Florida Department of **EDUCATION**

INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: This is an adequate text for second year German, despite some shortcomings on some Common Core benchmarks. I do have reservations about the digital text, which is very basic, and has limited capacity for student interaction with the text.

Material for Review

Course: German 2 (0702330)
Title: Deutsch Aktuell Level 2 , Edition: 6th
Copyright: 2010
Author: Wolfgang S. Kraft
Grade Level: 9 - 12

Content

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

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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 curriculum1. 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:
There are a few benchmarks (primarily dealing with literary texts) that fall outside the scope of the textbook. Some benchmarks are

address indirectly but the correlation document identifies opportunities to cover the benchmark either in the textbook itself or in the teacher's edition

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 benchmarks, and contains good review/reinforcement and enrichment elements for students whose proficiency levels

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:
Good selection of materials, strategies and practice suited to a range of instructional styles.

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 with supporting illustrations and/or graphics. Page layout is relatively straighforward 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 benchmark is intermediate low, but the range of activities and practice within the chapter offer opportunities for remediation and enrichment.

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 adequate for a second year language learner. The text is aligned with learner working to master intermediate low benchmarks.

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:
Complexity seems adequate for an average pace of three weeks per chapter.

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:
Most of the material included in the text is up to date and represents 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:

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:
No typographical or visual errors spotted, although some photos are dated (i.e. technology, transportation, etc)

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 book contains about what I would expect in a second year high school textbook in terms of themes, vocabulary, grammar and

culture.

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.

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 generally good, with a good mix of activities and exercises for all proficiency areas. As mentioned elsewhere, some visuals appear somewhat dated.

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:

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:

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:
Aspects selected are appealing to students (travel, food, shopping, youth culture, etc)

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:
Articulation of interdisciplinary connections is limited. Ideas for connections are described in the TE, but no strategies or sources are provided.

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 do not.

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 problems noted.

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:
I find that, in general, Deutsch Aktuell II has good alignment with FDOE benchmarks and standards.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. 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:
Texbook contains various exercises and opportunities for practice in all proficiencies. Breadth and quantity of material adequate to achieve most benchmarks.

B. Alignment of Instructional Components2. 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:

C. Organization of Instructional Materials3. 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 build well on each other in a logical sequence and are internally organized in a logical way. Expected grammar content for level two is covered.

D. Readability of Instructional Materials4. 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:
Visual content is attractive, varied and laid out in an appealing way. However, some visuals (especially those depicting technology) are out of date.

E. Pacing of Content5. 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:
Pace and amount of material to be covered seems adequate.

Accessibility6. 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:
On-line textbook is not easy to navigate. There index provides only page numbers. I was unable to get the highlighter to work on my Mac. Highlighter comes only in one color.

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 overall presentation of the text is good to very good. The on-line text has shortcomings that would make use of a digital text as the primary text cumbersome.

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 pleasing and interesting, contains a variety of exercises and includes audio and visual ancilliaries.

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:
Learning goals 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 listed at the beginning of each chapter, and the chapter concludes with a review of goals and skills.

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:

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:

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:
The TE contains suggestions for integration of TPR.

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, exercises and applications logically sequenced and directly address goals and objectives for chapter. Format and sequence for each chapters very similar.

F. Targeted Instructional Strategies8. 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 for all learners. The TE also provides suggestions for differentiation

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 for all learners. The TE also provides suggestions for differentiation

G. Targeted Assessment Strategies10. 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. Specific assessment strategies not provided in TE.

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:
Activities and exercises are aligned to chapter goals and objectives and indicate mastery of material. Specific assessment strategies not provided in TE.

Universal Design for Learning12. 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. The text also has supplementary audio and video components.

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:
Deutsch Aktuell 2 covers all of the expected grammar and thematic components in second year German. The text is logically and attractively organized, and offers a range of strategies and activities in all proficiency areas.

Standards

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Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

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 are clear. Visuals and graphics support understanding of materials and instructions in both English and 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:
Reading texts provided in English and target language. TE provides opportunity to address the benchmark. Some applications for pages cited unclear as to how they support the benchmark (72, 378)

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:
Suggestions for activities aligned with the benchmark are in the TE. Texts are both in English and in the target language.

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:
Falls outside the scope of the text. Suggested activity in the TE refers to student generated products.

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:
Suggestions for activities aligned with the benchmark are in the TE. Texts are both in English and in the target language.

