



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: Mosaik 2 well exceeds FDOE criteria for adoption. It is a detail rich, visually interesting and covers the expected curriculum and benchmarks for Level 2 language learners. The text provides activities to support all proficiencies and learning modes, although does not support TPR. The Supersite on-line platform for students and teachers provides extensive practice and support, is easy to navigate and provides adequate on-line tools for learning. One area of concern is that when I enlarged the on-line textbook, the resolution quality was poor. The default screen size of the text was too small for comfortable reading.

Material for Review

Course: German 2 (0702330)

Title: Mosaik 2 , Edition: 1st

Copyright: 2014

Author: Jose A. Blanco

Grade Level: 9 - 12

Content

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To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- Additional information regarding the Content, Presentation, and Learning requirements are located in the World Languages K-12 Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text in combination with the online component (Supersite) aligns very well with Florida's standards and benchmarks for Level II German. All benchmarks are supported, content is commensurate with grade level and expectations for learning outcomes are well articulated.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Textbook addresses very adequately address intermediate low and medium benchmarks, and contains review, reinforcement and enrichment elements for students whose proficiency levels are above and below the targeted benchmark.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text includes a wide selection of materials, strategies and practice suited to a range of instructional styles. The teacher's edition includes useful supplementary material, connections and tips.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook contains adequate explanations of cultural and grammar aspects well supported by examples, illustrations, photos and graphics. The page layout is attractive and uncluttered.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The targeted benchmarks are in the intermediate low and medium range, but activities and practice within each chapter provide material for review, remediation and enrichment for students that are at the low or high end of a particular benchmark.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Scope, sequence and difficulty are adequate for a second year language learner. The text is aligned with learners working to master intermediate low and intermediate medium proficiency levels.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text's complexity/difficulty, content and scope seems adequate for an average pace of one topical unit (with subchapters) per quarter.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Materials, topics and photos included in the text are up to date and reflect contemporary themes and issues associated with the target culture.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content of the text within chapters is well integrated, and quality of sources throughout the text as a whole is consistently interesting and relevant to the study of the target language and culture.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I found no typographical or visual errors in the text.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No problems noted in the text.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text covers what I would expect in a second year high school textbook in terms of themes, vocabulary, grammar and culture. The text incorporates prevailing concepts, strategies and models in modern language pedagogy.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No obvious mistakes noted in the text.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Content of the text is excellent, and includes a wide range activities and exercises to support student development in all proficiency areas. The text incorporates prevailing concepts, strategies and models in modern language pedagogy.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Connections between content and FLDOE curriculum, standards and benchmarks are well articulated in the text scope and sequence. Connections to national standards are noted in the teacher's edition as well.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

An overview and learning goals are presented with each chapter. Learning goals are restated in the chapter. Review sections and proficiency development strategies support learning goals.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Themes are appealing to students (celebrations, daily life, travel, transportation and technology) and are overall consistent with content typical in second year texts.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Kultur, Panorama and reading sections in each chapter offer interdisciplinary connections. Teachers edition includes further connections to other disciplines.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While the drawings represent the changing demographic (i.e. a significant change in the number of people who are immigrants or the children of immigrants) in German speaking countries, the photos in general do not. One of the recurrent characters in the video is a non-ethnic German speaker. I did not find any photos or illustrations depicting the physically challenged. Portrayals are not unfair or biased, but are not nearly broad enough to represent current social reality in Central Europe.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

No items of concern were noted in the text.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Mosaik 2 is a comprehensive, attractive text that is in almost every instance is very well aligned with FLDOE benchmarks and standards, as well as with Common Core language and ACTFL standards.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The text contains a more than adequate number of opportunities for practice, reinforcement and application in all proficiencies. The scope and quantity of content is adequate to achieve benchmarks in a second year course. The online component (Supersite) is an integral part of the content package and is included as part of the major tool. It should be included in the text adoption.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The text contains a more than adequate number of opportunities for practice, reinforcement and application in all proficiencies. The scope and quantity of content is adequate to achieve benchmarks in a second year course. The online component (Supersite) is an integral part of the content package and is included as part of the major tool. It should be included in the text adoption.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Chapters are well integrated internally and with each other. Content is presented in a logical sequence. The expected grammar content for a level two German course is covered, with the exception of reflexive verbs and adjective endings. These are included in the Level 3 text.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

Narrative and visual content in the text are appealing and engaging. Visuals enhance or extend understanding of written and listening texts. Visual and printed materials are well integrated.

