. 58, Actividad preliminar.</p>

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e.g.: “for example”; examples that could be used, but examples are not limited to those listed

<p>Intermediate Mid (IM) ML.C1.2.IM.a-b</p>	<p>Intermediate Mid Learners begin to recognize connected sentences to</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> a) p. 226, Act. 1, Paso 2; p. 265, En camino B, Paso 1; Daily teacher instructions given in Spanish; audio instructions given before listening activities, such as p. 252, Actividad 7, Paso 3. b) p. 5, Conoce a Andrés y su familia; p. 10, Pasos 2 & 3; p. 12, Paso 2; p. 20, Paso 3; p. 29, En camino A, Paso 1; p. 36, Actividad 12, Paso 1; p. 52, Vive entre culturas, Interpretive Assessment, Paso 2; p. 60, Actividad 1, Pasos 1 & 2; p. 62, Paso 4; p. 64, Actividad 2, Paso 1; p. 76, Pasos 1 & 2; p. 80-81, Actividad 6, Paso 1; p. 82, Paso 4; p. 87, Paso 2; p. 102, En camino B, Paso 1; p. 114-115, Actividad 1, Pasos 1-3; p. 130, Paso 2; p. 148-149, Paso 2; p. 162, Interpretive Assessment, Paso 1; p. 170, Actividad 2, Paso 1; p. 177, Act. 3, Paso 4; p. 188, Act. 5, Paso 2; p. 193, En camino A, Paso 2; p. 197, Act. 7, Paso 2; p. 201, Act. 8, Paso 2; p. 210, Act. 12, Paso 3; p. 233, Actividad 3, Paso 2; p. 238, Actividad 4, Paso 1; p. 239, Actividad 4, Paso 2; p. 240, Actividad 4, Paso 3; p. 252, Actividad 7, Paso 3; p. 256, Actividad 8, Paso 1; p. 262-263, Actividad 10, Pasos 1-2; p. 265, En camino B, Paso 1; p. 295, Actividad 5, Paso 1; p. 305, Actividad 7, Paso 2; p. 317, Actividad 10, Reflexión intercultural; p. 319, Actividad 11, Paso 2.
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				X		
Performance Level	Standard C1.3 <i>Interpretive Communication- Reading</i>	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.	X				

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<p>Intermediate Low (IL) ML.C1.3.IL.a-c</p>	<p>Intermediate Low Learners recognize basic sentences to</p> <p>a) understand short texts of personal interest.</p> <p>b) identify some basic information needed to fill out forms.</p>		<p>a) p. 6, Actividad 1; p. 11, Actividad 6, Paso 1; p. 13-14, Actividad 7, Paso 1; p. 17, Jóvenes de hoy; p. 29, En camino A, Paso 2; p. 32, Paso 1; p. 33, Paso 2; p. 34, Paso 3; p. 38, Los jóvenes de hoy; p. 62, Paso 5; p. 63, ¿Qué aprendiste?; p. 66, Enfoque cultural (*Enfoque cultural is ¿Sabías que...? In the first printing of the EntreCulturas series); p. 67, Observa 1, Pasos 1 & 2; p. 80, Actividad 6, Paso 1; p. 81, Paso 3; p. 124, Paso 2; p. 131, Paso 3; p. 153-154, Paso 2; p. 171, Actividad 1, Paso 4; p. 191, Act. 6, Paso 3; p. 225, Actividad 1, Paso 1; p. 266, En camino B, Paso 2; p. 280, Actividad 1, Paso 4; p. 326, Interpretive Assessment, Paso 1.</p> <p>b) Actividad 11 Pasos 1,4 p. 32-35; Actividad 12 Paso 2 p. 37; Actividad 13 Paso 1 p. 40; Actividad 1 Paso 1 p. 60; Observa 1 Paso 2 p. 67; Actividad 3 Paso 4 p. 72; Observa 2 Paso 2 p. 74; Actividad 4 Paso 2 p. 76; Actividad 6 Paso 3 p. 81; Actividad 8 Paso 1 p. 89; Actividad 9 Pasos 1, 3 p. 94-97; Actividad 2 Paso 5 p. 120; Actividad 4 Paso 2 p. 128; Actividad 6 Paso 4 p. 134; Actividad 5 Paso 5 p. 139; En camino A Paso 1 p. 145; Actividad 9 Paso 2 p. 148; Actividad 10 Paso 2 p. 151-152; Actividad 11 Paso 1 p. 153; Actividad 2 Paso 1 p. 172; Actividad 3 Pasos 3, 4 p. 176-177; Observa 1 Paso 5 p. 180; Actividad 4 Paso 1 p. 182; Actividad 5 Paso 2 p. 188; Actividad 10 Paso 1 p. 205; Actividad 12 Paso 2 p. 210; Actividad preliminary Paso 2 p. 223; Actividad 1 Paso 1 p. 226; Actividad 3 Paso 3 p. 233; Actividad 4 Pasos 1, 3 p. 238-240; En camino A Paso 2 p. 246; Actividad 6 Paso 1 p. 248; ¿Qué aprendiste? p. 253; Actividad 2 Paso 1 p. 284; Actividad 4 Paso 3 p. 294; Actividad 8 Paso 2 p. 308-309; Actividad 9 Paso 2 p. 312; Actividad 10 Pasos 2, 3, 4 p. 316-317.</p>
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				<p>c) p. 34, Paso 3; p. 44, Actividad 15, Paso 1; p. 52, Vive entre culturas, Interpretive Assessment, Paso 1; p. 65, Paso 2; p. 70, Actividad 3, Paso 1; p. 71 Paso 2; p. 95-96, Paso 2; p. 96-97, Paso 3; p. 99-101, Pasos 1 & 2; pp. 126-127, Paso 1; p. 135, Paso 1; pp. 136-137, Paso 2; pp. 142-143, Paso 2; p. 162, Interpretive Assessment, Paso 1; p. 175, Act. 3, Paso 2; p. 182, Act. 4, Paso 1d; p. 183, Act. 4, Paso 2; p. 212, En camino B, Paso 1; p. 228, Act. 2, Paso 2; p. 239, Actividad 4, Paso 2; p. 250-251, Actividad 7, Paso 2; p. 259, Actividad 9, Paso 1; p. 260, Actividad 9, Paso 2; p. 270, Vive entre culturas, Interpretive Assessment, Paso 1; pp. 311-312, Actividad 9, Pasos 1-2; pp. 314-315, Actividad 10, Paso 1; p. 321, En camino B, Paso 2.</p>
<p>Intermediate Mid (IM) ML.C1.3.IM.a-b</p>	<p>Intermediate Mid Learners begin to recognize connected sentences to</p> <p>a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts).</p>			<p>a) p. 9, Enfoque cultural; p. 11, Enfoque cultural; p. 13, Enfoque cultural; p. 15, Enfoque cultural; p. 16, Enfoque cultural; p. 17, Jóvenes de hoy; p. 22, Observa; p. 24, Actividad 9, Paso 1 & Enfoque cultural; p. 26-27, Actividad 10, Paso 1; p. 31, both Enfoque cultural boxes; p. 32, Paso 1 & Enfoque cultural; p. 33, Paso 2; p. 36, Enfoque cultural; p. 38, Los jóvenes de hoy; p. 39, Actividad 13, Jóvenes por un futuro mejor; p. 42-43, Actividad 14; p. 44, Actividad 15, Paso 1; p. 46, Actividad 16; pp. 56-57, Conecta con Chile; p. 61, Enfoque cultural; p. 65, Paso 2; p. 66, Enfoque cultural; p. 70, Actividad 3, Paso 1; p. 71, Paso 2; p. 74, Observa 2, Paso 1; p. 75, Pasos 3, 4, & 5; p. 80, Actividad 6, Paso 1; p. 81, Paso 3; p. 84, Paso 3; p. 89, Actividad 8, Paso 1; p. 92, Observa 3; p. 99-101, Pasos 1 & 2; p. 107, Interpretive Assessment, Paso 1; p. 110-111, Explora Colombia; p. 116, Enfoque cultural; p. 118, Paso 3; p. 120, Paso 5 & Enfoque cultural; p. 122, Pasos 1-3; p. 124, Paso 2; p. 126-127, Paso 1 & Enfoque cultural; p. 128 Enfoque cultural & Paso 2; p. 131, Paso 3; p. 135, Paso 1; p. 141, Enfoque cultural; p. 156, Paso 2; pp. 164-165; p. 175, Act. 3, Paso 2; p. 176, Enfoque cultural; p. 178, Enfoque cultural; p. 179, Observa 1, Pasos 1-2; p. 182, Act. 4, Paso 1; p. 183, Act. 4, Paso 2; p. 184, Act. 4, Paso 3; p. 185-186, Act. 4 Paso 5; p. 190, Act. 6, Paso 2; p. 199, Observa 2,</p>

