my Florida Department of EDUCATION

INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: Deutsch Aktuell I meets most of the FLDOE benchmarks for modern languages. There are however, aspects of the text that are outdated. I have included some examples of outdated material in my comments on individual standards.

The e-book is not very user friendly, and the on-line tools are not adequate to the needs of our students. There were about 100 pages of the TE e-book that were not correctly linked. It was difficult and extremely time consuming to follow up on references in the TE to individual benchmarks. The publisher was contacted by the Office of Instructional Materials, but the problem was not corrected before I completed the review.

Material for Review

Course: German 1 (0702320)
Title: Deutsch Aktuell Level 1 , Edition: 6th
Copyright: 2010
Author: Wolfgang S. Kraft
Grade Level: 9 - 12

Content

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

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the World Languages K-12 Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.
A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

Justification:
There are a few benchmarks (primarily dealing with literary texts and interaction with communities outside of the classroom) that fall outside the scope of the textbook. Some benchmarks are address indirectly but the correlation document identifies opportunities to cover the benchmark either in the textbook itself or in the teacher's edition.

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

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

Justification:
Textbook addresses very adequately addresses most novice low, intermediate and high benchmarks. It contains good application, reinforcement activities. The TE includes some differentiated and enrichment activities for students at either end of the acquisition spectrum.

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

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

Justification:
The text contains materials, strategies and practices suited to a range of instructional and learning styles.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

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

Justification:
The textbook contains adequate grammar, vocabulary and cultural explanations. Supporting pictures, illustrations and graphics are attractive and interesting. The page layout is relatively visually interesting and uncluttered.

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

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

Justification:
Overall, the content and activities in the textbook support most benchmarks.

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

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

Justification:
Scope, sequence and difficulty match the abilities of a first year German learner.

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

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

Justification:
There is adequate content in each chapter for an average three week unit lesson.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

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

Justification:
The target culture is well portrayed in the text. However, there are is cultural material in the texts (for example, reading passages on public telephones and videotape rental stores) that are woefully outdated.

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

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

Justification:
The target culture is well portrayed in the text. However, there are is cultural material in the texts (for example, reading passages on public telephones and videotape rental stores) that are woefully outdated.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

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

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

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

Justification:
No problems noted in the text.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards,

and models used with the subject area).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The book contains most the themes, vocabulary, grammar and culture aspects that are traditionally covered in a Level 1 German textbook. There is a wide variety of activities and materials that encompass different learning styles and interests.

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
I did not note any obvious mistakes.

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

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The coverage of content for beginning German learners is good, and all proficiency modes are addressed. As mentioned elsewhere, some visuals and cultural readings are out of date.

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

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
While some of the FLDOE world language standards are not included in the scope and sequence of the textbook, it appears that in general Florida curriculum, standards and benchmarks are adequately supported by the text.

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

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

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

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Themes and aspects in the text are interesting to beginning language learners (daily life, school, travel, food, sports, free time, etc). Some cultural aspects, however, are not up to date.

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

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Reading and cultural elements make some connections to other disciplines (primarily history and social studies). Connections to technology are dated. Connections to to science and math are lacking. Articulation of interdisciplinary connections is limited. Ideas for connections are described in the TE, but no strategies or sources are provided.

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
While the drawings represent the changing demographic (i.e. a significant change in the number of people who are immigrants or the children of immigrants) in German speaking countries, the photos do not.

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

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

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Deutsch Aktuell I has good to very good alignment with FLDOE World Language benchmarks and standards for a Level 1 course.

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
There are print and e-book versions of the student and teacher texts and workbooks. There are also audio and video components that supplement the textbook. The publisher also provides pre-assessment tools, quizzes, test banks and answer keys, as well as an interactive web-site for students.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The text overall has very good internal alignment with the curriculum, with Florida Next Generation World Language Standards and with the ACTFL World-Readiness Standards for Learning Languages.

