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**

| **Publisher** | **Program** | **Proficiency Level(s)** |
| --- | --- | --- |
| Klett USA INC. | *Reporteros* | Novice |

## **Program Summary:**

*Reporteros* includes the following: *Student Edition 1, 1A, 1B (SE); Teacher’s Edition 1, 1A, 1B (TE); Workbook 1; and The Spanish Hub (SH).*

## **Recommendation:**

*Reporteros* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California 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(s), and meets all of the evaluation criteria in category 1.

#### Citations:

* Criteria Category 1, criterion #1: Standards Met:
  + WL.CM1.N: SE Workbook, pp. 34–35. Through an interpretive reading activity students demonstrate understanding of the general meaning and basic understanding of familiar and common daily topics by responding to text-based questions. Students recognize memorized words, phrases, and simple sentences found in the reading and workbook activity.
  + WL.CM2.N: SE pp. 33, 79, 118, 126, 173, 241, 310. The program allows students to participate in real-world spoken and written conversations on familiar topics. Students will use memorized words and phrases in the language to speak and write simple statements and questions in common, everyday settings.
  + WL.CM3.N: SE p. 261. “Preparo la evaluación” presents information in culturally-appropriate ways on accessible topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. This textbook offers assessment rubrics, which provide clear expectations for these activities.
  + WL.CM4.N: SE p. 95. This activity provides students with opportunities to explore and apply language skills in real-world, authentic-natured social-media environments by creating a profile about themselves for a social-media platform. This task is an opportunity for students to use age-appropriate, real-world language in accessible, everyday settings within target language communities in the U.S. and around the world.
  + WL.CM5.N: SE pp. 38–42. These pages demonstrate the foundational sentence-level elements including morphology and syntax. Multiple practices provide students with better understanding of the conjugates of the verbs in present tense, gender, and number of nouns.
  + WL.CM6.N: SE/TE p. 79. Students share commonalities, including expressions of likes and dislikes. This activity enhances the interpersonal communication skills with very familiar common daily topics.
  + WL.CM7.N: TE pp. 10–11, 41. This lesson introduces sounds in Spanish and clarifies the difference between their English counterparts, noting that the only sound that doesn’t exist in English is “ñ”; introduction and comparisons to plurals and gendered works and their equivalents in English is evident.
  + WL.CL1.N: SE pp. 29, 214, 262. The Spanish Hub Unit 2 Evaluación Interpersonal Speaking; students use age-appropriate gestures and expressions in very familiar common daily settings.
  + WL.CL2.N: SE pp. 190–191. This aspect of the program includes a cultural note that describes how student body elections take place in Colombia. It also includes a cultural comparison where students share their own experiences with the student governments from their local schools.
  + WL.CL3.N: SE pp. 101, Activity 7. Students engage in an activity comparing Juana’s parents’ driver licenses and, in doing so, identify the similarities and the differences of the family name change in target language country as it relates to students’ own cultures. The driver licenses are authentic products of daily life.
  + WL.CL4.N: SE pp. 296–297. Students have opportunities to investigate Peruvian cuisine from a unique perspective. Their work examines the Japanese heritage influences in Peruvian cuisine in “La Cocina Nikkei” and provides students a chance to build their intercultural competence.
  + WL.CN1.N: SE pp. 51, 82, 289; WB, p. 246. The program provides opportunities for students to acquire, exchange, develop, and present information primarily in target language speaking about aspects and elements of everyday life, including age-appropriate academic content in various disciplines.
  + WL.CN2.N: SE pp. 198–199. Using a reading about *personeros*, students engage in a dialogue designed to share distinctive viewpoints on aspects of everyday life, primarily in the target language from age-appropriate authentic materials in the target language Spanish.
* Criterion #1.2: TE pp. T8–T9, T28–T29; SE pp. 31–33, 114–117, 162–167. The instructional materials are consistent with the content of *the World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve.*
* Criterion #1.3: TE p. 31. The program provides teachers with guidance and strategies to support all students through differentiated instruction (e.g., for the same activity, students can be given two different kinds of accommodations and, for students who are more prepared, they are challenged with more and higher levels of work for the same task).
* Criterion #1.4: SE pp. vi–vii. These pages explain how to use the instructional materials and outlines their alignment with the *World Languages Standards*.
* Criterion #1.5: SE pp. 96–97. This section includes introductory pages to Lesson 2, which details the communicative and cultural goals of the instruction. Accurate and proper use of spelling and grammar is present.
* Criterion #1.6: SE pp. 308–310. The Integrated Performance Assessment project serves as a summative assessment to evaluate students’ proficiency and performance on interpretive, interpersonal, and presentational modes of communication. In addition to student instructions for each task, it includes information and support in this section (Gramática, Vocabulario, Estrategias, etc.) to enhance students’ performance.
* Criterion #1.7: SE pp.124–125. These pages include authentic photos of homes, allowing students to connect their cultural traditions with those depicted in the images. The vocabulary of the rooms and places in homes also can be connected to student’s daily lives. These pages also provide multiple practices including reading, listening, speaking and an oral presentation can support students developing proficiency in communications.
* Criterion #1.8: SE pp. 84–85. This section includes the cover of a comic book and a text about an Afro-Puerto Rican superhero whose mission is to protect the environment. Students explore her character, personality traits, and her role as an environmentalist.

