



K-12 World Language - Spanish

Adoption Guide Extended

For additional information (e.g. pricing, copyright, ISBN) and Idaho completed evaluations, please contact the curricular materials coordinator.

Materials in this guide are contracted from September 2017-December 31, 2023.

GRADES K-5

[Santillana USA Publishing Co.](#)

Descubre El Espanol A-F (K-5) Student Book

- **Kindergarten- Comprehensive**
 - **Strengths:** This textbook requires use of Spanish immediately and consistently. It has a communication-based focus, is age appropriate, and provides extensive and aesthetically pleasing supplements
 - **Weaknesses:** Students could be presented with more background information regarding products and practices of Spanish-speaking cultures. Also, there were opportunities to recycle beginning skills, such as tu vs. Ud that could have been used more effectively.
 - **Key Features:** This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.

- **1st Grade- Basic**
 - **Strengths:** It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components.
 - **Weaknesses:** The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student's knowledge. There is a lack of explicit teacher direction on the description of or rationale behind some of the cultural events, adding this would benefit teachers and students

- **Key Features:** This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher’s Guides and Assessment Booklet, are organized the same way.
- **2nd Grade- Basic**
 - **Strengths:** It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components.
 - **Weaknesses:** The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student’s knowledge. There is a lack of explicit teacher direction on the description of or rationale behind some of the cultural events, adding this would benefit teachers and students.
 - **Key Features:** This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher’s Guides and Assessment Booklet, are organized the same way.
- **3rd Grade- Basic**
 - **Strengths:** It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components.
 - **Weaknesses:** The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student’s knowledge. There is a lack of explicit teacher direction on the description of or rationale behind some of the cultural events, adding this would benefit teachers and students.
 - **Key Features:** This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher’s Guides and Assessment Booklet, are organized the same way.
- **4th Grade- Basic**

- **Strengths:** It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components.
- **Weaknesses:** The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student's knowledge. There is a lack of explicit teacher direction on the description of or rationale behind some of the cultural events, adding this would benefit teachers and students.
- **Key Features:** This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.
- **5th Grade- Component**
 - **Strengths:** This textbook does a nice job introducing the language, providing several opportunities for students to imitate conversations, and building it up in a way that students are using it right away. The pictures are engaging for the students, and the font is large and easy to read. The book has a storyline of a family from the US traveling to different Spanish speaking countries and experiencing the culture, and learning about the geography, history, and festivals.
 - **Weaknesses:** This text does not include any authentic readings for the students. Even though it is a low level Spanish class, some menus, signs, or newspaper articles could have been included. There is not much opportunity for students to analyze, or compare and contrast. Information is provided on the target country, and then the students are asked to identify someone or something similar in the US. There are no infographics, no current events. There are several standards where the publisher did not provide any sort of example to reference.
 - **Other:** Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, the some standards (Cultural Practices (a)) ask for gestures and none of the textbooks we reviewed address this.
 - **Key Features:** This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one

month. All components of the program, including the Teacher’s Guides and Assessment Booklet, are organized the same way.

GRADES 6-12

Cengage Learning

Exploremos! Nivel 1

- **Grades 9-12 – Comprehensive**

- **Strengths:** ¡Exploremos! 1 provides varied and extensive communicative opportunities; it also provides excellent exposure to cultures and communities. The multi-media components are comprehensive and authentic.
- **Weaknesses:** ¡Exploremos! 1 is likely too dense and fast-paced for grades 6-8; districts that offer Spanish 1 for all grade levels 6-12 would need to be cognizant of the recommended grade levels. Many of the topics, while not inappropriate, are above level for younger learners.
- **Key Features:** The key features of Exploremos Nivel 1 (level 1) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21st Century Skills and Career and College Readiness.
Print Student Edition, Digital resources for students include:
 - MindTap Student
 - MindTap **Mobile App** for students—includes off line access to ebook
 - National Geographic videos to showcase countries, culture, and people.
 - Student Activity Manual (workbook)
 - 102 grammar tutorial videos
 - Audio flashcards
 - Study hub
 - Personalized note taking
 - Teachers can customize the ebook with assignments, videos, notes, and more

Print Annotated Teacher Edition

- Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.

Digital Resources for Teacher include:

- MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.
- Media library of audio and video in program.
- Student Activity Manual (SAM) in print form.
- Lesson plans block and regular.
- IPAs Integrated Performance Assessments
- Assessment package, quizzes, Mid-Terms, Finals
- “Can Do” Self-assessment Worksheets

- Audio/Video script
- Power Point©

Exploremos! Nivel 2

- **Grades 9-12 – Comprehensive**

- **Strengths:** ¡Exploremos! 2 provides varied and extensive communicative opportunities; it also provides excellent exposure to cultures and communities. The multi-media components are comprehensive and authentic.
- **Weaknesses:** ¡Exploremos! 2 is likely too dense and fast-paced for grades 6-8; districts that offer Spanish 1-2 for all grade levels 6-12 would need to be cognizant of the recommended grade levels. Many of the topics, while not inappropriate, are above level for younger learners.
- **Key Features:** The key features of Exploremos Nivel 2 (level 2) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21st Century Skills and Career and College Readiness.

