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To the

**West Virginia Group V – World Language
Modern Languages - Level III
Grade 7-12**

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NON-NEGOTIBLE EVALUATION CRITERIA

2017-2023

Group V – World Language – Modern Languages Level III

Grades 9-12

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	Auténtico 3 contains materials including photos, illustrations, and content that connects with the diversity of Spanish-speaking cultures. Illustrations and artwork represent various ethnic groups from Spanish-speaking cultures. Activities accompanying the text motivate learning about the various ethnic groups that comprise Spanish-speaking cultures. Samples include: Photos: 1, 64, 69, 118, 137, 160, 165, 169, 186, 214, 233, 262, 281, 309, 326-327, 336, 369, 382, 393, 395, 431, 448 Illustrations: 76, 77, 80, 81, 82, 132, 134, 218, 322, 425 Concepts: 54-57, 102-105, 198-201, 246-249, 294-297, 342-345

			<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p>A variety of races, colors, genders, nationalities are highlighted throughout Auténtico 3 Sample references include: Photos: 38, 39, 69, 86-87, 118, 165, 175, 233, 240-241, 279, 291, 338, 382, 415, 431 Illustrations: 76, 77, 80, 81, 82, 132, 134, 218, 322, 425 Heritage: 20, 40, 124, 135, 184, 239, 267, 322, 375</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>Auténtico 3 digital course puts the complete student edition, workbooks, audio, video, songs, flashcards, games, and more at the students' fingertips. Pearson's Realize contains the Auténtico 3's digital course and provides engaging content and flexible tools within easy access.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>Auténtico 3 reflects the most current research on how students learn languages and what teachers and materials need to do to help them become proficient language users. The wide range of teaching and learning styles provided by Auténtico 3 are free from political bias.</p>

GENERAL EVALUATION CRITERIA

2017-2023

Group V – World Language – Modern Languages Level III

Grades 9-12

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eight percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<i>In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>					
Next Generation Skills:					
Thinking and Problem-Solving Skills					
<i>Content: The World Language instructional materials provide:</i>					
SE/TE: 9, 77, 145, 168, 221, 281, 319, 322, 383, 412	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.				
SE/TE: 4, 28, 125, 223, 284, 315, 323, 364, 412, 465	2. ample opportunities to collaborate on task-based learning activities.				
SE/TE: 15, 52-53, 100-101, 244-245, 291, 339, 340-341, 388-389, 435, 484-485	3. ample opportunities for students to use higher order thinking skills, i.e. Bloom’s taxonomy skills.				
SE/TE: 190, 436-437 TE Only: 13, 90, 291	4. ample opportunities for students to have interpersonal communication in the target language to handle situations when a complication arises.				

Information and Communication Skills						
<i>For student mastery of content standards and objectives, the instructional materials include multiple strategies that provide students with ample opportunities to:</i>						
SE/TE: 34, 67, 97, 140, 176, 221, 281, 317, 412, 416	5. express and support an opinion.					
SE/TE: 52-53, 100-101, 148-149, 196-197, 244-245, 292-293, 340-341, 388-389, 436-437, 484-485	6. publish original materials in the target language in a variety of formats including multimedia, print, etc.					
SE/TE: 65, 67, 76, 83, 97, 129, 194, 234, 239, 360	7. exchange opinions with increasingly longer discourse.					
Personal and Workplace Productivity Skills						
<i>For students mastery of content standards and objectives, the instructional materials provide students with opportunities to:</i>						
SE/TE: 47, 67, 95, 127, 172, 221, 268, 232, 363, 419	8. use interpersonal skills to work cooperatively to accomplish a task.					
SE/TE: 52-53, 100-101, 148-149, 196-197, 244-245, 292-293, 340-341, 388-389, 436-437, 484-485	9. develop and initiate a plan of action to complete a task or project.					
For supporting material please see: SE/TE: 52-53, 100-101, 148-149, 196-197, 244-245, 292-293, 340-341, 388-389, 436-437, 484-485	10. practice time- and project-management skills.					
SE/TE: 14, 52-53, 99, 148-149, 195, 244-245, 291, 340-341, 387, 436-437, 483	11. reflect upon and evaluate the results of a task or project.					
SE/TE: 4, 75, 124, 172, 194, 221, 268, 331, 367, 460	12. assume various roles and responsibilities when working independently or as a group.					

