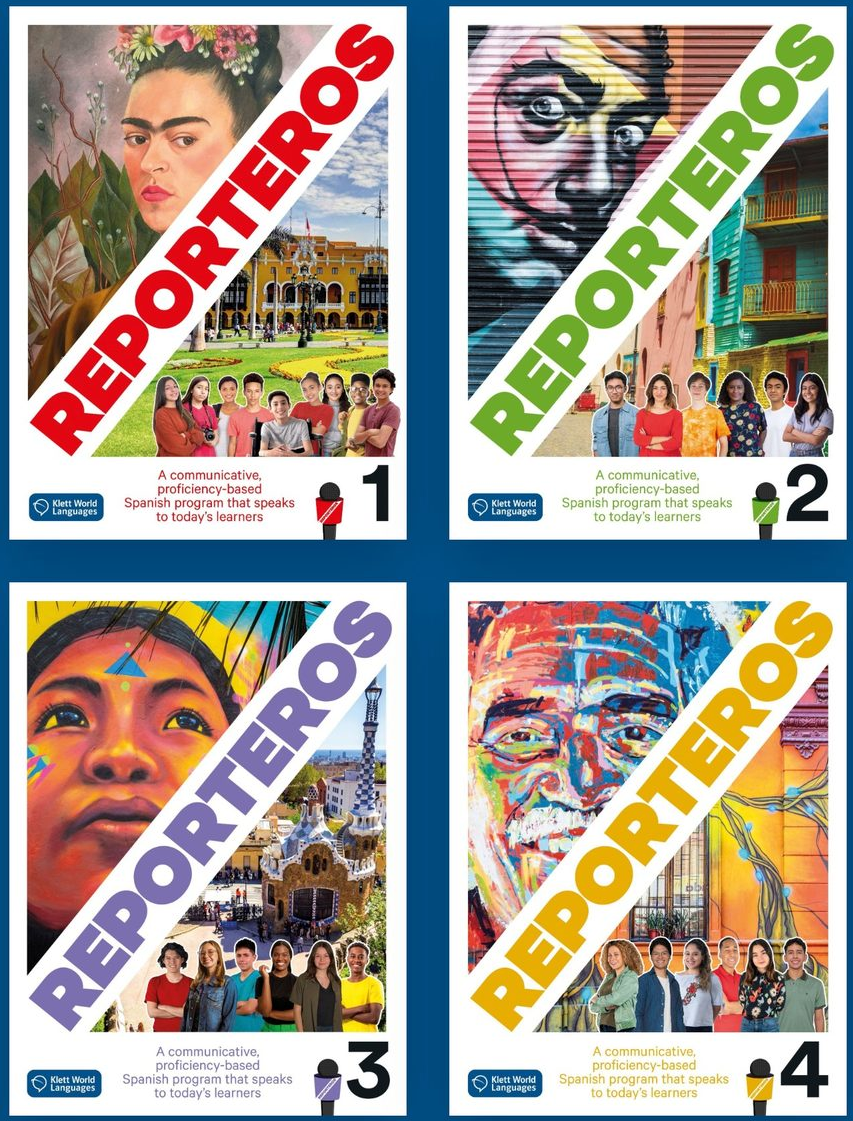
PROFESSIONAL DEVELOPMENT
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¡Bienvenidos a *Reporteros*!

Initial Onboarding Presentation



Session Goals

1

Learn and review the components from the *Reporteros* program

2

Understand how to use *Reporteros* effectively in the classroom

3

Master the navigation and use of the *Reporteros* online platform

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Agenda

1 **Get to know *Reporteros*: The Basics**

a. Communicative Approach · b. Resources

2 **Assessment Program**

3 **Lesson Walkthrough**

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PART 1

Get to know *Reporteros*: The Basics

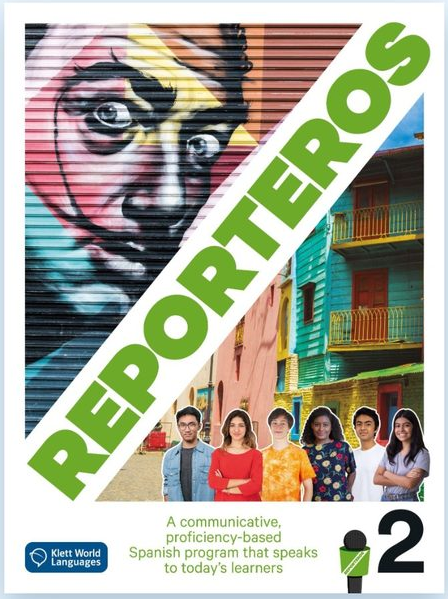


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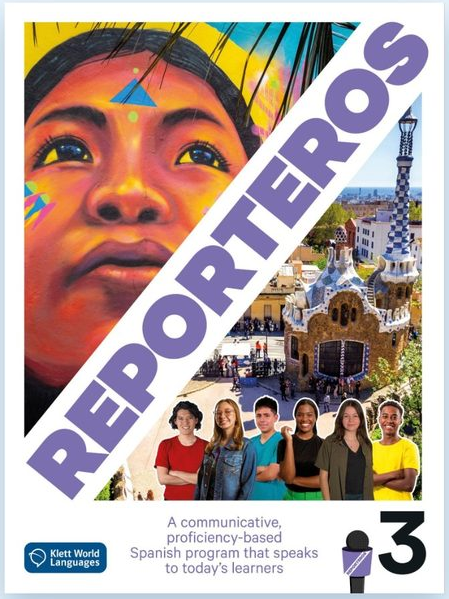
The *Reporteros* Program



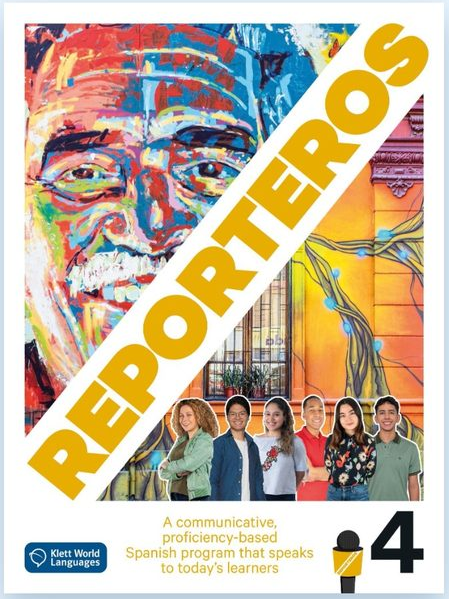
Novice Low to Novice High



Novice High to Intermediate Low



Intermediate Low to Intermediate Mid



Intermediate Mid to Intermediate High

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The *Reporteros* Concept

- Each unit centers a different reporter from around the Spanish speaking world
- 6 reporters per level
- The reporters are the connecting thread across each unit
- Learn Spanish through the eyes of these reporters



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Structure of the Program

Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6	
L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2

Unit = Chapter

Lesson = Half a chapter

Each lesson works independently but taken collectively prepare students for final unit assessment

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Structure of the Program

Lesson 1

1 · Lesson Introduction

2 · Lesson Core

3 · *Somos Reporteros*

4 · *Mi Gramática*

5 · *Mi Vocabulario*

6 · *Mini Proyecto*

Lesson 2

1 · Lesson Introduction

2 · Lesson Core

3 · *Somos Reporteros*

4 · *Mi Gramática*

5 · *Mi Vocabulario*

6 · *Mini Proyecto*

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A note about the preliminary units

Steps	Student's resources	Teacher's resources	Review these pages before doing...
pp. 1c–1 *Imágenes de apertura*	• Workbook activity 1		• Unit 1
pp. 2–3 Spanish Around the World	• Workbook activities 2–4		• Unit 1
p. 4 Spanish in the United States	• Workbook activities 5–6		• Unit 1
p. 5 History of the Spanish Language	• Workbook activity 7		• Unit 5

OPTION 1

Skip the preliminary unit and start with Unit 1

OPTION 2

Complete the preliminary unit before starting Unit 1

OPTION 3

Follow the chart & complete parts of the preliminary unit before starting each of the different Units 1-6

*NOTE: The preliminary units in *Reporteros 2* and *3* serve as a review of the previous level

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A note about *Reporteros 4*

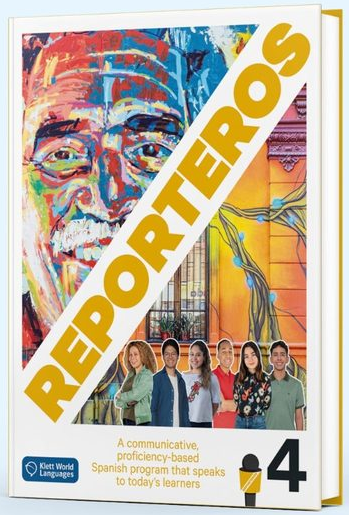
Reporteros 4 makes small departures from levels 1-3 in terms of content & structure

Simplified structure

AP®-styled content and activities

Unit 1 · Unit 2 · Unit 3 · Unit 4 · Unit 5 · Unit 6

- Unit Introduction
- Lesson Core
- *Mi Vocabulario*
- *Proyecto Final*



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AP® Themes in *Reporteros 4*

Unit		Families and Communities	Language and Culture	Art and Creativity	Science and Technology	Contemporary Life	Global Contexts
1	*Maneras de vivir*	✓	✓	✓		✓	✓
2	*Nuestras lenguas*	✓	✓	✓	✓	✓	✓
3	*El Caribe innova*	✓	✓	✓	✓	✓	✓
4	*Hecho en Guatemala*	✓	✓	✓	✓	✓	✓
5	*Colombia es mágica*	✓	✓	✓		✓	✓
6	*Energía latina*	✓	✓	✓	✓	✓	✓

Aligned with the Recommended Contexts of the revised AP® Spanish Language and Culture course and exam (first administered May 2027).

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TEACHING WITH *REPORTEROS*

How does *Reporteros* enact a communicative, proficiency-based approach?



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Communicative Language Teaching

Implications for the Classroom

What can you count on in *Reporteros*?

- Focus on meaning as the priority over linguistic accuracy
- Natural progression of activities from input to output
- Cycling through the 3 modes of communication
- Students build communicative proficiency

What does that look like in *Reporteros*?

- Interpretive mode as starting point with grammar and vocabulary presented in context
- Grammar explanations and vocabulary lists at the end of the lesson instead of the front
- Students will be using the language from day 1 (no explicit explanations needed!)