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The text covers all of the cultural and grammar components that I would expect to find in a first-year textbook. However, I find the introduction of modal verbs before irregular verbs illogical. Also, the introduction of dative case and conversational past come quite late in the text's scope and sequence.

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Narrative and visuals are interesting and engaging. The visual content provides illustration and scaffolding for understanding the material. Visual content is appropriate for age group. No listening examples were provided for review.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Content of individual chapters seem adequate for an average of three weeks per chapter. There is also reinforcement and review of content and skills at the end of each section, at the end of each chapter, and as part of the preview for the following chapter.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
On-line textbook is not easy to navigate. There is a drop down table of contents menu, but from there I had to navigate page by page.

Pages were very slow to load. I was unable to get the highlighter to work on my Mac. Highlighter comes only in one color. There is a note taking tool, but notes cannot be exported to another document.The e-book display cannot be adjusted. There are no text-to-speech tools available. All digital materials are avaiable in print.

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

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The overall presentation of the text is good. However, the e-text is not easily navigable, has limited note-taking and highlighting ability, does not provide post-its and is not interactive.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The text is visually interesting and engaging. There are varied activities, cultural items, fun facts and cartoons in each chapter. Supplemental materials include audio, visual and a website Publisher did not provide access to these materials to the reviewer.

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The chapter opener gives an preview of chapter's cultural focus. Objectives are clearly listed at the beginning of each chapter and are reinforced with activities, exercises and cultural material.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Learning and proficiency goals are stated at the beginning of each chapter. Each chapter ends with a review of these goals and skills.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
There are partner and group activities in each (roll play, discussions, interviews, etc) in each chapter that facilitate application of material and skills. Writing prompts are also included in each chapter.

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

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

Justification:
Each chapter contains a variety of activities to address all learning modalities. The teacher's edition has strategies and tips for deepening and differentiation of instruction.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

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

Justification:
Activities and exercises are varied and address multiple proficiencies. The TE has games, projects, and suggestions for integration of TPR.

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

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

Justification:
Content, exercises and applications build on each other. The relationship between content and activities are clear and directly goals and objectives for chapter. Format, sequence and application are similar from chapter to chapter.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

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

Justification:
Each chapter includes a variety of exercise and activity types, along with strategies for differentiation, which support development of all communication modes.

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

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

Justification:
Strategies are tied directly to chapter objectives in the TE. The TE also lists additional resources to help achieve objectives.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

Justification:
Activities and exercises are well aligned with chapter goals and objectives. Specific assessment strategies not provided in TE. Publisher did not provide quizzes or test generator materials to reviewer.

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

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

Justification:
Activities and exercises are well aligned with chapter goals and objectives. Specific assessment strategies not provided in TE. Publisher did not provide quizzes or test generator materials to reviewer.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

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

Justification:
The text contains a wide range of strategies, materials and activities. There are also supplementary audio and video components, as well as an interactive website.

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

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

Justification:
According to the scope and sequence, this first year text covers all of the neccessary grammar and culture curriculum of a first year course. The text is very attractive, up to date, and well organized. Varied exercises, activities and applications support development of all communication modalities.

Standards

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

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

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark is supported throughout the text in with interpersonal and presentational writing and speaking activities.

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

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The TE's suggestions for addressing the benchmark (activities researching 20th century history and soccer) fall short of supporting the benchmark's goal of collaborative discussions and the task of clarifying, verifying or challenging ideas and conclusions. However, they do adequately support LAFS.910.SL.2.4 and somewhat support LAFS.910.RH.1.2.

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

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

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The TE's suggestions for addressing the benchmark (activities researching 20th century history and soccer) fall short of supporting the benchmark's goal of collaborative discussions and the task of clarifying, verifying or challenging ideas and conclusions. However, they do adequately support LAFS.910.SL.2.4 and somewhat support LAFS.910.RH.1.2.

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

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**
Justification:
Benchmark falls outside scope of text.