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			<p>Paso 4; p. 203, Enfoque cultural; pp. 204-205, Actividad 10, Paso 1; p. 207, Act. 11, Paso 2; p. 212, En camino B, Paso 1; p. 216, Vive entre culturas, Interpretive Assessment, Pasos 1 & 3; pp. 220-221; p. 222, Actividad Preliminar, Paso 1; p. 226, Enfoque cultural; p. 228, Act. 2, Paso 2; p. 230, Actividad 2, Paso 3; p. 232 Enfoque cultural; p. 235, Observa 1, Paso 1; p. 237, Observa 1, Paso 3; p. 239, Actividad 4, Paso 2; p. 241, Enfoque cultural; p. 240, Enfoque cultural; p. 246, En camino A, Paso 2; p. 249, Actividad 6, Paso 2 & Enfoque cultural; p. 251 Enfoque cultural; p. 254, , Actividad 8, Paso 2; p. 309, Actividad 8, Paso 3; p. 310, Enfoque cultural; p. 313, Enfoque cultural; p. 318, Actividad 11, Paso 1; p. 319; Observa 2, Paso 1; p. 257, Actividad 8, Paso 3; p. 258, Enfoque cultural; p. 263, Enfoque cultural; p. 271, Vive entre culturas, Presentational Assessment, Paso 3; pp. 274-275; p. 278, Enfoque cultural; p. 286, Actividad 2, Paso 3; p. 288, Enfoque cultural; p. 290, Actividad 3, Paso 3; p. 290, Enfoque cultural; p. 292-293, Actividad 4, Paso 2; p. 296, Actividad 5, Paso 3; p. 298, Actividad 6, Paso 1; p. 301, Enfoque cultural; p. 308 Enfoque cultural; p. 321, En camino B, Paso 2 p. 24, Actividad 9, Paso 1; p. 25, Paso 2; p. 29, En camino A, Paso 2; p. 45, Paso 2; p. 63, ¿Qué aprendiste?; p. 68-69, Paso 4; p. 93, Paso 2; p. 123, Paso 5; p. 154, Paso 2d; p. 180, Observa 1, Paso 3; p. 199, Observa 2, Paso 3; p. 236.</p>
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Intermediate Mid (IM) ML.C1.3.IM.a-b	b) understand simple written exchanges between other people.			b) p. 24, Actividad 9, Paso 1; p. 25, Paso 2; p. 29, En camino A, Paso 2; p. 45, Paso 2; p. 63, ¿Qué aprendiste?; p. 68-69, Paso 4; p. 93, Paso 2; p. 123, Paso 5; p. 154, Paso 2d; p. 180, Observa 1, Paso 3; p. 199, Observa 2, Paso 3; p. 236, Observa 1, Paso 2; p. 282-283, Observa 1, Paso 2; p. 306, Observa 2.		
<i>These materials meet with at least 80% of C1.3 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i>				Yes X	No	Notes (Optional)
<i>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</i>						
Performance Level	Standard C1.4 Presentational Communication- Speaking Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.	Yes X	No	Evidence (e.g., page numbers and/or examples of inclusion)		
Intermediate Low (IL) ML.C1.4.IL.a-e	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) express needs, wants, and preferences on topics of interest. c) interpret and discuss instructions, directions, and maps.			a) p. 7, Actividad 3; p. 17, Paso 3; p. 18, Actividad 8, Paso 2; p. 27, Paso 2; p. 42-43, Actividad 14; p. 91, Reflexión intercultural; p. 150, Reflexión intercultural; p. 163, Presentational Assessment, Paso 4; p. 171, Reflexión intercultural; p. 228, Actividad 1, Reflexión intercultural; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 258, Actividad 8, ¿Qué aprendiste?; p. 264, Actividad 10, ¿Qué aprendiste?; p. 265, En camino B, Paso 1; p. 288, Actividad 2, Reflexión intercultural; p. 320, Actividad 11, Reflexión intercultural; p. 327, Presentational Assessment, Paso 3. b) p. 115, ¿Qué aprendiste?; p. 150, Reflexión intercultural; p. 234, Actividad 3, ¿Qué		

