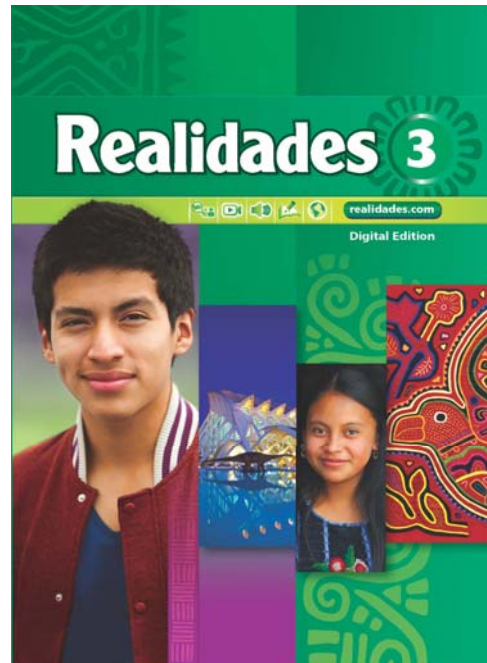


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To the

**West Virginia Modern Languages
Level III Standards**

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PUBLISHER:	Pearson Education, Inc., publishing as Prentice Hall		
SUBJECT:	World Languages	SPECIFIC GRADE:	9-12
COURSE:	World Languages-Modern Languages- Level III	TITLE	Realidades 3
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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).	Realidades 3 contains materials that include photos, illustrations, and content that connects with an array of products, content, and illustrations from Spanish-speaking cultures. Samples include: Photos: 27, 82-83, 178, 254-255, 296-297, 355, 359, 390-391, 419, 439, 465 Illustrations: 37, 55, 78-79, 128, 181, 211, 298-299, 443 Content: 48-49, 140-141, 186-187, 310-311, 324-325

			<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>Realidades 3 highlights a variety of races, colors, genders, nationalities, and cultures throughout the text. Sample references include: Photos: 84-85, 114-115, 161, 193, 206-207, 254-255, 262, 419, 436-437 Concepts: 143, 223, 232-233 Heritage: 94-95, 186-187, 370-371</p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>The Digital Edition of Realidades 3 contains the complete Student Edition online and on DVD for an interactive visual experience. Additional online materials include, DK Bilingual Visual Dictionary, DK Reference Atlas, A Global Interactive Map, Video, Audio, Animation, Assignable Content, and Assignable Assessment.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>Realidades 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 Realidades 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>					
This objective is addressed throughout. See, for example: SE/TE: 7, 39, 85, 131, 182, 264, 299, 351, 363, 379	1. ample opportunities for students to answer open-ended questions to demonstrate proficiency in the language.				
SE/TE: 29, 47, 75, 96, 123, 149, 166, 213, 241 TE Only: 154-a	2. ample opportunities to collaborate on task-based learning activities.				

<p>SE/TE: 274, 282-283, 327, 372, 374-375, 378, 419</p> <p>TE Only: 154-a, 246-b, 292-b</p>	<p>3. ample opportunities for students to use higher order thinking skills, i.e. Bloom’s taxonomy skills.</p>							
<p>SE/TE: 156, 164, 169, 175, 176-177, 180, 181, 188, 189, 432</p>	<p>4. ample opportunities for students to have interpersonal communication in the target language to handle situations when a complication arises.</p>							
<p>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></p>								
<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE: 11, 39, 63, 95, 127, 161, 180, 231, 233, 307, 402</p>	<p>5. express and support an opinion.</p>							
<p>SE/TE: 51, 98-99, 142, 190-191, 281, 374-375, 419</p> <p>TE Only: 108-b, 246-b, 384-b</p>	<p>6. publish original materials in the target language in a variety of formats including multimedia, print, etc.</p>							
<p>SE/TE: 180, 231, 233, 307, 420-421, 442, 455</p>	<p>7. exchange opinions with increasingly longer discourse.</p>							
<p>Personal and Workplace Productivity Skills <i>For students mastery of content standards and objectives, the instructional materials provide students with opportunities to:</i></p>								
<p>SE/TE: 29, 47, 75, 96, 123, 149, 166, 213, 231, 419</p> <p>TE Only: 154-a</p>	<p>8. use interpersonal skills to work cooperatively to accomplish a task.</p>							