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

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

Justification:
The TE's suggestions for addressing the benchmark (activities researching 20th century history and soccer) fall short of supporting the benchmark's goal of collaborative discussions and the task of clarifying, verifying or challenging ideas and conclusions. However, they do adequately support LAFS.910.SL.2.4 and somewhat support LAFS.910.RH.1.2.

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

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**
Justification:
Benchmark falls outside scope of text.

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

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The TE's suggestions for addressing the benchmark (activities researching 20th century history and soccer) fall short of supporting the benchmark's goal of production of an informative/explanatory text as articulated above.

8. **WL.K12.NH.1.1:** Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text.

9. **WL.K12.NH.1.2:** Demonstrate understanding of short conversations in familiar contexts.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text.

10. **WL.K12.NH.1.3:** Demonstrate understanding of short, simple messages and announcements on familiar topics.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text.

11. **WL.K12.NH.1.4:** Demonstrate understanding of key points on familiar topics presented through a variety of media.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark addressed by video, audio and ancilliaries according to publisher provided material.

12. **WL.K12.NH.1.5:** Demonstrate understanding of simple stories or narratives.

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

Justification:
This benchmark falls outside the scope of the text.

13. **WL.K12.NH.1.6:** Follow directions or instructions to complete a task when expressed in short conversations.

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

Justification:
A limited number of activities practice giving and following directions. There are no activiities that practice giving instructions for a task.

14. **WL.K12.NH.2.1:** Determine main idea from simple texts that contain familiar vocabulary used in context.

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

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

15. **WL.K12.NH.2.2:** Identify the elements of story such as setting, theme and characters.

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

Justification:
This benchmark falls outside the scope of the text.

16. **WL.K12.NH.2.3:** Demonstrate understanding of signs and notices in public places.

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

Justification:
Examples of signs and notices are included in the text, but examples are not tied to activities. Students do not actively demonstrate understanding of material. Pictures are rather small and details are hard to read.

17. **WL.K12.NH.2.4:** Identify key detailed information needed to fill out forms.

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

Justification:
Only two activities in the text support the benchmark (report card, weather and temperature).

18. **WL.K12.NH.3.1:** Engage in short social interactions using phrases and simple sentences.

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

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

19. **WL.K12.NH.3.2:** Exchange information about familiar tasks, topics and activities, including personal information.

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

Justification:
Group work, partner work and role plays are included in each chapter which address the exchange of information on familiar subjects.

20. **WL.K12.NH.3.3:** Exchange information using simple language about personal preferences, needs, and feelings.

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

Justification:
Exchanges in text are limited to the use of "gern" and "möchten."

21. **WL.K12.NH.3.4:** Ask and answer a variety of questions about personal information.

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

Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. Benchmark support also through related presentational writing activities.

22. **WL.K12.NH.3.5:** Exchange information about meeting someone including where to go, how to get there, and what to do and why.

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

Justification:
Overall alignment is fair. However, the activity based on a trip to the video store is completely outdated.

23. **WL.K12.NH.3.6:** Use basic language skills supported by body language and gestures to express agreement and disagreement.

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

Justification:
Overall alignment is fair. Some of the activities referenced in publisher notes do not support the benchmark. Neither the text nor the TE references body language or gestures specific to German culture.

24. **WL.K12.NH.3.7:** Ask for and give simple directions to go somewhere or to complete a task.

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

Justification:
There are four role playing activities that support the benchmark in later chapters. No activities address instructions for completing a task.

25. **WL.K12.NH.3.8:** Describe a problem or a situation with sufficient details in order to be understood.

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

Justification:
The publisher notes reference only one role play that incorporates problem solving strategies. However, there is ample opportunity in the many oral activities to incorporate and reinforce this benchmark.

26. **WL.K12.NH.4.1:** Provide basic information on familiar topics using phrases and simple sentences.

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

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

27. **WL.K12.NH.4.2:** Describe aspects of daily life using complete sentences.

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

Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. Benchmark supported by short answer personal questions (Persöliches) and writing prompts (Schreiben) in each chapter.