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LEAVING BEHIND

What is *Reporteros* leaving behind?

PPP Model

Present

- Explicit Explanations
- Direct Grammar Instruction
- All forms at once

Practice

- Fill-in-the-blank
- Rote Memorization
- Focus on accuracy
- Practice for practice's sake

Produce

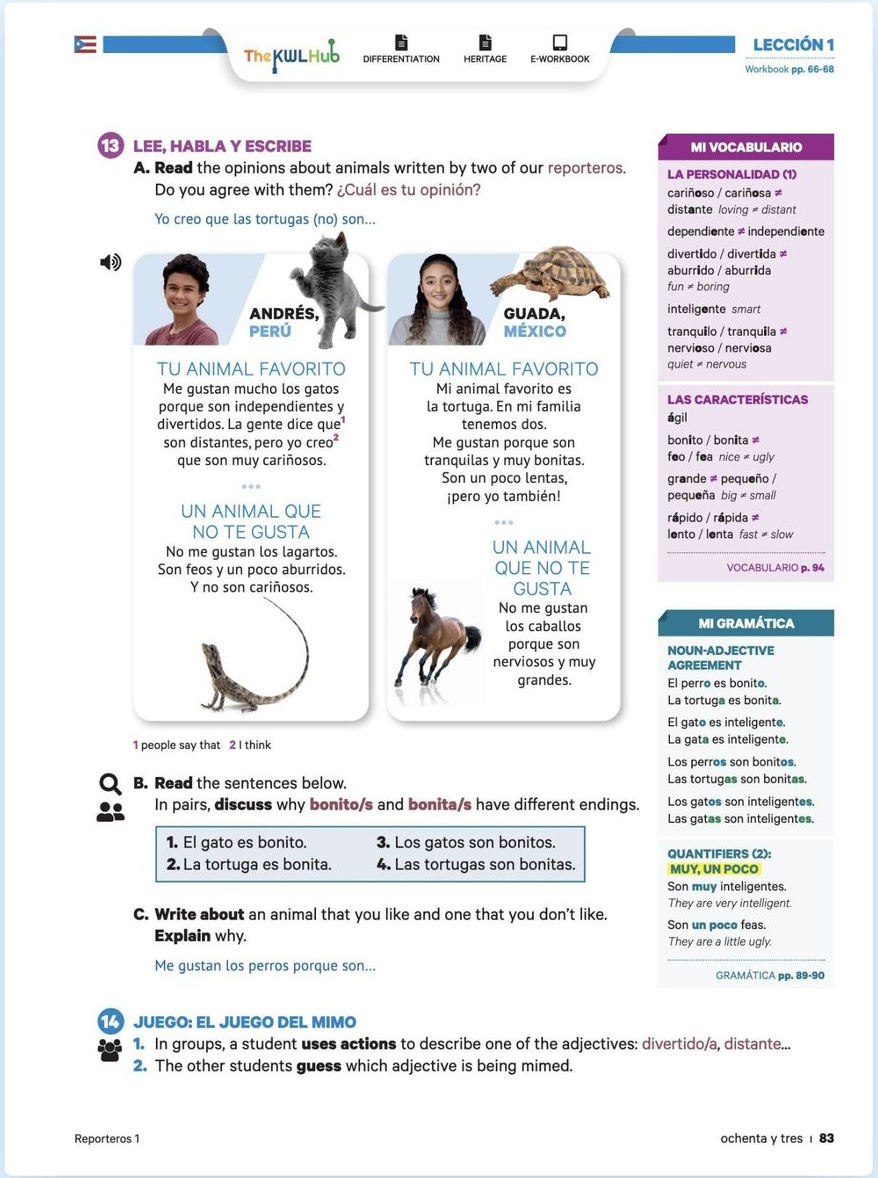
- Lack of communicative purpose
- Required to use certain forms/structures
- To see what students can't do

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EMBRACING

What is *Reporteros* embracing?



The KWL Hub DIFFERENTIATION HERITAGE E-WORKBOOK LECCIÓN 1
Workbook pp. 66-68

13 LEE, HABLA Y ESCRIBE

A. Read the opinions about animals written by two of our reporteros. Do you agree with them? ¿Cuál es tu opinión?

Yo creo que las tortugas (no) son...

ANDRÉS, PERÚ

TU ANIMAL FAVORITO
Me gustan mucho los gatos porque son independientes y divertidos. La gente dice que[1] son distantes, pero yo creo[2] que son muy cariñosos.

UN ANIMAL QUE NO TE GUSTA
No me gustan los lagartos. Son feos y un poco aburridos. Y no son cariñosos.

GUADA, MÉXICO

TU ANIMAL FAVORITO
Mi animal favorito es la tortuga. En mi familia tenemos dos. Me gustan porque son tranquilas y muy bonitas. Son un poco lentas, ¡pero yo también!

UN ANIMAL QUE NO TE GUSTA
No me gustan los caballos porque son nerviosos y muy grandes.

1 people say that 2 I think

B. Read the sentences below. In pairs, **discuss** why **bonito/s** and **bonita/s** have different endings.

1. El gato es bonito.	**3.** Los gatos son bonitos.
2. La tortuga es bonita.	**4.** Las tortugas son bonitas.

C. Write about an animal that you like and one that you don't like. **Explain** why.

Me gustan los perros porque son...

14 JUEGO: EL JUEGO DEL MIMO

1. In groups, a student **uses actions** to describe one of the adjectives: divertido/a, distante...
2. The other students **guess** which adjective is being mimed.

MI VOCABULARIO

LA PERSONALIDAD (1)
cariñoso / cariñosa ≠ distante *loving ≠ distant*
dependiente ≠ independiente
divertido / divertida ≠ aburrido / aburrida *fun ≠ boring*
inteligente *smart*
tranquilo / tranquila ≠ nervioso / nerviosa *quiet ≠ nervous*

LAS CARACTERÍSTICAS
ágil
bonito / bonita ≠ feo / fea *nice ≠ ugly*
grande ≠ pequeño / pequeña *big ≠ small*
rápido / rápida ≠ lento / lenta *fast ≠ slow*

VOCABULARIO p. 94

MI GRAMÁTICA

NOUN-ADJECTIVE AGREEMENT
El perro es bonito.
La tortuga es bonita.
El gato es inteligente.
La gata es inteligente.
Los perros son bonitos.
Las tortugas son bonitas.
Los gatos son inteligentes.
Las gatas son inteligentes.

QUANTIFIERS (2): MUY, UN POCO
Son muy inteligentes.
They are very intelligent.
Son un poco feas.
They are a little ugly.

GRAMÁTICA pp. 89-90

Reporteros 1 ochenta y tres | 83

LET'S LOOK

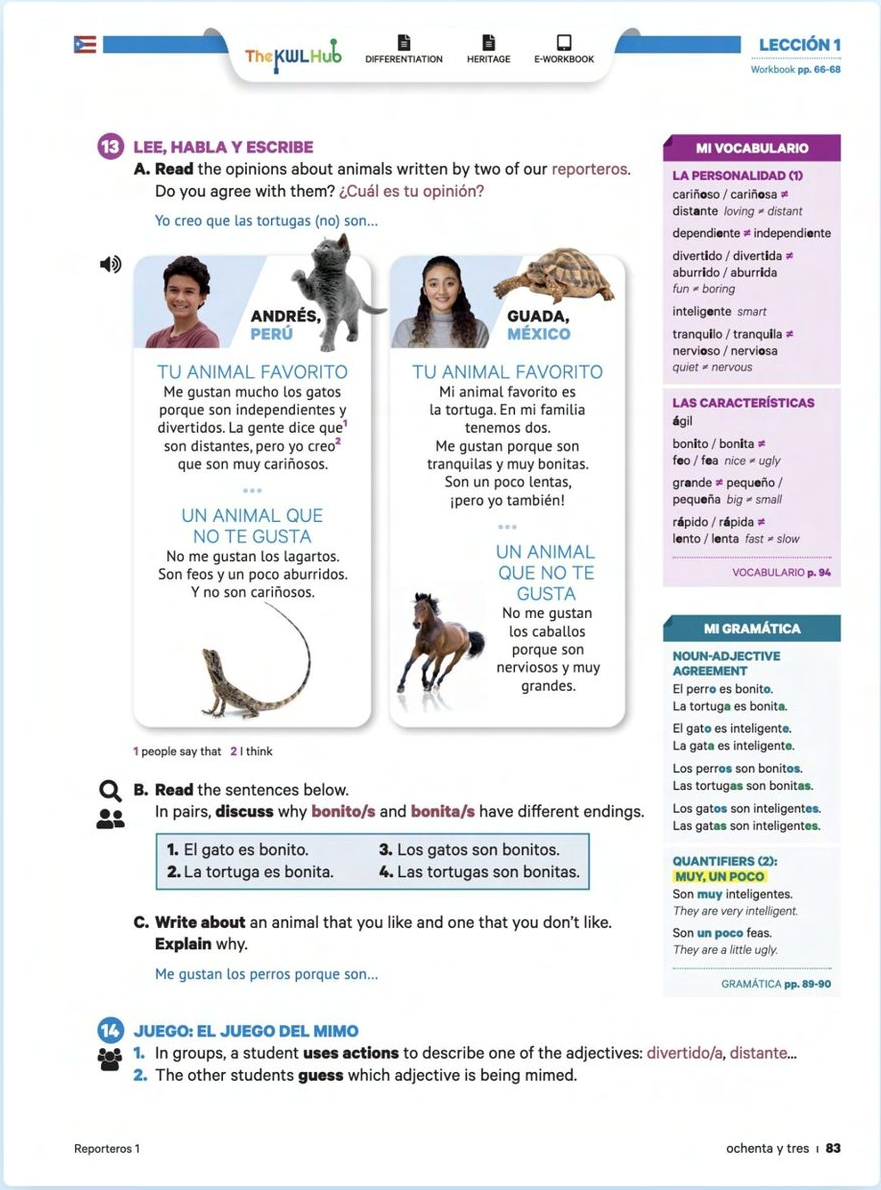
What do you notice in this example?

Reporteros 1, p. 83

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3 modes of communication

Reporteros 1, p. 83



The KWL Hub DIFFERENTIATION HERITAGE E-WORKBOOK

LECCIÓN 1

Workbook pp. 66-68

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LAS CARACTERÍSTICAS

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VOCABULARIO p. 94

MI GRAMÁTICA

NOUN-ADJECTIVE AGREEMENT

El perro es bonito.
La tortuga es bonita.

