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- **Paloma Julián** holds a B.A. in Spanish Language and Literature from the University Rovira i Virgili in Spain, as well as Master's degrees in Teaching Spanish as a Foreign Language from the University of Alcalá and in Teaching from the University of Zaragoza. She has over 20 years of experience teaching Spanish at all levels in various international environments, including Spain, the United States, Ireland, Taiwan, South Korea, Singapore, and Japan. Currently, Paloma teaches Spanish at the American School in Tokyo, Japan.
- **John Montavon, M.A., NBPTS**, has experience designing and implementing curriculum and evaluating textbooks, with over 30 years of teaching experience ranging from kindergarten to the university level. He currently teaches Spanish at McDougle Middle School in Carrboro, North Carolina.
- **Alis M. Mulero** holds a Bachelor of Education in Elementary Education and Teaching from Universidad del Turabo in Puerto Rico, as well as a Master of Education in Educational Leadership and Administration from the University of North Carolina at Charlotte. She has over 12 years of experience as a Dual Language Immersion Specialist. Currently, she is a member of the Data Review Committee for the revision of the North Carolina World Language Standards and serves as the Dual Language Immersion Specialist at Charlotte-Mecklenburg Schools in North Carolina.
- **Kristin Piazza** holds a B.A. in Spanish and Psychology from Clark University in Worcester, Massachusetts, and a Master of Arts in Spanish Language and Literature from Middlebury College in Vermont. With over 20 years of experience teaching high school Spanish, Kristin currently teaches at Flint Hill School in Oakton, Virginia.
- **Fernando Pomar** holds a B.A. in Language and Literature and a Licentiate degree in Hispanic Literature from the Pontifical Catholic University of Peru, as well as a Ph.D. in Spanish and Latin American Literatures from the University of Michigan. With 28 years of experience in secondary and post-secondary education, Fernando is a recognized expert in his field. He has made significant contributions to Spanish literature through the publication of several original academic essays and poetry. Currently, he teaches Spanish at Carolina Day School in Asheville, North Carolina.
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STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION IS INTENDED.

The *Reporteros 3 Florida Standards Edition* is designed for secondary students in the United States, specifically targeting Spanish 3 Honors teachers and their learners. This contemporary, standards-based program aligns with the specifications for Spanish 3 Honors (0708360) and uses a communicative approach through performance-based tasks in real-world scenarios.

Constructed with a Tier 1 universal approach, *Reporteros 3 Florida Standards Edition* ensures that all students can learn effectively by providing an accessible and adaptable curriculum that caters to diverse learning styles and identities, including English Language Learners (ELL), Exceptional Student Education (ESE), Gifted Education, and Alternative Education students.

The curriculum offers a wealth of differentiated instructional strategies and best practices that enable all students to engage in shared activities using developmentally appropriate methods tailored to their individual needs.

Additionally, the *Reporteros 3 Florida Standards Edition* aligns with the Multi-Tiered Systems of Support (MTSS) framework, providing educators with a roadmap to address multiple intelligences and learning styles through data-driven instruction and tiered support systems. The *KWL MTSS Guide* is available under the Teacher Resources tab on the digital learning platform, The KWL Hub.

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Reporteros 3 Florida Standards Edition has not been piloted in Florida school districts within the last 18 months.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA'S ACADEMIC STANDARDS (SECTION 1006.33(1)(e), FLORIDA STATUTES)?

The *Reporteros 3 Florida Standards Edition* digital materials are currently searchable by activity and benchmark via hyperlinks embedded in the Standards Alignment form (IM7) and the Comprehensive Correlation Documentation. These resources provide a direct mapping of activities to Florida's academic standards and benchmarks, ensuring clarity and accessibility for educators. They are also regularly updated to align with any changes in Florida's state standards.

To ensure full compliance with Section 1006.33(1)(e) of the Florida Statutes, the KWL Hub digital learning platform is in the process of integrating advanced search functionalities. These enhancements will allow users to search the *Reporteros 3 Florida Standards Edition* materials directly by standards, benchmarks, or key terms.

This feature is currently under development and will be available soon, offering an intuitive and seamless way for educators to access standards-aligned content within the platform.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Reporteros 3 Florida Standards Edition is a research-based curriculum rooted in effective, proven strategies for second language acquisition. It follows a communicative approach, prioritizing the meaning-making nature of language learning. Central to this approach is the use of comprehensible input, serving as the foundation for language acquisition.