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				<p>aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 258, Actividad 8, ¿Qué aprendiste? p. 91, Reflexión intercultural; p. 98, Paso 4; p. 125, ¿Qué aprendiste?; p. 163, Presentational Assessment, Paso 4; p. 171, Actividad 1, Paso 3; p. 173, Actividad 2, Reflexión intercultural; p. 186, Act. 4, Paso 5e & ¿Qué aprendiste?; p. 211, Act. 12, Paso 4; p. 212, En camino B, Paso 3; p. 217, Vive entreculturas, Interpersonal Assessment, Paso 4 & Presentational Assessment, Paso 5; p. 228, Actividad 1, Reflexión intercultural; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 258.</p> <p>c) p. 91, Reflexión intercultural; p. 98, Paso 4; p. 125, ¿Qué aprendiste?; p. 163, Presentational Assessment, Paso 4; p. 171, Actividad 1, Paso 3; p. 173, Actividad 2, Reflexión intercultural; p. 186, Act. 4, Paso 5e & ¿Qué aprendiste?; p. 211, Act. 12, Paso 4; p. 212, En camino B, Paso 3; p. 217, Vive entreculturas, Interpersonal Assessment, Paso 4 & Presentational Assessment, Paso 5; p. 228, Actividad 1, Reflexión intercultural; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 258 Actividad 8, ¿Qué aprendiste?; p. 294, Actividad 4, ¿Qué aprendiste?; p. 320, Actividad 11, Reflexión intercultural; p. 321, En camino B, Paso 3 7, Actividad 4; p. 151-152, Paso 2; p. 186, Act. 4, Paso 5e; p. 193, En camino A, Paso 5; p. 231, Actividad 2, Reflexión intercultural; p. 244, Actividad 5, ¿Qué aprendiste?; p. 261, Actividad 9, Paso 3; p. 294, Actividad 4, Paso 3; p. 305, Actividad 7, Paso 2; p. 327, Presentational Assessment, Paso 3.</p>
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<p>Intermediate Low (IL) ML.C1.4.IL.a-e</p>	<p>d) present songs, short skits, or dramatic readings. e) use practiced or memorized expressions to begin to indicate various time frames.</p>		<p>d) p. 7, Actividad 4; p. 151-152, Paso 2; p. 186, Act. 4, Paso 5e; p. 193, En camino A, Paso 5; p. 231, Actividad 2, Reflexión intercultural; p. 244, Actividad 5, ¿Qué aprendiste?; p. 261, Actividad 9, Paso 3; p. 294, Actividad 4, Paso 3; p. 305, Actividad 7, Paso 2; p. 327, Presentational Assessment, Paso 3.</p> <p>e) p. 79, ¿Qué aprendiste?; p. 91, Reflexión intercultural; p. 115, ¿Qué aprendiste?; p. 150, Reflexión intercultural; p. 171, Actividad 1, Paso 3; p. 171, Reflexión intercultural; p. 186, Act. 4 ¿Qué aprendiste?; p. 189, Actividad 6, Paso 1; p. 193, En camino A, Paso 3; p. 212, En camino B, Paso 3; p. 228, Actividad 1, Reflexión intercultural; p. 232, Actividad 3, Paso 1; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 252, Actividad 7, Paso 4; p. 258, Actividad 8, ¿Qué aprendiste?; p. 264, Actividad 10, ¿Qué aprendiste?; p. 265, En camino B, Paso 1; p. 287, Actividad 2, Paso 4; p. 320, Actividad 11, Reflexión intercultural.</p>
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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> <p>a) discuss one’s personal and social experiences.</p> <p>b) present information about something learned or researched.</p> <p>c) express a viewpoint about common interests and issues.</p>		<p>a) p. 7, Actividad 3; Actividad 8 p. 18; p. 91, Reflexión intercultural; Reflexión intercultural p. 28; Actividad 12 p. 26-37; p. 115, ¿Qué aprendiste?; Reflexión intercultural p. 173; p. 171, Reflexión intercultural; p. 228, Actividad 1, Reflexión intercultural; p. 240, Actividad 4, ¿Qué aprendiste? p. 66; Observa 1 Paso 2 p. 67; Reflexión intercultural p. 281; ¿Qué aprendiste? p. 290.</p> <p>b) p. 18, Actividad 8, Paso 2; p. 79, ¿Qué aprendiste?; p. 82-83, ¿Qué aprendiste?; p. 91, Reflexión intercultural; p. 98, Paso 4; p. 125, ¿Qué aprendiste?; p. 150, Reflexión intercultural; p. 186, Paso 5e & ¿Qué aprendiste?; p. 201, Act. 8, Paso 2; p. 202, Act. 8, ¿Qué aprendiste?; p. 211, Act. 12, Paso 4; p. 212, En camino B, Paso 3; p. 216, Vive entre culturas, Presentational Assessment, Paso 5; p. 234, Actividad 3, ¿Qué aprendiste?; p. 244, Actividad 5, Paso 2; p. 248, Actividad 6, Paso 1; p. 258, Actividad 8, ¿Qué aprendiste?; p. 259, Actividad 9, Paso 1; p. 261, Actividad 9, Paso 3; p. 264, Actividad 10, ¿Qué aprendiste?; p. 288, Actividad 3, Reflexión intercultural; p. 294, Actividad 4, ¿Qué aprendiste?; p. 295, Actividad 5, Paso 2; p. 309, Actividad 8, Paso 3; p. 320, Actividad 11, Reflexión intercultural; p. 327, Presentational Assessment, Paso 3.</p> <p>c) p. 79, ¿Qué aprendiste?; p. 115, ¿Qué aprendiste?; p. 171, Actividad 1, Paso 3; p. 171, Reflexión intercultural; p. 186, Act 4, ¿Qué aprendiste?; p. 189, Actividad 6, Paso 1; p. 193, En camino A, Paso 3; p. 211, Act. 12, Paso 4; p. 212, En camino B, Paso 3; p. 216, Vive entre culturas, Presentational Assessment, Paso 5; p. 228, Actividad 1, Reflexión intercultural; p. 232, Actividad 3, Paso 1; p. 234, Actividad 3, ¿Qué aprendiste?; p. 240, Actividad 4, ¿Qué aprendiste?; p. 252, Actividad 7, Paso 4; p. 258, Actividad 8, ¿Qué aprendiste?; p. 287, Actividad 2, Paso 4; p. 288, Actividad 2, Reflexión intercultural; p. 294, Actividad 4, ¿Qué aprendiste?; p. 295, Actividad 5, Paso 2; p. 320, Actividad 11, Reflexión intercultural.</p>
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					d) Actividad 6 p. 11-12; Actividad 8 p. 18-21; Recuerda p. 12, 20; Observa p. 22-23, Acciones, emociones y descripciones p. 22; Actividad 9 p. 24-25; ¿Qué aprendiste? p. 25, 261. ; Síntesis de gramática p. 48-49, 103-104, 158-159, 213, ; Observa 3 p. 92-93; Detalle gramatical p. 132, 257, 267 ; Observa 2 Paso 4 p. 199; Actividad 6 p. 248-249; Actividad 8 p. 256-258; Actividad 9 p. 258-261; Vive entre culturas p. 270-271; Observa 2 p. 254-255; Observa 1 p. 67– 69; Observa 122-123; Expresiones útiles p. 18, 51.		
<i>These materials meet with at least 80% of C1.4 standards required for Levels 3 and 4 Modern Alphabetic Language courses.</i>					Yes	No	Notes (Optional)
					X		
Performance Level	Standard C1.5 <i>Presentational Communication- Writing</i>	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.	X					
Intermediate Low (IL) ML.C1.5.IL.a-f	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) prepare materials for a presentation.			a) p. 6, Actividad 1; p. 6-7 Actividad 2; p. 7, Actividad 4; p. 9, Actividad 5, Paso 1; p. 11, Reflexión intercultural; p. 12, ¿Qué aprendiste?; p. 18, ¿Qué aprendiste?; p. 21, ¿Qué aprendiste?; p. 25, ¿Qué aprendiste?; p. 28, ¿Qué aprendiste? & Reflexión intercultural; p. 29, En camino A, Pasos 3 & 4; p. 33, Paso 2; p. 36, Actividad 12, Paso 1; p. 36, Enfoque cultural Conexiones; p. 37, Paso 2; p. 38, Los jóvenes de hoy, Cuénteles a Mario; p. 38, ¿Qué aprendiste?; p. 41, ¿Qué aprendiste?; p. 47, En camino B, Paso 2; p. 53, Vive entre culturas, Presentational Assessment, Paso 4; p. 61, Paso 3; p. 73, Reflexión intercultural; p. 87, Paso 4; p. 98, Paso 4; p. 112, Actividad preliminar; p. 114-115, Actividad 1, Paso 2; p. 143, Paso 3; p. 155, Paso 3; p. 156, Paso 3; p. 185, Act. 4, Paso 4; p. 211, Act. 12,			

