



2014

FORM F.3 Citation Alignment and Scoring Rubric – Modern, Classical and Native Languages

2014 Adoption Institute Grade 9 – 12 ELA; CORE Reading; Modern, Classical and Native Languages

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|---------------------------|--|----------|---------------|
| Publisher / Imprint | Pearson Education, Inc., publishing as Prentice Hall | Imprint: | Prentice Hall |
| Title of Student Edition: | Realidades, Level 2 | ISBN: | 9780133199666 |
| Title of Teacher Edition: | Realidades, Level 2 | ISBN: | 9780133199529 |

Reviewer Name: _____ Reviewer Number: _____ Date: _____ Facilitator: _____

TOTAL SCORE – to be completed after all criteria are scored

| SECTION | REVIEWER TOTAL | FACILITATOR VERIFICATION | FACILITATOR NOTES: |
|--------------|----------------|--------------------------|------------------------------|
| Section 1 | | | Facilitator Signature: _____ |
| Section 2 | | | |
| TOTAL | | | |

| ALL CRITERIA |
|--|
| <p>Publisher:</p> <ul style="list-style-type: none"> All criteria are scored as to whether the evidence occurs in the instructional material Criteria may refer to the Student Edition or the Teacher Edition All three citations must be found satisfactory by the reviewer to meet the requirements of the standard. |
| <p>Reviewer: Use the Teacher's Edition and the Student Edition to conduct this portion of the review.</p> <ul style="list-style-type: none"> Zero (0): All 3 citations did not meet the requirements of the standard. Five (5): All 3 citations met the requirements of the standard. |

Section 1: Modern, Classical and Native Languages Standards

| # | NMAC requirements | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|----|---|-------------------|---------------------|---------------------|-------|
| 1 | By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes. Ex: Multiple activities where students can demonstrate interpersonal and presentational competence in both text and digital format . | SE: Pe: 13 | SE: Po: 149 | SE: Pe: 495 | |
| 2 | By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics. Ex: Multiple activities where students can demonstrate interpretive competence. | SE: Vm: 66-67 | SE: Vm: 206-207 | SE: Vh: 454-455 | |
| 3 | Students will understand the relationship between language and culture. Ex: Materials provide students with opportunities to connect target language with multiple cultures that use the target language. | SE: Fc: 32 | SE: Edl: 170 | SE: Vm: 340-341 | |
| 4 | Students will develop an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives. Ex: Multiple activities and materials so that students can make cultural connections with various cultures through festivals, holidays, products, perspectives, geography, etc. | SE: Fc: 25 | SE: Pdmh: 176 | SE: Lcev: 470 | |
| 5 | Students will understand how languages work. Ex: Materials provide opportunities for students to make connections between their native tongue and target language. | SE: Edl: 60 | SE: Edl: 221 | SE: Gr: 360 | |
| 6 | Students will use the languages studied to reinforce and expand knowledge of other disciplines. Ex: Activities and resources for students to make connections with other subjects, disciplines, and knowledge. | SE: Con: 6 | SE: A9: 246 | SE: A14:383 | |
| 7 | Students will use the language studied for personal enjoyment, personal enrichment, and employability. Ex: Materials will provide resources for students to further their life-long ambitions for entertainment, employability and connections in other communities that use the target language. | SE: Eem: 33 | SE: Edmh: 227 | TE: TP: 344-b | |
| # | Content | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 8 | Aligns with curriculum and standards, and is current, valid, reliable, and relevant to the real world | TE: T6-T7 | TE: Pre: 210 | TE: Pre: 346 | |
| 9 | Course-level appropriate and can be adapted by the teacher to meet student need including differentiation or personalized learning. | TE: DI: 4 | TE: SwLD: 226 | TE: DI: 352 | |
| 10 | Incorporates and reflects current educational taxonomies supporting the development of higher order thinking skills | TE: IPDS: T45 | TE: 21C: 119 | TE: TtT: 453 | |
| 11 | Integrates digital learning content within the text. | TE: 21C: 13 | TE: 21C: 219 | TE: 21C: 353 | |
| 12 | Provides for deeper reading of informational and literary texts. | SE: Lec: 34-35 | SE: Lec: 228-229 | SE: Lec: 364-365 | |
| 13 | Has no factual errors | TE: Gr: 99 | SE: Con: 304 | SE: Lec: 418 | |
| # | Equity and Accessibility | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 14 | Materials are durable, easy to store, easily transported, and universally accessible in both text and digital formats. | TE: Prf: T16 | TE: 21C: 241 | TE: 21C:457 | |