Print Student Edition,

Digital resources for students include:

- MindTap Student
- MindTap **Mobile App** for students—includes off line access to ebook
- National Geographic videos to showcase countries, culture, and people.
- Student Activity Manual (workbook) Reading, Writing, Listening, Speaking
- 102 grammar tutorial videos
- Audio flashcards
- Study hub
- Personalized note taking
- Collaboration tools

Print Annotated Teacher Edition

- Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.

Digital Resources for Teacher include:

- MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.
- Media library of audio and video in program.
- Student Activity Manual (SAM) in print form.
- Lesson plans block and regular.
- IPAs Integrated Performance Assessments
- Assessment package, quizzes, Mid-Terms, Finals
- “Can Do” Self-assessment Worksheets
- Audio/Video script
- Power Point©

Exploreemos! Nivel 3

- **Grades 9-12 – Basic**

- **Strengths:** Visually appealing. Good mixture of text and pictures. Pictures are relevant to text. Readings are challenging but accessible and encourage students to infer meaning based on what they understand and not necessarily knowing every word. Very much relates to real-world situations. Science and current event focus. Not too dense, physically or in the content.
- **Weaknesses:** More reading than grammar descriptions (not necessarily a bad thing). Video sections always have the same questions. Grammar sections have the same focus.
- **Key Features:** The key features of Exploreemos Nivel 3 (level 3) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21st Century Skills and Career and College Readiness.

Print Student Edition,

Digital resources for students include:

- MindTap Student
- MindTap **Mobile App** for students—includes off line access to ebook
- National Geographic videos to showcase countries, culture, and people.
- Student Activity Manual (workbook)
- 102 grammar tutorial videos
- Audio flashcards
- Study hub
- Personalized note taking
- Teachers can customize the ebook with assignments, videos, notes, and more.
- Collaboration tools

Print Annotated Teacher Edition

- Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.

Digital Resources for Teacher include:

- MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.
- Media library of audio and video in program.
- Student Activity Manual (SAM) in print form.
- Lesson plans block and regular.
- IPAs Integrated Performance Assessments
- Assessment package, quizzes, Mid-Terms, Finals
- “Can Do” Self-assessment Worksheets
- Audio/Video script
- Power Point©

Exploremos! Nivel 4

- **Grades 9-12 – Basic**

- **Strengths:** Text is easy to read. Provides great balance between text and pictures. Topics are relevant to student interest as well as current events. Practice activities are varied and thorough. Readings are challenging but accessible. Topics are engaging and interesting. Visually appealing.
- **Weaknesses:** Focus more on reading than grammar (not necessarily, a bad thing but it can seem one-sided). Questions that accompany the videos components are not varied. Grammar focus is not varied throughout.
- **Key Features:** The key features of Exploremos Nivel 4 (level 4) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21st Century Skills and Career and College Readiness.

Print Student Edition,

Digital resources for students include:

- MindTap Student
- MindTap **Mobile App** for students—includes off line access to ebook
- National Geographic videos to showcase countries, culture, and people.
- Student Activity Manual (workbook)
- 102 grammar tutorial videos
- Audio flashcards
- Study hub
- Personalized note taking
- Teachers can customize the ebook with assignments, videos, notes, and more.

Print Annotated Teacher Edition

- Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.

Digital Resources for Teacher include:

- MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.
- Media library of audio and video in program.
- Student Activity Manual (SAM) in print form.
- Lesson plans, block and regular.
- IPAs Integrated Performance Assessments
- Assessment package, quizzes, Mid-Terms, Finals
- “Can Do” Self-assessment Worksheets
- Audio/Video script
- Power Point©

Houghton Mifflin Harcourt Publishing Company

HMH Avancemos Level 1A

- **Grades 6-12 – Basic**

- **Strengths:** The textbook has a lot of opportunities to practice the four processes of language which are listening, speaking, reading and writing. Also it has many situational practices to cover the three modes of communication: Interpretive, interpersonal, and presentational. Images in general are appropriate for the age level. Gives students plenty opportunities to use technology.
- **Weaknesses:** It does not include many famous people from the Spanish speaking countries such as writers, actors, singers etc.
- **Key Features:** *Avancemos!* transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. *Avancemos!* offers the type of curriculum needed to support teaching/ learning standards. The **Student Edition** and the **Teacher’s Edition** were developed so that students meet the major goals of the *World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities*. The **integrated speaking, listening, reading, and written communication activities** in *Avancemos!* support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital **Spanish Interactive Reader** provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions. In *Avancemos!*, frequent connections are made to activate students’ prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language. The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills. Throughout *Avancemos!* students engage in interpersonal, interpretive, and presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar, leer, hablar, or escribir** highlight the different communicative modes. Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria. Houghton Mifflin Harcourt Mobile Curriculum solutions are

designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at my.hrw.com. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions. Each level of *jAvancemos!* is available as an eTextbook for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