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			<p>Reflexión intercultural; p. 223, Act. Preliminar, Paso 3; p. 226, Act. 1, Paso 2; p. 227, Act. 1, Paso 3; p. 230, Actividad 2, Paso 1; p. 234, Actividad 3, Paso 4; p. 237, Observa 1, Paso 4; p. 240, Actividad 4, Paso 3; p. 244, Actividad 5, Paso 3; p. 245, En camino A, Paso 1; p. 246, En camino A, Paso 3; p. 249, Actividad 6, Reflexión intercultural; p. 253, Actividad 7, ¿Qué aprendiste?; p. 266, En camino B, Paso 2; p. 271, Vive entre culturas, Presentational Assessment, Paso 3; p. 281, Actividad 1, Reflexión intercultural; p. 283, Observa 1, Paso 3; p. 287, Actividad 2, Paso 4; p. 297, Actividad 5, ¿Qué aprendiste?; p. 300, Actividad 6, Reflexión intercultural; p. 302, En camino A, Paso 3; p. 304, Actividad 7, Paso 1; p. 305, Actividad 7, Reflexión intercultural; p. 316, Actividad 10, Paso 2; p. 317, Actividad 10, Reflexión intercultural.</p> <p>b) p. 6-7 Actividad 2; p. 7, Actividad 3; p. 17, Paso 3; p. 28, ¿Qué aprendiste?; p. 35, Reflexión intercultural; p. 41, ¿Qué aprendiste?; p. 47, En camino B, Paso 1; p. 66, ¿Qué aprendiste?; p. 73, Reflexión intercultural; p. 81, Actividad 6, Pasos 1 & 2; p. 82, ¿Qué aprendiste?; pp. 86-87, Pasos 1 & 3; p. 98, Paso 4; p. 101, ¿Qué aprendiste?; p. 102, En camino B, Pasos 3 & 4; p. 107, Presentational Assessment, Paso 2; p. 115, ¿Qué aprendiste?; p. 117, Paso 2; p. 119, Paso 4; p. 128, ¿Qué aprendiste?; p. 131, Paso 3; p. 141, Paso 1; p. 143, Paso 3; p. 145, Paso 2; p. 149, Paso 2d; p. 151, Paso 2; p. 152, ¿Qué aprendiste?; p. 155, Paso 3; p. 156, Paso 3; p. 157, Paso 4; p. 162, Interpersonal Assessment, Paso 2; p. 163, Presentational Assessment, Paso 3; p. 161, Actividad 1, Paso 3; p. 186, Act. 4, ¿Qué aprendiste?; p. 202, Act. 8, ¿Qué aprendiste?; p. 211, Act. 12, Paso 4; p. 227, Act. 1, Paso 3; p. 231, Actividad 2, Reflexión intercultural; p. 232, Actividad 3, Paso 1; p. 244, Actividad 5, ¿Qué aprendiste?; p. 252, Actividad 7, Paso 4; p. 264, Actividad 10, ¿Qué aprendiste?; p. 294, Actividad 4, Paso 3 & ¿Qué aprendiste?; p. 300, Paso 3; p. 317, Actividad 10, Paso 4c; p. 321, En camino B, Paso 3</p>
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	<p>c) give basic instructions on how to make or do something.</p> <p>d) write about topics of student interest.</p>		<p>c) p. 47, En camino B, Paso 2; p. 119, Paso 4; p. 121, Reflexión intercultural; p. 138, Pasos 3 & 4; p. 152, ¿Qué aprendiste?; p. 157, Paso 4; p. 171, Reflexión intercultural; p. 183, Act. 4, Paso 2; p. 192, Act. 6, ¿Qué aprendiste?; p. 193, En camino A, Paso 1; p. 197, Act. 7, ¿Qué aprendiste?; p. 211, Act. 12, Reflexión intercultural; p. 240, Actividad 4, Paso 3; p. 297, Actividad 5, ¿Qué aprendiste?; p. 300, Actividad 6, Reflexión intercultural; p. 317, Actividad 10, Reflexión intercultural.</p> <p>d) Presentational Assessment: Paso 4 p. 53, Paso 2 p. 107, Paso 3 p. 271, Paso 3 p. 327; Actividad 1 p. 6; Actividad 2 p. 6; Actividad 4 p. 7; Actividad 5 Paso 1 p. 9; Reflexión intercultural p. 11, 35, 43, 45, 73, 98, 121, 134, 150, 173, 203, 208, 211, 228, 231, 249, 281, 300, 305, 313, 317; Actividad 7 Paso 3 p. 17; Actividad 8 Paso 1 p. 18; Actividad 11 Paso 4 p. 35; Actividad 12 Paso 2 p. 37; Actividad 13 Paso 2 p. 40; Actividad preliminar Paso 2 p. 58; Actividad 1 Paso 2 p. 60; Actividad 2 Paso 1 p. 64; Observa 1 Pasos 5, 6 p. 69, Paso 5 p. 123, ; Actividad 3 Pasos 3, 4 p. 72; Observa 2 Paso 5 p. 75; Actividad 6 Pasos 2, 3 p. 81; Actividad 7 Paso 5 p. 85; Actividad 9 Pasos 1, 2 p. 94-95; Actividad 10 Paso 2 p. 100; Actividad preliminar p. 112; Actividad 2 Paso 3 p. 118; Actividad 3 Paso 1 p. 124; Actividad Paso 2, 3 p. 130-131; Actividad 6 Pasos 3, 4 p. 134; Actividad 7 Pasos 1, 2, 5 p. 135- 139; Actividad 8 Paso 3 p. 143; Actividad 9 Paso 2 p. 148; Actividad 11 Pasos 2, 3 p. 153-155; Actividad 1 Paso 4 p. 171; Actividad 3 Paso 3 p. 176; Observa 1 Paso 5 p. 180; Actividad 4 Pasos 1, 2, 5 p. 181-185; Actividad 5 Paso 2 p. 188; Actividad 6 Paso 1 p. 189; Actividad 7 Paso 2 p. 197; Actividad 8 Pasos 1, 2 p. 200-201; Actividad 10 Paso 2 p. 206; Actividad 12 Pasos 2, 3, 4 p. 210-211; Actividad preliminary Pasos 2, 3 p. 223; Actividad 1 Paso 3 p. 227; Actividad 3 Pasos 2, 3 233; Observa 1 Paso 4 p. 237; Actividad 4 Pasos 1, 3 p. 238 -240; Actividad 5 Paso 3 p. 244; Actividad 7 Paso 1 p. 250; Actividad 9 Paso 2 p. 260; Actividad 10 Paso 3 p. 263.</p>
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	<p>d) write about topics of student interest.</p> <p>e) ask questions to obtain information.</p> <p>f) use practiced or memorized expressions to begin to indicate various time frames</p>		<p>d <i>continued from above</i>) Actividad 1 Pasos 1, 2, 3 p. 278-279; Actividad 3 Pasos 1, 2; Actividad 4 Pasos 2, 3 p. 292-294; Actividad 5 Pasos 2, 3, 4; Actividad 6 Pasos 3, 4 p. 299-300; Actividad 7 Pasos 1, 3 p. 304-305; Actividad 8 Paso 2 p. 308; Actividad 9 Pasos 1, 2 p. 311-312; Actividad 10 Paso 2 p. 316; Actividad 11 Paso 2 p. 319; ¿Qué aprendiste? p. 21, 25, 28, 82, 101, 128, 131, 134, 152, 171, 178, 186, 188, 192, 202, 206, 244, 253; En camino A Paso 3 p. 29; En camino A Pasos 1, 2, 3 p. 86-87; En camino A Paso 2 p. 145; En camino B pasos 2,3,4 p. 156-157; En camino A Paso 4 p. 193; Observa 2 Paso 5 p. 199; En camino B Paso 4 p. 212; En camino A Paso 1 p. 245; Observa 2 Paso 4 p. 255; Observa 1 Pasos 2, 3 p. 282-283; En camino A p. 302.</p> <p>e) p. 63, ¿Qué aprendiste?; p. 85, Paso 5; p. 145, Paso 4; p. 223, Act. preliminar, Paso 3; p. 234, Actividad 3, Paso 4; p. 250-251, Actividad 7, Paso 2; p. 253, Actividad 7, ¿Qué aprendiste?; p. 257, Actividad 8, Paso 3; p. 261, Actividad 9, ¿Qué aprendiste?; p. 302, En camino A, Paso 1.</p> <p>f) Actividad 6 p. 11-12; Actividad 8 p. 18-21; Recuerda p. 12, 20; Observa p. 22-23, Acciones, emociones y descripciones p. 22; Actividad 9 p. 24-25; ¿Qué aprendiste? p. 25, 261. ; Síntesis de gramática p. 48-49, 103-104, 158-159, 213, ; Observa 3 p. 92-93; Detalle gramatical p. 132, 257, 267 ; Observa 2 Paso 4 p. 199; Actividad 6 p. 248-249; Actividad 8 p. 256-258; Actividad 9 p. 258-261; Vive entre culturas p. 270-271.</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> <p>a) write messages, announcements, and invitations.</p>		<p>a) p. 18, ¿Qué aprendiste?; p. 38, Los jóvenes de hoy, Cuénteles a Mario; p. 38, ¿Qué aprendiste?; p. 53, Vive entre culturas, Presentational Assessment, Paso 4; p. 63, ¿Qué aprendiste?; p. 77, Paso 2b; p. 82, ¿Qué aprendiste?; p. 87, Paso 4; p. 98, Paso 4; p. 114-115, Actividad 1, Paso 2; p. 121, Reflexión intercultural; p. 131, Paso 3; p. 138, Paso 4; p. 144, ¿Qué aprendiste?; p. 145, Paso 4; p. 155, ¿Qué aprendiste?; p. 157, Paso 5; p. 171, Reflexión intercultural; p. 185, Act. 4, Paso 4; p. 191, Act. 6, Paso 3; p. 197, Act. 7, ¿Qué aprendiste?; p. 201, Act. 8, Paso 2; p. 203, Act. 9, Reflexión intercultural; p. 206, Act. 10, ¿Qué aprendiste?; p. 212, En camino B, Paso 4; p. 226, Act. 1, Paso 2; p. 234, Actividad 3, Paso 4; p. 240, Actividad 4, Paso 3; p. 245, En camino A, Paso 1; p. 246, En camino A, Paso 3; p. 249, Actividad 6, Reflexión intercultural; p. 253, Actividad 7, ¿Qué aprendiste?; p. 261, Actividad 9, ¿Qué aprendiste?; p. 271, Vive entre culturas, Presentational Assessment, Paso 3; p. 281, Actividad 1, Reflexión intercultural; p. 285, Actividad 2, Paso 2; p. 290, Actividad 3, ¿Qué aprendiste?; p. 297, Actividad 5, ¿Qué aprendiste?; p. 300, Actividad 6, Paso 4; p. 309, Actividad 8, ¿Qué aprendiste?; p. 316, Actividad 10, Paso 2; p. 317, Actividad 10, Reflexión intercultural; p. 320, Actividad 11, Reflexión intercultural.</p>
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<p>Intermediate Mid (IM) ML.C1.5.IM.a-d</p>	<p>b) compose a simple paragraph about a learned or researched topic.</p>		<p>b) p. 11, Reflexión intercultural; p. 28, ¿Qué aprendiste? & Reflexión intercultural; p. 29, En camino A, Pasos 3 & 4; p. 35, Paso 4; p. 35, Reflexión intercultural; p. 43, Reflexión intercultural; p. 45, Reflexión intercultural; p. 47, En camino B, Paso 4; p. 61, Paso 3; p. 66, ¿Qué aprendiste?; p. 69, Pasos 5 & 6; p. 72, Pasos 3 & 5; p. 73, Reflexión intercultural; p. 77, Reflexión Intercultural; p. 82, Paso 3b; p. 82, ¿Qué aprendiste?; p. 85, Paso 5; pp. 86-87, Pasos 1, 3, & 4; p. 101, ¿Qué aprendiste?; p. 107, Presentational Assessment, Paso 2; p. 112, Actividad Preliminar, f; p. 118, Paso 3; p. 121, Reflexión intercultural; p. 128, ¿Qué aprendiste?; p. 131, ¿Qué aprendiste?; p. 134, Reflexión intercultural; p. 138, Paso 4; p. 139, ¿Qué aprendiste?; p. 144, ¿Qué aprendiste?; p. 145, Paso 4; p. 155, ¿Qué aprendiste?; p. 157, Paso 5; p. 171, Actividad 1, Paso 4 & ¿Qué aprendiste?; p. 176, Act. 3, Paso 3; p. 178, Act. 3, ¿Qué aprendiste?; p. 192, Act. 6, ¿Qué aprendiste?; p. 193, Pasos 1 & 4; p. 197, Act. 7, ¿Qué aprendiste?; p. 202, Act. 8, ¿Qué aprendiste?; p. 203, Act. 9, Reflexión intercultural; p. 206, Act. 10, Paso 2 & ¿Qué aprendiste?; p. 208, Act. 11, Reflexión intercultural; p. 211, Act.12, Reflexión intercultural; p. 212, En camino B, Paso 4; p. 223, Act. preliminar, Paso 3; p. 233, Actividad 3, Paso 3; p. 234, Actividad 3, Paso 4; p. 244, Actividad 5, Paso 3; p. 261, Actividad 9, ¿Qué aprendiste?; p. 266, En camino B, Paso 2; p. 271, Vive entre culturas, Presentational Assessment, Paso 3; p. 285, Actividad 2, Paso 2; p. 289, Actividad 3, Paso 2; p. 290, Actividad 3, ¿Qué aprendiste?; p. 309, Actividad 8, ¿Qué aprendiste?; p. 313, Actividad 9, Reflexión intercultural; p. 317, Actividad 10, Reflexión intercultural.</p>
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<p>Intermediate Mid (IM) ML.C1.5.IM.a-d</p>	<p>c) create communications for an authentic audience. d) use language in various time frames with occasional success.</p>		<p>c) p. 82, ¿Qué aprendiste?; p. 87, Paso 4; p. 98, Paso 4; p. 119, Paso 4; p. 121, Reflexión intercultural; p. 128, ¿Qué aprendiste?; p. 131, Paso 3; p. 141, Paso 1; p. 143, Paso 3; p. 144, ¿Qué aprendiste?; p. 152, ¿Qué aprendiste?; Actividad 11 p. 154; p. 155, Paso 3; p. 157, Paso 4; p. 169, ¿Qué aprendiste?; p. 183, Act. 4, Paso 2; p. 188, Act. 5, ¿Qué aprendiste?; p. 193, En camino A, Paso 4; p. 222, Actividad Preliminar, Paso 1; p. 227, Act. 1, Paso 3; p. 234, Actividad 3, Paso 4; p. 249, Actividad 6, Paso 2; p. 250-251, Actividad 7, Paso 2; p. 261, Actividad 9, Paso 3; p. 266, En camino B, Paso 2; p. 287, Actividad 2 p. 300, Actividad 6, Reflexión intercultural; p. 302, En camino A, Paso 3; p. 305, Actividad 7, Paso 3; p. 305, Actividad 7, Reflexión intercultural; p. 309, Actividad 8, Paso 2c; p. 313, Actividad 9, Reflexión intercultural.</p> <p>d) Actividad 6 p. 11-12; Actividad 8 p. 18-21; Recuerda p. 12, 20; Observa p. 22-23, Acciones, emociones y descripciones p. 22; Actividad 9 p. 24-25; ¿Qué aprendiste? p. 25, 261. ; Síntesis de gramática p. 48-49, 103-104, 158-159, 213, ; Observa 3 p. 92-93; Detalle gramatical p. 132, 257, 267 ; Observa 2 Paso 4 p. 199; Actividad 6 p. 248-249; Actividad 8 p. 256-258; Actividad 9 p. 258-261; Vive entre culturas p. 270-271; Observa 2 p. 254-255; Observa 1 p. 67– 69; Observa 122-123; Expresiones útiles p. 18, 51.</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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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.	X		