Section 1: Modern, Classical and Native Languages Standards

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|----|---|---------------------|---------------------|---------------------|--------------|
| 15 | Easily updated and adaptable and customizable to match school resources in both text and digital formats. | TE: IPDS: T48 | TE: 21C: 183 | TE: CR: 448-d | |
| 16 | Materials work efficiently independently of supplementary components in both text and digital format. | TE: 21C: 35 | TE: 21C: 257 | SE: A8: 408 | |
| # | Assessment | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 17 | Includes both formative and summative assessment opportunities for interpersonal, interpretive, and presentational modes. | SE: Po: 37 | SE: Pe: 231 | SE: Po: 421 | |
| 18 | Measurable performance indicators relevant to real world | SE: Pe: 65 | SE: Po: 259 | SE: Pe: 445 | |
| 19 | Assessments are suited to student learning and ability | SE: Ppee: 41 | TE: DA: 263 | TE: SwSN: 430 | |
| 20 | Integrated assessments to monitor student progress including pre and post assessments. | TE: UBD: 16 | SE: Ppee: 235 | SE: Ppee: 423 | |
| # | Organization and Presentation | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 21 | Content and directions are clear and understandable while distinguishing between trivial and important information. | TE: TP: 14-b | TE: Vm: 178-179 | TE: Pe: 393 | |
| 22 | Easy to navigate | TE: 21C: 61 | TE: 21C: 141 | TE: TS: 182-a | |
| 23 | Materials are interactive and provide high quality sensory experiences for all users. | TE: 21C: 61 | TE: 21C: 141 | TE: TS: 182-a | |
| 24 | In the teacher's edition requirements and instructions for teachers are clearly stated | TE: Lec: 62-63 | TE: Vh: 268-269 | TE: Lec: 418-419 | |
| 25 | Teacher's edition is well organized with practical teaching suggestions at the point of need | TE: TS: xxxi-a | TE: Vm: 260 | TE: Vec: 402 | |
| # | Instructional Design and Support | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 26 | Technical procedures and requirements are clearly stated. | Please see attached | | | |
| 27 | Professional Development is provided when textbook is adopted | Please see attached | | | |
| 28 | Technical assistance is available through the website and supplementary materials are available | Please see attached | | | |
| # | Communication | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 29 | Allows students to demonstrate understanding and interpret written and spoken language on a variety of topics. | SE: Vec: 18-19 | SE: Lec: 256-257 | SE: Vh: 404-405 | |
| 30 | Provides opportunities to engage in a variety of conversations and presentations, and provide information, concepts and ideas to a variety of listeners and readers in both text and digital media. | SE: A21: 32 | TE: 21C: 253 | TE: 21C: 415 | |
| # | Cultures | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 31 | Demonstrates an understanding of the relationship between the products, practices, perspectives of the culture studied. | TE: AL: 36 | SE: Pdmh: 284 | SE: Fc: 431 | |
| 32 | A wide variety of supplementary materials in the language studied such as art work, print materials, literature, etc. to reflect all cultures that speak the target language. | SE: AyC: 17 | SE: Lcev: 258 | SE: Mgi: 424 | |
| 33 | Does not have religious, gender or cultural biases and reflects a multicultural society | SE: Vh: 20-21 | TE: TtT: 229 | TE: 21C: 448b | |

Section 1: Modern, Classical and Native Languages Standards

| # | Connection | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|----|---|-----------------|---------------------|-----------------|-------|
| 34 | Reinforces and furthers knowledge of other disciplines through the language studied. | SE: A9: 25 | SE: AyC: 239 | TE: AL: 420 | |
| 35 | Presents distinctive viewpoints that are only available through the language and culture studied. | SE: Pdmh: 64 | TE: 21C: 226 | TE: CN: 455 | |
| # | Comparisons and Communities | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 36 | Provides opportunity to compare target language and culture to students' languages and cultures | SE: Fc: 51 | SE: Lec: 202-203 | SE: Eec: 307 | |
| 37 | Demonstrates importance of being life-long learners by using the language studied for personal and professional enrichment. | TE: TtT: 57 | TE: TP: 236-b | TE: AL: 458 | |