El gato es inteligente.
La gata es inteligente.

Los perros son bonitos.
Las tortugas son bonitas.

Los gatos son inteligentes.
Las gatas son inteligentes.

QUANTIFIERS (2): MUY, UN POCO

Son muy inteligentes.
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GRAMÁTICA pp. 89-90

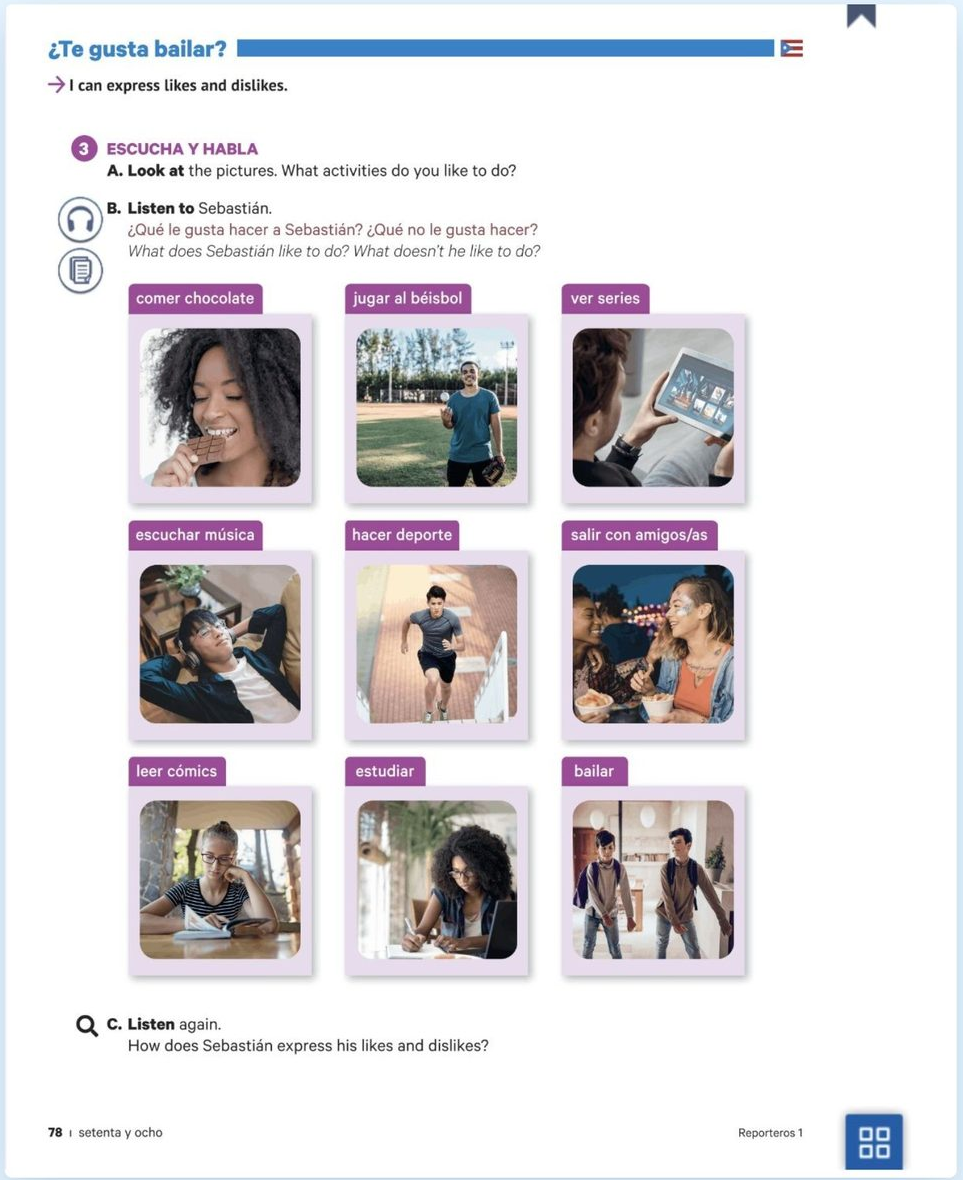
Reporteros 1

ochenta y tres | 83

Communicative Purpose

Grammar presented in Context

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¿Te gusta bailar?

→ I can express likes and dislikes.

3 ESCUCHA Y HABLA

A. Look at the pictures. What activities do you like to do?

B. Listen to Sebastián.
¿Qué le gusta hacer a Sebastián? ¿Qué no le gusta hacer?
What does Sebastián like to do? What doesn't he like to do?

C. Listen again.
How does Sebastián express his likes and dislikes?

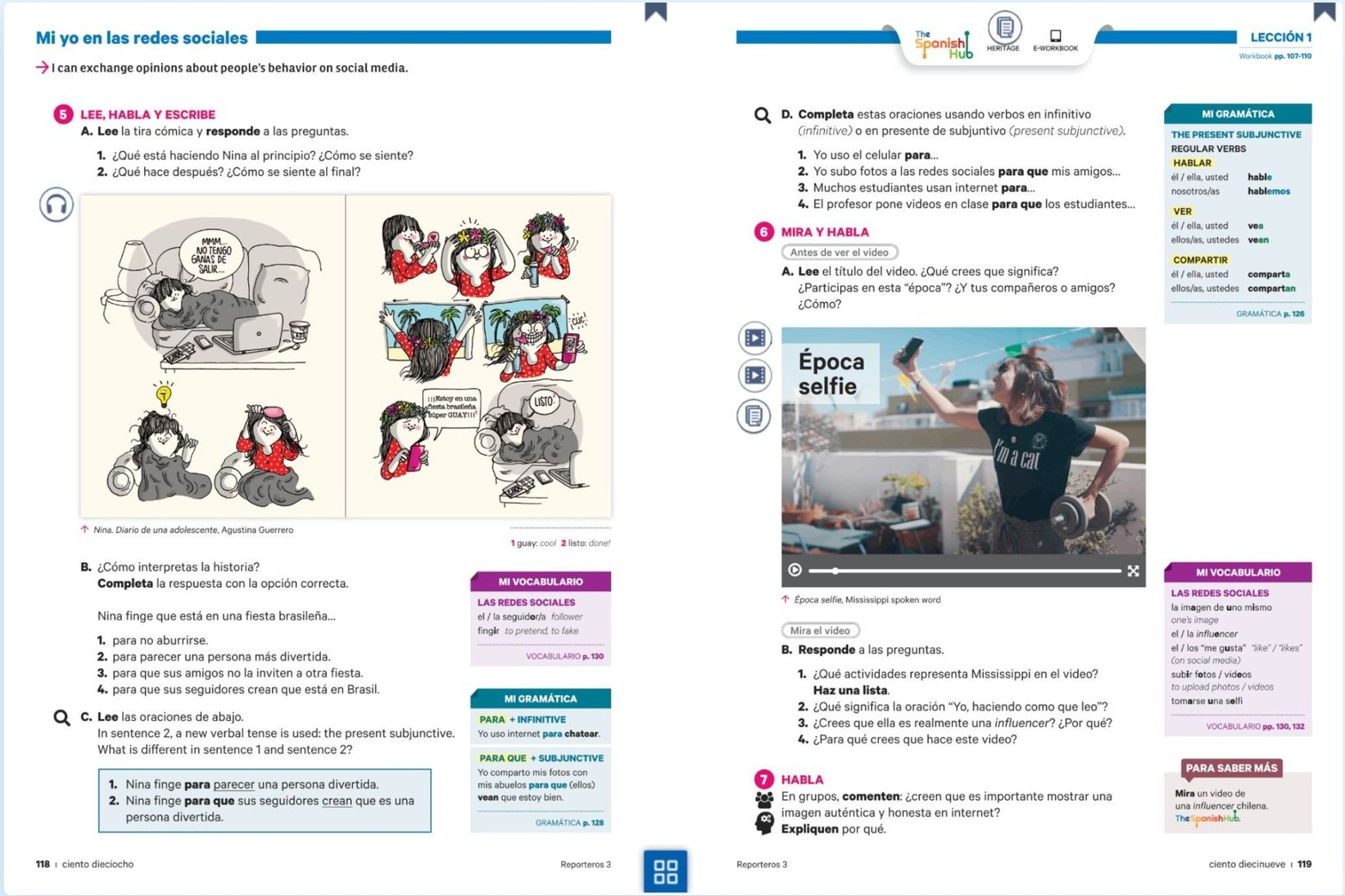
LET'S LOOK

NOTE

Following this approach, students will be exposed to new words and structures in a communicative context **BEFORE** they receive any explicit instruction

- You do not need to stop and "teach" *gustar* here
- Students are not asked to produce the new form! Here they are producing vocabulary items

Reporteros 1, p. 78



Mi yo en las redes sociales

I can exchange opinions about people's behavior on social media.

5 LEE, HABLA Y ESCRIBE

A. Lee la tira cómica y **responde** a las preguntas.

1. ¿Qué está haciendo Nina al principio? ¿Cómo se siente?
2. ¿Qué hace después? ¿Cómo se siente al final?

Nina. Diario de una adolescente, Agustina Guerrero

1 guay: *cool* **2** listo: *done!*

B. ¿Cómo interpretas la historia?
Completa la respuesta con la opción correcta.

Nina finge que está en una fiesta brasileña...

1. para no aburrirse.
2. para parecer una persona más divertida.
3. para que sus amigos no la inviten a otra fiesta.
4. para que sus seguidores crean que está en Brasil.

C. Lee las oraciones de abajo.
In sentence 2, a new verbal tense is used: the present subjunctive. What is different in sentence 1 and sentence 2?

1. Nina finge **para** parecer una persona divertida.
2. Nina finge **para que** sus seguidores crean que es una persona divertida.

MI VOCABULARIO

LAS REDES SOCIALES
el / la seguid**or/a** *follower*
fingir *to pretend, to fake*

VOCABULARIO p. 130

MI GRAMÁTICA

PARA + INFINITIVE
Yo uso internet **para chatear**.

PARA QUE + SUBJUNCTIVE
Yo comparto mis fotos con mis abuelos **para que** (ellos) **vean** que estoy bien.

GRAMÁTICA p. 128

D. Completa estas oraciones usando verbos en infinitivo *(infinitive)* o en presente de subjuntivo *(present subjunctive)*.