Each unit follows a spiraled approach, revisiting concepts with increasing rigor and depth to ensure progressive mastery throughout the course or level. This progression moves students from the stages of exposure and interpretation (input) to interaction and real-world communication (output). From the outset, students actively use the language to achieve meaningful outcomes through mini-projects and final projects. A project-based approach fosters practical, relevant, and transferable learning while building essential 21st-century skills.

The curriculum emphasizes task-based learning within the communicative teaching framework. Students engage in real-world scenarios, ensuring practical application and fostering confident language use. This series also adopts a student-centered approach, connecting tasks and projects to students' interests and experiences, ensuring active engagement and deeper understanding.

Aligned with Florida's educational standards, *Reporteros 3 Florida Standards Edition* adheres to the Florida Next Generation World Languages Standards. These standards encompass the Modes of Communication —interpretive listening and reading, interpersonal communication, and presentational speaking and writing—emphasizing authentic language use, meaningful conversations, and effective presentations. Intercultural Standards promote understanding cultural practices and perspectives, connecting knowledge across disciplines, and applying skills in real-world contexts.

The program also incorporates Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, including English Language Arts Expectations, such as citing evidence, and Mathematical Thinking and Reasoning Standards, such as participating in effortful learning. This approach emphasizes active engagement with challenging material, encouraging persistence, critical thinking, and reflection to achieve understanding. This series also complies with English Language Development Standards by providing structured instruction in listening, speaking, reading, and writing to support English language learners in achieving academic success.

By aligning with these standards, *Reporteros 3 Florida Standards Edition* ensures students develop language proficiency, critical thinking, and reasoning skills, preparing them for success in education, work, and life.

Major Tool: Student Components: Describe each of the components, including a format description:

Reporteros 3 Florida Standards Edition is a comprehensive Spanish language program designed for secondary school students. It uses a communicative, proficiency-based approach that emphasizes real-world scenarios to promote meaningful language acquisition.

Student Textbook: The textbook is available in hardcover and digital formats, featuring a clean layout with graphic organizers, authentic photographs, and bold headings. Color-coded sections and callout boxes emphasize key learning strategies, essential vocabulary, and critical content. It includes six culturally rich thematic units, each focused on a Spanish-speaking locale: *Mi generación* (Mexico), *Viajes de ida y vuelta* (Panama), *Hiperconectados* (Uruguay), *Futuros talentos* (Venezuela), *Un planeta sostenible* (Bolivia), and *Ficciones* (Spain).

A preliminary unit, *¡Hola de nuevo!* serves as an optional resource designed to activate prior knowledge and build foundational skills essential for success in the following units. Through engaging activities, this unit helps students review and reinforce key concepts while preparing for new material. Its primary purpose is to provide background information, assess students' understanding, and gauge their readiness for the content in upcoming units. Additionally, the preliminary unit includes tailored suggestions to support instruction across all six units, ensuring a smooth transition and effective learning progression.

Each unit is divided into two lessons (12 total), with a mini-project (*mini-proyecto*) embedded in every lesson. The activities within the lesson scaffold the knowledge and skills needed to complete the mini-project. The unit concludes with a final project (*proyecto final*) that applies the skills acquired through real-world tasks. Authentic resources in the textbook support the development of listening, speaking, reading, and writing skills.

Unit and Lesson Features: Every unit begins with an introduction that includes essential questions to guide learning outcomes and foster critical thinking. Students are presented with information outlining the mini-projects (*mini-proyectos*) and final project (*proyecto final*), which integrate grammar, vocabulary, and communication skills in real-world contexts.

A standout feature of the unit introduction is the Reporteros video, which highlights a teenage reporter—a native of the featured country—exploring their culture and the unit's themes. Filmed on location, these videos showcase authentic accents and provide a genuine representation of the country's landscapes, traditions, and daily life. Accompanying maps and facts further contextualizes the region, enriching students' cultural understanding and grounding their learning in real-world contexts. The introduction concludes with an opening activity that combines text and video to connect students to the unit topics, setting the stage for an immersive and meaningful learning experience.

Lessons begin with a visual overview of objectives, communicative goals, vocabulary, grammar, and cultural highlights. Authentic resources, such as images of landmarks, influential figures, and cultural campaigns, form the foundation for *Para empezar* activities. Cultura and 5Cs questions focus on cultural elements, encouraging students to make connections and comparisons. The *Reporteros' Chat* activity simulates text conversations between teenage reporters, providing an engaging way to explore featured resources.