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 Range (IR) ML.C2.1.IR.a-h	Intermediate Range Learners			a) Actividad 11 p. 318-319; Enfoque cultural p. 226, 319; Reflexión intercultural p. 228, 231, Enfoque intercultural p. 4, 56, 110, 166, 220, 274; En camino A p. 29, 86-87, 145, 193, 245-246, 302; En camino B p. 47, 102, 156-157, 212, 265-266, 321.
	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.			b) Enfoque intercultural p. 4; En camino A p. 29; Actividad 6 p. 132; Actividad 6 Paso 4 p. 134; Origen del uso de <i>usted</i> p. 147; Recuerda p. 121; Actividad 2 Paso 3 p. 118; En camino B p. 212; Estrategias p. 221; En camino A p. 245; Expresiones útiles p. 245-246; ¿Qué aprendiste? P. 297; Detalle gramatical p. 297; Enfoque cultural p 319; Reflexión intercultural p. 11, 28, 35, 43, 45, 73, 77, 91, 98, 134, 150, 173, 203, 208, 211, 228, 231, 249, 281, 288, 300, 305, 313, 317, 320. c) Enfoque cultural p. 24, 120, 126, 142, 144, 226, 241, 249, 288, 313, 258, 310, Enfoque intercultural p. 4, 56, 110, 166, 220, 274; Reflexión intercultural p. 77, 211, 249, 288, 300, Actividad 11 Paso 2 p. 33; En camino A p. 29, 86-87, 145,

