2021
K-8 World Language Instructional Materials Adoption



CDE Information on 2021 World Language Adoption

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

"The 2021 World Languages [K-8] instructional materials adoption represents the culmination ...to support the implementation of the *WL Standards* in classrooms throughout the state."

-WL Instructional Materials, CDE

- Publishers submitted materials for review
- Reviewed by educators throughout the state and content experts
- **Criteria for Adoption:**
  - Alignment with the 2019 WL Standards
  - Program Organization
  - Assessment
  - Access and Equity
  - Instructional Planning and Support
- Reflects shift in WL instructional approach (Then and Now Chart)



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- Overview:
  - 10 instructional programs adopted for K-8
- Languages:
  - Spanish (8)
  - French (2)
- Levels:
  - Novice
  - Intermediate

The Following Programs Are Adopted

Publisher	Program Name	Language	Level(s)
Carnegie Learning, Inc.	¡Qué chévere! Level 1	Spanish	Novice
Carnegie Learning, Inc.	T'es branche? Level 1	French	Novice
Carnegie Learning, Inc.	En voz alta - Español para hispanohablantes	Spanish	Novice, Intermediate
Klett USA, Inc.	Alba y Gael	Spanish	Novice (elementary)
Klett USA, Inc.	Reporteros	Spanish	Novice (middle school)
Klett USA, Inc.	Mapas	Spanish	Novice (middle school)
Vista Higher Learning	¡Listos! + Antología	Spanish	Novice
Vista Higher Learning	Senderos CA Edition	Spanish	Novice, Intermediate
Vista Higher Learning	Encuentros CA Edition	Spanish	Novice, Intermediate
Vista Higher Learning	D'accord	French	Novice

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- ¡Qué chévere! Level 1
- T'es branche? Level 1
- En voz alta - Español para hispanohablantes
- Alba y Gael
- Reporteros
- Mapas
- ¡Listos! + Antologia
- Senderos CA Edition
- Encuentros CA Edition
- D'accord

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Highlights from Different Instructional Materials:

- Intercultural focus
- Project-Based Learning (Spanish)
- Digital components are comprehensive, relevant and updated regularly
- Many activities that emphasize listening and speaking
- Many visuals and little text overload

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Highlights from Different Instructional Materials con't:

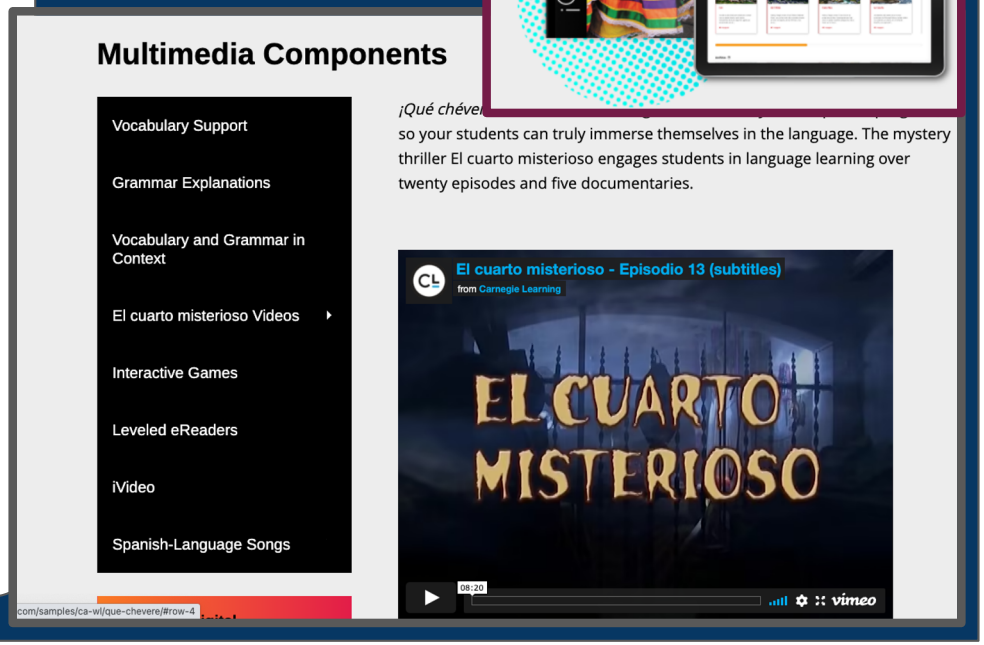
- Multimodal projects or performance tasks
- Emphasizes language learning via content knowledge
- Authentic text, variety of text types
- Embedded differentiation
- Systematic, explicit lessons around letter-sound relationships in Novice levels