The core of each lesson consists of four engaging double-page spreads designed to build communication skills.

These are followed by special features like *Somos Reporteros*, which introduces magazine-style articles that inspire critical thinking and cultural exploration from the teen reporter’s perspective. *Mi Gramática* and *Mi Vocabulario* sections include visual aids and contextual examples, helping students master the grammatical structures and vocabulary essential to the lesson.

Appendices and Additional Features: The textbook features classroom instructions in Spanish, commonly used conversational expressions, verb conjugation tables, a bilingual glossary, and vocabulary reference locators. Digital supplements, aligned with the Florida Next Generation World Languages Standards, provide seamless integration into classroom instruction.

Digital Resources: Digital resources enhance the program with interactive, auto-graded self-check quizzes—one per lesson, for a total of 12—as well as grammar, pronunciation, and spelling tutorials.

Additional materials are available on The KWL Hub, including downloadable and, in many cases, editable resources such as maps, peer and self-assessment rubrics, glossaries, and grammar tables. The platform is designed for easy navigation, helping students stay engaged and focused during practice and review.

Major Tool: Teacher Components Describe each of the components, including a format description:

The *Reporteros 3 Florida Standards Edition* features an *Annotated Teacher’s Edition* that is a well-organized, easy-to-use resource designed to support teachers during class preparation and instruction. Available in softcover and digital formats, it includes additional instructional tools online and features a convenient book-in-book layout.

Preliminary Resources: The introductory section equips educators with essential tools for effectively navigating the program. It includes an overview of program resources, a *Scope and Sequence* for streamlined planning, and detailed descriptions of unit and lesson structures. Educators also have access to AP® Spanish Language Culture Recommended Contexts, as well as 50- and 90-minute Pacing Guides. Additional supports, such as an *Index of Cultural References*, enhance instruction. The section also features an overview of the Florida Next Generation World Languages Standards, with complete correlations to standards and benchmarks available under the Teacher Resources tab on The KWL Hub.

Textbook Resources: The *Annotated Teacher’s Edition* aligns with the Student Textbook and offers a *Unit at a Glance* for each unit. This section summarizes scripted learning steps, Essential Questions to guide instruction, and Can-Do Statements for evaluating student progress. It highlights cultural products and practices for exploration, as well as language structures and grammar points for targeted practice. The *Unit Resources* insert identifies all available materials, including page references, audio files, and differentiation worksheets.

Annotations: The *Annotated Teacher’s Edition* provides comprehensive in-class support to enhance teaching effectiveness. It includes scripted lesson presentations that outline objectives and goals, as well as color-coded graphic boxes for each activity or specific skill. These boxes detail the communication mode, learning goals, cultural connections, suggested duration, required materials, and answer keys.

"Boost Your Teaching" annotations present innovative ideas for gamification, extension activities, collaborative tasks, and strategies to accommodate diverse learning styles, including kinesthetic, visual, logical, and auditory

learners. “Authentic Resource” and “Cultural Note” boxes highlight engaging, relevant information to enrich each thematic unit. Additionally, “Differentiated Instruction” annotations offer practical guidance for adapting lessons to meet the varied needs of all learners.

Icons and visual cues throughout the *Annotated Teacher’s Edition* reference key features, such as listening activities, text recordings by native speakers, accompanying videos, pair or group activities, “challenge activities,” formative assessment strategies, authentic resources, and corresponding workbook pages.

Assessment Plan: The *Reporteros 3 Florida Standards Edition* offers a comprehensive assessment program integrating formative and summative assessments. Each unit includes *mini-proyectos*, step-by-step projects supported by peer and self-assessment rubrics, and a *proyecto final*, where students apply grammatical structures, vocabulary, and communication skills to real-world tasks.

Preparo la Evaluación and Integrated Performance Assessment (IPA) tasks align with proficiency standards, incorporating interpretive, interpersonal, and presentational modes. The *Nuestras Culturas* component features oral and written activities, encouraging students to make cultural comparisons and prepare for future Advanced Placement® exams.

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials – Student Components: Describe each of the components, including a format description.