1. Yo uso el celular **para**...
2. Yo subo fotos a las redes sociales **para que** mis amigos...
3. Muchos estudiantes usan internet **para**...
4. El profesor pone videos en clase **para que** los estudiantes...

MI GRAMÁTICA

THE PRESENT SUBJUNCTIVE
REGULAR VERBS

HABLAR
él / ella, usted **hable**
nosotros/as **hablemos**

VER
él / ella, usted **vea**
ellos/as, ustedes **vean**

COMPARTIR
él / ella, usted **comparta**
ellos/as, ustedes **compartan**

GRAMÁTICA p. 126

6 MIRA Y HABLA

Antes de ver el video

A. Lee el título del video. ¿Qué crees que significa? ¿Participas en esta "época"? ¿Y tus compañeros o amigos? ¿Cómo?

Época selfie, Mississippi spoken word

Mira el video

B. Responde a las preguntas.

1. ¿Qué actividades representa Mississippi en el video? **Haz una lista**.
2. ¿Qué significa la oración "Yo, haciendo como que leo"?
3. ¿Crees que ella es realmente una *influencer*? ¿Por qué?
4. ¿Para qué crees que hace este video?

MI VOCABULARIO

LAS REDES SOCIALES
la imag**e**n de **u**no m**i**smo *one's image*
el / la *influencer*
el / los "me g**u**sta" *"like" / "likes" (on social media)*
subir fotos / vid**e**os *to upload photos / videos*
tomarse **u**na s**e**lfi

VOCABULARIO pp. 130, 132

7 HABLA

En grupos, **comenten**: ¿creen que es importante mostrar una imagen auténtica y honesta en internet?
Expliquen por qué.

PARA SABER MÁS

Mira un video de una *influencer* chilena.
TheSpanishHub.

LEVEL 3 EXAMPLE

Communicative Purpose

Cycling of the 3 modes of communication

Grammar presented in Context

Reporteros 3, pp. 118-119

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TEACHING WITH *REPORTEROS*

What resources do you have available to you?



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Reporteros comes with a lot of resources for both teachers and students

RESOURCES FOR…

- Grammar & Vocabulary
- Classroom Instruction
- Curricular Planning
- **Assessment**

ORGANIZED VIA…

- General Resources
- Teacher's Resources
- Assessment Program
- Differentiation & Heritage Worksheets
- Grammar Tutorials
- Pronunciation & Spelling Tutorials
- Videos with Closed Captions
- Self-Check Quizzes
- Student textbook & workbook

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Resources: Grammar & Vocabulary

Grammar & Vocabulary

Classroom Instruction

Curricular Planning

Assessment

What is it?	Where can I find it?
Grammar Glossary Grammar Tables Vocabulary Glossary A-Z Useful Expressions to Communicate Vocabulary Lists by Unit	**General Resources**
Grammar Tutorials	**Grammar Tutorials**
Pronunciation Practice	**Pronunciation & Spelling Tutorials**
Self Check Quizzes	**Self-Check Quizzes**
My Grammar & My Vocabulary	**Student textbook**
Student Workbook	**Ebook | Interactive Workbook**

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Resources: Classroom Instruction

- Grammar & Vocabulary
- **Classroom Instruction**
- Curricular Planning
- Assessment

What is it?	Where can I find it?
Differentiated Instruction Worksheets	**Linked in Student/Teacher Ebook · Differentiation Worksheets**
Heritage Worksheets	**Linked in Student/Teacher Ebook · Heritage Worksheets**
Audio files & transcripts Links for *Para Saber Más*	**Teacher Resources (downloadable)**
Videos with Closed Captions	**Videos with Closed Captions**
Answer Keys	**Teacher Resources · Annotated Teacher's Edition**
Maps Extra Resources Worksheets	**General Resources**

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Resources: Curricular Planning

- Grammar & Vocabulary
- Classroom Instruction
- **Curricular Planning**
- Assessment

What is it?	Where can I find it?
AP®, IB & Standards Correlations 50- & 90-minute lesson plans Critical & Hybrid Learning Paths Unit Learning Goals Templates *Reporteros* & Homework	**Teacher's Resources**
Scope & Sequence Pacing Guide Unit Overviews	**Annotated Teacher's Edition**

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Resources: Assessment

- Grammar & Vocabulary
- Classroom Instruction
- Curricular Planning
- **Assessment**

What is it?	Where can I find it?
Options for formative & summative assessment	**Assessment Program**
Lesson and Unit final projects	**Student textbook**
Rubrics	**General Resources**
Self-Check Quizzes	**Self-Check Quizzes**
Preparo la evaluación (Mock IPA) Cultural Comparisons	**Student textbook**
Comunicación activities	**Student workbook**

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What components come with *Reporteros*?

Student Edition

(available print and/or digital): 6 units in each level

Workbook

(available print and/or digital)

Annotated Teacher's Edition

(available print and/or digital)

The KWL Hub

online platform (available students and/or teachers)

*The specific components available to you are based upon the agreement between KWL and your district

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PART 2

Assessment Program



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TEACHING WITH *REPORTEROS*

How will you assess student success?



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Ready-made Assessment Program

> Rather than an end point in evaluation, assessment serves as the initial starting point when creating an educational program that follows the principles of **backwards design**. Defining the learning objectives and how they are to be evaluated is key to a successful, realistic approach to course planning.
> Communicating these objectives and criteria to students is essential to involving them in their own learning processes.

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Backwards Design

Implications for the Classroom

What can you count on in *Reporteros*?

- A backward design guides each unit and all of the activities within
- Multiple options of communicative assessments
- Classwork & Homework prepares students for final assessments

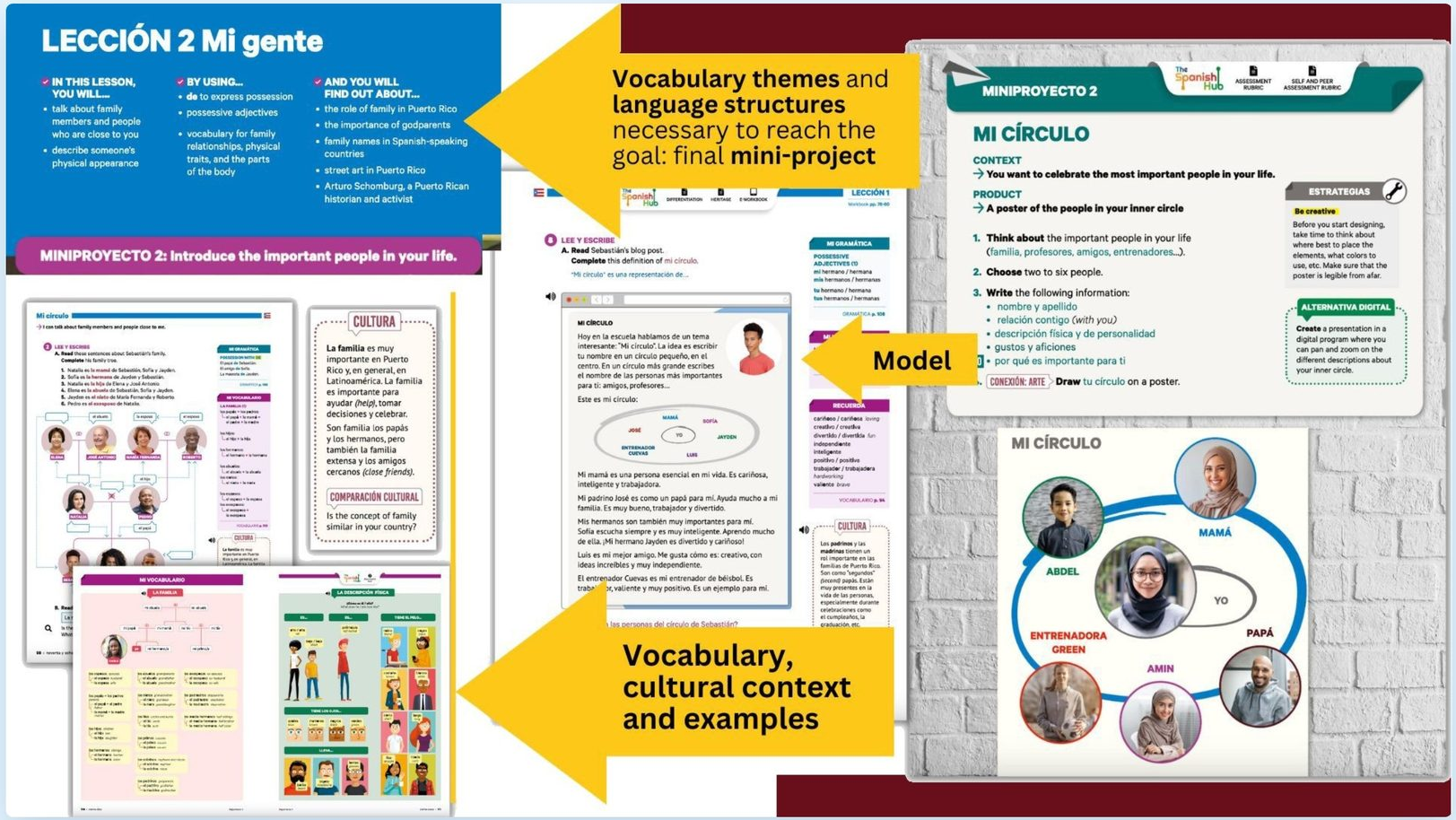
What does that look like in *Reporteros*?