HMH Avancemos Level 1B

- **Grades 6-12 – Basic**

- **Strengths:** The textbook has a lot of opportunities to practice the four processes of language which are listening, speaking, reading and writing. Also it has many situational practices to cover the three modes of communication: Interpretive, interpersonal, and presentational. Images in general are appropriate for the age level. Gives students plenty opportunities to use technology.
- **Weaknesses:** It does not include many famous people from the Spanish speaking countries such as writers, actors, singers etc.
- **Key Features:** *Avancemos!* transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. *jAvancemos!* offers the type of curriculum needed to support teaching/ learning standards. The **Student Edition** and the **Teacher's Edition** were developed so that students meet the major goals of the *World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities*. The **integrated speaking, listening, reading, and written communication activities** in *jAvancemos!* support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital **Spanish Interactive Reader** provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions. In *jAvancemos!*, frequent connections are made to activate students' prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language. The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills. Throughout *jAvancemos!* students engage in interpersonal, interpretive, and

presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar, leer, hablar, or escribir** highlight the different communicative modes. Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria. Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at **my.hrw.com**. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions. Each level of **¡Avancemos!** is available as an **eTextbook** for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

HMH Avancemos Level 1

- **Grades 6-12 – Basic**
 - **Strengths:** The textbook has a lot of opportunities to practice the four processes of language which are listening, speaking, reading and writing. Also it has many situational practices to cover the three modes of communication: Interpretive, interpersonal, and presentational images in general are appropriate for the age level. Gives students plenty opportunities to use technology.
 - **Weaknesses:** It doesn't include many famous people from the Spanish speaking countries such as writers, actors, singers etc.
 - **Key Features:** **Avancemos!** transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. **¡Avancemos!** offers the type of curriculum needed to support teaching/ learning standards. The **Student Edition** and the **Teacher's Edition** were developed so that students meet the major goals of the *World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities*. The **integrated speaking, listening, reading, and written communication activities** in **¡Avancemos!** support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital **Spanish Interactive Reader** provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions. In **¡Avancemos!**, frequent connections are made to activate students' prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language. The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video

Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills. Throughout *¡Avancemos!* students engage in interpersonal, interpretive, and presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar, leer, hablar, or escribir** highlight the different communicative modes. Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria. Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at my.hrw.com. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions. Each level of *¡Avancemos!* is available as an **eTextbook** for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

HMH Avancemos Level 2

- **Grades 6-12 – Comprehensive**

- **Notes:** ¡Avancemos! Level 2 is consistent in its application of Idaho standards to the language-learning experience. Activities are carefully designed to give a lot of practice in reading, writing, speaking, listening, and culture. Examples of these include the following recurring activities throughout the text: Comparación cultural, Telehistoria, Pára y piensa, Hablar, Escribir, and Proyectos culturales. In addition, the text includes a solid online component, a comprehensive teacher's edition with a wealth of ideas for in-class application, and is written to accommodate a variety of learning styles.
- **Strengths:** A solid visual presentation, a strong focus on providing a cultural context (the comprehensive cultural section on different styles of music in Spanish is quite nice), informative cultural and literary readings and ample cultural projects, as well as a better-than-average teacher's edition are all strong points.
- **Weaknesses:** Some (very few) of the Idaho standards and objectives presented seem to focus on things that a textbook in and of itself cannot do, such as creating opportunities for students to interact with the target language and culture outside of the classroom. While inadequate in these areas for obvious reasons, the book does as well as any textbook in the areas that it can feasibly accommodate. Another potential weakness is that some of the topics presented may not be of interest to Idaho high school students, but that is an inherent weakness of any book that presents new and unfamiliar concepts.
- **Others:** Overall, a solid program that we recommend for potential adoption by Idaho high school Spanish teachers.
- **Key Features:** *Avancemos!* transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and

interaction that enables and motivates students to succeed. *¡Avancemos!* offers the type of curriculum needed to support teaching/ learning standards. The **Student Edition** and the **Teacher’s Edition** were developed so that students meet the major goals of the *World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities*. The **integrated speaking, listening, reading, and written communication activities** in *¡Avancemos!* support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital **Spanish Interactive Reader** provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions. In *¡Avancemos!*, frequent connections are made to activate students’ prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language. The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills. Throughout *¡Avancemos!* students engage in interpersonal, interpretive, and presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar, leer, hablar, or escribir** highlight the different communicative modes. Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria. Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today’s digital natives. Online content is now mobile-ready at **my.hrw.com**. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions. Each level of *¡Avancemos!* is available as an **eTextbook** for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