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			<p>193, 245-246, 302; En camino B p. 47, 102, 156-157, 212, 265-266, 321 Vive entre culturas 52-53, 106-107, 162-163, 216-217, 270-271, 326-327.</p> <p>d) Actividad 2 p. 228-231; Reflexión intercultural p. 11, 28, 35, 43, 45, 73, 77, 91, 98, 134, 150, 173, 203, 208, 211, 228, 231, 249, 281, 288, 300, 305, 313, 317, 320; En camino A p. 29.</p> <p>e) EntreCulturas Mission and Vision p. XII; Actividad 10 ¿Qué aprendiste? p. 28; Actividad 8 Paso 3 p. 20, Explorer; Actividad 12, Paso 1 p. 36, Explorer; Actividad 14 p. 42-43; Actividad 15 Paso 2 p. 45; Actividad 1 Pasos 1, 3 p. 60-61, Explorer; Actividad 3 Paso 6; Reflexión intercultural p. 73; Actividad 4 Paso 1 p. 76, Explorer; Actividad 8 Paso 2 p. 91; Actividad 1, Paso 2 p. 115, Explorer; Actividad 2 Paso 3 p. 118; Actividad 7 Paso 1 p. 135; Actividad 9 Reflexión intercultural p. 150, Explorer; Actividad 1, p. 228; Reflexión intercultural p. 228, Explorer; Actividad 2 Paso 2 p. 229; En camino B Paso 1 p. 265, Explorer; Actividad 2 Paso 4 p. 279; Actividad 3 Paso 2 p. 289, Explorer; Actividad 7 Paso 1 p. 304.</p>
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	<p>f) simulate culturally appropriate community interactions.</p>		<p>f) Reflexión intercultural p. 28, 45, 77, 150, 173, 208, 211, 228, 305, 320; Actividad 11 Paso 2 P. 33; Actividad 13 p. 39; Actividad 11 p. 43; Actividad 15 Paso 2 p. 45; Actividad 1 p. 60; Actividad 8 p. 90; Actividad 10 p. 100; Actividad 2 p. 118-119;; Actividad 11 p. 153; Actividad 1 p. 170-171; Actividad 7 p. 196; Actividad 5 Paso 2 p. 188; Actividad 6 Paso 2 p. 190; Actividad 8 Paso 1 p. 200; Actividad 11 p. 207; Actividad 12 Paso 2 p. 210; Actividad 2 Paso 2 p. 229; Actividad 4 Paso 2 p. 239; Actividad 7 p. 252; Actividad 10 Paso 3 p. 263; Actividad preliminary p. 276; Actividad 3 Paso 2 p. 289; Actividad 5 p. 294-297; Actividad 10 p. 316; ¿Qué aprendiste? p. 41, 131, 139, 264, 297, 309; Actividad 9 p. 312, Enfoque cultural p. 9,10, 16, 31; 61, 101, 116, 128, 142, 176, 203, 211, 226, 232, 242, 249, 258, 310, 313 ; Actividad 11 p. 318-319; En camino B p. 321; Enfoque intercultural p. 43, 56, 110, 166, 220, 274, 317 ; En camino B p. 47, 102, 156, 212, 321; Vive entre culturas p. 52-53, 106-107, 162-163, 216-217; En camino A p. 193; En camino A p. 302; Actividad 11 p. 318-319.</p>
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	<p>g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.</p> <p>h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</p>			<p>g) Estrategia p. 33; Enfoque cultural p 319; Actividad 11 p. 318-319; Enfoque intercultural p. 4, 56, 110, 166, 220, 274; En camino A p. 29, 86-87, 145, 193, 245-246, 302; En camino B p. 47, 102, 156-157, 212, 265-266, 321 Vive entre culturas 52-53, 106-107, 162-163, 216-217, 270-271, 326-327.</p> <p>h) Estrategias p. 33, 221, 282; Reflexión intercultural p. 11, 28, 35, 43, 45, 73, 77, 91, 98, 134, 150, 173, 203, 208, 211, 228, 231, 249, 281, 288, 300, 305, 313, 317, 320; Enfoque cultural p. 9,10, 16, 31; 61, 101, 116, 128, 142, 176, 203, 211, 226, 232, 242, 249, 258, 310, 313, 319.</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></p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>
	<p>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</p>	<p>X</p>		

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<p>Intermediate Range (IR) ML.C2.2.IR.a-c</p>	<p>Intermediate Range Learners</p> <p>a) identify and investigate the function of products of the target culture.</p> <p>b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.</p> <p>c) identify and analyze cultural products found in literature, news stories, and films from the target culture.</p>			<p>a) Enfoque cultural p. 10, 11, 13, 15, 16, 24, 31, 32, 36, 61, 66, 79, 101, 116, 126, 128, 142, 144, 176, 178, 203, 211, 226, 242, 262, 278, 281, 288, 290, 301, 313, 319.</p> <p>b) Enfoque cultural p. 9, 10, 11, 13, 16, 24, 31, 32, 36, 61, 66, 116, 142, 144, 176, 203, 226, 242, 249, 258, 262, 263, 278, 301, 313, 319, Actividad 11 p. 31-35.</p> <p>c) Enfoque cultural p. 16, 31, 32, 36, 61, 66, 101, 116, 176, 178, 226, 249, 251, 262, 263, 281, 301, 313.</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>		<p>Yes X</p>	<p>No</p>	<p>Notes (Optional)</p>
<p><i>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</i></p>				
<p>CORNERSTONE: Connections (C3)</p>				
<p>Performance Level</p>	<p>Standard C3.1 Making Connections</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>	<p>Yes X</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>
<p><i>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</i></p>				

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<i>These materials meet with at least 80% of C3.1 standards required for Level 1 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)
Intermediate Range (IR) ML.C3.1.IR.a-e	<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. 			<ul style="list-style-type: none"> a) Enfoque intercultural p. 4, 56, 110, 166, 220, 274. b) Enfoque intercultural p. 4, 56, 110, 166, 220, 274; Enfoque cultural p. 226, 249, 262, 263. c) Enfoque intercultural p. 4, 56, 110, 166, 220, 274. d) Enfoque cultural p. 16, 101, 178, 203, 258. e) Enfoque intercultural p. 4, 56, 110, 166, 220, 274; Enfoque cultural p. 31, 34, 36, 66, 116, 142, 144, 176, 178, 226, 249, 313; Actividad 11 p. 31-35, Actividad 3 p. 174-178.
<i>These materials meet with at least 80% of C3.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)
<i>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</i>				
Performance Level	Standard C3.2 Acquiring Information and Diverse Perspectives	Yes X	No	Evidence (e.g., page numbers and/or examples of inclusion)

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	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.			
<i>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</i>				

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<p>Intermediate Range (IR) ML.C3.2.IR.a-e</p>	<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). 		<ul style="list-style-type: none"> a) Actividad 7 Paso 3 p. 17; Actividad 8 Paso 2 p. 18; En camino B Paso 4 p. 102; Actividad 4 Paso 5 p. 185; En camino A Paso 5 p. 193; ¿Qué aprendiste? p.202; ¿Qué aprendiste? p. 234; ¿Qué aprendiste? p. 264; Actividad 7 Paso 4 p. 252; Reflexión intercultural p. 288; Actividad 9 Paso 1 p. 311; Actividad 5 Paso 4 p. 297; Actividad 9 Paso 3 p. 261; Presentational Assessment p. 53, 107, 163, 217, 327. b) Actividad 11 p. 31-35; Actividad 9 p. 147-149; Reflexión intercultural p. 150; Actividad 11 p. 153-155; Actividad 1 p. 225-227; Enfoque cultural p. 249; Actividad 11 p. 318-320; Reflexión intercultural p. 35; Enfoque cultural p. 178; Vive entre culturas p. 162-163. c) Conozcámonos p. 4; Enfoque cultural p. 31; Conecta con Chile p. 57; Actividad 9 Paso 3 p. 96-97; Enfoque cultural p. 36, 111, 278; Descubre la República Dominicana p. 221; Uruguay, un gran país chiquito p. 275. d) Actividad 5 p. 9-11; Actividad 6 p. 11-12; Actividad 12 p. 32-38; Actividad 3 p. 70-73; Actividad 2 p. 116-121; ; Enfoque cultural p. 120; Actividad 3 p. 124-125; Actividad 4 p. 126-128; Actividad 7 p. 135-139; Actividad 8 p. 140-144; Actividad 4 p. 181-186; Actividad 2 p. 228-231; Reflexión intercultural p. 231; Actividad 1 p. 278-280; Enfoque cultural p. 281; Actividad 5 p. 294-297.
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	e) compare the perspective of local advertisements with advertisements of the target culture.			e) Vive entre culturas p. 106; Actividad 3 Paso 2 p. 125; Actividad 7 p. 135-138; Enfoque cultural p. 142; Actividad 1 Paso 2 p. 170; Actividad 4 Paso 1 p. 182.
<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)
<i>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</i>				