- Final projects used as summative (or formative) assessments
- Vocabulary & Language Structures on every page to achieve communicative objectives
- Spiraled approach (students revisit topics and see language structures multiple times in each unit and throughout each level)

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BACKWARDS DESIGN IN ACTION

Every lesson builds toward the *miniproyecto*



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Assessment Program

Proficiency-Oriented

- Mini & Final Projects
- Integrated Performance Assessment
- *Preparo la evaluación*
- *Nuestras Culturas*
- My Progress Sheets

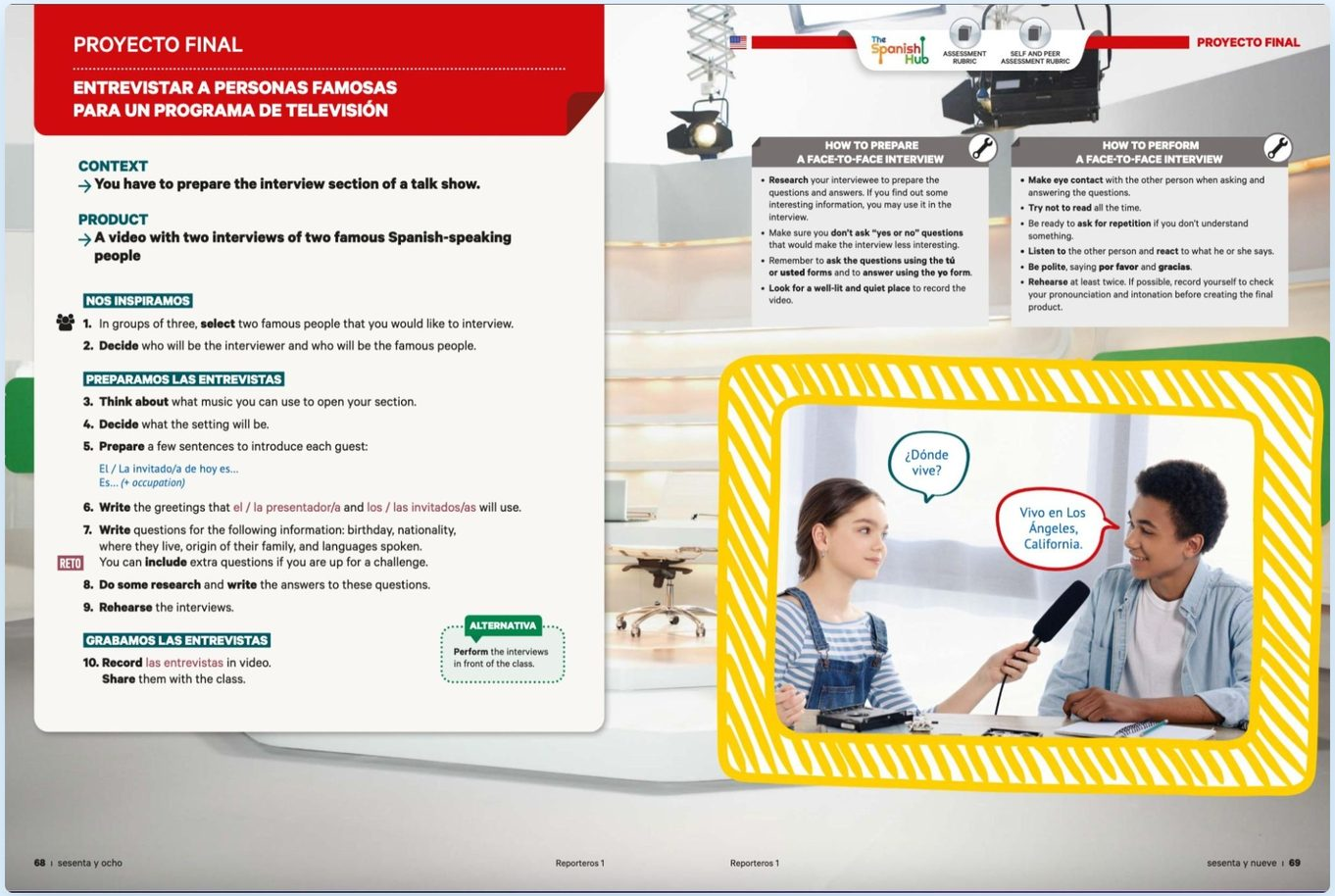
Skills-Based

- Lesson Quizzes
- Self-Check Quizzes
- Midterm Exam
- Final Exam

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PROFICIENCY-ORIENTED

Proyecto final



PROYECTO FINAL

ENTREVISTAR A PERSONAS FAMOSAS PARA UN PROGRAMA DE TELEVISIÓN

CONTEXT

→ **You have to prepare the interview section of a talk show.**

PRODUCT

→ **A video with two interviews of two famous Spanish-speaking people**

NOS INSPIRAMOS

1. In groups of three, **select** two famous people that you would like to interview.
2. **Decide** who will be the interviewer and who will be the famous people.

PREPARAMOS LAS ENTREVISTAS

3. **Think about** what music you can use to open your section.
4. **Decide** what the setting will be.
5. **Prepare** a few sentences to introduce each guest:

   El / La invitado/a de hoy es...
   Es... *(+ occupation)*

6. **Write** the greetings that el / la presentador/a and los / las invitados/as will use.
7. **Write** questions for the following information: birthday, nationality, where they live, origin of their family, and languages spoken.
   RETO You can **include** extra questions if you are up for a challenge.
8. **Do some research** and **write** the answers to these questions.
9. **Rehearse** the interviews.

GRABAMOS LAS ENTREVISTAS

10. **Record** las entrevistas in video.
    Share them with the class.

ALTERNATIVA

Perform the interviews in front of the class.

The Spanish Hub · ASSESSMENT RUBRIC · SELF AND PEER ASSESSMENT RUBRIC

PROYECTO FINAL

HOW TO PREPARE A FACE-TO-FACE INTERVIEW

- **Research** your interviewee to prepare the questions and answers. If you find out some interesting information, you may use it in the interview.
- Make sure you **don't ask "yes or no" questions** that would make the interview less interesting.
- Remember to **ask the questions using the tú or usted forms** and to **answer using the yo form**.
- **Look for a well-lit and quiet place** to record the video.

HOW TO PERFORM A FACE-TO-FACE INTERVIEW

- **Make eye contact** with the other person when asking and answering the questions.
- **Try not to read** all the time.
- Be ready to **ask for repetition** if you don't understand something.
- **Listen to** the other person and **react** to what he or she says.
- **Be polite**, saying **por favor** and **gracias**.
- **Rehearse** at least twice. If possible, record yourself to check your pronounciation and intonation before creating the final product.

Reporteros 1 p. 68-69

PROFESSIONAL DEVELOPMENT
Klett World Languages

PROFICIENCY-ORIENTED

Integrated Performance Assessment (IPA)

1 · Interpretive reading

Nombre y apellido: _____ Fecha: _____

UNIDAD 1 Evaluación IPA **Reporteros 1 / 1A**

LOS PREMIOS HERENCIA HISPANA

CONTEXT: Every year, the Hispanic Heritage Foundation presents the Hispanic Heritage Awards to individuals of Hispanic origin who have made a positive contribution to the Hispanic and Latin community in the United States and abroad. This year, your school would like to nominate a candidate. You'll read over each nominee's details and then, together with a partner, choose one. Finally, you will write a profile of the nominee to send to the school's selection committee.

INTERPRETIVE READING
Read the information on the cards.
Complete the activities on page 2.

NOMBRE Y APELLIDO: **Elizabeth Acevedo**
FECHA DE NACIMIENTO: **15 de febrero de 1988**
LUGAR DE RESIDENCIA: **Washington, DC**
ORIGEN FAMILIAR: **República Dominicana**
NACIONALIDAD: **Estados Unidos**
IDIOMAS QUE HABLA: **inglés y español**



2 · Interpersonal speaking

UNIDAD 1. Evaluación IPA **Reporteros 1 / 1A**

INTERPERSONAL SPEAKING
In pairs, **choose** the candidate you prefer.
Add further information you know about him / her.
Record yourself.

3 · Presentational writing

UNIDAD 1. Evaluación IPA **Reporteros 1 / 1A**

PRESENTATIONAL WRITING
Write your candidate's profile using the information you know.

PROFESSIONAL DEVELOPMENT
Klett World Languages

PROFICIENCY-ORIENTED

Preparo la evaluación (Mock IPA)

PREPARO LA EVALUACIÓN · IPA

INTERPRETIVE

1 INTERPRETIVE READING
Look at the infographic.
Answer the questions.

GRAMÁTICA pp. 39, 43, 60
VOCABULARIO pp. 44, 64-66

1. ¿Cuántas personas de origen hispano viven en los Estados Unidos?
2. ¿Cuál es el país de origen de la mayoría (*most*) de ellos?
3. ¿En qué estado viven más personas de origen hispano en total?
4. ¿Cuántas personas de origen colombiano viven en los Estados Unidos?
5. ¿Cuántas personas de origen hispano viven en el estado de Illinois?
6. ¿Cuál es el estado con más porcentaje de población de origen hispano?

ESTRATEGIAS

Use visual clues
The **visual elements of the infographic** can help you understand unfamiliar words.



The Spanish Hub — ASSESSMENT RUBRIC

2 INTERPRETIVE VIEWING
Watch the video.
Answer the questions.

GRAMÁTICA pp. 39, 43, 60-61
VOCABULARIO pp. 44-45, 64-66



1. ¿Cómo se llama?
2. ¿De dónde es?
3. ¿Cuántos años tiene?
4. ¿Qué idiomas habla?
5. ¿De dónde es su mamá?
6. ¿Cómo se llaman sus amigas?

↑ *El videoblog de Laura*, EMDL

ESTRATEGIAS

Listen for a purpose
Don't get hung up on the words you don't understand. **Focus on the information you need** to complete the task.

PRESENTATIONAL

GRAMÁTICA pp. 38-43, 60-63
VOCABULARIO pp. 44-46, 64-65

3 PRESENTATIONAL WRITING
You **collaborate** in "Viva la cultura", a magazine that celebrates the cultures of Spanish-speaking countries.
You are asked to **present** one of the following famous people for an article titled "La personalidad del mes."
Write a text.



YALITZA APARICIO
BIRTHDAY: 12/11
PLACE: Tlaxiaco (Mexico)
OCCUPATION: actress
LANGUAGES SPOKEN: Spanish and Mixtec



FERRAN ADRIÀ
BIRTHDAY: 14/05
PLACE: L'Hospitalet de Llobregat (Spain)
OCCUPATION: chef
LANGUAGES SPOKEN: Spanish and Catalan

ESTRATEGIAS

Don't be afraid of making mistakes
When learning a new language, making mistakes is normal and expected. It is also an **opportunity to improve** and learn how the language works. Remember, this is to prepare you for your final evaluation.

GRAMÁTICA pp. 38-43, 60-63
VOCABULARIO pp. 44-46, 64-65

4 PRESENTATIONAL SPEAKING
Record a voice message for your best friend.
Talk about un/a nuevo/a compañero/a de clase (a new classmate): name, family, age, origin, nationality, birthday, where he / she lives...

ESTRATEGIAS

Enunciate and pause
It is important to pronounce the words as clearly as possible. Also, pause for a couple of seconds between sentences.