28. **WL.K12.NH.4.3:** Describe familiar experiences or events using both general and specific language.

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

Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. Benchmark supported by short answer personal questions (Persöliches) and writing prompts (Schreiben) in each chapter.

29. **WL.K12.NH.4.4:** Present personal information about one's self and others.

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

Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. Benchmark supported by short answer personal questions (Persöliches) and writing prompts (Schreiben) in each chapter.

30. **WL.K12.NH.4.5:** Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

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

Justification:
Benchmark falls outside scope of text.

31. **WL.K12.NH.4.6:** Use verbal and non-verbal communication when making announcements or introductions.

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

Justification:
Text addresses formal and informal register, introductions and basic social interactions. Photos give an opportunity to interpret and discuss body language.

32. **WL.K12.NH.5.1:** Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

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

Justification:
The publisher notes cite only two examples of activities supporting the benchmark, but ample opportunity for writing activities that can support the benchmark are provided in individual chapters.

33. **WL.K12.NH.5.2:** Write simple statements to describe aspects of daily life.

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

Justification:
Benchmark supported by short answer personal questions (Persöliches) and writing prompts (Schreiben) in each chapter.

34. **WL.K12.NH.5.3:** Write a description of a familiar experience or event.

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

Justification:
Benchmark supported by short answer personal questions (Persöliches) and writing prompts (Schreiben) in each chapter.

35. **WL.K12.NH.5.4:** Write short personal notes using a variety of media.

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

Justification:
Two activities ask student to write a short letter or email. Some modeling is included. No explanations about letter or email writing conventions are provided.

36. **WL.K12.NH.5.5:** Request information in writing to obtain something needed.

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

Justification:
Only one activity supports the benchmark. No explanations about letter or email writing conventions are provided.

37. **WL.K12.NH.5.6:** Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

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

Justification:
TE describes a project that supports the benchmark (plan a trip). The benchmark is not directly supported by the text.

38. **WL.K12.NH.5.7:** Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

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

Justification:
Benchmark is supported by connection ideas in TE (history, culture, geography, etc.).

39. **WL.K12.NH.6.1:** Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

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

Justification:
Benchmark is supported by connection ideas in TE (history, culture, geography, etc.). Culturally based reading also provide material and opportunity to compare and contrast.

40. **WL.K12.NH.6.2:** Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

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

Justification:
Culturally based reading provide material and opportunity to compare and contrast beliefs, attitudes and cultural practice.

41. **WL.K12.NH.6.3:** Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

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

Justification:
Limited material in the text addressing a broad benchmark (Gunter Grass, mention of a few German films, food and sports) were the among the few examples I found). I would have expected a much broader treatment of cultural contributions from across the German speaking world, other cultures (immigrants) and women.

42. **WL.K12.NH.6.4:** Identify cultural artifacts, symbols, and images of the target culture(s).

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

Justification:
Only a few examples of cultural artifacts and symbols included in student text. Images are plentiful, but with a heavy focus on capital city Berlin. There are references in the TE to supplementary materials not provided to reviewer.

43. **WL.K12.NH.7.1:** Use vocabulary acquired in the target language to access new knowledge from other disciplines.

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

Justification:
A limited number of activities for cultural and historical connections supporting benchmark are included in the TE. Resources not always included.

44. **WL.K12.NH.7.2:** Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

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

Justification:
Text use of benchmark limited to maps and very basic map activities. No applications of graphs or graphic organizers in student or teacher's edition

45. **WL.K12.NH.8.1:** Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

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

Justification:
Text provides multiple topics for cultural comparisons. TE provides further activities and ideas for extension.

46. **WL.K12.NH.8.2:** Compare basic sound patterns and grammatical structures between the target language and own language.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Text includes examples and comparisons of sentences illustrating grammar concepts in both languages.

47. **WL.K12.NH.8.3:** Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Text includes multiple opportunities for students to compare and contrast culture practice and traditions.