HMH Avancemos Level 3

- **Grades 6-12 – Comprehensive**

- **Notes:** ¡Avancemos! Level 3 is consistent in its application of Idaho standards to the language-learning experience. Activities are carefully designed to give a lot of practice in reading, writing, speaking, listening, and culture. Examples of these include the following recurring activities throughout the text: Comparación cultural, Telehistoria, Pára y piensa, Todo junto, Hablar, Escribir, and Proyectos culturales. In addition, the text includes a solid online component, a comprehensive teacher’s edition with a wealth of ideas for in-class application, and is written to accommodate a variety of learning styles.
- **Strengths:** The cultural sections at the beginning of the text are rich in their presentation and wealth of exciting information to engage the student. Themes such as myths and legends, food of the Americas, Spanish holidays, dance, and soccer are presented in a way that students can learn about the target culture and language while identifying it with aspects of their own. The text also features informative cultural and literary readings and ample cultural projects, as well as a better-than-average teacher’s edition.
- **Weaknesses:** Some (very few) of the Idaho standards and objectives presented seem to focus on things that a textbook in and of itself cannot do, such as creating opportunities for students to interact with the target language and culture outside of the classroom. While inadequate in these areas for obvious reasons, the book does as well as any textbook in the areas that it can feasibly accommodate. Another potential weakness is that some of the topics presented may not be of interest to Idaho high school students, but that is an inherent weakness of any book that presents new and unfamiliar concepts.
- **Other:** Overall, a solid program that we recommend for potential adoption by Idaho high school Spanish teachers.
- **Key Features:** *Avancemos!* transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. *Avancemos!* offers the type of curriculum needed to support teaching/ learning standards. The **Student Edition** and the **Teacher’s Edition** were developed so that students meet the major goals of the *World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities*. The **integrated speaking, listening, reading, and written communication activities** in *Avancemos!* support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital **Spanish Interactive Reader** provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions. In *Avancemos!*, frequent connections are made to activate students’ prior knowledge in pursuit of language learning. Connections like these make

it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language. The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills. Throughout **¡Avancemos!** students engage in interpersonal, interpretive, and presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar, leer, hablar, or escribir** highlight the different communicative modes. Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria. Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today’s digital natives. Online content is now mobile-ready at **my.hrw.com**. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions. Each level of **¡Avancemos!** is available as an **eTextbook** for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

HMH Avancemos Level 4

- **Grades 6-12 – Comprehensive**

- **Notes:** ¡Avancemos! Level 4 is consistent in its application of Idaho standards to the language-learning experience. Activities are carefully designed to give a lot of practice in reading, writing, speaking, listening, and culture. Examples of these include the following recurring activities throughout the text: Comparación cultural, Para y piensa, Todo junto, Hablar, Escribir, and Proyectos culturales. In addition, the text includes a solid online component, a comprehensive teacher’s edition with a wealth of ideas for in-class application, and is written to accommodate a variety of learning styles.
- **Strengths:** The “comparacion cultural” sections were well done in this book, in that each cultural theme is compared in 3 different Spanish-speaking countries. This provides variety and helps students realize the global nature and importance of the Spanish language. The text features a heavier emphasis on literature than previous levels, which helps advanced students to challenge themselves and gain critical-thinking skills in the target language. The visual presentation of this and the other levels is effective. Notably, the use of different colored fonts to highlight similar-but-different grammatical concepts (like direct and indirect object pronouns) helps students understand these concepts more clearly.

- **Weaknesses:** Some of the activities are somewhat repetitive. There seem to be a lot of interview-based activities. The teacher’s edition has a page that presents a list of all the cultural references throughout the text. This helpful study resource is not found in the student edition. Admittedly, however, students at this level are expected to be more self-sufficient in seeking outside the text to learn about culture and apply it to their own experience.
- **Other:** Overall, a solid program that we recommend for potential adoption by Idaho high school Spanish teachers.
- **Key Features:** *Avancemos!* transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. *Avancemos!* offers the type of curriculum needed to support teaching/ learning standards. The **Student Edition** and the **Teacher’s Edition** were developed so that students meet the major goals of the *World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities*. The **integrated speaking, listening, reading, and written communication activities** in *Avancemos!* support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital **Spanish Interactive Reader** provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions. In *Avancemos!*, frequent connections are made to activate students’ prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language. The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills. Throughout *Avancemos!* students engage in interpersonal, interpretive, and presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar, leer, hablar, or escribir** highlight the different communicative modes. Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria. Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today’s digital natives. Online content is now mobile-ready at **my.hrw.com**. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through

eTextbooks and Online Editions. Each level of *¡Avancemos!* is available as an **eTextbook** for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