Reporteros 1 p. 70-71

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Klett World Languages

PROFICIENCY-ORIENTED

Cultural Comparisons: *Nuestras culturas*

NUESTRAS CULTURAS

The Spanish Hub | ASSESSMENT RUBRIC | MY PROGRESS

COMPARACIÓN CULTURAL



1 ESCRIBE

Choose one of the following topics.
Complete the chart below with information from this unit.
Write two to three sentences to compare both cultures.

1. Los saludos en los países de habla hispana y en tu país.
2. Las personalidades de origen hispano y las personalidades de otros orígenes en tu país.
3. Las celebraciones de la comunidad hispana y de otras comunidades en tu país.

TOPIC:	
IN THE LATINO COMMUNITY	**IN YOUR COUNTRY**

ESTRATEGIAS

Use resources to compare

Write or say simple sentences about each culture. Use words such as **y**, **pero**, **sí**, and **no**, and phrases such as **es similar a** and **es diferente a** to connect and compare them.

2 HABLA

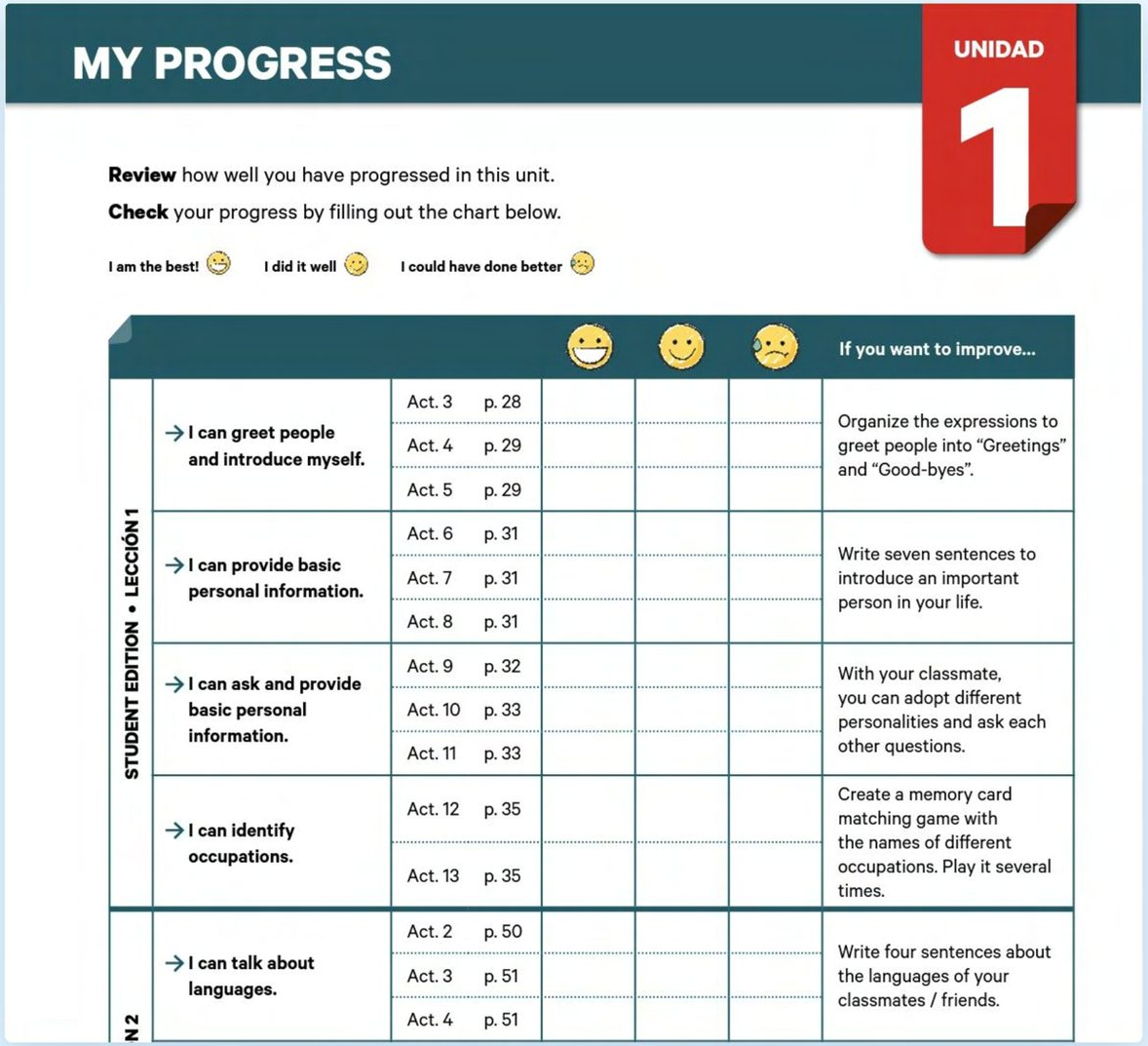
Choose one of the following topics.
Complete the chart below with information from this unit.
Record two to three sentences to compare both cultures.

1. La diversidad de lenguas en los países de habla hispana y en tu país.
2. La diversidad cultural en los países de habla hispana y en tu país.

TOPIC:	
IN THE LATINO COMMUNITY	**IN YOUR COUNTRY**

Reporteros 1 p. 73

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MY PROGRESS

UNIDAD 1

Review how well you have progressed in this unit.

Check your progress by filling out the chart below.

I am the best! I did it well I could have done better

						If you want to improve...
STUDENT EDITION • LECCIÓN 1	→ I can greet people and introduce myself.	Act. 3 p. 28				Organize the expressions to greet people into "Greetings" and "Good-byes".
		Act. 4 p. 29				
		Act. 5 p. 29				
	→ I can provide basic personal information.	Act. 6 p. 31				Write seven sentences to introduce an important person in your life.
		Act. 7 p. 31				
		Act. 8 p. 31				
	→ I can ask and provide basic personal information.	Act. 9 p. 32				With your classmate, you can adopt different personalities and ask each other questions.
		Act. 10 p. 33				
		Act. 11 p. 33				
	→ I can identify occupations.	Act. 12 p. 35				Create a memory card matching game with the names of different occupations. Play it several times.
		Act. 13 p. 35				
N 2	→ I can talk about languages.	Act. 2 p. 50				Write four sentences about the languages of your classmates / friends.
		Act. 3 p. 51				
		Act. 4 p. 51				

PROFICIENCY-ORIENTED

My Progress sheets

Students review each can-do statement, rate how they did, and get a concrete idea for improving.

Reporteros 1, Unidad 1

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SKILLS-BASED

Lesson Quiz: *Prueba de la lección*

Nombre y apellido: _____ Fecha: _____

UNIDAD 1 Prueba de la lección 2 **Reporteros 1 / 1A** ... / 50 points

1 ESCUCHA (5 X 2 POINTS EACH = 10 POINTS)
Listen to Raúl and Sandra.
(2) **Write** the name of the person the sentences refer to (Raúl or Sandra).

a. Vive en Chicago. .....
b. Vive en Miami. .....
c. Es estadounidense, de origen colombiano. .....
d. Aprende francés. .....
e. Habla inglés, español e italiano. .....

2 GRAMÁTICA. THE PRESENT TENSE (5 X 1 POINT EACH = 5 POINTS)
Complete the sentences with the appropriate forms of the verbs.

a. ¡Tú **(hablar)** ..... inglés y chino muy bien!
b. Ellos **(escribir)** ..... un correo electrónico a su amigo colombiano.
c. Mi amigo **(aprender)** .....italiano en Italia.
d. Yo **(vivir)** ..... en la capital del país.
e. Nosotros **(leer)** ..... libros en francés.

3 GRAMÁTICA. INDEFINITE ARTICLES (5 X 1 POINT EACH = 5 POINTS)
Complete with the appropriate indefinite articles: **un, una, unos, unas**.

a. Noemí lee ..... libro en inglés.
b. Ella tiene ..... amigas colombianas.
c. Nosotros escribimos ..... correo electrónico a la profesora.
d. Tú tienes ..... proyectos en México.
e. Lucy y Emma hablan español con ..... amiga salvadoreña.

Nombre y apellido: _____ Fecha: _____

UNIDAD 1. Prueba de la lección 2 **Reporteros 1 / 1A**

7 ESCRIBE (10 POINTS)
Write an email to la Señora Rodríguez-Fischer.
Include the following information.

- → Your name and last name
- → Nationality and state
- → City and neighborhood
- → Age
- → Responses to questions from her email

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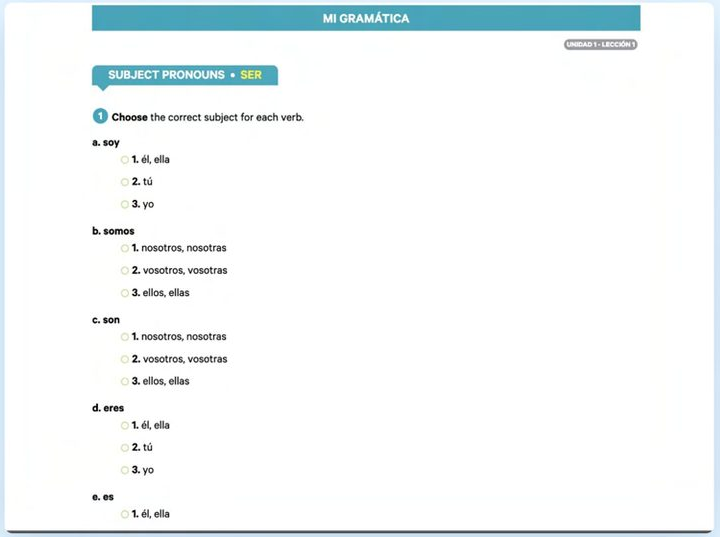
Prueba: *Reporteros 1* Unidad 1 Lección 2

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SKILLS-BASED

Self-Check Quizzes

Mi gramática



MI GRAMÁTICA

UNIDAD 1 - LECCIÓN 1

SUBJECT PRONOUNS • SER

1 **Choose** the correct subject for each verb.