48. **WL.K12.NH.9.1:** Use key target language vocabulary to communicate with others within and beyond the school setting.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Group work, partner work and role plays are included in each chapter.

49. **WL.K12.NH.9.2:** Use communication tools to establish a connection with a peer from a country where the target language is spoken.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
Only two ideas supporting benchmark included in the TE. Only one of the two specifically supports chapter content. The other suggestion is simply to use a website to find pen pals.

50. **WL.K12.NM.1.1:** Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark is supported throughout the text in with interpersonal and presentational writing and speaking activities.

51. **WL.K12.NM.1.2:** Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark is supported throughout the text in with interpersonal and presentational writing and speaking activities. Each chapter contains short dialogues with exercises.

52. **WL.K12.NM.1.3:** Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. According to TE, additional material is found in video and audio components.

53. **WL.K12.NM.1.4:** Demonstrate understanding of simple information supported by visuals through a variety of media.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark addressed by video, audio and supplementary materials according to publisher provided material. Support by the text is week

54. **WL.K12.NM.1.5:** Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
Only one song example is found in the text. The TE refers to another EMC publication, "Lieder", for further material.

55. **WL.K12.NM.1.6:** Follow short, simple directions.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Limited support of benchmark in text or in TE.

56. **WL.K12.NM.2.1:** Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Visuals and illustrations are used to deliver content throughout each chapter. Visual content is attractive, varied and appealing.

57. **WL.K12.NM.2.2:** Demonstrate understanding of short, simple literary stories.

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

Justification:
Benchmark falls outside scope of text

58. **WL.K12.NM.2.3:** Demonstrate understanding of simple written announcements with prompting and support.

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

Justification:
Interpersonal and presentational writing are supported in each chapter.

59. **WL.K12.NM.2.4:** Recognize words and phrases when used in context on familiar topics.

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

Justification:
New vocabulary is introduced through visuals. Each chapter is introduced by a visually rich two-page photograph, which previews the main cultural topic. Reading selections have visual support and incorporate chapter vocabulary. Scaffolding of new vocab and grammar is evident throughout chapter.

60. **WL.K12.NM.3.1:** Introduce self and others using basic, culturally-appropriate greetings.

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

Justification:
Benchmark is the focus of the the first chapter.

61. **WL.K12.NM.3.2:** Participate in basic conversations using words, phrases, and memorized expressions.

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

Justification:
Each chapter contains short dialogues with exercises.

62. **WL.K12.NM.3.3:** Ask simple questions and provide simple responses related to personal preferences.

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

Justification:
Benchmark supported by the recurring writing prompt section "Persönliches" (personal questions).

63. **WL.K12.NM.3.4:** Exchange essential information about self, family, and familiar topics.

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

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

64. **WL.K12.NM.3.5:** Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

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

Justification:
Basic number skills, days of the week, telling time and temperature are adequately addressed.

65. **WL.K12.NM.3.6:** Use appropriate gestures, body language, and intonation to clarify a message.

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

Justification:
Role plays in text are well scripted. Additional role plays are sketched out in the TE. Only one paragraph in the text addresses body language.

66. **WL.K12.NM.3.7:** Understand and respond appropriately to simple directions.

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

Justification:
According to the EMC benchmark document, only two pages in the text are devoted to command forms. However, this an error. All command forms seem to be addressed in the text.

67. **WL.K12.NM.3.8:** Differentiate among oral statements, questions, and exclamations in order to determine meaning.

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

Justification:
While not addressed in the student text, the TE includes instructions for games in which students have to recognize differences in intonation and structure of statements, questions and exclamations and respond appropriately.

68. **WL.K12.NM.4.1:** Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

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

Justification:

Very good alignment supported by a wide variety of material and strategies throughout the text. Each chapter ends with a "What do you know?" task list through which students apply chapter skills to themselves and their lives.

69. **WL.K12.NM.4.2:** Present personal information about self and others.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark supported throughout text with presentational writing and speaking (role plays, if performed for the class). There are also many opportunities for info exchanges with a partner.