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The pace and rate of presentation seems in line with students' ability to process and understand. Grammar concepts are chunked, practiced and then recycled throughout the rest of the chapter.

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The E-text (included in Supersite) offers captioned videos (German and English). All essential images have alt tags. There is no text-to-speech tool, however much of the content is in video format, which includes audio/transcripts. E-text should be compatible with assistive Braille displays. Assistive technologies can be run in the background. All digital materials are available as hard copies. Teacher materials include DVDs and CDs for audio and video components.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text does an excellent job of fulfilling FLDOE presentation requirements. The textbook itself is attractive, engaging and easy to navigate. The online text and Supersite are intuitive and easy to use. Online study tools (such as highlighters, post-its) are provided. Essential text components can be printed (vocab lists, grammar points). Notes and highlighted text can be exported to another document.

Learning

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A. Motivational Strategies 1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text is visually interesting and engaging, and themes are interesting to teens. A broad range of activities and strategies accommodate different learning styles. Audio and visual components are well integrated. The online platform is easy to navigate, provides instant feedback and has supplemental activities for course or individual use.

B. Teaching a Few "Big Ideas" 2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Themes, grammar concepts and communicative learning goals are well defined and supported within the chapter.

C. Explicit Instruction 3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Learning goals and proficiency skills are described at the beginning of each chapter. There are periodic review breaks within the chapter. Each unit concludes with a review of goals and skills. Teachers have multiple options for measuring outcomes. Testing materials are provided.

D. Guidance and Support 4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can work at their own pace and supplement as needed at the Supersite, which provides immediate feedback. Rating based on assumption that the Supersite is included as a major student tool.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can work at their own pace and supplement as needed at the Supersite, which provides immediate feedback. Broad range of activities accommodates a variety of learning styles. Some presentational features are available at the Supersite for students requiring accommodations. Rating based on assumption that the Supersite is included as a major student tool.

- E. Active Participation of Students** 6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Text includes a broad range of activities to engage students, including multiple pair, group and discussion activities in each chapter. I did not find TPR components or activities that engage students physically in the text.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Content, activities and applications are logically sequenced within the chapter, and directly address chapter goals and objectives. Chapter organization, format and sequence are consistent from chapter to chapter.

- F. Targeted Instructional Strategies** 8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Activities provide practice and opportunity for growth in all proficiencies. The text provides a variety of activities that accommodate all learning modes. The TE also provides suggestions for differentiation and enrichment.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Activities provide practice and opportunity for growth in all proficiencies. The text provides a variety of activities that accommodate all learning modes. The TE also provides suggestions for differentiation and enrichment.

- G. Targeted Assessment Strategies** 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Activities and exercises are aligned to chapter goals and objectives, and indicate mastery of material. Editable quizzes and chapter tests are available at the Supersite. Formative assessment strategies are well aligned with summative components provided at the Supersite. However, quiz and chapter test graphics did not download in the RTF documents on my Macintosh.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

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- Universal Design for Learning** 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The textbook contains a wide range of strategies, materials and activities. Audio and video components are integral to the text. Ebook and Supersite are easy to navigate and accommodate multiple learning modes, and support students requiring accommodations, remediation and enrichment.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Mosaik 2 includes all of the expected grammar and thematic components in second year German. The text is attractive, interesting and engaging. Grammar and thematic components are presented with a broad range of strategies and activities in all proficiency areas.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Instructions in the target language are clear. Visuals and graphics support understanding of materials and instructions in the target language. Opportunities to support the benchmark occur throughout the text.

2. **LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter has a reading section in the target language. Various activities (cloze, r/f, determine chronology, etc) help the reader identify central idea, key concepts and argument.

3. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The text supports the benchmark to a certain extent. Topics, prompts and structured discussion activities are included in the Zapping component and with some audio components. However, activities in the text fall short of the skill mastery described above, especially for criteria c and d.

4. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Listening activities in later chapters support the benchmark, but fall short of identifying fallacious reasoning or exaggerated or distorted evidence.

5. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Listening activities in some chapters support the benchmark. Each chapter concludes with a well structured presentational writing prompt that focuses on production of a specific text type (interview, brochure, report, etc.).

6. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The last chapter includes a well structured presentational writing prompt. The student writes a report about a new car, which incorporates all of the above criteria in the target language.