<p>SE/TE: 98-99, 143, 189, 235, 419 TE Only: 16-b, 62-b, 108-b, 154-b, 246-b</p>	<p>9. develop and initiate a plan of action to complete a task or project.</p>							
<p>SE/TE: 281, 327, 373, 419, 465, TE Only: 154-b, 292-b, 338-b, 384-b, 430-b</p>	<p>10. practice time- and project-management skills.</p>							
<p>SE/TE: 51, 98-99, 143, 190-191, 235, 282-283, 327, 374-375, 419, 466-467</p>	<p>11. reflect upon and evaluate the results of a task or project.</p>							
<p>SE/TE: 47, 75, 139, 166, 177, 189, 228, 274 TE Only: 16-b, 108-b, 200-b</p>	<p>12. assume various roles and responsibilities when working independently or as a group.</p>							
<p>SE/TE: 52-53, 97, 98-99, 107, 189, 236-237, 327 TE Only: 16-b, 246-b</p>	<p>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.</p>							
<p>Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of content standards and objectives, the instructional materials:</i></p>								
<p>This objective is addressed throughout. See, for example: TE Only: Differentiated Instruction: 2, 26, 54, 86, 124, 186, 238, 270, 346, 410</p>	<p>14. include multiple strategies for differentiation, intervention and enrichment to support all learners.</p>							

<p>SE/TE: 236-237, 281, 327, 420 TE Only: 2, 24, 36, 94, 164, 378, 402, 444</p>	<p>15. support college and career readiness.</p>							
<p>SE/TE: 39, 71, 178, 187, 216, 271, 279, 351, 411, 451</p>	<p>16. provide opportunities to build spontaneous capacity at the appropriate level.</p>							
<p>SE/TE: 143, 226, 236-237, 279 TE Only: 16-b, 154-b, 200-b, 246-b, 338-b, 430-b</p>	<p>17. provide opportunities to participate in self-directed learning and practice.</p>							
<p>Life Skills <i>For student mastery of content standards and objectives, the instructional materials provide students with opportunities:</i></p>								
<p>SE/TE: 146-147, 282-283, 310, 324-325, 370-371, 419, 420-421 TE Only: 292-b, 338-b, 384-b</p>	<p>18. for community and global awareness.</p>							
<p>Assessment <i>The World Language instructional materials provide:</i></p>								
<p>TE Only: Differentiated Assessment: 61, 107, 153, 245, 291, 337, 383, 429</p>	<p>19. ongoing diagnostic formative and summative assessments.</p>							
<p>TE Only: 16-b, 62-b, 108-b, 154-b, 200-b, 246-b, 292-b, 338-b, 384-b, 430-b</p>	<p>20. a variety of proficiency-based assessments, such as performance tasks, multimedia scenarios, portfolio evaluations and open-ended questions.</p>							

<p>SE/TE: 51, 98-99, 144-145, 189, 235, 282-283, 328-329, 373, 419, 466-467</p>	<p>21. rubrics, throughout each unit, to help students to self-assess their proficiency in the target language.</p>				
<p>Organization, Presentation and Format <i>The World Language instructional materials:</i></p>					
<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE: Appendices: 476-559</p> <p>TE Only:</p> <p>Contents: ix-xviii</p> <p>Differentiated Assessment: Chapters 1-10</p> <p>Chapter Resource: 16-c, 62-c, 108-c, 154-c, 200-c, 246-c, 292-c, 338-c, 384-c, 430-c</p> <p>Objectives at a Glance: 16-c, 62-c, 108-c, 154-c, 200-c, 246-c, 292-c, 338-c, 384-c, 430-c</p> <p>Standards of Foreign Language Learning: 20, 66, 112, 159, 204, 296, 342, 388, 434</p>	<p>22. are organized in logical sequence to optimize instructional effectiveness to achieve communicative proficiency.</p>				