McGraw-Hill School Education, LLC

Así se dice, Student Suite, Level 1

- **Grades 9-12 – Basic**

- **Strengths:** Students are given a wide range of opportunities to show their proficiency and performance in the three modes of communication: interpersonal, interpretive, and presentation. Listening, reading, writing, and speaking are assessed formally and informally through peer and group activities, individual and group projects, and end of chapter assessments. We liked that the tops of the pages were color-coordinated for “vocabulary”, “grammar”, “culture”, etc. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them, as the textbook didn’t really facilitate discussion.
- **Weaknesses:** The publisher put in authentic realia but didn’t ask the students to do anything with it. The directions for the evaluation were only to assess what was shown in the primary resource (textbook), while the publisher suggested using the online resources to fulfill some of the standards. The integration of content from other subjects seemed superficial. There are no infographics (graphs or surveys) for the students to interpret, rather the publisher asks students to create them. In some standards textbooks are to provide opportunities to “compare and contrast between the target culture and the learner’s culture” and the textbook would only have the learners “identify” the culture component. The *Así se dice* textbook referenced many fine art pieces in their Teacher’s Edition but didn’t give pictures to the teacher or the student but rather asked the students to go online to find them. It would be much more helpful if that picture was printed for the student in their book. The textbook also is to have students “analyze cultural practices” (CLTR 1.1), and yet this textbook only provided information, didn’t ask students to analyze. The textbook was “busy” with all the different fonts and pictures going in different directions. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them as the textbook didn’t really facilitate discussion.
- **Other:** Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around

the world. Also, the some standards (Cultural Practices (a)) ask for gestures and none of the textbooks we reviewed address this.

- **Key Features:** *¡Así Se Dice!* actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition. To ensure the efficacy and success of *¡Así Se Dice!* in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these studies and pilots demonstrated that *¡Así Se Dice!* meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.

Asi se dice, Student Suite, Level 2

- **Grades 9-12 – Basic**
 - **Strengths:** Students are given a wide range of opportunities to show their proficiency and performance in the three modes of communication: interpersonal, interpretive, and presentation. Listening, reading, writing, and speaking are assessed formally and informally through peer and group activities, individual and group projects, and end of chapter assessments. We liked that the tops of the pages were color-coordinated for “vocabulary”, “grammar”, “culture”, etc. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them, as the textbook didn’t really facilitate discussion.
 - **Weaknesses:** The publisher put in authentic realia but didn’t ask the students to do anything with it. The directions for the evaluation were only to assess what was shown in the primary resource (textbook), while the publisher suggested using the online

resources to fulfill some of the standards. The integration of content from other subjects seemed superficial. The textbook is to have students “observe formal and informal language” (COMP 1.1), and yet the exercises provided by the publisher have students do a task, not “observe”. In some standards textbooks are to provide opportunities to “compare and contrast between the target culture and the learner’s culture” and the textbook would only have the learners “identify” the culture component. The *Así se dice* textbook referenced many fine art pieces in their Teacher’s Edition but didn’t give pictures to the teacher or the student but rather asked the students to go online to find them. It would be much more helpful if that picture was printed for the student in their book. The textbook also is to have students “analyze cultural practices” (CLTR 1.1), and yet this textbook only provided information, didn’t ask students to analyze. The textbook uses the informal tone consistently (partner practices, Teacher-led TPR activities, but doesn’t have students use the formal tone much. The textbook is “busy” with all the different fonts and pictures going in different directions. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them as the textbook didn’t really facilitate discussion.

- **Other:** Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, there are some standards (Cultural Practices (a)) that ask for gestures and none of the textbooks we reviewed address this.
- **Key Features:** *¡Así Se Dice!* actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition. To ensure the efficacy and success of *¡Así Se Dice!* in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these

studies and pilots demonstrated that *¡Así Se Dice!* meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.