### **Criteria Category 2: Program Organization**

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

#### Citations:

* + Criterion #2.3: TE pp. T14–T17, 120a–120d, 168a–168d. These pages offer lesson and unit plans, as well as instructional strategies which provide an overview of the content in each chapter or unit that describes how it supports instruction and learning of *World Languages Standards*.
  + Criterion #2.4: SE p.76. This page provides students with three checklists to measure aspects of sentences, vocabularies, and cultural contents. The overview is supported by an authentic poster to add the visual aids which can engage students.
  + Criterion #2.5**:** SE pp. 51, 128, 138–139. The graphics (pictures, maps, world languages) are accurate, annotated, and labeled. Graphics enhance student focus and understanding of the content.
  + Criterion #2.6: TE pp. 24c–24d, 264c–264d. The Spanish Hub offers general resources, differentiation worksheets, heritage worksheets and assessment programs which are support materials that are an integral part of the instructional program and are aligned with the *World Languages Standards*.
  + Criterion #2.7: TE pp. T19–T25. These pages offer lesson and unit plans, as well as instructional strategies and differentiation for a variety of learners—including heritage speakers—all of which outline an organized structure that provides students with opportunities to achieve proficiency and/or grade-level or grade-span standards.

### **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 #3.2: SE/TE p. 192, Formative Assessment. This program provides self-check quizzes on the Spanish Hub and includes a comprehensive tool for students to monitor their academic learning.
  + Criterion #3.3: SH, Assessment Program. This program offers multi-level assessments for all levels to evaluate proficiency with levels of each volume. It also provides “Material de apoyo” for heritage speakers.
  + Criterion #3.4: SE pp. 106–107, “Somos Reporteros.” The resources demonstrate a differentiated approach for teachers to assess students’ diverse learning abilities, providing them opportunities to participate in a variety of activities to showcase their language proficiency and content comprehension. The program provides tasks and student activities requiring interpersonal communications between peers and self-assessment portfolio entries, and ensures instructors can measure student’s individual learning ability and design or modify the lesson task accordingly.
  + Criterion #3.5: TE pp. 47, 68–69, 258–259. Students utilize a self-assessment rubric for formative assessments to guide learning. The results of assessment further guide teachers for progressing the learning through instructions aligned with the summative assessments at the end of each unit.
  + Criterion #3.6: TE pp.164–165. The program includes guidance for teachers to adapt instruction and include formative assessment and summative assessment to satisfy the *World Languages Standards* in interpretive reading, presentational writing, interpersonal speaking.

### **Criteria Category 4: Access and Equity**

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

#### Citations:

* + Criterion #4.1: SE p. 127. Instructions for the activity specify outcomes in clear verbs and emphasize important elements using bold fonts, which facilitates students’ understanding and learning regardless of their various cultural, language, and religious backgrounds, as well as different learning abilities.
  + Criterion #4.2: TE pp. 64–65. There are suggestions rooted in research-based instructional techniques, including those that appeal to kinesthetic learners and heritage speakers, which are based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs.
  + Criterion #4.3: TE p. 39. The program includes differentiated instruction strategies, introducing color codes or bold fonts for certain sounds when presenting the grammar concepts to students with different needs.
  + Criterion #4.8: TE p. 193. This activity provides heritage speakers the opportunity to compare vocabulary and content terminology with the vocabulary/terms they may already know/use. Students identify elements that may be different, drawing on prior knowledge and comparative language usage.

### **Criteria Category 5: Instructional Planning and Support**

The instructional materials containa 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 #5.1: TE pp. T26–T27. The program contains a guide for how to organize and pace the lessons based on a template of 50-minute or 90-minute class sessions.
  + Criterion #5.2: TE pp. T14–T17. This scope and sequence integrates an accessibility feature to effectively plan instructions. The pacing guide provides a flowchart that includes the materials’ components such as Projects, Grammar and Communication, Vocabulary and Pronunciation, Culture.
  + Criterion #5.3: TE pp. 64, 92, 282. The Vocabulary Learning Strategies section provides learners with various strategies (Draw and write; Personalize; Write a story; Create flashcards, Create a poster, etc.) to support their second language acquisition. The instructions and strategies are clear.
  + Criterion #5.4: SE p. 288; Workbook p. 246. The material includes nutrition and health by the comparison of the Peruvian National Food Pyramid and with the student’s home food, which makes the world language education content interdisciplinary.
  + Criterion #5.9: SE pp. 276–277. The program offers a short article about an innovative Peruvian fashion designer. It provides an opportunity for students to research a designer of their choosing and write their own short article about the designer using previously acquired language skills.

## **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 | N | TE | T29 | “techniques hat work for” | Correct to “techniques that work for” | Spelling |
| 2 | N | SE/TE | 3–4 and throughout the program | Source: Institute Cervantes | Indicate the year of the source published, with “Instituto Cervantes, **year**” on pages 3–4 and wherever a source is missing data for attribution | To clarify the accuracy of the information sourced |
| 3 | N | TE | 33 | #10 “Ask what is means” | Correct to “Ask what it means” | Spelling |
| 4 | N | SE/TE | 27 | Source: United States Census Bureau | Indicate the year of the source published | Clarification of the published year of the source |
| 5 | N | TE | 216b | Miniproyecto 2: “spend our free time” | Correct to “spend their free time” | Clarity for grammar |
| 6 | N | TE/SE | 287 | Cebiche | include footnote of alternate spelling Ceviche | Regional differences/dialects of Spanish |
| 7 | N | SE | xv | housechold | household | Spelling |

## **Social Content:**

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Novice | B.2, B.3 | SE/TE | 125 | The activity has reading and questions related to different types of housing and talks about haciendas and adobe houses as if they are common places people live in. | Remove haciendas and adobe as a form of housing. Talk about living in historic center of city, apartments or in intergenerational housing. | Haciendas are comparable to plantations and the plantation system in the US. If we were to teach English in another country we would not talk about plantations as a legitimate place to live.  Adobe houses are very uncommon, and talking about Adobe houses provide a romantic and outdated view of Latin America. |

California Department of Education, August 2021