The *Reporteros 3 Florida Standards Edition Workbook* is available in print and digital formats and is designed to complement the Student Textbook. Structured to align seamlessly with the textbook, the workbook includes six units, each divided into two lessons, and concludes with a summative culture assessment for each unit. It provides a variety of activities that reinforce and expand upon the grammar and vocabulary introduced in the textbook, offering students opportunities to practice using the language and content in meaningful ways.

The workbook features sections such as *Mi Vocabulario* and *Mi Gramática*, which include exercises focused on grammar, vocabulary, and skill-building across all language modes. These activities emphasize using language in context rather than isolating skills, ensuring a more integrated learning experience. The *Comunicación* section allows students to practice the three modes of communication—interpretive, interpersonal, and presentational—while also preparing for the *Preparo la Evaluación* and the Integrated Performance Assessment (IPA).

In its digital format, the workbook offers an interactive and engaging experience. Students can complete drag-and-drop activities, fill-in-the-blank tasks, games, riddles, and matching exercises. Auto-grading functionality provides immediate feedback, enabling students to monitor their progress in real-time. Multimedia integration, including links to audio and video resources, further enriches the learning experience, ensuring a dynamic and immersive approach to language acquisition.

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

The teacher components provide a robust suite of digital resources to support instruction, assessment, and hybrid learning. These materials are downloadable, editable, and designed to adapt to diverse teaching needs, offering maximum flexibility and usability.

The Digital Instructional Resources include audio and video scripts that seamlessly integrate multimedia into lessons. Differentiation worksheets are available for students needing additional support and for those ready to tackle advanced challenges. Heritage learner worksheets are specifically tailored for native or advanced students, providing targeted activities to meet their unique needs. Extra material worksheets provide extended practice to reinforce learning and enrich instruction, ensuring targeted support for every learner.

The Assessment Resources on The KWL Hub include answer keys for efficient grading and feedback, along with editable assessments that can be customized to meet specific classroom needs. Rubrics are included to streamline grading and facilitate self- and peer-assessment activities. The program also offers tools for comprehensive evaluations, covering summative, formative, and project-based assessments, all available digitally for ease of access and customization.

Planning Tools include 50- and 90-minute lesson plans, unit learning goals templates, and pacing guides to maintain consistent curriculum progression. Hybrid learning plans provide structured support for both in-person and remote instruction. The *Critical Learning Paths* resource highlights essential activities and materials needed to help students meet proficiency benchmarks, offering flexibility in instructional delivery. All planning tools are editable, allowing teachers to tailor them to their unique classroom contexts.

Standards and Correlations, available on The KWL Hub, include the Florida Next Generation World Languages Standards as well as AP® and IB® correlations to support advanced-level instruction and preparation. These resources are also included in the *Annotated Teacher's Edition*, which is available in both digital and print formats.

Additional Support Materials, also accessible on The KWL Hub, include the *KWL Multi-Tiered Systems of Support (MTSS) Resource Guide*, which addresses diverse learning needs and intervention strategies. The *Career and Technical Education (CTE) Guide* connects the curriculum to real-world applications, emphasizing practical language use. Editable parent communication templates are provided to facilitate family engagement, making it easier for educators to keep families informed and involved.

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY.

Klett World Languages' digital learning platform is designed to ensure seamless integration and interoperability by adhering to industry-standard protocols:

- Learning Tools Interoperability (LTI) v1.3 Advantage: Compliant with the latest LTI standards from IMS Global, enabling secure and efficient integration with leading learning management systems (LMS).
- OneRoster: Supports streamlined rostering and data exchange, simplifying the management of user accounts and course information across educational systems.

Platform Partnerships: Our platform is partnered with Classlink, Clever, and Canvas, ensuring seamless identity, access, and security integrations with leading educational systems.

Platform Development and Compliance: Developed by MagicBox (Magic EdTech), the platform meets all interoperability requirements as outlined on the IMS Global website. This compliance confirms its reliability and effectiveness in integrating with existing educational technology ecosystems.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

The *Reporteros 3 Florida Standards Edition* is thoughtfully designed to align with Florida Next Generation World Languages Standards, ensuring students meet the targeted proficiency levels for Spanish 3 Honors within a standard school year. The program provides adaptable pacing guides for both 50-minute and 90-minute class periods, accommodating diverse instructional schedules across Florida classrooms.