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- **Spanish: *¡Que chévere!*, Carnegie Learning Inc.**
- **Grades 6-8, Novice, non-native**
- Digital Resources:
  - Quizlet vocabulary support, short grammar videos, conversation videos, games, leveled eReaders, continuously updated media(shows, documentaries), Spanish music
  - Culturally immersive & relevant resources for students
  - Expansive listening resources



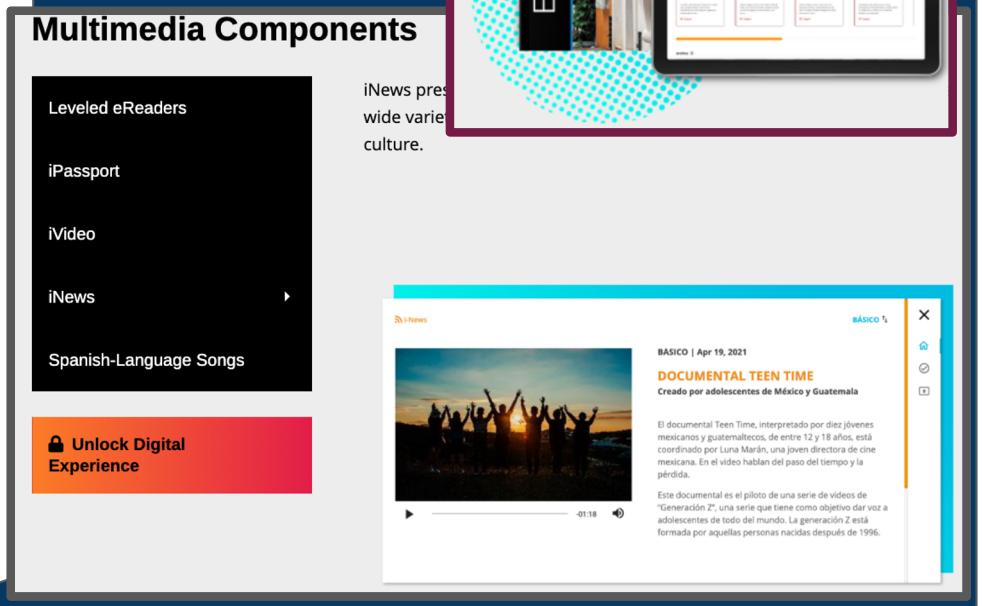


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- Spanish: ***En voz alta***
- **Grades 6-8, Novice, Intermediate, para hispanohablantes,** Carnegie Learning Inc.
  - Can be used with 9-12
- Digital Resources:
  - Leveled eReaders, video tours of Spanish speaking locations, leveled weekly news, continuously updated media(shows, documentaries), Spanish music
  - Culturally immersive & relevant resources for students
  - Expansive listening resources