SE/TE: 54-57, 94, 99, 144-145, 147, 192-193, 244-245, 278-279, 291, 326-327, 364	13. read and write in real-world situations using the target language and contemporary digital resources such as texting, making online lists, blogs, public notices, web quests, etc.										
Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of content standards and objectives, the instructional materials:</i>											
TE Only: T44-T49, 12, 22, 118, 174, 208, 232, 268, 342, 368	14. include multiple strategies for differentiation, intervention and enrichment to support all learners.										
SE/TE: 208, 210, 220, 221, 223, 224, 230-231, 240-241, 244-245, 250-251	15. support college and career readiness.										
SE/TE: 11, 47, 76, 89, 128, 223, 335, 461, 462, 472	16. provide opportunities to build spontaneous capacity at the appropriate level.										
SE/TE: 15, 52-53, 83, 99, 145, 191, 292-293, 337, 388-389, 484-485	17. provide opportunities to participate in self-directed learning and practice.										
Life Skills <i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i>											
SE/TE: 48, 54-57, 102-105, 198-201, 246-249, 288-289, 240-241, 438-441	18. for community and global awareness.										
Assessment <i>The World Language instructional materials provide:</i>											
TE Only: T40-T43, 63, 159, 207, 303, 351, 399, 447, 495	19. ongoing diagnostic formative and summative assessments.										
TE Only: T40-T43, 51, 63, 148-149, 207, 303, 351, 399, 447, 484-485	20. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.										

SE/TE: 14, 52-53, 99, 148-149, 183, 244-245, 339, 436-437, 483, 484-485	21. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.							
Organization, Presentation and Format <i>The World Language instructional materials:</i>								
TE Only: T19, T24-T33	22. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.							
TE Only: T34-T37	23. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.							
TE Only: T12-T13 All student instruction is in Spanish.	24. are written with minimal use of English.							
TE Only: T44-T49, 46, 90, 112, 140, 166, 200, 238, 290, 354	25. include opportunities for differentiated activities.							
SE/TE: 27, 80, 95, 135, 220, 239, 272, 322, 376, 412	26. integrate culture in language learning instead of culture being introduced in isolated factoids.							
SE/TE: 22-23, 58-59, 98, 106-107, 154-155, 202-203, 262-263, 298-299, 346-347, 394-395	27. provide various interactive multimedia resources for student use.							

SPECIFIC EVALUATION CRITERIA

2017-2023

**Group V – World Language – Modern Languages Level III
Grades 9-12**

The development of communication skills becomes the primary focus of Modern Foreign Languages Level III objectives. Level III students extend communication skills by expressing their own thoughts in strings of sentences. They initiate questions on a variety of topics, using acceptable, if not always precise, vocabulary, and they show some understanding of idiomatic expressions. Level III students may invent words or use circumlocution to stay in the target language and use expressive reactions to elicit more information. Level III students sustain communication, with some fluency, on familiar topics in a number of settings. With preparation, they can coordinate multiple tenses in spite of some errors. They are generally comprehensible to a sympathetic native speaker, although at times, some communicative lapses may occur.

Effective use of the five standards of foreign language learning (**Communication, Culture, Connections, Comparisons** and **Communities**) and their objectives continues to guide students toward language proficiency. It is important to remember that knowledge and skills acquired in previous levels are maintained and expanded in Level IV and subsequent levels.

Communication and **Culture** are cornerstones for language learning. **Connections** add knowledge from other disciplines to the process of language learning. **Comparisons** give insight into the nature of language and culture. **Communities** broaden horizons for language students as they develop an awareness of the universal nature of language. For all students, the goal continues to be learning how, when, and why to say what to whom.

For student mastery of content standards, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
COMMUNICATION										
Interpersonal – listening, speaking, reading and writing										

SE/TE: 3, 15, 29, 94, 148-149, 178, 233, 269, 291, 339	1. exchange oral and written information on topics of personal interest, incorporating advanced vocabulary and structures and past, present and future tenses.						
SE/TE: 67, 76, 94, 100-101, 148-149, 190, 194, 221, 234, 243	2. convey and express opinions with supporting details on a variety of personal and social interests.						
SE/TE: 124, 125, 376	3. give and follow multi-step directions, instructions and commands.						
For supporting material please see: SE/TE: 29, 47, 91, 127, 172, 221, 239, 272, 319, 364	4. ask for clarification and suggest alternative expressions (use circumlocution) to ensure understanding.						
SE/TE: 29, 82, 129, 167, 183, 219, 268, 323, 365, 367	5. ask and answer questions in settings which suggest different solutions or outcomes or make a predictable ending.						
Interpretive - listening and reading							
SE/TE: 54-57, 98, 150-153, 192-193, 246-249, 282, 294-297, 338, 342-345, 442-443	6. extract main ideas and supporting details gained from discussions, narratives and various authentic presentations (e.g., multimedia, live performances from theatre and/or music).						
SE/TE: 58-59, 106-107, 154-155, 192-193, 250-251, 298-299, 346-347, 394-395, 442-4463, 490-491	7. derive meaning, including supporting salient details, from authentic materials, making personal inferences from various sources (e.g., conversations, letters, literary texts and multi-media).						
SE/TE: 35, 54-57, 75, 76, 143, 192-193, 232, 240-242, 294-297, 342-345	8. recognize and make sense of authentic, oral and written, level-appropriate language selections supported by limited contextual and/or visual prompts.						