The curriculum features six thematic units, with three units typically covered per semester. The preliminary unit, *¡Hola de nuevo!* activates prior knowledge and sets the foundation for success in subsequent units. Each unit systematically builds on content to develop language proficiency while preparing students for a seamless transition to Spanish 4 Honors.

To support flexibility and diverse teaching contexts, *Critical Learning Paths* offers streamlined instructional options that focus on essential activities and materials. These paths accommodate five weekly 50-minute sessions or two to three alternating 90-minute sessions, ensuring key learning outcomes are met without sacrificing rigor.

The program adheres to Florida’s instructional material guidelines, offering comprehensive and adaptable content that aligns with state standards and course requirements. A detailed Scope and Sequence ensures a logical and systematic progression of topics and skills, while pacing guides and instructional frameworks support educators in delivering high-quality instruction that meets specific district scheduling needs.

By following these tools and guidelines, teachers can successfully implement *Reporteros 3 Florida Standards Edition* in Florida classrooms, maximizing instructional time and ensuring students achieve targeted proficiency goals for continued language learning.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

At Klett World Languages (KWL), we are committed to empowering educators with high-quality content, innovative technology, and exceptional support. Our team of experienced professionals—including former K-12

teachers, professors, and administrators—provides a seamless transition to our programs and ongoing support throughout the adoption process.

Initial Onboarding and Training: KWL provides complimentary onboarding sessions of up to six hours prior to program implementation. These interactive, hands-on sessions prepare educators to navigate the platform, create assignments, and monitor student progress. Teachers also receive training on the communicative instructional approach, the foundation of the program's design, with practical strategies for integrating materials into their curriculum. Collaborative exercises and tailored planning further equip educators to deliver effective instruction with confidence. The format and schedule are customized to meet district needs, ensuring a seamless and successful training experience.

Ongoing Support: After onboarding, educators benefit from continuous support to ensure successful program implementation. A complimentary virtual "How-To" series is offered each semester or annually, focusing on platform training and instructional best practices. Free virtual refresher sessions are provided each fall, tailored to the needs of new and returning teachers. Each district is assigned an EdTech Support Specialist and a World Language Sales Consultant to oversee onboarding, provide ongoing project management, and address technical or instructional challenges.

Professional Development Options: KWL offers research-based, customizable professional development (PD) sessions led by experts in language acquisition and pedagogy. These sessions are available in various formats, including in-person workshops, virtual sessions, and one-on-one coaching. In-person workshops span half or full days and focus on interactive world language topics, while virtual sessions offer flexibility for deep dives into specific subjects or shorter, focused engagements. Virtual office hours further support educators with live demonstrations on platform navigation, lesson planning, and resource utilization.

Professional development covers a range of topics, including differentiated instruction, task- and project-based teaching, backward design, cultural comparisons, integrated performance assessments, and strategies for teaching heritage and native speakers. These sessions support educators in navigating the program's extensive materials and adopting KWL's innovative approach to language teaching. By emphasizing practical strategies and actionable tools, the training empowers teachers to foster successful, engaging, and high-performing classrooms.

Free Resources and Tools: Throughout the adoption period, districts have access to an extensive library of online resources, including webinars by nationally recognized educators, training videos, and instructional articles. KWL's World Language Consultants are available via email to provide ongoing technical and pedagogical support, ensuring educators have the guidance needed for success.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid; however, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

The *Reporteros 3 Florida Standards Edition* platform operates on a Software-as-a-Service (SaaS) model, offering broad compatibility with various devices and ensuring easy access for classroom use. To fully implement the program, schools and districts should ensure that their hardware meets a few basic requirements.

The platform is compatible with desktops, laptops, tablets, and mobile devices that can run a modern web browser. It supports any HTML5-compliant browser, including Safari, Google Chrome, and Microsoft Edge, without requiring additional extensions or software. For optimal performance, a minimum internet speed of 4 Mbps is recommended, though higher bandwidth is advisable for faster load times, particularly when accessing multimedia content.

For users who prefer mobile access, the program includes Android and Google Play apps that enhance the browser experience and provide additional flexibility. No specialized hardware or extensions are necessary, simplifying integration into existing classroom technology setups. The platform's adaptability ensures that it works seamlessly within a school's or district's current technological infrastructure.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If the software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Access to digital materials requires an individual digital license for each teacher or student. These licenses are tied to the courses on the platform and provide access to HTML5 and ePub3 content through the platform's table of contents.