Asi se dice, Student Suite, Level 3

- **Grades 9-12 – Basic**

- **Strengths:** This book is only a few standards short of being a comprehensive text. There are a few sections that do not apply such as being able to tutor another student. Other than that it is easy to navigate, the readings are appropriate for level and it is overall a comprehensive textbook. The culture focus for each chapter is relevant to students and moves from more concrete/familiar topics to more abstract/less familiar topics, making the flow logical and scaffolding throughout the text natural. The activities are worded in such a way that they can be adapted for novice, intermediate and advanced students.
- **Weaknesses:** Each individual chapter feels excessive in content, this will make the text less appealing to students and teachers. The text does often go to in-depth, critical thinking level. A lot of the questions are more superficial and do not often put the learning back on the students.
- **Key Features:** *¡Así Se Dice!* actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition. To ensure the efficacy and success of *¡Así Se Dice!* in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these studies and pilots demonstrated that *¡Así Se Dice!* meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They

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Asi se dice, Student Suite, Level 4

- **Grades 9-12 – Basic**

- **Strengths:** Literature sections are thorough and comprehensive. They ask students to think critically and analyze the texts. There is a lot of opportunities to do further research online. Resources are easy to access/navigate. There are a lot of electronic materials available in the online component.
- **Weaknesses:** Literature, while comprehensive, can at times be long and daunting. The oral proficiency exams are unrelated to other practice activities within the text. This book feels like a big jump from level 3.
- **Key Features:** *¡Así Se Dice!* actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition. To ensure the efficacy and success of *¡Así Se Dice!* in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these studies and pilots demonstrated that *¡Así Se Dice!* meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear

presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.

McGraw-Hill School Education, LLC

Autentico – Level A

- **Grades 6-12 – Comprehensive**

- **Strengths:** Autentico provides ample opportunities for students in the realm of interpersonal communication. It also provides a diverse array of authentic materials via print text and online/multi-media resources. This material also provides rich exposure to a variety of cultures.
- **Weaknesses:** Autentico provides relatively few opportunities for problem-solving and narrative reading & writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.
- **Other:** Idaho Standards COMP 1.3, COMT 1.1, COMT 1.3 and Quality Indicators are outside of the scope/resource that a curriculum can provide and are therefore excluded on the evaluation (receiving N/A).
- **Key Features:** *Pearson Auténtico* © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.

With *Pearson Auténtico* © 2018, in print and powered by *Pearson Realize*™, students can instantly access a wide range of digital tools to help them learn at their own pace and in ways that work best for them. Resources include:

- The print *Student Edition* contains the same trusted content as the online *Student Edition*, called *eText*. The book comes alive with embedded audio and video files plus study tools that include Highlighting, Bookmarking, and Notes.
- *Authentic Resources* connect students to the world through dynamic authentic resource videos that support each chapter theme within the *Student Edition* and as well as the *Auténtico Resource Workbook Activities*.
- Vocabulary and grammar practice including *Instant Check*, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.
- The *Videomodelo* segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the *Student Edition* while *Videohistorias* provide real-life scenarios that model language usage and check for understanding.
- *Canciones de Hip Hop* songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.

- In *Mapa global interactivo*, interactive geography tasks zoom students to locations across the Spanish-speaking world using the power of global positioning technology.
- Each student has an online, built-in “*Speak and Record*” feature to record interpersonal or presentational speaking tasks.
- The *Auténtico Vocabulary App* lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.

Autentico – Level B

- **Grades 6-12 – Comprehensive**

- **Strengths:** Autentico provides many opportunities in the realm of communication. It also provides an array of authentic materials via print and online/multimedia resources. This material also provides rich exposure to a variety of cultures.
- **Weaknesses:** Autentico provides relatively few opportunities for problem-solving and narrative reading and writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.
- **Other:** Idaho Standards COMP 1.3, COMT 1.1 and COMT 1.3 are outside the scope of what a text or resource can provide and are therefore excluded on the evaluation (N/A).
- **Key Features:** *Pearson Auténtico* © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.

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- *Authentic Resources* connect students to the world through dynamic authentic resource videos that support each chapter theme within the *Student Edition* and as well as the *Auténtico Resource Workbook Activities*.
- Vocabulary and grammar practice including *Instant Check*, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.
- The *Videomodelo* segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the *Student Edition* while *Videohistorias* provide real-life scenarios that model language usage and check for understanding.
- *Canciones de Hip Hop* songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.

- In *Mapa global interactivo*, interactive geography tasks zoom students to locations across the Spanish-speaking world using the power of global positioning technology.
- Each student has an online, built-in “*Speak and Record*” feature to record interpersonal or presentational speaking tasks.
- The *Auténtico Vocabulary App* lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.

Auténtico – Level 1

- **Grades 6-12 – Comprehensive**

- **Strengths:** Auténtico provides ample opportunities for students in the realm of interpersonal communication. It also provides a diverse array of authentic materials via print text and online/multi-media resources. This material also provides rich exposure to a variety of cultures.
- **Weaknesses:** Auténtico provides relatively few opportunities for problem-solving and narrative reading and writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.
- **Other:** COMP 1.3, COMT 1.1, COMT 1.3 are outside of the scope of what a text or resource can provide and are therefore excluded (labeled N/A) on the evaluation.
- **Key Features:** *Pearson Auténtico* © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.