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|--|--------------------------------------|--|
| | Section 1 TOTAL SCORE | |
|--|--------------------------------------|--|

Section 2: Modern, Classical and Native Languages Other Criteria

| # | Other Relevant Criteria – Student Edition The textbook provides: | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|----|---|--------------------|----------------------|-----------------------|-------|
| 38 | Pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. | SE: Vec: 187 | SE: Vh: 268-269 | SE: Vh: 454-455 | |
| 39 | A variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. | SE: A13: 26 | SE: Pdmh: 338 | SE: Fc: 431 | |
| 40 | Assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability. | SE: A6: 4 | SE: Eec: 255 | SE: Ppee: 263, # 2 | |
| 41 | An introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction. | SE: Vh: 76-77 | SE: Vh: 242-243 | SE: Vh: 454-455 | |
| 42 | Visual presentations to assist students' comprehension. | SE: Vh: 48-49 | SE: Vec: 320-321 | SE: Con: 466 | |
| 43 | The student with ongoing review and practice for the purpose of retaining previously acquired knowledge. | SE: Recy: 14-15 | SE: A8: 326 | SE: Recy: 448-449 | |
| 44 | Activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences. | SE: A14: 83 | SE: Con: 334 | SE: Lcev: 470 | |
| 45 | References to support student learning such as a glossary and word lists. | SE: Rdc: 40 | SE: Rdc: 316 | SE: Rdc: 472 | |
| # | Other Relevant Criteria – Teacher Edition | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 46 | The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. | TE: Prf: T12 | TE: LP: 318c-318d | TE: Pre: 450 | |
| 47 | Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. | TE: DI: 1 | TE: SwSN: 274 | TE: SwLD: 464 | |

| Section 2: Modern, Classical and Native Languages Other Criteria | | | | | |
|--|--|--|---|---|--------------|
| 48 | The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. | TE: AL: 2 | TE: SwLD: 304 | TE: DI: 486 | |
| 49 | The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction). | TE: HLL: 28 | TE: HLL: 274 | TE: HLL: 410 | |
| 50 | The Teacher's Edition provides the teacher with instructional strategies for every lesson. | TE: CO: 1 | TE: Vh: 296-297 | TE: Vec: 476-477 | |
| 51 | The Teacher's Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives. | TE: AT: T37 | TE: UBD: 318 | TE: PT: 423 | |
| 52 | The Teacher's Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. | TE: Pe: 13 | TE: TP: 182-b | TE: Po: 367 | |
| Construction and Design of Materials Reviewers: Items 53-56 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low or none – zero | | Publishers: do not enter citations for items 53-56. | | | Score |
| 53 | The material has an appropriate font and print size and organization. | <input type="checkbox"/> High 8-10 pts | <input type="checkbox"/> Medium 5-7 pts | <input type="checkbox"/> Low/none 0 pts | |
| 54 | The material has a highly functional yet inviting appearance. | <input type="checkbox"/> High 8-10 pts | <input type="checkbox"/> Medium 5-7 pts | <input type="checkbox"/> Low/none 0 pts | |
| 55 | The material has a clearly organized Teacher Edition. | <input type="checkbox"/> High 8-10 pts | <input type="checkbox"/> Medium 5-7 pts | <input type="checkbox"/> Low/none 0 pts | |
| 56 | The material has teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. | <input type="checkbox"/> High 8-10 pts | <input type="checkbox"/> Medium 5-7 pts | <input type="checkbox"/> Low/none 0 pts | |

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| | Section 2 TOTAL SCORE | |
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Publisher: Pearson Education, Inc., publishing as Prentice Hall

Imprint: Prentice Hall

Title of Student Edition: Realidades Level 2 Student Edition

SE ISBN: 9780133199666

Title of Teacher Edition: Realidades Level 2, Teacher's Edition

TE ISBN: 9780133199529

Instructional Design and Support

26. A copy or description of technical procedures and requirements.

Attached are the complete system requirements for e-text at Realidades.com on SuccessNet Plus in PDF directly from successnetplus.com.