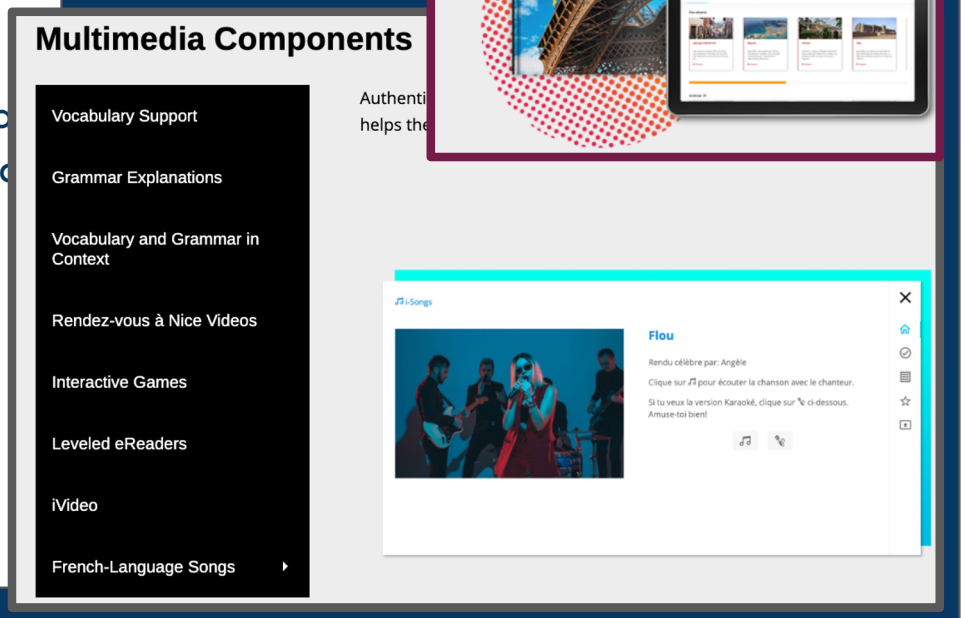


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- **French:** ***T'es branché?,*** Carnegie Learning Inc.
- **Grades 6-8, Novice, non-native**
- Digital Resources:
  - Quizlet vocabulary support, short gramma
    videos, conversation videos, games, levele
    eReaders, continuously updated media(
    shows, documentaries), French music
  - Culturally immersive & relevant resources
    for students
  - Expansive listening resources





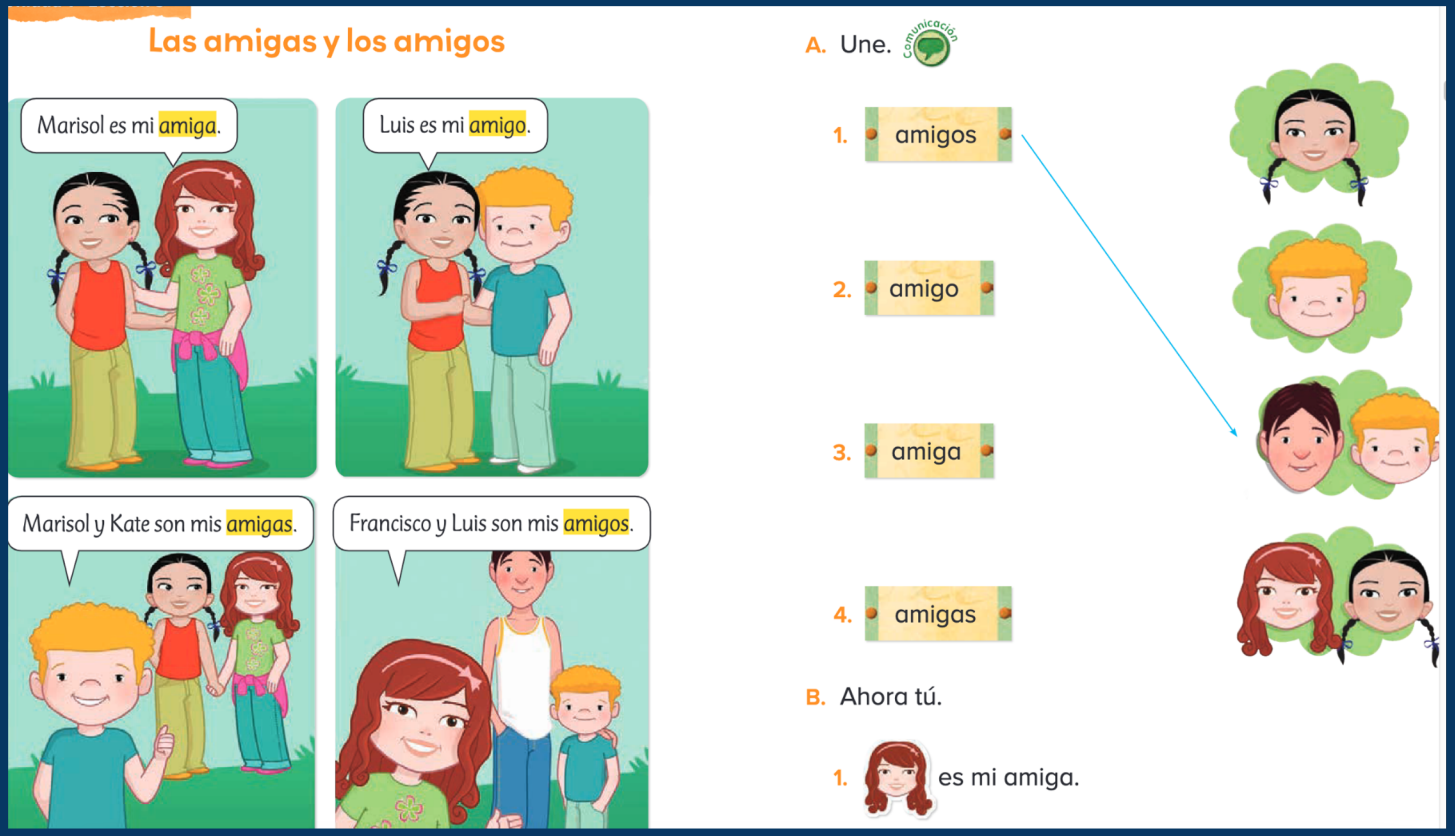
CDE Information on 2021 World Language Adoption