7. **LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Listening activities in some chapters support the benchmark. Each chapter concludes with a well structured presentational writing prompt that focuses on production of a specific text type (interview, brochure, report, etc.).

8. **WL.K12.IL.1.1:** Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Excellent alignment supported by a wide variety of material and strategies throughout the text.

9. **WL.K12.IL.1.2:** Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Excellent alignment with standard. Each chapter includes multiple audio and visual segments with well structured scaffolding and comprehension exercises.

10. **WL.K12.IL.1.3:** Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Excellent alignment with standard. Each chapter includes multiple audio and visual segments with well structured scaffolding and comprehension exercises.

11. **WL.K12.II.1.4:** Identify key points and essential details on familiar topics presented through a variety of media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter includes topical photo, video and listening components. All media are well supported with scaffolding, comprehension and vocabulary exercises, as well as a discussion component.

12. **WL.K12.II.1.5:** Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Text video is supported with comprehension and discussion component in each chapter.

13. **WL.K12.II.1.6:** Demonstrate understanding of multiple-step directions and instructions in familiar settings.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All directions and instructions for exercises and activities in text are in the target language.

14. **WL.K12.II.2.1:** Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Excellent support of benchmark throughout text. Reading texts have text handling components for vocabulary, grammar, comprehension and discussion in which students are applying skills actively developed in chapter in a specific context.

15. **WL.K12.II.2.2:** Interpret written literary text in which the writer tells or asks about familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Benchmark supported by one cloze exercise based on Aschenputtel (Cinderella). There are ideas for literary connections alluded to in the Panorama and Kultur sections of the text, but are not included in the text itself.

16. **WL.K12.II.2.3:** Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Benchmark supported through Zapping feature in each lesson, also in Ch.2B reading, as well as various internet activities included in the text.

17. **WL.K12.II.2.4:** Demonstrate understanding of vocabulary used in context when following written directions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All directions and instructions for exercises and activities in text are in the target language.

18. **WL.K12.II.3.1:** Initiate and engage in a conversation on familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very good alignment supported by a wide variety of material and strategies throughout the text. Excellent scaffolding and development of rhetorical strategies for developing oral proficiency are present in the text. Communicative strategies supported both in text and in exercises at the Supersite.

19. **WL.K12.II.3.2:** Interact with others in everyday situations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very good alignment supported by a wide variety of material and strategies throughout the text. Excellent scaffolding and development of rhetorical strategies for developing oral proficiency are present in the text. Communicative strategies supported both in text and in exercises at the Supersite.

20. **WL.K12.II.3.3:** Express and react to feelings and emotions in real life situations.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Partner and discussion activities in each chapter support the benchmark. Expressive vocabulary and rhetorical strategies for expressing and reacting not explicit in the text.

21. **WL.K12.IL.3.4:** Exchange information about familiar academic and social topics including participation in an interview.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very good alignment supported by a wide variety of material and strategies throughout the text, including partner and discussion activities. Communicative strategies supported both in text and in exercises at the Supersite.

22. **WL.K12.IL.3.5:** Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very good alignment supported by a wide variety of material and strategies throughout the text, including partner and discussion activities. Communicative strategies supported both in text and in exercises at the Supersite.

23. **WL.K12.IL.3.6:** Recount and restate information received in a conversation in order to clarify meaning.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Limited treatment of benchmark in text. However, partner and discussion activities in each chapter can easily be expanded to include adequate support of benchmark.

24. **WL.K12.IL.3.7:** Exchange general information about a few topics outside personal and academic fields of interest.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Zapping, Kultur and Panorama sections in each chapter offer multiple possibilities for exploring and exchanging info about topics outside personal and academic fields of interests. Teachers edition includes further connections to other disciplines.

25. **WL.K12.IL.3.8:** Initiate, engage, and exchange basic information to solve a problem.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Text has one activity that directly supports benchmark. However, info-gap activities at the Supersite and info-exchanges included in the text can be extended to support the benchmark. Some suggestions for extension are included in the TE.

26. **WL.K12.IL.4.1:** Present information on familiar topics using a series of sentences with sufficient details.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Structured presentational speaking activities are included in each chapter.

27. **WL.K12.IL.4.2:** Describe people, objects, and situations using a series of sequenced sentences.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Text includes multiple activities for describing things with sequenced sentences, as well as opportunities for skill review.

28. **WL.K12.IL.4.3:** Express needs, wants, and plans using a series of sentences that include essential details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Text has one activity that directly supports benchmark. However, partner, group and discussion activities included in the text can easily be modified or extended to support the benchmark. Some suggestions are included in the TE.