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

a. 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.
b. 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.
c. 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.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. 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:

There is one text-based writing project in the TE that supports this benchmark (traffic and transportation)

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

a. 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.
b. 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.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. 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.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. 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:
Some extensions of writing prompts described in the TE cited for this benchmark fall short of my understanding of the benchmark. While some of the activities adequately support the benchmark, no specific articulation of the activity or rubrics are provided

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:
Very good 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:
Very good alignment supported by a wide variety of material and strategies throughout the text.

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:
Very good alignment supported by a wide variety of material and strategies throughout the text.

11. **WL.K12.IL.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:
Benchmark addressed by video, audio and ancilliaries according to publisher provided material.

12. **WL.K12.IL.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:
Benchmark addressed by video, audio and ancilliaries according to publisher provided material.

13. **WL.K12.IL.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:
One activity in text supports the benchmark (how to send mail and how it is delivered). Activities in the TE limited to charades and Simon Says

14. **WL.K12.IL.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:
Reading texts and activities in text support the benchmark

15. **WL.K12.IL.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:
Objective falls outside the scope of the text.

16. **WL.K12.IL.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:
TE provides basic suggestions on how to support the benchmark.

17. **WL.K12.IL.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:
Only one activity supporting benchmark in text (vocabulary game) and in the TE (charades).

18. **WL.K12.IL.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.

19. **WL.K12.IL.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.

20. **WL.K12.IL.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:
Benchmark support by role plays and personal questions as follow up to reading texts

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:
Benchmark supported by activities in text except for participation in interview.

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.

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:

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:

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:

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:

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:
Broad coverage of benchmark over entire year reinforcing student's command of common themes (travel, camping, hobbies, etc.)

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:
multiple strands reinforcing benchmark, many activities overlap with WL.K12.IL.4.2. Good coverage of modal verbs. Activities include role playing and personal writing.

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:
Directly address on pg. 300 in student edition. Teachers edition implementations limited to "Simon Says" and "Charades." No recipes, instructions, 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:
Book presents a wide variety of role playing scenarios, which are well supported by vocabulary and grammar structures within the chapter. eachers edition has expanded options for short implementations of benchmark

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:
Opportunities limited to a few exercises where students put sentences in chronological order or write a short paragraph. The exercises are not supported by strategies, tips or examples.

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:
Book directly addresses benchmark in only two instances, with an an additional two exercises in teachers addition. However, existing writing prompts could be easily tailored to fit the benchmark.

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:
This benchmark is addressed in almost every chapter. The writing piece is usually supported by a group work that incorporates presentational speaking

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:
Limited treatment of benchmark. The teacher's edition includes an activity where students express pros and cons, but it is unclear if the vocabulary to support expression of an opinion is in place.

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:
The benchmark is addressed by only two activities: one about choosing a restaurant, the other comparing holidays and celebrations. There are some additional ideas and strategies in the TE.

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 benchmark is addressed by only two role playing activites in the very early chapter of the book, despite the integral role of questions in interpersonal communication.

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:
TE contains several suggestions for group projects addressing this benchmark (research-prepare-share). Products represent different text types.

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:
TE contains several suggestions for group projects addressing this benchmark (research-prepare-share). Products represent different

text types.

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:
> The benchmark is address primarily in reading selections and supporting exercises with a wide variety of themes (food, shopping, youth culture, etc).

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:
> Supporting material overlaps with WL.K12.IL.6.1.

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:
> Limited material in the text addressing a broad benchmark (Oktoberfest, Ludwig II, JS Bach were the among the few examples I found). I would have expected a much broader treatment of people from other parts of the German speaking world, other cultures (immigrants) and women.

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:
> Broad selection of cultural products encompassing a variety of interests (shopping, transportation, recreation, culture and traditions)

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:
> Benchmark support by connection ideas in TE (history, culture, one with math).

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:
> Benchmark support by connection ideas in TE (history, culture, one with math) for further exploration and student projects.

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:
> Benchmark support by comparison of youth cultures in the home and target cultures. I did not find any direct reference to recognizing language patterns.

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:
> There are only two references to this topic noted in the publisher's notes provided (one is simply a note that obvious cognates are not included in the vocabulary list). The text does not include treatment of similarities/differences between the two languages.

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:
> Overlap with material supporting WL.K12.IL.6.3 (see notes)

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:
> TE contains some suggesions for connecting with culture and community. The text does not provide resources or specific strategies.