Each teacher or student is assigned a unique, 1:1 digital license, ensuring personalized access to the program's resources. Licenses are renewable, allowing continued access based on the terms of the subscription.

This licensing structure ensures seamless access to the program's resources while adhering to compliance requirements.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List any states in which this submission is currently adopted.

The *Reporteros* series has been adopted in several states, demonstrating its broad appeal and alignment with diverse educational standards.

Florida Submission: This version has been specifically tailored to meet Florida Standards.

National Version: The national version of the program has been adopted by the following states: California, Mississippi, Missouri, Utah, and West Virginia.

Additionally, the series is being implemented in numerous districts across other states, including Arizona, Georgia, Maryland, Texas, and Virginia.

This wide adoption underscores the program's versatility and effectiveness in meeting the needs of educators and students nationwide.

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open

Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use and reuse knowledge.)

Klett World Languages is committed to providing high-quality, openly licensed materials to support the *Reporteros 3 Florida Standards Edition*. These resources align with the definition of Open Educational Resources (OER), as they are freely available, openly licensed, and designed for reuse, adaptation, and sharing.

Among the OER offerings are webinar archives, which include recorded sessions focused on professional development and instructional strategies. These recordings are openly accessible and licensed for adaptation and reuse. Additionally, advocacy information is available in the form of tools, templates, and data to support language education advocacy efforts. These resources are freely available and can be adapted to meet the unique needs of educators. A Florida-specific online page is also provided, featuring openly licensed resources aligned with Florida Standards. These resources are designed to be used and adapted freely by educators.

In addition to OER, Klett World Languages offers several supplementary resources that, while not openly licensed, serve as valuable tools for implementing the program. These include blogs and white papers, which provide research-based insights and practical teaching strategies and are available online at no cost. The KWL Knowledge Base complements these offerings with a comprehensive catalog of resources, articles, and guides accessible to students, teachers, and administrators through the website.

These supplementary resources enhance the OER offerings and provide educators with additional tools to effectively implement the *Reporteros 3 Florida Standards Edition*.

12. ALTHOUGH NOT CALLED FOR IN THE STATE ADOPTION, DO YOU HAVE ADVANCED PLACEMENT (AP) OR ACCELERATED PROGRAM INSTRUCTIONAL MATERIALS AVAILABLE FOR THE COURSE(S) BID FOR ADOPTION?

Reporteros 3 Florida Standards Edition aligns with themes, skills, and approaches found in both Advanced Placement® (AP) and International Baccalaureate® (IB) programs:

- AP® Alignment: Units introduce foundational language skills and cultural themes that prepare students for success in AP-level coursework.
- IB® Alignment: The program fosters global-mindedness, inquiry-based learning, and intercultural understanding through authentic cultural resources and project-based assessments. Activities emphasize the three modes of communication (interpretive, interpersonal, and presentational), aligning with IB Language Acquisition goals.

This ensures *Reporteros 3 Florida Standards Edition* provides a strong foundation for students pursuing advanced language studies in AP® and IB® programs.

13. WHAT, IF ANY, FOREIGN LANGUAGE TRANSLATIONS DO YOU HAVE AVAILABLE?

The digital learning platform hosting the *Reporteros* series includes translation capabilities, allowing its interface to be adapted into multiple languages. This feature enhances accessibility and supports diverse, multilingual learning environments.

14. DO YOU PROVIDE ACCESS POINT SCAFFOLDING OR AN ACCESS POINT CORRELATION UPON REQUEST?

Yes, we are happy to provide this information upon request.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the K-12 ELA Specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

The *Reporteros* series meets the criteria for Tier 4 Evidence as defined by the Every Student Succeeds Act (ESSA). This classification is based on an Instructional Design Review conducted in the spring of 2024 by the Johns Hopkins School of Education Center for Research and Reform in Education. The review evaluated the program from an instructional design perspective, examining its framework, content development, evaluation processes, and user interface accessibility.

To meet ESSA Tier 4 requirements, programs must demonstrate a clearly articulated logic model and plans for future study. The *Reporteros* series is grounded in a research-based logic model that aligns its instructional design with expected student outcomes. The program also includes ongoing and planned research to assess the effectiveness of its interventions on student performance.

The review verified that the *Reporteros* series fulfills these criteria, confirming its alignment with Tier 4 evidence and emphasizing its commitment to advancing evidence-based educational practices.