This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education

# **REVIEW PANEL ADVISORY RECOMMENDATION** **2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTION**

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| **Publisher** | **Program** | **Proficiency Level(s)** |
| Vista Higher Learning | *Listos + Antología* | Novice |

## Program Summary:

*Listos + Antología* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Workbook (WB).*

## Recommendation:

*Listos + Antología* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: World Languages Content/Alignment with Standards

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level, and meets all of the evaluation criteria in category 1.

#### Citations:

* Criteria Category 1, criterion #1: Standards Met:
  + WL.CM1.N: Listos A, SE, pp. 252–253. The setting of the picture is a birthday party, a topic familiar to all students. The provided sentence includes a vocabulary, listen and repeat activity, as well as conversational practice activities to support students’ recognition of memorized words, phrases, and simple sentences in authentic texts.
  + WL.CM2.N: Listos A, SE, pp. 274–281. The family and friends gathering to exchange gifts represents an engaging, familiar aspect of daily life. These pages include speaking and listening/asking and answering and a writing activity in the form of a thank-you card. These materials, with the real-world theme and variety of practices support the student learning and engagement.
  + WL.CM3.N: Listos C, SE, pp. 264–265. This lesson presents a cultural celebration from Guatemala using simple sentences and graphics. It also encourages students to write about their favorite celebrations.
  + WL.CM4.N: Antología K, SE, pp. 56–61. The program uses a culturally authentic story based in Peru with indigenous elements to introduce the phoneme “ch,” and real world and academic language in highly predictable common daily settings.
  + WL.CM5.N: Listos B, SE, pp. 16–18. The program’s activities provide opportunities for understanding of words, phrases and simple sentences on familiar daily topics.
  + WL.CM6.N: Listos E, SE, pp. 19, 27, 35, 43, 53, 61, 77, 85, 95, and Antología 3, pp. 11, 17, 23, 35, 47, 55, 63, 79, 87, 95. These aspects provide opportunities for students to communicate about very familiar topics using words and phrases and simple sentences.
  + WL.CM7.N: Listos A, TE pp. 58, 126, 168. The “Spanish to English” section of the book provides information that allows students to conduct language comparisons.
  + WL.CL1.N: Listos D, SE/TE pp. 29, 31, 123, 175, 195, 237. The program includes guidance for students to use age-appropriate gestures and expressions in familiar daily settings.
  + WL.CL2.N: Listos E, SE/TE pp. 43A–43B and Antología 4, TE notes, pp. 43A–43B. The new “Investiga la cultura” pages present readings and projects that link to the theme and country location of a unit (i.e., “La herencia cultural de Nicaragua”).
  + WL.CL3.N: Listos A, SE/TE pp. 43A–43B. Through short dialogues and activities, student learners experience, recognize, and explore the relationships among typical age-appropriate target cultural products, practices, and perspectives in culturally appropriate ways.
  + WL.CL4.N: Listos A, TE, pp. 281A and 281B. The program provides opportunities for students to identify cultural borrowings through a lesson of the different instruments of cumbia, as well as the basic steps with which to dance cumbia. The publishers point out the contributions of indigenous, African, and European components of cumbia.
  + WL.CN1.N: Listos E, TE pp. 138, 140, 142. The program provides multiple approaches, activities, and exercises to explain/explore vocabulary around animals and the zoo. It incorporates the use of technology/STEM via the activity on video games.
  + WL.CN2.N: Listos A, TE pp. 43A–43B, 77A–77B, 111A–111B, 213A–213B, 247A–247B, 281A–281B. The “Investiga la cultura” section used throughout the book is designed to provide students with opportunities to explore diverse perspectives and distinctive viewpoints from other cultures.
* Criterion #1.2: Listos A: SE p. 27, Repasa/Aplica. The program’s activities provide opportunities to practice basic vocabulary and structure for the target language.
* Criterion #1.3: Listos A: TE pp. 22–23. Instructional materials include approaches and activities aligned to Appendix 2: Ways Students May Access the World Languages Standards. Understanding New Concepts: Teach concepts and develop learning opportunities in a variety of ways. (i.e., Supersite – An online learning environment that supports students at different proficiency levels), i.e., Unit 1 “Nos conocemos.” This platform offers visuals and audios using the target language. Moreover, “Retaining and Retrieving Information” provides multiple and varied strategies for retrieval of information (i.e., Supersite offers a digital version of their textbook, to complete practice activities, take assessments, access a range of resource tools). This platform offers interactive activities with corrective feedback, for example “INTENTOS” is a way that a student can try to submit their quizzes with a better grade.
* Criterion #1.6: Listos B, TE/SE pp. 72–73. The instructional materials provide the students with opportunities to study a community map, vocabulary developments, reading and listening activities, and culminate in a conversation. These activities support students to develop communicative, content area, oracy, and literacy in the target language.
* Criterion #1.7: Listos C, SE, pp. 29–31, 179A, 120. Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections standards of the *World Languages Standards*.

### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* + Criterion #2.2: Listos A, SE pp. 286–310. The glossaries and vocabulary components are well organized and include authentic photos for each of the words that support teachers, parents, guardians, and students to understand and navigate the content.
  + Criterion #2.4: Listos A, TE pp. 10A–10B. The material provides an outline of the content covered in the unit, including Unit overview, Summative Performance Tasks, Literacy Center, Culture Connections, Technology Integration and Pacing Suggestions.
  + Criterion #2.5: Antología 3, SE pp. 66–68. The program’s graphics are accurate and clearly labeled to enhance student focus and understanding.
  + Criterion #2.6: Antología K, SE pp. 56–58. The excerpt provides an example of authentic material from the target culture.
  + Criterion #2.7:
    - Listos A, TE pp. x–xi. The contents explain the Listos Instructional Approach and Spiraling Curriculum and include links to a sample lesson (TE pp. 10A–10B).
    - Antología K, SE/TE pp. 8–13; SE/TE pp. 92–97. Readings are followed by a series of phonics activities designed to engage critical thinking skills among the language learners while leveraging language to build performance in real-world scenarios through a well-organized, effectively structured program.

### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Citations:

* + Criterion #3.1: Listos A, TE pp. 12, 36, 62, 164, 224, 266. The program provides activities, instructional techniques and sections titled *Preview Vocabulary* and *Build Background* to determine and use students’ prior knowledge of culture and appropriate academic content with communicative, cultural and intercultural proficiencies.
  + Criterion #3.2: Antología 5, SE pp. 19, 25, 105, 177. The program provides an array of diagnostic, formative, and summative assessments that allow students to demonstrate what they know, understand, and are able to do.
  + Criterion #3.3: The support website for Listos ([http://vhlcentral.com](http://vhlcentral.com/)) contains placement tests to help determine appropriate instructional level for entry into and exit from a course or program.
  + Criterion #3.6: Listos D, TE pp. 12, 28, 36, 45, 79, 104, 122, 138, 156, 182, 198, 215, 232, 250, 258. The program provides guiding questions for each lesson along with instructions about how to use these questions in the teaching process.

### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

#### Citations:

* + Criterion #4.3: Listos F, TE p. 46. The program provides opportunities for students to build background, and guides teachers to engage students in conversations around colors used in Spanish culture (including those on flags, buildings, and in other public settings).
  + Criterion #4.5: Listos C, TE p. 24, The program provides lesson support for English learners, including ways to compare the pronunciation of vowels in English and Spanish.
  + Criterion #4.7: Listos D, TE p. 196. The program includes opportunities for advanced and heritage students to research, write, and present information/findings to their peers.
  + Criterion #4.8: Listos A, TE p. 246. Differentiated Instruction: Challenge/Role Play. Strategies to help heritage and native language learners as a way to maximize their learning of a heritage or native language.

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

#### Citations:

* + Criterion #5.2: Antología 2, TE, pp. T4–T13. The program provides a scope and sequence guide to help instructors plan lessons and select appropriate topics, readings and language content to meet the needs of their students.
  + Criterion #5.4: Listos B, TE, pp. 21, 60, 119, 166, 187, and Antología 1 TE, pp. 29, 35, 41, 65, 76, 100, 106, 118, 130. The program includes suggestions about how to connect world languages education with other content areas.
  + Criterion #5.6: The Listos and Antología online coursework is user-friendly and integrates contemporary educational technology tools and pedagogical strategies to build Spanish as a second language. The online course is compatible with various learning management systems like Moodle, Canvas, Blackboard, D2L and/or Schoology which provides both teachers and students with the option of choosing the platform that best suits the needs of a local population, including student educational and institutional administration requirements (platform-neutral electronic materials).
  + Criterion #5.11: Listos D TE, p. 231. The program includes activities that provide clear instruction on how to build on prior learning, and instruction for connecting to future learning.

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page Number | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | Listos Cuaderno de práctica A | 3 | La comundiad | La comunidad | Typographical error: spelling |
| 2 | Novice | Listos  Cuaderno de práctica D | 7 | Buenas días | Buenos días | Typographical error: spelling |
| 3 | Novice | Listos C +Antología 2 | Supersite Unit 1 | Nos conocemos “Saludos y Despedidas” Conoce a Ana y a Charlie  The audio says “abanicos de España” but there’s no visual to point out. | Add a visual | Clarity and support |
| 4 | Novice | Listos A + Antología K | Supersite Unit 1 | Nos conocemos “Viaje con Becky y Kate”  The sound says: “Viaja con Becky y Kate” | Correct pronunciation of “viaje.” | Clarity and support |

## Social Content:

The panel identified the following social content citations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | 2, 3 | Equal Portrayal, Occupations | ¡Listos! Cuaderno de práctica B, p. 97 | All occupations are masculine | Balance representation with both masculine and feminine represented in the occupations | male gender bias |

California Department of Education, August 2021