SE/TE: 58-59, 106-107, 154-155, 202-203, 250-251, 298-299, 346-347, 394-395, 442-433, 490-491	9. view, listen to and respond to culturally relevant sources by making comparisons among people, objects, places, actions and ideas.						
Presentational – speaking and writing							
SE/TE: 51, 99, 147, 195, 243, 291, 339, 387, 435, 483	10. incorporate acceptable intonation and pronunciation patterns.						
SE/TE: 51, 100-101, 147, 196-197, 241, 291, 292-293, 388-389, 483	11. incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).						
SE/TE: 52-53, 99, 148-149, 195, 243, 292-293, 339, 387, 431, 435	12. create and present cohesive and extended spoken and written communications based on topics of personal or general interest (e.g., speeches, summaries, reports).						
SE/TE: 48-49, 96-97, 102-105, 144-145, 194, 240-241, 294-297, 342-345, 390-393, 438-441	13. paraphrase and/or summarize the main ideas of oral and written texts.						
CULTURE							
SE/TE: 83, 137, 146, 191, 212, 238, 286, 334, 379, 431, 475	1. explain the significance of beliefs and attitudes of the target and native culture(s) (e.g., home, school, community and nation).						
SE/TE: 48-49, 96-97, 144-145, 192-193, 240-241, 288-289, 336-337, 384-385, 432-433, 480-481	2. discuss the origin and implications of generalizations about the target culture(s).						
SE/TE: 48-49, 144-145, 240-241, 336-337, 480-481, 384, 432-433	3. draw conclusions from social, geographical and historical factors which influence cultural practices						

SE/TE: 100-101, 129, 147, 220, 244-245	4. incorporate behaviors appropriate to common social situations in the target culture(s)						
SE/TE: 358-359, 360, 361, 363, 364, 370-371, 374	5. discuss possible reasons for differences in practices among same-language cultures.						
SE/TE: 48-49, 54-57, 75, 96-97, 144-145, 240-241, 288-289, 322, 326-327, 390-393	6. examine the role and significance of objects, images, products and symbols of the target culture(s).						
SE/TE: 48-49, 96-97, 144-145, 192-193, 240, 241, 288-289, 336-337, 384-385, 432-433, 480-481	7. analyze the impact of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).						
SE/TE: 240-241, 480-481	8. examine the significance of historical and contemporary figures of the target culture(s).						
CONNECTIONS							
SE/TE: 29, 34, 77, 82, 128, 176, 185, 227, 287, 375	1. apply concepts and skills learned in the target language to other subject areas and vice versa.						
SE/TE: 63, 111, 159, 207, 255, 303, 351, 399, 447, 495	2. compare and contrast the cross-cultural relevance of important issues (e.g., social, political, environmental).						
SE/TE: 93, 95, 173, 184, 220, 234, 267, 272, 281, 369	3. make sense of and explain similarities and differences in perspectives from other cultures/countries found in authentic sources (e.g., newspaper stories, documentaries, commentaries).						
SE/TE: 28, 74, 123, 171, 221, 269, 317, 363, 415, 460	4. employ knowledge of linguistic connections (e.g., cognates*, loan words, register for direct address, syntax*) to determine meaning of words and phrases in native and target language(s).						

COMPARISONS						
SE/TE: 46, 93, 142, 189, 223, 274, 377, 429, 465	1. analyze and incorporate critical sound-symbol differences within target language usage.					
SE/TE: 74, 123, 171, 221, 269, 317, 415	2. analyze and apply knowledge of linguistic patterns (e.g., cognates*, word roots, prefixes and suffixes, verb formation) in order to establish and generate meaningful communication.					
SE/TE: 51, 99, 147, 195, 245, 291, 339, 387, 435, 483	3. select and incorporate words, expressions and behaviors that appropriately denote registers of language.					
SE/TE: 163, 190, 211, 307, 331, 378, 381, 403, 414	4. incorporate knowledge of similarities and differences in patterns of sentence structure (e.g., verb tense, common uses of voice and mood) in English and the target language to form comprehensible messages.					
SE/TE: 48-49, 96-97, 144-145, 192-193, 240-241, 288-289, 336-337, 384-385, 432-433	5. discuss cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled these exchanges.					
COMMUNITIES						
TE Only: 13, 15, 83, 90, 105, 119, 291	1. locate resources and participate in activities from the local and global communities that afford continued study of the target language and its culture(s) (e.g., podcasts, heritage associations).					
SE/TE: 48-49, 240-241, 406-407, 413, 416, 422, 423, 432-433	2. use knowledge and skills derived from study of the target language and its culture(s) to develop opportunities for personal and professional growth and enjoyment (e.g., business internships, job shadowing, exchange programs, foreign travel, sports, cuisine, fine arts).					

<p>SE/TE: 48-49, 51, 100-101, 150-153, 432-433</p>	<p>3. investigate and pursue opportunities for personal use of the target language within and beyond the school setting (e.g., presentations for language clubs and associations, tutoring, mentoring ELL students, translating, assisting speakers of other languages).</p>						
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