a. soy
- **1.** él, ella
- **2.** tú
- **3.** yo

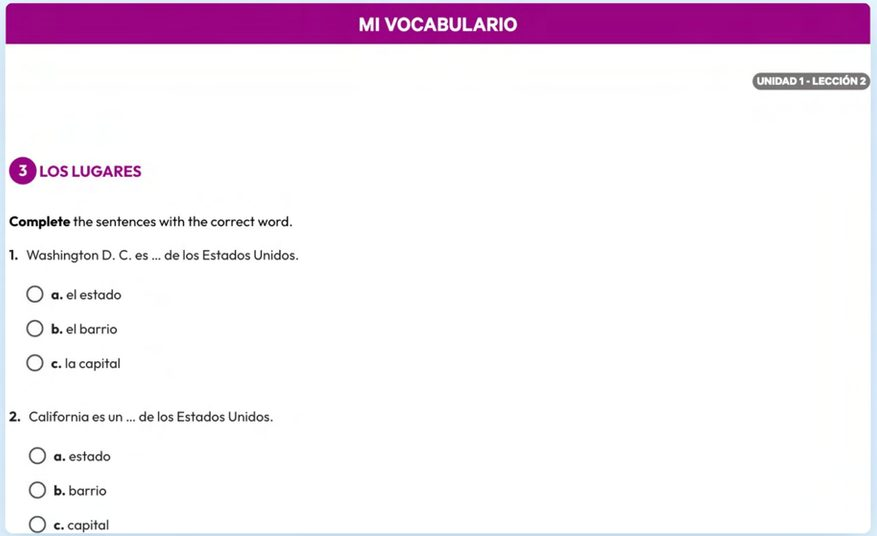
b. somos
- **1.** nosotros, nosotras
- **2.** vosotros, vosotras
- **3.** ellos, ellas

c. son
- **1.** nosotros, nosotras
- **2.** vosotros, vosotras
- **3.** ellos, ellas

d. eres
- **1.** él, ella
- **2.** tú
- **3.** yo

e. es
- **1.** él, ella

Mi vocabulario



MI VOCABULARIO

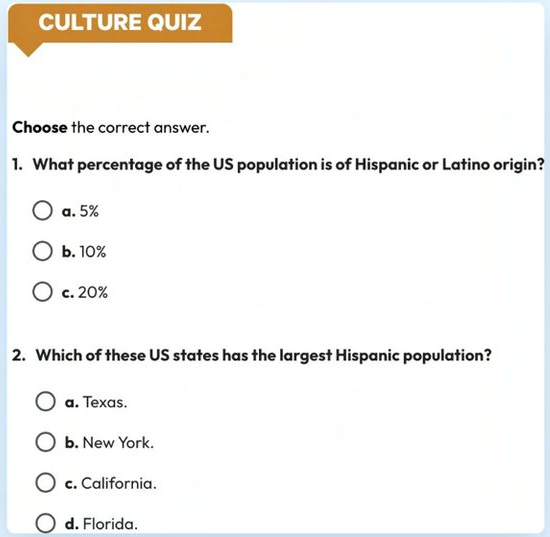
UNIDAD 1 - LECCIÓN 2

3 LOS LUGARES

Complete the sentences with the correct word.

1. Washington D. C. es ... de los Estados Unidos.
   - **a.** el estado
   - **b.** el barrio
   - **c.** la capital
2. California es un ... de los Estados Unidos.
   - **a.** estado
   - **b.** barrio
   - **c.** capital

Culture Quiz



CULTURE QUIZ

Choose the correct answer.

1. **What percentage of the US population is of Hispanic or Latino origin?**
   - **a.** 5%
   - **b.** 10%
   - **c.** 20%
2. **Which of these US states has the largest Hispanic population?**
   - **a.** Texas.
   - **b.** New York.
   - **c.** California.
   - **d.** Florida.

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SKILLS-BASED

Midterm Exam: *Prueba de mitad de curso*

Prueba de mitad de curso

Reporteros 1 / 1A

... / 50 points

1 **ESCUCHA** (10 X 1 POINT EACH = 10 POINTS)
Escucha una conversación entre dos estudiantes de una escuela de música.
(7) **Completa** las fichas con sus datos personales.

NOMBRE: **Carlos Alberto**	NOMBRE: **Mariana**
EDAD:	EDAD:
NACIONALIDAD:	NACIONALIDAD:
CIUDAD DE ORIGEN:	CIUDAD DE ORIGEN:
INSTRUMENTO:	INSTRUMENTO:
OCUPACIÓN:	OCUPACIÓN:

2 **GRAMÁTICA. STEM-CHANGING VERBS; REFLEXIVE VERBS** (10 X 0.5 POINT EACH = 5 POINTS)
Completa el texto sobre la rutina de la señora Ester con las formas verbales correctas.

La señora Esther tiene una vida muy ordenada. **(1. despertase)** _____ todos los días a las siete, se levanta y **(2. ducharse)** _____. Luego, **(3. vestirse)** _____ y **(4. peinarse)** _____. Desayuna fruta y un té solo. No **(5. poder)** _____ tomar leche porque es alérgica. A las ocho **(6. empezar)** _____ su trabajo en la biblioteca. Por las tardes, la señora Esther y sus amigas **(7. jugar)** _____ al ajedrez y **(8. merendar)** _____ café con galletas o churros. Siempre **(9. acostarse)** _____ a las once de la noche y **(10. dormir)** _____ ocho horas sin despertarse.

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SPOTLIGHT

Project-Based Language Teaching



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Project-Based Language Teaching

Implications for the Classroom

What can you count on in *Reporteros*?

- Students Learn by Doing
- Activities and themes with practical applications for the real world
- Communicative purpose beyond the linguistic
- Opportunities for students to show you what they can do

What does that look like in *Reporteros*?

- Multiple options of projects per unit to be leveraged as assessments
- Models of the projects included as content in the lesson core
- Built in scaffolding and engagement with the 3 modes of communication
- Physical final products created by your students
- Digital alternatives & options for student choice

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PROJECTS ACROSS LEVELS

Miniproyectos in Levels 1, 2 and 3

Reporteros 1, p. 113



MINIPROYECTO 2

The Spanish Hub · ASSESSMENT RUBRIC · SELF AND PEER ASSESSMENT RUBRIC

MI CÍRCULO

CONTEXT
→ **You want to celebrate the most important people in your life.**

PRODUCT
→ **A poster of the people in your inner circle**

1. **Think about** the important people in your life (familia, profesores, amigos, entrenadores...).
2. **Choose** two to six people.
3. **Write** the following information:
   - nombre y apellido
   - relación contigo *(with you)*
   - descripción física y de personalidad
   - gustos y aficiones

   RETO • por qué es importante para ti
4. CONEXIÓN: ARTE **Draw** tu círculo on a poster.

ESTRATEGIAS

Be creative

Before you start designing, take time to think about where best to place the elements, what colors to use, etc. Make sure that the poster is legible from afar.

ALTERNATIVA DIGITAL

Create a presentation in a digital program where you can pan and zoom on the different descriptions about your inner circle.

Reporteros 2, p. 151



MINIPROYECTO 2

The Spanish Hub · ASSESSMENT RUBRIC · SELF AND PEER ASSESSMENT RUBRIC

OBJETOS CON HISTORIA

CONTEXTO
→ **Vas a participar en un programa de televisión en el que los participantes intentan conseguir el mejor precio por sus objetos.**

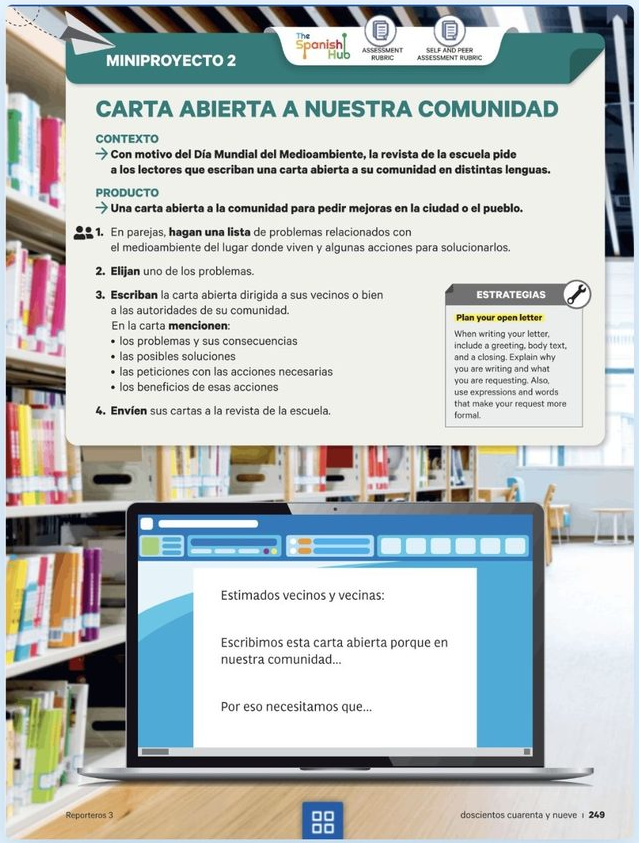
PRODUCTO
→ **Un video para presentar un objeto con una historia interesante.**

1. **Elige** el objeto que vas a presentar en el programa de televisión. Puede ser un objeto real o no.
2. **Decide** por qué tu objeto es especial (pertenece a tu familia desde hace muchos años, perteneció a una persona famosa, la historia de cómo lo conseguiste es interesante, te recuerda un momento especial en tu vida...).
3. **Escribe** un guion.
   Explica:
   - qué objeto es
   - y por qué es especial (cuántos años tenías cuando lo conseguiste, dónde estabas, con quién, qué hacías y qué pasó).
4. **Prepara** el objeto para mostrarlo en el video. También **puedes mostrar** imágenes o dibujos.
5. **Graba** el video.
6. **Edita** el video. **Puedes añadir** música, imágenes y palabras escritas en la pantalla.

ALTERNATIVA

Escribe una carta al programa contando la historia de tu objeto.

Reporteros 3, p. 249



MINIPROYECTO 2

The Spanish Hub · ASSESSMENT RUBRIC · SELF AND PEER ASSESSMENT RUBRIC

CARTA ABIERTA A NUESTRA COMUNIDAD

CONTEXTO
→ **Con motivo del Día Mundial del Medioambiente, la revista de la escuela pide a los lectores que escriban una carta abierta a su comunidad en distintas lenguas.**

PRODUCTO
→ **Una carta abierta a la comunidad para pedir mejoras en la ciudad o el pueblo.**

1. En parejas, **hagan una lista** de problemas relacionados con el medioambiente del lugar donde viven y algunas acciones para solucionarlos.
2. **Elijan** uno de los problemas.
3. **Escriban** la carta abierta dirigida a sus vecinos o bien a las autoridades de su comunidad.
   En la carta **mencionen**:
   - los problemas y sus consecuencias
   - las posibles soluciones
   - las peticiones con las acciones necesarias
   - los beneficios de esas acciones
4. **Envíen** sus cartas a la revista de la escuela.