27. A description of professional development that will be provided to purchasers.

Product Orientation Outcomes

Our basic activation services will help provide the following product orientation outcomes.

▪ *Accessibility (print and digital): Participants will learn how to navigate both the print and digital features of the program, to gain a basic understanding of how these features work and support overall program design.*

▪ *Lesson structure and Features (grade level or bands). Participants will understand the lesson structure and features for basic fidelity of implementation. When time permits, Participants will practice lesson planning that fits their district model and timeframe for instruction.*

▪ *CCSS. Participants will understand how the program addresses the CCSS and will help Participants know how to implement the CCSS in relation to the program.*

▪ *Differentiated Instruction. Participants will be introduced to the features of the program that address the wide variety of learning needs in the classroom.*

▪ *Assessments and Progress Monitoring. Participants will understand the assessment and progress monitoring options, and be prepared to implement baseline assessments, as well as the initial unit assessments.*

▪ *Integration of Pearson materials with District Goals. Participants will understand how the Pearson program supports the district goals for the content area.*

Depending on size of district adoption, Activation training will be delivered either onsite or virtually.

28. A description of technical assistance the publisher makes available through the web and/or provision of supplementary materials.

Complete information for contacting Tech Support is available online within Realidades.com powered by SuccessNet Plus. Visit, SuccessNetPlus.com and select the Support tab for complete information. All supplementary materials listed below are available for additional support.

Realidades Level I Leveled Vocabulary and Grammar Workbook (print)

Realidades Level I Communication Workbook with Test Preparation (print)

Realidades Level I para hispanohablantes (print)

Realidades Level I Lecturas (print)

Realidades Level I Grammar Study Guide(print)

Realidades Level I Audio Program on DVD-ROM

Realidades Level I Teacher Resource Package (print)

Realidades Level I Presentation Express Premium DVD-ROM

Realidades Level I Examview Computer Testbank CD-ROM

Realidades Level I Realidades para hispanohablantes Teacher's Resource Package (print)

Realidades Level I Activities and Tools for Interactive Whiteboards DVD-ROM

Realidades Level I Videocultura on DVD

Realidades Level I Video Program on DVD

Realidades Level I Videomodelos on DVD

Realidades Level I Interactive Teacher's Edition with Resource Library TE DVD

SYSTEM REQUIREMENTS

The following configurations are tested and supported:

| Device | OS/Browser combination | Screen Resolution |
|----------------|--|---|
| PC | Windows. 7 with Internet Explorer® 10, FireFox 25, Chrome 30 | 1280 x 1024 (recommended maximum); 1024 x 768 (minimum) |
| | Windows 8, Internet Explorer 10 (desktop mode) | |
| | Windows 8.1, Internet Explorer 11 (desktop mode) | |
| Mac | Macintosh. OS 10.8 with Safari 6.0+, FireFox 25, Chrome 30 | 1280 x 960 (recommended maximum); 1024 x 768 (minimum) |
| | Macintosh. OS 10.9 with Safari 7* | |
| Tablets | iOS 6 and iOS 7 with Puffin Academy 3.5 | Small screen/mobile phones not supported |
| | Windows Surface RT with IE10, IE11 (desktop mode only) | |
| | Android with Puffin Academy 3.5 | |

OTHER SOFTWARE

JavaScript. version 1.6+

Adobe. Flash. 10.4+

Broadband (cable/DSL/FIOS) internet connection is recommended.

BROWSER SETTINGS

Configure pop-up blockers to include pearsonsuccessnet.com, successnetplus.com/, school.pearsoned.com, media.pearsoncmg.com, and view.etext.home2.pearsoncmg.com in the list of allowed sites. If in doubt, please check with your school's technology department for the proper browser pop-up and security settings. Pearson does not recommend disabling pop-up blockers.

Enable JavaScript and cookies. Disable the Internet Explorer. Content Advisor.