29. **WL.K12.IL.4.4:** Provide a logical sequence of instructions on how to make something or complete a task.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Support for benchmark found in the text is limited to planning a cleaning schedule, and a related web-based task. The text does not include activities revolving around instructions for making something, recipes, or other.

30. **WL.K12.IL.4.5:** Present a short skit or play using well-structured sentences.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter includes multiple activities for structured exchanges or dialogues, which can be expanded into short skits/plays for presentational speaking.

31. **WL.K12.IL.4.6:** Describe events in chronological order using connected sentences with relevant details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Mosaik 2 correlation notes listed only one relevant activity that supported the benchmark. However, the text has thorough coverage of perfect, imperfect, past perfect and time expressions. Multiple activities in those can be modified to support the benchmark.

32. **WL.K12.IL.5.1:** Write on familiar topics and experiences using main ideas and supporting details.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Text offers consistent support of the benchmark in initial chapters. The activities include both written and visual prompts.

33. **WL.K12.IL.5.2:** Describe a familiar event or situation using a variety of sentences and with supporting details

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Mosaik 2 correlation notes list only one activity supporting the benchmark. However, other written activities can be modified to support the benchmark.

34. **WL.K12.IL.5.3:** Express and support opinions on familiar topics using a series of sentences.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Broad coverage of benchmark in text. Writing activities encompass both written and visual stimuli.

35. **WL.K12.IL.5.4:** Compare and contrast information, concepts, and ideas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Benchmark is supported through Zapping and culture features in most lessons. The TE identifies those activities that feature cultural comparisons and connections to Common Core LA standards.

36. **WL.K12.IL.5.5:** Develop questions to obtain and clarify information.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Mosaik 2 correlation notes list only one activity supporting the benchmark. However, other written activities can be modified to support the benchmark.

37. **WL.K12.IL.5.6:** Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Most Internet search activities (associated with chapter Kultur and Panorama components) support the benchmark.

38. **WL.K12.IL.5.7:** Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter includes an in-depth presentational writing component that focuses on production of a specific text type (interview, brochure, report, etc.)

39. **WL.K12.IL.6.1:** Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Zapping, Kultur and Panorama sections in each chapter support the benchmark. The TE identifies those activities that have a cultural comparison component.

40. **WL.K12.IL.6.2:** Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Benchmark well supported in the Kultur and Panorama components in each chapter. Students can further demonstrate mastery of the benchmark in each lesson by discussing the Sprichwörter selection in the Aussprache und Rechtschreibung section at the end of each section.

41. **WL.K12.IL.6.3:** Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported throughout the text in the Kultur and Panorama components, in the reading selections and with plentiful visual stimuli in each chapter.

42. **WL.K12.IL.6.4:** Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported throughout the text in the Kultur and Panorama components, in the reading selections and with plentiful visual stimuli in each chapter.

43. **WL.K12.IL.7.1:** Access information in the target language to reinforce previously acquired content area knowledge.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported throughout the text in the Panorama component, which reviews and augments content area knowledge from the "A" section of the chapter.

44. **WL.K12.IL.7.2:** Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported throughout the text in the Kultur and Panorama components, and in the reading selections. Activities include prompts for internet research in various disciplines (art, history, literature, sociology, science, technology).

45. **WL.K12.IL.8.1:** Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is consistently supported in each chapter by the Kultur and Panorama components, as well as by the Achtung sections throughout. Additional notes and suggestions for extension are found in the TE.

46. **WL.K12.IL.8.2:** Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is consistently supported in each chapter by the Kultur and Panorama components, as well as by the Achtung sections throughout. Additional notes and suggestions for extension are found in the TE.

47. **WL.K12.IL.8.3:** Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported in each chapter the Kultur and Panorama components. Activities include prompts for internet research in various disciplines (art, history, literature, sociology, science, technology). These sections are also rich in visual stimuli.

48. **WL.K12.IL.9.1:** Use the target language to participate in different activities for personal enjoyment and enrichment.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported in each chapter by the content found in the Kultur and Panorama components. Students can also use the Chat, VoiceBoard and Record-Submit activities at the Supersite to use language outside of the classroom.

49. **WL.K12.IL.9.2:** Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Vista Supersite includes various communication tools for support of the benchmark: Partner Chat, VoiceBoard, Digital Composition Engine, Student Recording Activity (in Teacher Content Tools).