<p>This objective is addressed throughout. See, for example:</p> <p>TE Only:</p> <p>Objectives at a Glance: 16-c, 62-c, 108-c, 154-c, 200-c, 246-c, 292-c, 338-c, 384-c, 430-c</p> <p>Differentiated Assessment: Chapters 1-10</p>	<p>23. provide educators the necessary proficiency-based pedagogy and management techniques to guide learning experiences.</p>							
<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE:</p> <p>Presentación oral: 14, 51, 97, 143, 189, 235, 281, 327, 373, 419, 465</p> <p>Presentación escrita: 15, 52-53, 98-99, 144-145, 190-191, 234-235, 282-283, 328-329, 420-421, 466-467</p>	<p>24. are written with minimal use of English.</p>							
<p>TE Only:</p> <p>Differentiated Instruction: 1, 21, 67, 113, 159, 205, 251, 297, 343, 389, 435</p> <p>Differentiated Assessment: Chapters 1-10</p>	<p>25. include opportunities for differentiated activities.</p>							

<p>SE/TE: Puente a la cultura: 48-49, 94-95, 140-141, 186-187, 232-233, 278-279, 324-325, 370-371, 416-417, 462-463</p> <p>Integración: 50, 96, 142, 188, 234, 280, 326, 372, 418, 464</p> <p>TE Only: Exploración del mundo hispano: 20, 66, 112, 158, 204, 296, 342, 388, 434</p>	<p>26. integrate culture in language learning instead of culture being introduced in isolated factoids.</p>							
<p>TE Only: Exploración del mundo hispano: 20, 66, 112, 158, 204, 296, 342, 388, 434</p>	<p>27. provide various interactive multimedia resources for student use.</p>							

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								
This objective is addressed throughout. See, for example: SE/TE: 76-77, 135, 136, 167, 189, 190-191, 265, 271, 341, 363	1.	exchange oral and written information on topics of personal interest, incorporating advanced vocabulary and structures and past, present and future tenses.						
SE/TE: 11, 39, 63, 127, 161, 180, 233, 307, 402, 455	2.	convey and express opinions with supporting details on a variety of personal and social interests.						
SE/TE: 121, 125, 143, 144, 146-147	3.	give and follow multi-step directions, instructions and commands.						

<p>SE/TE: 38, 95, 141, 187, 233, 279, 325, 371, 417, 463</p> <p>Games on TE pages would require circumlocution.</p> <p>TE only: 200-a; 246-a; 338-a; 430-a</p>	<p>4. ask for clarification and suggest alternative expressions (use circumlocution) to ensure understanding.</p>							
<p>SE/TE: 2, 28, 116, 119, 211, 233, 303, 394, 411, 458</p>	<p>5. ask and answer questions in settings which suggest different solutions or outcomes or make a predictable ending.</p>							
<p>Interpretive - listening and reading</p>								
<p>SE/TE: 6, 38, 70, 141, 149, 167, 173, 215, 274, 307, 403</p>	<p>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).</p>							
<p>SE/TE: 35, 38, 70, 81, 139, 176, 195, 215, 241, 314-315</p>	<p>7. derive meaning, including supporting salient details, from authentic materials, making personal inferences from various sources (e.g., conversations, letters, literary texts and multimedia).</p>							
<p>This objective is addressed throughout. See, for example:</p> <p>SE/TE: 100-103, 192-195, 222, 238-241, 272, 284-287, 362, 376-379, 403, 468-471</p>	<p>8. recognize and make sense of authentic, oral and written, level-appropriate language selections supported by limited contextual and/or visual prompts.</p>							