- **¡Listos! + Antologia,** Vista Higher Learning -
  - Appropriate for non-native speakers, 2nd/3rd generation
  - Different Novice instructional materials for all grades (K-5)
  - Includes 3 different reading proficiency level in each grade (SLL,EML friendly)
  - Fully articulated Spanish-as-a-world-language(¡Listos!) , combined with companion literacy program (Antologia)

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¡Listos! A:
K Student Edition



NOTE:
Conjugations taught in context with visual supports, encourages observation & discussion

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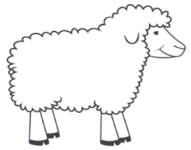
¡Listos!:
K Student Practice Book

NOTE:
Attention to distinctions between how phonics is taught in Spanish vs English

Nombre _____

▶ Colorea.

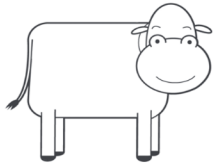
La oveja es negra.



La gallina es amarilla.



La vaca es marrón.



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Nombre _____

A. Identifica la palabra correcta.

1. ma	 muñeca	 Marisol
2. me	 melón	 mono
3. mi	 Mimí	 melón
4. mo	 mamá	 mochila
5. mu	 muñeca	 Marisol

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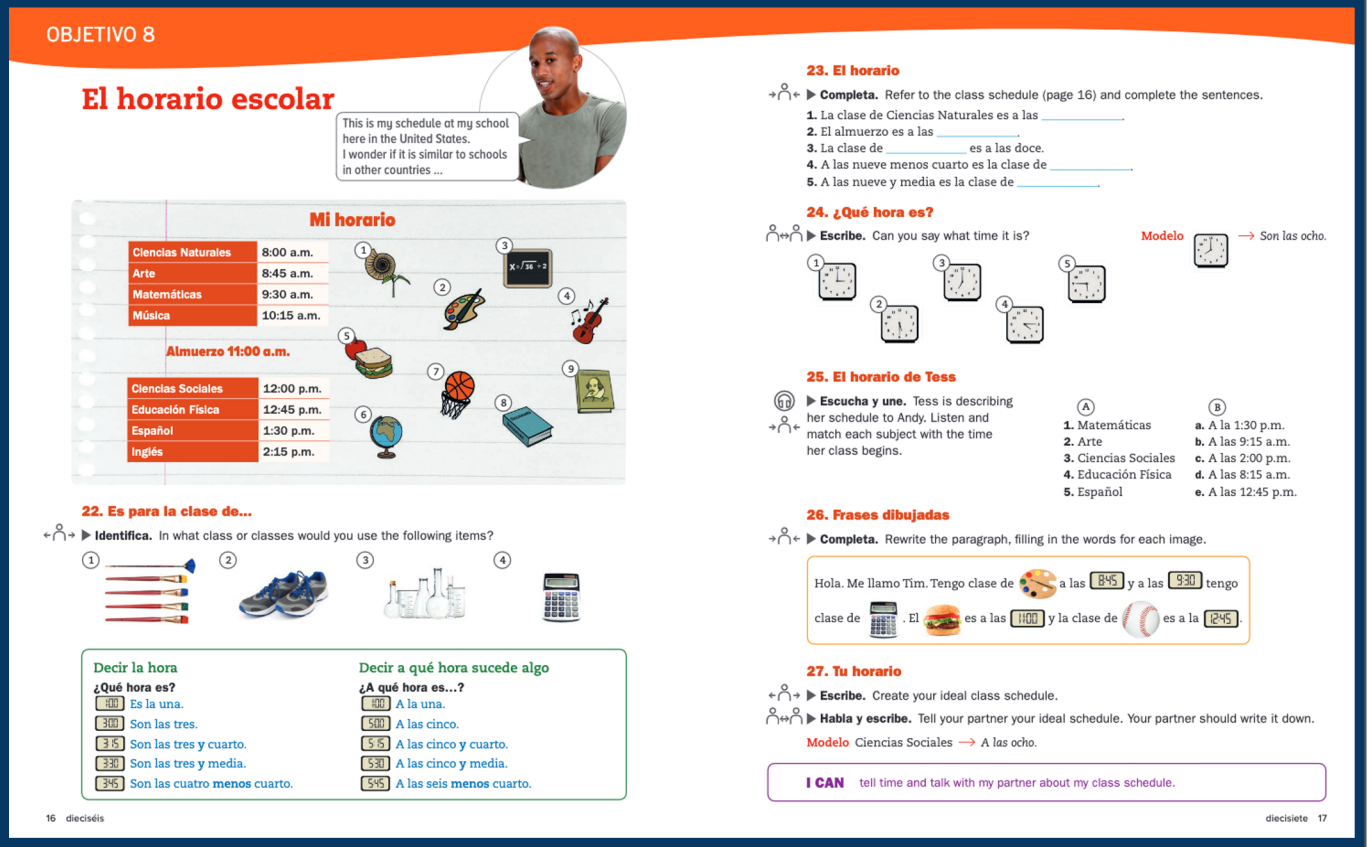
- **Encuentros CA Edition,** Vista Higher Learning -
  - Appropriate for non-native speakers, 2nd/3rd generation