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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.	X		

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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. 		<ul style="list-style-type: none"> a) Enfoque intercultural p. 4; En camino A p. 29; Expresiones útiles p. 117; Actividad 6 p. 132; Actividad 6 Paso 4 p. 134; Origen del uso de <i>usted</i> p. 147; Recuerda p. 121; Actividad 2 Paso 3 p. 118; En camino B p. 212; Estrategias p. 221; En camino A p. 245; Expresiones útiles p. 245-246; ¿Qué aprendiste? P. 297; Detalle gramatical p. 297; Enfoque cultural p 319; Reflexión intercultural p. 11, 28, 35, 43, 45, 73, 77, 91, 98, 134, 150, 173, 203, 208, 211, 228, 231, 249, 281, 288, 300, 305, 313, 317, 320. b) Recuerda p. 7; Además se dice p. 9; Enfoque cultural p. 13, 31, 319, Expresiones útiles p. 117, Estrategias p. 58, 115. c) Actividad 6 p. 11-12; Actividad 8 p. 18-21; Recuerda p. 12, 20; Observa p. 22-23, Acciones, emociones y descripciones p. 22; Actividad 9 p. 24-25; ¿Qué aprendiste? p. 25, 261. ; Síntesis de gramática p. 48-49, 103-104, 158-159, 213, ; Observa 3 p. 92-93; Detalle gramatical p. 132, 257, 267 ; Observa 2 Paso 4 p. 199; Actividad 6 p. 248-249; Actividad 8 p. 256-258; Actividad 9 p. 258-261; Vive entre culturas p. 270-271; Observa 2 p. 254-255; Observa 1 p. 67– 69; Observa 122-123; Expresiones útiles p. 18, 51.
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				d) Estrategias p. 58, 115; Enfoque cultural p. 319. e) Estrategias p. 58, 115; Enfoque cultural p. 319.
<i>These materials meet with at least 80% of C4.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>		Yes X	No	Notes (Optional)
Performance Level	Standard C4.2 Cultural Comparisons	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.	X		
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>				

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<p style="text-align: center;">Intermediate Range (IR) ML.C4.2.IR.a-f</p>	<p style="text-align: center;">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. 		<ul style="list-style-type: none"> a) Enfoque cultural p. 10, 11, 13, 15, 16, 24, 31, 32, 36, 61, 66, 79, 101, 116, 126, 128, 142, 144, 176, 178, 203, 211, 226, 242, 262, 278, 281, 288, 290, 301, 313, 319 b) Enfoque cultural p. 10, 11, 13, 15, 16, 24, 31, 32, 36, 61, 66, 79, 101, 116, 126, 128, 142, 144, 176, 178, 203, 211, 226, 242, 262, 278, 281, 288, 290, 301, 313, 319 c) Actividad 1 p. 6; Actividad 2 p. 7; Actividad 3 p. 7; Actividad 1 p. 60-62; ¿Qué aprendiste? p. 63; Actividad 2 p. 116-120; Actividad 1 p. 278; Enfoque cultural p. 56; Actividad 7 Paso 2 p. 136; Actividad 8 p. 89-90; Actividad 1 p. 225; Encuentro intercultural p. 4-5 d) Enfoque cultural p.16, Enfoque intercultural p. 167; Vive entre culturas p. 270-271; Actividad 9 p. 258-261; ¿Qué aprendiste? p. 261; Actividad 10 p. 262-263; Actividad 5 Paso 3 p. 296; Actividad 2 p. 6-7; ¿Qué aprendiste? p. 309; En camino A Paso 3 p. 302
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	<p>e) compare and contrast career choices and preparation in one's own and the target culture.</p> <p>f) explore entertainment and leisure options in one's own and the target culture.</p>			<p>e) Enfoque cultural p. 226, 241, Reflexión intercultural p. 288; Presentational Assessment p. 163; Actividad 7 Paso 3 p. 138; Actividad 5 Paso 2 p. 188; Actividad 1 Paso 2 p. 170; Actividad 11 Paso 3 p. 155; Actividad 2 p. 228-231; Actividad 15 Paso 2 p. 45; Vive entre culturas p. 270-271 Actividad 9 p. 258-261; ¿Qué aprendiste? p. 261.</p> <p>f) Enfoque cultural p. 10, 11, 31, 66, 111, 116, 142, 241, 249, 310, 313 , Actividad 11 p. 31-35; En camino A p. 29; Presentational assessment p. 163; Actividad 12 p. 36-38; Actividad 14 p. 42-43; Vive entre culturas p. 52-53; Enfoque intercultural p. 275.</p>
<p><i>These materials meet with at least 80% of C4.2 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>CORNERSTONE: Communities (C5)</p>				
<p>Performance Level</p>	<p style="text-align: center;">Standard C5.1 <i>School and Global Communities</i></p>	<p>Yes</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>
	<p>Use language to interact both within and beyond the classroom.</p>	<p>X</p>		

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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. 			<ul style="list-style-type: none"> a) Vive entre culturas p. 216-217; Reflexión intercultural p. 203; Enfoque cultural p. 203; Actividad 5 Paso 4 p. 297; ¿Qué aprendiste? p. 264; Vive entre culturas p. 162-163; En camino B p. 212-213; Enfoque cultural p. 16; En camino B p. 321. b) Enfoque cultural p. 16, 226, 241; Reflexión intercultural p. 228; Actividad 7 p. 250-252. c) Actividad 4 p. 238-240; ¿Qué aprendiste? p.240; En camino A p. 245-246; Actividad 7 p. 250-252; Actividad 8 p. 256-257; Actividad 9 p. 258-261.
<p><i>These materials meet with at least 80% of C5.1 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 C5.2 <i>Lifelong Learning</i></p> <p>Use the target language for enrichment and advancement.</p>	<p>Yes X</p>	<p>No</p>	<p>Evidence (e.g., page numbers and/or examples of inclusion)</p>
<p>Intermediate Range (IR) ML.C5.2.IR.a-b</p>	<p>Intermediate Range Learners</p> <ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> a) Interpretive assessment pp. 52,107, 162, 216, 270, 326; En camino A pp. 29, 86, 145, 193, 245, 302; En camino B pp. 47, 102, 156, 212, 265, 321. b) Can do statements pp. 328-333; Mi progreso intercultural pp. 328-333; Mi progreso comunicativo pp. 328-333; Analytic growth rubrics pp. 334-339; Holistic Rubric pp. 340-347; Learner self-reflection p. 341, 343, 345, 347; Integrated Performance Assessment Rubric pp. 348-361.