SE/TE: 40, 50, 57, 74, 92, 131, 146, 149, 172, 178	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: 46, 51, 91, 97, 138, 143, 183, 189, 215, 235, 264	10. incorporate acceptable intonation and pronunciation patterns.							
SE/TE: 51, 52-53, 143, 144-145, 189, 190-191, 282-283, 328-329, 419, 465	11. incorporate complex grammatical structures in oral and written expression employing appropriate verb tenses (e.g., descriptions, reports, dialogues).							
SE/TE: 46, 52-53, 143, 144-145, 189, 190-191, 282-283, 328-329, 373, 465	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: 57, 92, 103, 187, 195, 325, 403, 417, 425, 463	13. paraphrase and/or summarize the main ideas of oral and written texts.							
CULTURE								
SE/TE: 49, 54-57, 95, 187, 233, 271, 279, 325, 371, 393, 417	1. explain the significance of beliefs and attitudes of the target and native culture(s) (e.g., home, school, community and nation).							

<p>SE/TE: 35, 49, 78, 167, 226, 257, 317, 325, 347, 372</p>	<p>2. discuss the origin and implications of generalizations about the target culture(s).</p>								
<p>SE/TE: 49, 93, 120, 179, 219, 226, 271, 311, 317 TE Only: 246-a</p>	<p>3. draw conclusions from social, geographical and historical factors which influence cultural practices</p>								
<p>SE/TE: 123, 170, 220</p>	<p>4. incorporate behaviors appropriate to common social situations in the target culture(s)</p>								
<p>SE/TE: 362, 370-371, 372, 379</p>	<p>5. discuss possible reasons for differences in practices among same-language cultures.</p>								
<p>SE/TE: 314, 315, 316, 347, 355, 389, 403, 417-418, 422-425</p>	<p>6. examine the role and significance of objects, images, products and symbols of the target culture(s).</p>								
<p>SE/TE: 343, 374-375, 393, 455 TE Only: 338-a</p>	<p>7. analyze the impact of contributions (e.g., artistic, scientific, historical, social and philosophical) of the target culture(s).</p>								
<p>SE/TE: 67, 344-345, 350, 356-357, 372, 376-379, 435, 453, 462-463 TE Only: 338-b</p>	<p>8. examine the significance of historical and contemporary figures of the target culture(s).</p>								

CONNECTIONS						
SE/TE: 29, 34, 75, 80, 124, 166, 170, 277, 401, 455	1.	apply concepts and skills learned in the target language to other subject areas and vice versa.				
SE/TE: 277, 279, 305, 310, 326, 363, 371, 372, 396 TE Only: 338-a, 430-a	2.	compare and contrast the cross-cultural relevance of important issues (e.g., social, political, environmental).				
SE/TE: 120, 129, 221, 304, 443, 453, 455 TE Only: 16-b, 62-b, 108-b	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).				
TE Only: 200-a; 246-a; 338-a; 430-a, 363	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, 91, 183, 215, 264, 317, 363	1.	analyze and incorporate critical sound-symbol differences within target language usage.				
SE/TE: 5, 7, 28, 72, 137, 165, 213, 259, 349, 442	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: 14, 97, 189, 190-191, 218, 235, 236-237, 281, 309, 325	3. select and incorporate words, expressions and behaviors that appropriately denote registers of language.							
SE/TE: 91, 138, 183, 215, 317	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: 67, 81, 113, 170	5. discuss cross-cultural perspectives, practices and contributions between the native and target cultures and examine factors which enabled these exchanges.							
COMMUNITIES								
SE/TE: 212 TE Only: 16-b, 108-b, 200-b, 246-b, 292-b, 338-b, 384-b	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: 143, 221, 222, 233, 234, 235, 418 TE Only: 62-b, 108-b, 200-b, 212	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).							
SE/TE: 262 TE Only: 16-b, 154-b, 207, 384-b, 430-b	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).							