ESTRATEGIAS

Plan your open letter

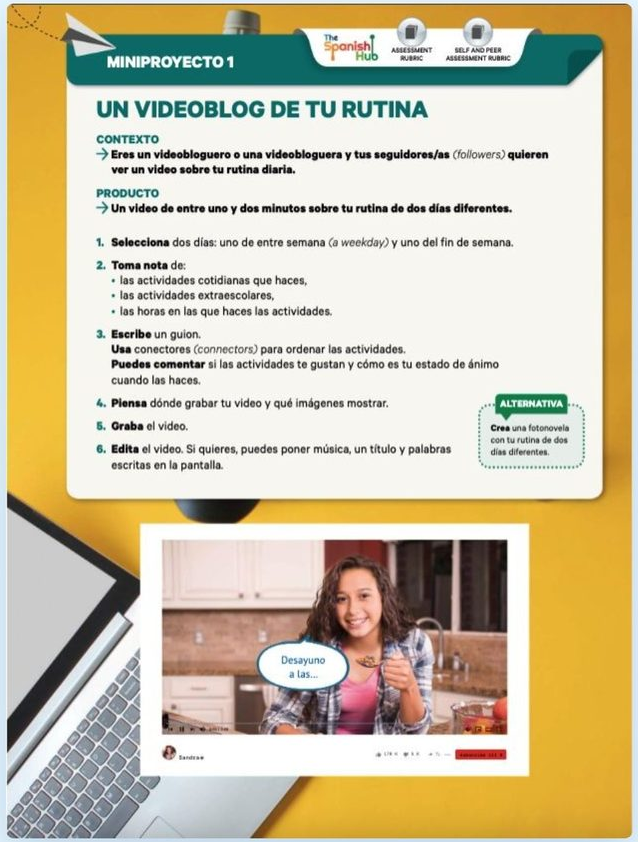
When writing your letter, include a greeting, body text, and a closing. Explain why you are writing and what you are requesting. Also, use expressions and words that make your request more formal.

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PROJECTS ACROSS LEVELS

Video Projects That Grow with Students

Reporteros 1, p. 237



MINIPROYECTO 1

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UN VIDEOBLOG DE TU RUTINA

CONTEXTO

→ **Eres un videobloguero o una videobloguera y tus seguidores/as** *(followers)* **quieren ver un video sobre tu rutina diaria.**

PRODUCTO

→ **Un video de entre uno y dos minutos sobre tu rutina de dos días diferentes.**

1. **Selecciona** dos días: uno de entre semana *(a weekday)* y uno del fin de semana.
2. **Toma nota** de:
   - las actividades cotidianas que haces,
   - las actividades extraescolares,
   - las horas en las que haces las actividades.
3. **Escribe** un guion.
   Usa conectores *(connectors)* para ordenar las actividades.
   Puedes comentar si las actividades te gustan y cómo es tu estado de ánimo cuando las haces.
4. **Piensa** dónde grabar tu video y qué imágenes mostrar.
5. **Graba** el video.
6. **Edita** el video. Si quieres, puedes poner música, un título y palabras escritas en la pantalla.

ALTERNATIVA

Crea una fotonovela con tu rutina de dos días diferentes.

Reporteros 2, p. 151



MINIPROYECTO 2

The Spanish Hub · ASSESSMENT RUBRIC · SELF AND PEER ASSESSMENT RUBRIC

OBJETOS CON HISTORIA

CONTEXTO

→ **Vas a participar en un programa de televisión en el que los participantes intentan conseguir el mejor precio por sus objetos.**

PRODUCTO

→ **Un video para presentar un objeto con una historia interesante.**

1. **Elige** el objeto que vas a presentar en el programa de televisión.
   Puede ser un objeto real o no.
2. **Decide** por qué tu objeto es especial (pertenece a tu familia desde hace muchos años, perteneció a una persona famosa, la historia de cómo lo conseguiste es interesante, te recuerda un momento especial en tu vida...).
3. **Escribe** un guion.
   Explica:
   - qué objeto es
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4. **Prepara** el objeto para mostrarlo en el video.
   También **puedes mostrar** imágenes o dibujos.
5. **Graba** el video.
6. **Edita** el video.
   Puedes añadir música, imágenes y palabras escritas en la pantalla.

ALTERNATIVA

Escribe una carta al programa contando la historia de tu objeto.

Reporteros 3, p. 181



MINIPROYECTO 1

The Spanish Hub · ASSESSMENT RUBRIC · SELF AND PEER ASSESSMENT RUBRIC

MI VIDEOCURRÍCULUM

CONTEXTO

→ **Vas a participar en un concurso de jóvenes talentos para conseguir unas prácticas de verano.**

PRODUCTO

→ **Un videocurrículum para presentar tu perfil.**

1. **Usa** tu mapa mental de la actividad 14 (p. 171) para preparar el guion de tu videocurrículum.
   Completa el mapa con más información relevante sobre:
   - tus habilidades y cualidades
   - tu formación
   - tu experiencia y tus logros
   - tus sueños y tus objetivos profesionales
2. **Escribe** el guion del video.
   Revisa el videocurrículum de Rosmery para inspirarte.
   No olvides hablar sobre:
   - tu información personal (nombre, ciudad donde vives, lugar donde estudias);
   - tus estudios terminados hasta ahora y tus planes para después de la secundaria;
   - tus experiencias y voluntariados;
   - tres habilidades que son buenas para el puesto;
   - tu objetivo profesional;
   - por qué eres la persona ideal para hacer las prácticas.
3. **Graba** el video.
4. **Edita** el video. **Puedes añadir** música, imágenes y palabras escritas en la pantalla.

ESTRATEGIAS

Check the recording

It is important that the video be original, clear, and direct so it stands out from the rest of the videos in the contest. Remember to be calm and to smile while recording.

ALTERNATIVA

Haz tu currículum escrito.
Puedes usar una aplicación de diseño gráfico.

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Proficiency-Based Rubrics

Rubrics for:

- Mini Projects
- Final Projects
- IPAs
- *Nuestras Culturas*
- *Preparo la evaluación*

Additionally, Self & Peer Assessment rubrics for mini & final projects

The rubrics are...

- Holistic in nature
- Focus on achieving communicative learning objectives
- Great guidelines to help manage students' expectations
- Editable and adaptable for your needs

PROFESSIONAL DEVELOPMENT
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PROFICIENCY-BASED RUBRICS

Proficiency over Perfection

Expectations Rubric

- **Project:** La personalidad del mes de la herencia hispana
- **Project instructions:** Create a poster of a Latino/a that has made a positive contribution to your country.
- **Mode of communication:** Presentational writing
- **Proficiency level:** Novice

	Exceeds Expectations	Meets Expectations	Approaches Expectations
Instructions & Project			
Content	All required content and other relevant information are included in the project (see checklist).	All of the required content is in the project (see checklist).	Required content is missing (see checklist). The project is not complete.
Project	Project is very well prepared and well presented.	Project is well prepared and presented.	Project is poorly prepared and/or presented.
Poster: presentational writing			
Communication & Language			
Communication	Message is communicated.	Message is mostly communicated.	Message is poorly communicated.
Words in context	Appropriate use of a wide variety of familiar and new words.	Appropriate use of a variety of familiar words and some new words.	Use of limited vocabulary; some words are not used appropriately.
Spelling	Most of the words are spelled correctly. Spelling errors do not affect communication.	Many of the words are spelled correctly. Spelling errors do not affect communication.	Few words are spelled correctly. Spelling errors affect communication.

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TEACHING WITH *REPORTEROS*

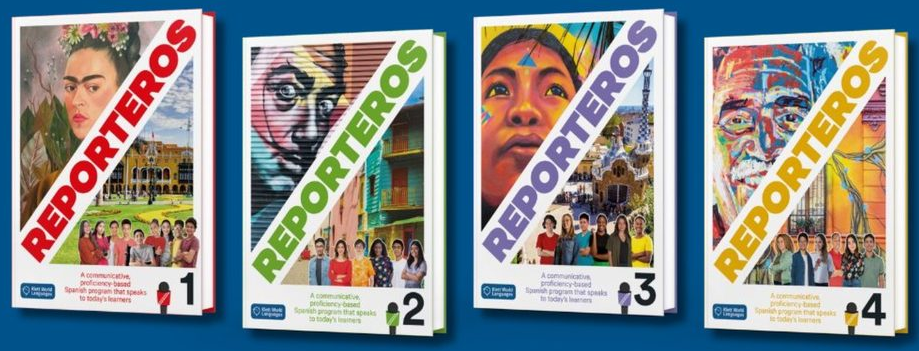
How does it all come together?



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PART 3 · LESSON WALKTHROUGH

We recommend you watch the *Reporteros* Lesson Walkthrough video here



Watch the video ›

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Resources and Support

RESOURCES

KWL Hub Guide for Teachers

Written & video KWL Hub tutorials ›

KWL Hub blog for news and updates ›

Free webinars ›

Professional Development ›

FOR HELP WITH THE ONLINE PLATFORM:

- Reach out to your school/district IT person
- Fill out the Tech Support form and a KWL EdTech team member will contact you

FOR QUESTIONS ABOUT THE MATERIALS & PROGRAM:

Reach out to your designated Sales Consultant

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Customized PD Formats & Descriptions

Create continuing customized professional learning opportunities to enhance your adoption of *Reporteros*!

Virtual Synchronous

Interactive presentation with Q&A session at the end.

In-person Workshops & Sessions

Similar to virtual synchronous sessions with an interactive, hands-on approach.

In-person Coaching

A KWL Content Specialist will observe teachers using our materials and provide feedback. Observations can be holistic or targeted to address specific goals and objectives.

Virtual Office Hours

Participate in an interactive Q&A session with virtual demonstrations. Coaching on topics such as: online platforms (navigation of resources), assigning and grading homework, program components, lesson planning and more!

For more information, contact our Implementation Team at **pd@klettwl.com**

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GETTING STARTED WITH

Reporters PD Package



TOPICS INCLUDE...

- Backwards Design for Unit Planning
- Differentiated Instruction
- Cultural Comparisons
- Teaching Vocabulary through the Interpretive Mode
- Teaching Grammar Communicatively

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Thank you!



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Contact the Implementation Team at pd@klettwl.com

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