

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 World Languages)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Realidades Level 4 Student Edition + Digital Courseware 6-year license	Publisher	Savvas Learning Company LLC
SE ISBN	9780328944057	TE ISBN	9780133199543
SW ISBN		Grade Level/Content	9-12--Spanish

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended (90% and above)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
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Total Score - Below is the final score for the materials averaged between the team of reviewers.

Average Score
95%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized	<input type="checkbox"/>	Average Score
		68%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

"Realidades 4," offers a wide range of texts depicting highlighted aspects of the Spanish language and its diversity. The program includes pictures, illustrations, and reading artifacts, allowing learners to immerse themselves in the richness of the Hispanic culture. Although the textbook is rich in cultural content, the program does not include differentiated learning strategies or tools to assist all learners.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

"Realidades 4" directly relates the diversity and culture of the language studied and engages students to make connections and relate perspectives to the studied topics, reflecting critically to their previous knowledge and overall experiences. The curriculum contains specific sections within the text that allow practice and comparisons with different perspectives, within the "Asi lo expresamos", " Asi lo hacemos" "Aplicacion" sections.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.	
	Average Score
	100%
Materials align with grade level standards overall.	
<i>Statements of appraisal and supporting evidence:</i>	
"Realidades 4," aligns with the ACTFL standards, putting close attention on the 5 Cs (communication, culture, connections, comparisons, and communities). However, none of the activities state the standard correlation, and there is a discrepancy in the Teacher's Edition pg. T16 versus T6 about the 5 Cs standards, on pg. T16 says, "4 Cs standards." The activities focus on the ACTFL standards in the three modes of communication, but the standards are not cited in the Student and Teacher's edition.	
Materials align with communication standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Each chapter provides a range of group activities that encompass communication standards. The students engage in interpersonal, interpretative, and presentational communication using activities in the different sections such as: "Así se dice," "Así lo expresamos," y "Así lo hacemos." "Realidades 4," offers support for the interpretive reading skills. Students read through the chapter and are exposed to comprehensive input, practice, and reading selections activities. There are performance-based writing assessments, including online, using the vocabulary, grammar, and communication workbook.	
Materials align with cultures standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The units in "Realidades 4," explore a cultural theme through practices, products and perspectives of the target culture. Students see authentic culture through art, videos, readings, song lyrics, and literary devices. There are many activities such as "Imágenes," "Ritmos," and "Así lo expresamos" sections in each chapter, featuring paintings, short stories, poems, and short plays highlighting the diversity of the Spanish speaking culture. Students are tasked in the research of authentic Hispanic markets, gastronomy, history, and other folkloric topics-artifacts.	
Materials align with connections standards.	
<i>Statements of appraisal and supporting evidence:</i>	
"Realidades 4," integrates cross-curricular activities within "Conexiones" and "Conéctate." The learners make connections to a variety of interdisciplinary-multicultural activities that incorporate the targeted language of each chapter. The program exposes the students to perspectives only available within the targeted culture through art, readings, songs, and videos. The activities lead the student to make connections, broaden the source of information presented to them, and enhance their real-life learning experience.	
Materials align with comparisons standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The curriculum allows the students to connect to other cultures and perspectives while making connections with their own. "Realidades 4," enables the students to see comparisons between languages in grammar explanations. Such assignments are located within "Así lo hacemos" and the "Taller (writing workshop)." The program is rich in cultural comparisons using the section "Conéctate" to empower students to strengthen their minds to consider other experiences and points of view and to think about the difference in practice, products, and perspectives.	
Materials align with communities standards.	
<i>Statements of appraisal and supporting evidence:</i>	
"Realidades 4," offers a variety of activities encouraging the students to make connections of the targeted content-language with their community. For example, students are asked to reflect on other countries' cultural events with their communities (politics, art, history). The program challenge students to think critically about their own lives and interactions within their communities using the Spanish language. However, some of the topics are not grade-level appropriate, which are more consistent with post-secondary education; one of the examples would be Pedro Almodovar's movies rated R.	

WL Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score
98%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

Within the section "Así lo expresamos," students are exposed to illustrations and authentic, relevant texts, including literary works from renowned authors. The section called "Taller" is a writing workshop that offers a sequenced approach to their enrichment writing language acquisition, featuring a step by step process to include pre-post writing guidance. Some of the activities encourage students to work individually or collaboratively with their peers. "Realidades 4," offers the opportunity to the learners in getting a glance of the AP Spanish Literature Exam standards and required reading list, the textbook includes important authors of the Hispanic culture such as Alfonsina Storni, Vallejo, Monterroso, etc.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

"Realidades 4," includes materials that are high-quality with activities related to the texts. The majority of the questions are text-specific and draw student attention to the particulars in the text. There are formative and summative assignments, allowing students to provide comprehensive input while using critical thinking skills. Some of the assignments provide guided essential questions to engage students in reflecting and think critically about the provided topic. The students are tasked to engage in discussions and conduct presentational activities.

Materials provide scaffolding and supports to enable students' learning of World Languages.