Please clear your cache: Before logging into the system the first time after a platform release, all users should clear their browser cache. [How to Clear your Cache.](#)

NEED TO UPGRADE?

[Update Internet Explorer](#)

[Update Firefox](#)

[Update Chrome](#)

[Update Adobe Reader or Flash Player](#)

ADDITIONAL SYSTEM REQUIREMENTS

To use multimedia components in some courses, you may need to download and install additional software:

- ActiveX

For some courses, you must enable ActiveX in your browser. See your browser Help for instructions on how to change the browser security settings or to add the course URL to your list of trusted sites.

- [Java](#) (5.0 update 11 or higher)

- [Adobe Shockwave](#) (Version 7 through Version 10)

- [Adobe Macromedia Authorware Web Player](#) (Version 2004 [IE], Version 7 [Safari])

- [Adobe Acrobat Reader](#) (Version 8 or higher)

- Blackboard Collaborate Voice Authoring (formerly called Wimba Voice Tools)

Select products feature "Speak and Record" activities that require a software plugin from Blackboard. A Blackboard Collaborate Voice Authoring specific browser tune-up is located [here](#). Blackboard Collaborate does not function on a Mac/Chrome browser combination (Due to 32 bit browser). Additional Blackboard Collaborate Voice Authoring requirements are listed [here](#).

- Certain subjects, such as Social Studies and Realidades 2014 make use of GIS maps, which require a geobrowser to view properly. Google Earth, NASA World Wind, or Bing Maps can be used to view these GIS maps, but a longer list can be viewed [here](#).

A NOTE ABOUT HARDWARE REQUIREMENTS

Each product has its own hardware requirements. For more information, please refer to the specific system requirements for your product. You should be able to find these on your product's support website.

SUPPORTED FILE TYPES / FORMATS

The following file types can be uploaded to courses:

| File Format | File Types |
|-------------|--|
| Image | JPEG, JPG, BMP, TIFF, PNG, GIF, EMF, ICO, WMF |
| Audio | MID, MIDI, WAV, RAM, MP3, WMA |
| Video | WMV, MOV, MPEG, MPG, MPE, WM, AVI, and ASF |
| Application | DOC (DOCX), XLS (XLSX), PPT (PPTX), PPS (PPSX), PDF, RM, SWF, CLASS, EXE, RTF, and CAB |

Text TXT, HTML, and HTM

Pearson Spanish
Realidades, Levels 1-3
New Mexico Form F Abbreviation Key

SE: Student Edition TE: Teacher Edition

21C – 21st Century Skills
AL – Advanced Learners
AT – Assessment
A – Activity “Number” (A1, A2, A3)
AyC – Arte y cultura
CN – Culture Note
CO – Chapter Opener
Con – Conexiones
CP – Chapter Project
CR – Chapter Resources
DA – Differentiated Assessment
DI – Differentiated Instruction
EdI – Exploración del lenguaje
Edmh – Exploración del mundo hispano
Eec – El español en la comunidad
Eem – El español en el mundo del trabajo
Emh – El mundo hispano
Eva – En voz alta
EYT – Enrich Your Teaching
Fc – Fondo cultural

Gr – Gramática
Int – Integración
IPDS – Instructional Planning and Support
HLL – Heritage Language Learner
Lcev – La cultura en vivo
Lec – Lectura
LP-Lesson Plans
Mgi – Mapa global interactivo
MI – Multiple Intelligences
MP – Más práctica
Pac – Puente a la cultura
Pdmh – Perspectivas del mundo hispano
Pe – Presentación escrita
Po – Presentación oral
Ppee – Preparación par el examen
PD – Professional Development
PR – Professional Resources
Pre – Preview
Prf – Program Organization
PR – Professional Resources

Pron – Pronunciación
PT – Performance Tasks
Rec – Recuerdas
Recy – Recycle
Rdc – Repaso del capítulo
SwLD – Students with Learning Disabilities
SwSN – Students with Special Needs
Tsd – También se dice
TP – Theme Project
TS – Theme Support
TtT – Teacher to Teacher
TWA – Teaching with Art
UBD – Using Backward Design
Vec – Vocabulario en contexto
Veu – Vocabulario en uso
Vh – Videohistoria
Vm – Videomistererio