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- *Authentic Resources* connect students to the world through dynamic authentic resource videos that support each chapter theme within the *Student Edition* and as well as the *Auténtico Resource Workbook Activities*.
- Vocabulary and grammar practice including *Instant Check*, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.
- The *Videomodelo* segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the *Student Edition* while *Videohistorias* provide real-life scenarios that model language usage and check for understanding.
- *Canciones de Hip Hop* songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and

- lyrics for each chapter.
- In *Mapa global interactivo*, interactive geography tasks zoom students to locations across the Spanish-speaking world using the power of global positioning technology.
- Each student has an online, built-in “*Speak and Record*” feature to record interpersonal or presentational speaking tasks.
- The *Auténtico Vocabulary App* lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.

Auténtico – Level 2

- **Grades 6-12 – Comprehensive**

- **Strengths:** Auténtico provides ample opportunities for students in the realm of interpersonal communication. It also provides a diverse array of authentic materials via print text and online/multi-media resources. This material also provides rich exposure to a variety of cultures.
- **Weaknesses:** Auténtico provides relatively few opportunities for problem-solving and narrative reading and writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.
- **Other:** COMP 1.3, COMT 1.1, COMT 1.3 are outside of the scope of what a text or resource can provide and are therefore excluded (labeled N/A) on the evaluation.
- **Key Features:** *Pearson Auténtico* © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.

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- *Authentic Resources* connect students to the world through dynamic authentic resource videos that support each chapter theme within the *Student Edition* and as well as the *Auténtico Resource Workbook Activities*.
- Vocabulary and grammar practice including *Instant Check*, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.
- The *Videomodelo* segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the *Student Edition* while *Videohistorias* provide real-life scenarios that model language usage and check for understanding.
- *Canciones de Hip Hop* songs that help students connect to vocabulary and

grammar through singing and dancing. Students can download the songs and lyrics for each chapter.

- In *Mapa global interactivo*, interactive geography tasks zoom students to locations across the Spanish-speaking world using the power of global positioning technology.
- Each student has an online, built-in “*Speak and Record*” feature to record interpersonal or presentational speaking tasks.
- The *Auténtico Vocabulary App* lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.

Auténtico – Level 3

- **Grades 6-12 – Basic**

- **Strengths:** Students are given a wide range of opportunities to show their proficiency and performance in the three modes of communication: interpersonal, interpretive, and presentational. Listening, reading, writing, and speaking are assessed formally and informally through peer and group activities, individual and group projects, and end of chapter assessments. This text does a great job of incorporating authentic materials into each chapter. The students become familiar with a wide range of authors and artists. The book provides pictures of the artwork it is referencing, so the students do not have to go online and try to find the right one. As an upper intermediate class, it contains a lot of Pre-AP activities that really challenge the students to think more in-depth about the readings and artwork.
- **Weaknesses:** Some of the areas that this book was not meeting standards was pulling evidence from text, comparing and contrasting the target culture to own culture. As far as identifying patterns and discrepancies in writing systems and sounds, they should be more advanced than practicing letter sounds. The students are creating a lot of formal and informal presentations, but they are not observing any in the text.
- **Other:** Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, there are some standards (Cultural Practices (a)) that ask for gestures and none of the textbooks we reviewed address this. We were also confused on some of the wording of the standards, such as “adapt” presentations in (COMM 3.2), “adjust language gradually to acknowledge audiences with varied cultural backgrounds” (Culture Practices (b)), and “suggest reasons for connecting cultural practices to associated products and perspectives” (Cultural Practices (c)).
- **Key Features:** *Pearson Auténtico* © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and

experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.

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- *Authentic Resources* connect students to the world through dynamic authentic resource videos that support each chapter theme within the *Student Edition* and as well as the *Auténtico Resource Workbook Activities*.
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- *Canciones de Hip Hop* songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.
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- Each student has an online, built-in “*Speak and Record*” feature to record interpersonal or presentational speaking tasks.
- The *Auténtico Vocabulary App* lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.

Santillana USA Publishing Co.

Espanol Santillana Student Edition 1A

- **Grades 6-7 – Comprehensive**
 - **Strengths:** The book format was interesting and intrinsically motivating to students with challenging task for teams of students in various Spanish-speaking countries. The cultural connection boxes and TPR prompts facilitated integration of culture. The unit projects were helpful and a creative assessment of student learning.
 - **Weaknesses:** The integration of technology (links, suggestions) was not explicitly part of the student textbook. The teacher edition did not include links to the audio tracks for listening activities.
 - **Other:** Idaho Standards COMP 1.3, COMT 1.1 and COMT 1.3 are outside the scope of what a text or resource can provide and are therefore excluded on the evaluation (N/A).