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:
TE contains some suggesions for connecting with culture and community. The text does not provide resources or specific strategies.

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:

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:
Very good alignment supported by a wide variety of material and strategies throughout the text.

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:
Materials supporting this benchmark overlap with WL.K12.IM.1.1 and WL.K12.IM.1.4

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:
Benchmark support by video and audio ancilliaries (access not provided to reviewer, but am quite familiar with the text video series)

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:
Benchmark support by video and audio ancilliaries (access not provided to reviewer, but am quite familiar with the text video series)

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:
Directly address on pg. 300 in student edition. Teachers edition implementations limited to "Simon Says" and "Charades." No recipes, instructions, or other.

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:
The examples listed in the publisher's notes have supporting pre-reading and comprehension worksheets. There is an adequate number of reading passages in the text that could also be used for this benchmark.

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:
Deutsch Aktuell II does not contain any fictional texts.

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:
This benchmark is not covered in the text. References in the TE edition are minimal. However, since these materials are best found online, as they go out of date quickly.

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:

This benchmark is not covered in the text. References in the TE edition are minimal.

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:
The textbook contains only two activities which address this benchmark. However, other material and activities in the text can be extended.

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:
Multiple activities throughout the book address the benchmark, many of them role plays. Structure and suggestions for role plays are clear and provide good support for students.

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 textbook contains only two activities which address this benchmark. However, other material and activities in the text can be extended.

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:
Multiple activities throughout the book address the benchmark, many of them role plays. Structure and suggestions for role plays are clear and provide good support for students.

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:
Multiple activities throughout the book address the benchmark, many of them role plays. Structure and suggestions for role plays are clear and provide good support for students.

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 text does not specifically address this benchmark, although the opportunity is available to practice in the role plays in each chapter. The teacher would have to specifically target the element in this context.

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:
There are speaking exercises and role plays at the end of each chapter. Structure and suggestions for role plays are clear and provide good support for students.

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:
Activities with a problem solving component come later in the book (pros/cons for activities, dividing chores, doing something for the environment)

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:
There are four suggestions for simple presentations in the TE. However, there are no student instructions or grading rubrics provided.

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:
Multiple activities throughout the book address 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:
Activities specific to this benchmark are in Ch. 3 and 10. Ideally, this is a benchmark for which students would need much more reinforcement to master use of the past tenses.

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:
Students pool knowledge and problem solve community environmental issues.

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:
Many of the text lend themselves to adaption for this benchmark.

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:
Activities specific to this benchmark are in Ch. 3 and 10. Ideally, this is a benchmark for which students would need much more reinforcement to master use of the past tenses.

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:
There are writing activities for each chapter that incorporate grammatical and thematic content.

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:
Benchmark support by connection ideas in TE (history, culture, one with math) for further exploration and student projects.

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:
A few elements supporting benchmark provided in text (youth culture, traffic, opinions about free time activities)

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:
Suggestions provided in TE support chapter themes, goals and outcomes.

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:
There are writing activities for each chapter that incorporate grammatical and thematic content. Extentions in TE support draft, editing and summary elements.

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:
There are writing activities for each chapter that incorporate grammatical and thematic content. Extentions in TE support the benchmark.

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:
There are writing activities for each chapter that incorporate grammatical and thematic content. Extentions in TE 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:
Benchmark addressed in texts in English and in target language (living, eating, shopping)

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:
Benchmark addressed multiple times throughout text.

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:
Supported by activities in the TE, although some activities target only cultural products themselves, not the individuals that produced them.

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:
Consistent coverage of benchmark throughout text in context of several themes.

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 TE has multiple suggestions for addressing the benchmark, although elements in the student text are limited.

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:
TE has multiple suggestions for addressing the benchmark. Elements in the student text come primarily through a limited number of reading texts linked to the benchmark.

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:
Text periodically compares advanced grammar topics in English and the target language (adjectival forms, subordinating conjunctions, infinitives used as nouns, prepositions).

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:
Text periodically compares advanced grammar topics in English and the target language (adjectival forms, subordinating conjunctions, infinitives used as nouns, prepositions).

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:
Activities supporting the benchmark are historical. No examples cited for geography.

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:
Benchmark support by connection ideas in TE (history, culture, one with math) for further exploration and student projects.

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:
Benchmark support by connection ideas in TE (history, culture, one with math) for further exploration and student projects.

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