70. **WL.K12.NM.4.3:** Express likes and dislikes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Text has adequate coverage of "gern" and "möchten" and reinforces these important concepts periodically throughout the text.

71. **WL.K12.NM.4.4:** Provide an account of daily activities.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Periodic addressing of this benchmark in different proficiencies.

72. **WL.K12.NM.4.5:** Role-play skits, songs, or poetry in the target language that deal with familiar topics.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The text contains many role plays, and additional ideas are found in the TE. However, there are no songs or poetry provided in the student text. The TE suggests singing German songs on p.365, but no references or sources are provided.

73. **WL.K12.NM.4.6:** Present simple information about a familiar topic using visuals.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
TE includes a few activities using pictures students find to illustrate vocabulary or grammar element. In one activity, students created a movie poster. Presentational skills in general are not strongly supported by the text itself.

74. **WL.K12.NM.5.1:** Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. Each chapter, for example, includes written exercises in which students respond to personal prompts.

75. **WL.K12.NM.5.2:** Fill out a simple form with basic information.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
There are no forms or rubrics in the student edition (school schedule, report card, questionaire). The TE provides three suggestions for forms or graphic organizers.

76. **WL.K12.NM.5.3:** Write simple sentences about self and/or others.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text. Each chapter, for example, includes written exercises in which students respond to personal prompts.

77. **WL.K12.NM.5.4:** Write simple sentences that help in day-to-day life communication.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Very good alignment supported by a wide variety of material and strategies throughout the text.

78. **WL.K12.NM.5.5:** Write about previously acquired knowledge and experiences.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Past tense is introduces in Ch.11, which is quite late in the text. Activities in the chapter support the benchmark.

79. **WL.K12.NM.5.6:** Pre-write by drawing pictures to support ideas related to a task.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**
Justification:
The benchmark is not supported by the text. Publisher references to activities in the TE do not support the benchmark, either.

80. **WL.K12.NM.5.7:** Draw pictures in sequence to demonstrate a story plot.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**
Justification:
Benchmark falls outside scope of text.

81. **WL.K12.NM.6.1:** Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Support of benchmark is adequate, although there is only one paragraph devoted to celebrations and festivals. The reading selection on life events is very thorough. There is a two page reading selection on telephones that is completely outdated.

82. **WL.K12.NM.6.2:** Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Support of benchmark is adequate, although there is only one paragraph devoted to celebrations and festivals. Text addresses common linguistic practice (i.e. formal vs. informal, general formality in language), but does not address body language. The reading selection on life events is very thorough.

83. **WL.K12.NM.6.3:** Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
Only one song example is found in the text. The TE refers to another EMC publication, "Lieder", for further material. There are no culturally authentic games or dances included in the text. Activities/games cited by publisher in the TE are irrelevant to the benchmark.

84. **WL.K12.NM.6.4:** Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The text includes readings on cafes, shopping, soccer, sports and train travel.

85. **WL.K12.NM.7.1:** Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark is supported by connection ideas in TE (history, culture, geography, etc.).

86. **WL.K12.NM.7.2:** Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Benchmark is supported by connection ideas in TE (history, culture, geography, etc.).

87. **WL.K12.NM.8.1:** Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The text addresses cognates and false cognates on p.19, but otherwise does not address the benchmark.

88. **WL.K12.NM.8.2:** Recognize true and false cognates in the target language and compare them to own language.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The text addresses cognates and false cognates on p.19, but otherwise does not address the benchmark.

89. **WL.K12.NM.8.3:** Identify celebrations typical of the target culture and one's own.

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

90. **WL.K12.NM.9.1:** Use key words and phrases in the target language to participate in different activities in the school and community settings.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
TE contains some suggetsions for connecting with culture and community. The text does not provide resources or specific strategies.

91. **WL.K12.NM.9.2:** Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

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

Justification:
I found no activities to support the benchmark in the text. The publisher notes do not include the benchmark.