  - Different Novice/Intermediate instructional materials for all grades (6-8)
  - Not linguistically overwhelming or disjointed
  - Structure of visual and linguistics supports are well balanced and strategically embedded

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Encuentros CA Edition, Level 1A: Student Edition

NOTE:
Offers visuals, sentence frames, and simple I CAN task statements.



OBJETIVO 8

El horario escolar

This is my schedule at my school here in the United States. I wonder if it is similar to schools in other countries ...

Mi horario

Ciencias Naturales	8:00 a.m.
Arte	8:45 a.m.
Matemáticas	9:30 a.m.
Música	10:15 a.m.
Almuerzo 11:00 a.m.	
Ciencias Sociales	12:00 p.m.
Educación Física	12:45 p.m.
Español	1:30 p.m.
Inglés	2:15 p.m.

22. Es para la clase de...

▶ **Identifica.** In what class or classes would you use the following items?

Decir la hora

¿Qué hora es?

- 1:00 Es la una.
- 3:00 Son las tres.
- 3:15 Son las tres y cuarto.
- 3:30 Son las tres y media.
- 3:45 Son las cuatro **menos** cuarto.

Decir a qué hora sucede algo

¿A qué hora es...?

- 1:00 A la una.
- 5:00 A las cinco.
- 5:15 A las cinco y cuarto.
- 5:30 A las cinco y media.
- 5:45 A las seis **menos** cuarto.

16 dieciséis

23. El horario

▶ **Completa.** Refer to the class schedule (page 16) and complete the sentences.