50. **WL.K12.IM.1.1:** Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is broadly supported in each chapter in multiple sections (Fotoroman, Zapping, listening, Kontext)

51. **WL.K12.IM.1.2:** Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is broadly supported in each chapter through activities in the Fotoroman, Zapping components

52. **WL.K12.IM.1.3:** Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can demonstrate achievement of the benchmark in each chapter through various activities associated with the listening component.

53. **WL.K12.IM.1.4:** Identify essential information and supporting details on familiar topics presented through a variety of media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can demonstrate achievement of the benchmark in each chapter through various activities associated with the listening component.

54. **WL.K12.IM.1.5:** Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

The activities supporting the benchmark listed the Mosaik 2 correlation notes (Ch. 4b) are for a dialogue, not a lecture or talk. None of the other audio texts in the text fulfill the criteria.

55. **WL.K12.IM.1.6:** Demonstrate understanding of complex directions and instructions in familiar settings.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All directions and instructions for exercises and activities in text are in the target language.

56. **WL.K12.IM.2.1:** Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Each chapter has a reading section in the target language. Various activities (cloze, r/f, determine chronology, etc) help the reader identify central idea, key concepts and details. Students are challenged with texts containing both familiar and unfamiliar vocabulary.

57. **WL.K12.IM.2.2:** Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Only one of the three activities listed the Mosaik 2 correlation notes (Ch. 4A Kontext ex.5) can be defined as a narrative. It is a short report about an car accident. There are no literary texts, poems or other fictional writings included in the text.

58. **WL.K12.IM.2.3:** Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported in each chapter in multiple sections (Kultur im Internet, Weiderholung, Lesen, visual stimuli and various activities that include short text examples)

59. **WL.K12.IM.2.4:** Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can demonstrate mastery of the benchmark through the Im Internet activities in each chapter.

60. **WL.K12.IM.3.1:** Express views and effectively engage in conversations on a variety of familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Very good alignment supported by a wide variety of material and strategies throughout the text. The text provides xcellent scaffolding and development of rhetorical strategies for developing oral proficiency. Communicative strategies supported both in text and in exercises at the Supersite.

61. **WL.K12.IM.3.2:** Ask and answer questions on familiar topics to clarify information and sustain a conversation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported in by a wide variety of interactive oral activities.

62. **WL.K12.IM.3.3:** Express personal views and opinions on a variety of topics.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is adequately supported in later chapters by activities in the Wiederholung and Struktur components

63. **WL.K12.IM.3.4:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Good alignment is supported by a wide variety of material and strategies throughout the text, which includes scaffolding and development of rhetorical strategies for developing oral proficiency. Communicative strategies are supported both in text and at the Supersite (Partner Chat and VoiceBoard). Activities in the text are somewhat narrow in focus, and don't always offer much material to develop in the course of collaborative discussion.

64. **WL.K12.IM.3.5:** Initiate and maintain a conversation on a variety of familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Good alignment is supported by a wide variety of material and strategies throughout the text. Scaffolding and development of rhetorical strategies for developing oral proficiency are present. Communicative strategies are supported both in text and at the Supersite (Partner Chat and VoiceBoard).

65. **WL.K12.IM.3.6:** Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is supported in later chapter in multiple sections (Fotoroman, Zapping,, Kontext)

66. **WL.K12.IM.3.7:** Follow grammatical rules for self-correction when speaking.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported throughout the text. The skill is reinforced by a wide variety of activities, with multiple opportunities for speaking practice offered in each chapter.

67. **WL.K12.IM.3.8:** Describe a problem or situation with details and state an opinion.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The correlation notes for Mosiak 2 list only activity that aligns with the benchmark, which includes sentence stems for prefacing an opinion. Info-exchanges and similar activities at the Supersite can be modified or extended to support the benchmark.

68. **WL.K12.IM.4.1:** Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is well supported by activities associated with the Fotoroman, Kultur im Internet and reading texts in later chapters.

69. **WL.K12.IM.4.2:** Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Publisher correlation document lists two aligned activities in text. Other communicative activities and presentational writing prompts can be modified or extended to support the benchmark.

70. **WL.K12.IM.4.3:** Retell a story or recount an experience with appropriate facts and relevant details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can demonstrate achievement of the benchmark after viewing the two Fotoroman videos featured in each of the later chapters.