- **Key Features:** *Español Santillana* is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:
 - Making language learning a cultural adventure,
 - Exploring language and culture through explicit presentation and integration of the “Five Cs”: Communication, Cultures, Connections, Comparisons, and Communities,
 - Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and
 - Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.

Espanol Santillana Student Edition 1B

- **Grades 7-8 – Comprehensive**

- **Strengths:** The book format was interesting and intrinsically motivating to students: a competition with challenging tasks for teams of students in various Spanish-speaking countries. The cultural connection boxes TPR prompts facilitated integration of culture. The unit projects were a helpful and creative assessment of student learning.
- **Weaknesses:** The integration of technology (links, suggestions) was not explicitly part of the student textbook. Teacher edition did not include links to the audio tracks for listening activities.
- **Other:** Idaho Standards COMP 1.3, COMT 1.1 and COMT 1.3 are outside the scope of what a text or resources can provide and are therefore excluded on this evaluation (N/A).
- **Key Features:** *Español Santillana* is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:
 - Making language learning a cultural adventure,
 - Exploring language and culture through explicit presentation and integration of the “Five Cs”: Communication, Cultures, Connections, Comparisons, and Communities,
 - Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and
 - Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.

Espanol Santillana Student Edition HS1

- **Grade 9 – Basic**

- **Strengths:** The book is easy to navigate with color-coded units with clear instructions. It contains scaffolding between units and levels, many cultural connections and connections to other subject areas. Themes are interesting and relatable. There is a wide variety of activities.
- **Weaknesses:** There are no instructions guiding students to read conversations and dialogue boxes. (p 46, 102) Students have to be using the online textbook in order to access some of the information in the book or complete some of the activities, such as the “tú desafío”. Examples: p. 47-Use the website to watch a documentary on Frida Kahlo, p.151 – Use the website to learn more about Antigua.
- **Key Features:** *Español Santillana* is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:
 - Making language learning a cultural adventure,
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 - Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.

Espanol Santillana Student Edition HS2

- **Grade 10 – Basic**

- **Strengths:** The book is easy to navigate with color-coded units with clear instructions. It contains scaffolding between units and levels, many cultural connections and connections to other subject areas. Themes are interesting and relatable. There is a wide variety of activities.
- **Weaknesses:** There are no instructions guiding students to read conversations and dialogue boxes, or to explain that the activities that follow are related to the dialogue. (p. 86-87, 224,242-243) Students have to be using the online textbook in order to access some of the information in the book or complete some of the activities, such as the “tú desafío”. Examples: p. 243-Use the website to learn more about Cubism..
- **Key Features:** *Español Santillana* is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:
 - Making language learning a cultural adventure,

- Exploring language and culture through explicit presentation and integration of the “Five Cs”: Communication, Cultures, Connections, Comparisons, and Communities,
- Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.

Espanol Santillana Student Edition HS2

- **Grade 11 – Basic**

- **Strengths:** The book is easy to navigate with color-coded units with clear instructions. It contains scaffolding between units and levels, many cultural connections and connections to other subject areas. Themes are interesting and relatable. There is a wide variety of activities.
- **Weaknesses:** In the student book, at the beginning of each “desafío” there is a reading activity with no written instructions to guide students to read. The instructions for the related activities do not guide back to the text. See examples: p. 138, acts 30 and 31. P. 342, acts 7 and 8. There are no definitions for “expresiones utiles” in Level 3 making it difficult for beginning teachers or non-native speakers. Students have to be using the online textbook in order to access some of the information in the book or complete some of the activities, such as the “tú desafío”. Examples: p. 149-Use the website to listen to a mini interview and write the answers.
- **Key Features:** *Español Santillana* is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:
 - Making language learning a cultural adventure,
 - Exploring language and culture through explicit presentation and integration of the “Five Cs”: Communication, Cultures, Connections, Comparisons, and Communities,
 - Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.

Espanol Santillana Student Edition HS2

- **Grade 12 – Basic**

- **Strengths:** The book is easy to navigate with color-coded units with mostly clear instructions. Scaffolding between units and levels. Many cultural connections and connections to other subject areas. Themes are interesting and relatable. Varied activities.

- **Weaknesses:** In the student book, at the beginning of each “desafío” there is a reading activity with no written instructions to guide students to read. The instructions for the related activities do not guide back to the text. See examples: p. 42, acts 53 and 54. P. 76, acts 7 and 8. There are no definitions for “expresiones útiles” in Level 4 making it difficult for beginning teachers or non-native speakers.
- **Key Features:** *Español Santillana* is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:
 - Making language learning a cultural adventure,
 - Exploring language and culture through explicit presentation and integration of the “Five Cs”: Communication, Cultures, Connections, Comparisons, and Communities,
 - Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.

For Questions Contact

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