1. La clase de Ciencias Naturales es a las _____.
2. El almuerzo es a las _____.
3. La clase de _____ es a las doce.
4. A las nueve menos cuarto es la clase de _____.
5. A las nueve y media es la clase de _____.

24. ¿Qué hora es?

▶ **Escribe.** Can you say what time it is? Modelo → *Son las ocho.*

25. El horario de Tess

▶ **Escucha y une.** Tess is describing her schedule to Andy. Listen and match each subject with the time her class begins.

A	B
1. Matemáticas	a. A la 1:30 p.m.
2. Arte	b. A las 9:15 a.m.
3. Ciencias Sociales	c. A las 2:00 p.m.
4. Educación Física	d. A las 8:15 a.m.
5. Español	e. A las 12:45 p.m.

26. Frases dibujadas

▶ **Completa.** Rewrite the paragraph, filling in the words for each image.

Hola. Me llamo Tim. Tengo clase de [image] a las 8:45 y a las 9:30 tengo clase de [image]. El [image] es a las 11:00 y la clase de [image] es a la 12:45.

27. Tu horario

▶ **Escribe.** Create your ideal class schedule.

▶ **Habla y escribe.** Tell your partner your ideal schedule. Your partner should write it down.

Modelo Ciencias Sociales → *A las ocho.*

I CAN tell time and talk with my partner about my class schedule.

diecisiete 17

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Encuentros CA Edition, Level 1A: Student Edition

NOTE:
Tasks are explained and linguistic supports are provided



DESAFÍO 2 **Goal:** to describe people

Es una mujer creativa

Punto de partida

▶ **Observa.** Diana and her aunt Rita are at the *Casa Azul* museum in Mexico City. This building used to be the family home of Frida Kahlo, a famous Mexican artist. Their task there is to live like Frida for one day.

¡Frida Kahlo es una artista increíble!

MUSEO FRIDA KAHLO

Sí, es una mujer muy creativa.

Tú y yo somos delgadas como Frida.

Los hombres de la familia de Frida son serios.

¡Sí, el abuelo es muy serio!

Continuará...

32. Reconocer

▶ **Elige.** What are the people in the *Punto de partida* like? Complete the sentences.

1. Frida es...	a. creativo.	b. creativa.	c. creativos.	d. creativas.
2. Diana y Rita son...	a. delgado.	b. delgada.	c. delgados.	d. delgadas.
3. Los hombres son...	a. serio.	b. seria.	c. serios.	d. serias.
4. El abuelo es...	a. serio.	b. seria.	c. serios.	d. serias.

▶ **Habla.** *Creativa, delgadas, serios,* and *serio* are adjectives. Answer these questions.

1. What letters do these adjectives end in when they refer to a girl? And to a boy?
2. How do they end when they refer to two or more people?

33. Reconocer e interpretar

▶ **Completa.** Diana has written a description of this Frida Kahlo painting: *El autobús.* Complete the paragraph with the correct forms of the verb *ser.*

① ② ③ ④ ⑤ ⑥

Frida Kahlo. *El autobús*

La pintura de Frida Kahlo ___1___ una obra de arte. Las personas ___2___ muy interesantes. Yo no ___3___ una experta en arte, pero, en mi opinión, esta pintura ___4___ fantástica. Mi tía Rita y yo ___5___ admiradoras de Frida Kahlo.

▶ **Habla.** Talk to a partner and identify the six people on the bus.

Modelo A. *Él es un niño curioso.*
B. *¡Es la persona número cuatro!*

CULTURA

Frida Kahlo

La pintora mexicana Frida Kahlo es una figura importante en la historia del arte. Sus cuadros (*paintings*) son autorretratos (*self-portraits*) y temas del arte popular de México. "Nunca pinté mis sueños (*dreams*). Pinté mi propia realidad".

34. Compara. What American artists do you know? Are their depictions realistic or unrealistic?

TU DESAFÍO Look online to find information in Spanish about Frida Kahlo's life. What was her life like?

I CAN recognize words that describe people in a conversation about a famous Mexican artist.