71. **WL.K12.IM.4.4:** Provide supporting evidence using logically connected sentences that include relevant details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Fotoroman and Kultur components and associated activities in Ch.3 support the benchmark. Other activities throughout the text can be modified or extended to support the benchmark.

72. **WL.K12.IM.4.5:** Retell or summarize a storyline using logically connected sentences with relevant details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students can demonstrate achievement of the benchmark after viewing the two Fotoroman videos featured in each of the later chapters.

73. **WL.K12.IM.4.6:** Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Zapping, Panorama and Im Internet components and associated activities in Ch.3 support the benchmark. Other activities throughout the text can be modified or extended to support the benchmark.

74. **WL.K12.IM.5.1:** Write narratives on familiar topics using logically connected sentences with supporting details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Kontext and Strukturen components and associated activities in Ch.3 support the benchmark. Other activities throughout the text can be modified or extended to support the benchmark.

75. **WL.K12.IM.5.2:** Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Fotoroman, and Kontext and Kultur (Im Internet) components and associated activities in Ch.3 support the benchmark. Other activities throughout the text can be modified or extended to support the benchmark.

76. **WL.K12.IM.5.3:** State an opinion and provide supporting evidence using connected sentences.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The publisher correlation notes provided list two presentational writing activities that support the benchmark. Other activities throughout the text can be modified or extended to demonstrate and reinforce student achievement.

77. **WL.K12.IM.5.4:** Conduct research and write a report on a variety of topics using connected detailed paragraphs.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Fotoroman, and Kultur and Panorama (Im Internet) components and associated activities in Ch.3 support the benchmark. Other activities throughout the text can be modified or extended to support the benchmark.

78. **WL.K12.IM.5.5:** Draft, edit, and summarize information, concepts, and ideas.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

In general, chapter 3 presentational writing activities provide good alignment with intermediate level benchmarks.

79. **WL.K12.IM.5.6:** Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The last chapter includes a well structured presentational writing prompt, for which the student writes a report about a new car, which incorporates all of the above criteria in the target language.

80. **WL.K12.IM.5.7:** Write a narrative based on experiences that use descriptive language and details.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Struktur and Wiederholung components in chapters two and three include prompts that support the benchmark. Other activities found throughout the text can be modified or extended to support the benchmark.

81. **WL.K12.IM.6.1:** Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is consistently supported by the Kultur and Zapping sections, along with related activities, found in each chapter.

82. **WL.K12.IM.6.2:** Use practices and characteristics of the target cultures for daily activities among peers and adults.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Kultur section included in each chapter supports the benchmark. Connections to related content areas and further prompts for cultural comparisons are included in the TE.

83. **WL.K12.IM.6.3:** Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Kultur and Panorama sections included in each chapter supports the benchmark. Each component offers a variety of visual stimuli. Connections to related content areas and further prompts for cultural comparisons are included in the TE.d

84. **WL.K12.IM.6.4:** Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art,

dance, sports and recreation, language, customs, traditions, literature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Kultur section included in each chapter supports the benchmark. Connections to related content areas and further prompts for cultural comparisons are included in the TE.

85. **WL.K12.IM.7.1:** Use expanded vocabulary and structures in the target language to increase content area knowledge.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is consistently supported in each chapter in the Kontext component and associated activities.

86. **WL.K12.IM.7.2:** Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The Panorama section included in each chapter supports the benchmark. Connections to related content areas and further prompts for cultural comparisons are included in the TE.

87. **WL.K12.IM.8.1:** Compare language structures and skills that transfer from one language to another.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Struktur sections throughout the text consistently support the benchmark. Connections to related content areas and further prompts for cultural comparisons are included in the TE.

88. **WL.K12.IM.8.2:** Compare and contrast structural patterns in the target language and own.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Struktur, Kultur and Achtung sections throughout the text consistently support the benchmark. Connections to related content areas and further prompts for cultural comparisons are included in the TE.

89. **WL.K12.IM.8.3:** Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is consistently supported in each chapter by the Panorama component and associated activities. Connections to related content areas and further prompts for cultural comparisons are included in the TE.

90. **WL.K12.IM.9.1:** Use expanded vocabulary and structures in the target language to access different media and community resources.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The benchmark is consistently supported in each chapter in the Kontext component and associated activities.

91. **WL.K12.IM.9.2:** Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Most Internet search activities (associated with chapter Kultur and Panorama components) support the benchmark.

If you have questions contact Office of Instructional Materials, instaff@fldoe.org or 850-245-0425

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