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	Yes	No	Notes (Optional)
<i>These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i>	X		

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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		For example: Actividad 11, Pasos 1, 2, 3, 4, 5, p. 31-35; Reflexión intercultural p. 35; En camino B Pasos 1, 2, 3, 4 p. 212.
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		¿Te acuerdas?; Actividades (scaffolded); Mi progreso comunicativo; Así se dice; Además se dice; Expresiones útiles; Observa; Recuerda; Detalle Gramatical; Síntesis gramatical; Prepárate; En Camino; Vive entre culturas; Estrategias; Explorer.
Listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced.	X		¿Te acuerdas?; Actividades (scaffolded); Mi progreso comunicativo; Así se dice; Además se dice; Expresiones útiles; Observa; Recuerda; Detalle Gramatical; Síntesis gramatical; Prepárate; En Camino; Vive entre culturas; Estrategias; Explorer; Enfoque Cultural; Reflexión

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			intercultural; Mi progreso intercultural.
Culture			
There is a wide range and diverse representation of countries and cultures presented.	X		Unidad 1: España; Unidad 2: Chile; Unidad 3: Colombia; Unidad 4: Medellín, Colombia/País Vasco, España; Unidad 5: República Dominicana; Unidad 6: Uruguay
Connections			
Provides opportunities to make connections between the target language and other subject areas	X		Unidad 1: Spain - family and social life of adolescents, importance of being a global citizen, diversity, community service; Unidad 2: Chile – media, internet, social networks, technology, digital citizens; Unidad 3: Colombia – health and nutrition, exercise, global and community health; Unidad 4: Colombia, España – eco-friendly housing, creating sustainable housing and communities; Unidad 5: La República Dominicana – work force, employment, jobs/professionals of the future; Unidad 6: Uruguay – solidarity, human rights, immigration, marginalized communities
Students must do more than rote memorization and recall to demonstrate success.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
Comparisons:			
Students frequently make comparisons with the target culture to discover similar and different cultural concepts and patterns.	X		Enfoque cultural: Conexiones; Reflexión intercultural; Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas.

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Communities:		
Provides students ideas on how to use target language in real-life situations to help in the community.	X	En Camino A p. 193, 302; En Camino B p. 47, 102, 156, 212, 321; Vive entre culturas p. 52-53, 106-107, 216-217, 326-327.
Additional comments on five-dimensional nature of the materials:		
<p>About EntreCulturas (From the Student Edition back cover): “In today’s world, we all live <i>entre culturas</i>; 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.</p> <p>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.</p> <p>Wayside Publishing’s teacher-authors designed the learning materials in the <i>EntreCulturas</i> 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.”</p> <p>This pedagogical approach is explained in full detail in the front matter of the Teacher Edition and is fully illustrated in the <i>Vive en culturas</i> and Video bloggers in each <i>unidad</i> of both the Student and Teacher Editions.</p>		

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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		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
The grammar presented clearly and is formatted so students find it easy to understand.	X		Observa; Enfoque en la forma; Recuerda; Detalle gramatical; Síntesis de gramática.
Culture			
There are a wide variety of authentic, up-to-date visual images of the target culture.	X		Encuentro intercultural, Enfoque cultural, Reflexión intercultural, Mi progreso intercultural, various authentic resources throughout the text.
The cultural content is accurate and current.	X		Encuentro intercultural, Enfoque cultural, Reflexión intercultural, Mi progreso intercultural, various authentic resources throughout the text.
Connections			
The students must utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and with reasonable expectations.	X		En Camino p. 29, 47, 86, 102, 145, 156, 193, 212, 245, 265, 302, 321. Vive entre culturas p. 52-53, 106-107, 162-163, 216-217, 270-271, 326-327.
Comparisons			

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Students are encouraged to look at their own native language and compare it linguistically to the target language.	X		Enfoque intercultural p. 4, 56, 110, 166, 220, 274.
Communities			
Provide opportunities for students to self-assess their language learning levels to determine next the next steps towards improved language performance.	X		Can do statements pp. 328-333; Mi progreso intercultural pp. 328-333; Mi progreso comunicativo pp. 328-333; Analytic growth rubrics pp. 334-339; Holistic Rubric pp. 340-347; Learner self-reflection p. 340-347; Integrated Performance Assessment Rubric pp. 348-361.
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, XII)</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, XII)</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, XIV)</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			
<i>Part A. Key Areas of Focus</i>			
	Yes	No	Evidence and/or comments
Rigor: Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
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		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre cultura, En Camino: p. 29, 47, 86, 102, 145, 156, 193, 212, 245, 265, 302, 321. Vive entre culturas: p. 52-53, 106-107, 162-163, 216-217, 270-271, 326-327.
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.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.

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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		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
b. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving.	X		Unidad 1: Spain - family and social life of adolescents, importance of being a global citizen, diversity, community service; Unidad 2: Chile – media, internet, social networks, technology, digital citizens; Unidad 3: Colombia – health and nutrition, exercise, global and community health; Unidad 4: Colombia, España – eco friendly housing, creating sustainable housing and communities; Unidad 5: La República Dominicana – work force, employment, jobs/professionals of the future; Unidad 6: Uruguay – solidarity, human rights, immigration, marginalized communities; En Camino 29, 47, 86, 102, 145, 156, 193, 212, 245, 265, 302, 321. Vive entre culturas 52-53, 106-107, 162-163, 216-217, 270-271, 326-327.
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.	X		The Teacher Edition has a section in “Approaches to Teaching” entitled “Integrated Differentiated Instruction” that provides teachers with the tools for supporting students. (XX-XXI) Also, the Teacher Edition has a section in “Approaches to Teaching” that is dedicated to engaging heritage learners of

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		<p>Spanish but has relevance for supporting students who are ELL. (XXII)</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 “Every Student Response” (p. 444) and “Doodles.” (p. 447)</p> <p>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.</p>
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	Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
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> . (XXII)

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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		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
b. Assesses student mastery using methods that are unbiased and accessible to all students.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.	X		Appendix A Can-do statements pp. 328-333. Appendix B Rubrics pp. 334-361. Appendix C Correlation Guide pp. 362-363.
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
e. Assessments are embedded throughout instructional materials as tools for students' learning and teachers' monitoring of instruction.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.

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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 3 <i>EntreCulturas</i> Analytic Growth Rubric and Level 3 <i>EntreCulturas</i> Holistic Rubric), Appendix B (Integrated Performance Assessment Rubrics, detailed by individual <i>Unidades</i>), Appendix C (AP and IB Correlation Guide).
g. Assessments utilize realia or authentic materials.	X		Presentational Assessment p. 53; Interpretive Assessment p. 106, Interpretive Assessment, Interpersonal Assessment, Presentational Assessment p. 162-163; Interpretive Assessment p. 216; Interpretive Assessment p. 270; Presentational Assessment p. 271; Interpretive Assessment p. 326.

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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		TE notes; Explorer: Recursos: Sólo para profesores; Rúbricas; Answer Keys; Audio Scripts; Enlaces; Organizadores gráficos; Videos: Observa, Enfoque en la forma, Estrategias.
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		TE notes; Instructional Strategies: Appendix F pp. 436-451; Grammar and Learning Strategies Videos Index: Appendix G pp. 452-454; Grammar Index pp. 455-457.
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		TE notes; Instructional Strategies: Appendix F pp. 436-451; Grammar and Learning Strategies Videos Index: Appendix G pp. 452-454; Grammar Index pp. 455-457.
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		TE notes; Instructional Strategies: Appendix F pp. 436-451; Grammar and Learning Strategies Videos Index: Appendix G pp. 452-454; Grammar Index pp. 455-457.
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		TE notes; Instructional Strategies: Appendix F pp. 436-451; Grammar and Learning Strategies Videos Index: Appendix G pp. 452-454; Grammar Index pp. 455-457.

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f. Integrates audio-visual technology to support student mastery of the target language.	X		Explorer: Recursos; Videos: Observa, Enfoque en la forma, Estrategias; Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces; Extensiones.
g. Provide or suggests engaging culturally relevant, technology-based activities to improve students' mastery of target language and culture.	X		TE notes; Explorer: videos, PDF, Organizadores gráficos; online discussion forums; Enlaces; Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces; Extensiones.
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		Explorer: Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces.

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