Statements of appraisal and supporting evidence:

The overall layout of the textbook allows teachers to present the material in a logical sequence. Each unit keeps the same structural section layout, which assists the teacher in lesson planning and assisting students in getting familiarized with the learning pace of the targeted objectives. "Realidades 4" Teacher's Edition has a solid scope and sequence to support teachers in better lesson design; however, pre-made lesson plans are not available.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

80%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

"Realidades 4" activities are aligned in general with the high school and college readiness standards. Each section includes standards related to the 5 Cs (communication, connection, communities, comparisons and culture). These activities range from guided communicative and conclude with the recycled structure from previous chapters to assist students in reviewing previous learning concepts. This curriculum requires students to engage in content at a level of sophistication which is not high school grade appropriate in some activities such as the "study of embryos." Some topics will require parents-principal authorization to be introduced in the lesson.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

"Realidades 4," Teacher's Edition offers a solid scope and sequence, which articulates through themes and chapters providing specific vocabulary and grammar. The "chapter opener" displays the unit's information in a well visually-balanced format to support teachers and students understanding of the lessons' goals; however, there is no pacing guide or pre-made lesson to better assist the teacher when lesson planning and differentiating teaching strategies.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

According to the Teacher's Edition, the textbook is aligned with the ACTFL standards, but even though the Teacher's Edition mentions the standards at the beginning of the textbook (Pg. T16), neither Teachers' or Student's Edition include citations for the standards and how they correlate with each of the activities. The Teacher's Edition furnishes suggestions, tips and expansion to assist when lesson planning, but it does not include information for differentiated teaching strategies.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

"Realidades 4," offers a variety of summative and formative assessments within the textbook and the virtual platform "SAVVAS." The textbook's website supplies online practices, grammar and vocabulary, audio, video clips, oral assessments, formative and summative assesemnt for each unit. The program has ready-made and editable exams. It also offers a workbook with extra practice for students to expand their learning skills, in writing, grammar, and vocabulary. The program contains supplemental end-of-chapter speaking performance tasks "Real Talk," allowing students to record their speaking activities and send them to their teachers for evaluation, while creating a student speaking portfolio.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

"Realidades 4," provides supplemental technological resources "SAVVAS," allowing students to enhance their learning experience through a variety of formative and summative assessments related to the activities. Students have several autograding activities that enable them to monitor their own progress. There is a section named "Repaso" which offers extra practice, autograded, that assesses their knowledge of new vocabulary and grammar, and the program presents a practice test for each unit that is also autograded. The students have voice recording activity opportunities as well.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

"Realidades 4" does not provide tools and resources for differentiated learning strategies. The Teacher's Edition mentions additional information for lesson strategies, but they do not provide instructions or tools for differentiated learning, ELL, students with disabilities, students with special needs or learning styles.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

"Realidades 4" has a range of activities allowing students to research, discuss, create writing, and make comparisons individually or collaboratively with a prearranged sequence. Students can conduct additional research on the topic presented in the activities, encouraging them to engage in discussions and debates while using critical thinking skills. There are activities with different levels of complexity, such as filling in the blanks, matching, answering, and finding evidence; as the unit progresses, the complexity of the assignments increases.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

"Realidades 4," offers a wide range of texts depicting highlighted aspects of the Spanish language and its diversity. The program includes pictures, illustrations, and reading artifacts, allowing learners to immerse themselves in the richness of the Hispanic culture. Although the textbook is rich in cultural content, the program does not include differentiated learning strategies or tools to assist all learners.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

"Realidades 4" directly relates the diversity and culture of the language studied and engages students to make connections and relate perspectives to the studied topics, reflecting critically to their previous knowledge and overall experiences. The curriculum contains specific sections within the text that allow practice and comparisons with different perspectives, within the "Asi lo expresamos", " Asi lo hacemos" "Aplicacion" sections.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 25

Background and experience:

NM Level three professional license 7-12 Modern and Classical Languages and Bilingual Education. Fifteen years of experience teaching HS Spanish classes for native and non-native speakers and AP Spanish Literature and Culture. Member of the NM Bilingual Multicultural Education Advisory Council. ENMU Adjunct Faculty and AP Spanish Literature and Culture Reader.

Professional summary of material:

"Realidades 4," keeps a strong correlation between the ACTFL World Languages standards, its scope and sequence are steady and appropriate to the level. Each unit is divided into two sections; both sections within the unit relates to a specific targeted country of the Hispanic culture. Each unit section keeps the same structural format, facilitating in getting familiarized with its general layout. Illustrations and visuals are balanced and depict the cultural aspects of the Spanish World positively; the textbook has visual equilibrium and supports the student's better understanding of the content presented. The program provides supplemental support for learners to produce comprehensible input around the texts and activities in all three modes of communication. The program offers activities that allow learners to use high thinking skills while connecting and comparing to the language's cultural background and their own. The readings are authentic and relevant such as literary works and articles; all texts have before and after reading activities. The Teacher's Edition offers additional support for lesson planning; however, it does not provide support or tools for teaching differentiation strategies and learning styles. The program provides supplemental virtual activities and tools for students and teachers "realidades.com," such as videos, audios, assessments, online practice, and review activities.

Reviewer #: 37

Background and experience:

I completed a MA in Education at UNM. I had been teaching Bilingual Spanish I, II, III, and IV, Dual Credit Classes for Spanish 111-112 for 11 years at the high school level. I also teach AP Spanish and language since 2013 and work as an AP reader every year with the college board. I had been an adjunct faculty at SJC teaching Spanish 111-112 since 2006. I lived for five years in Germany working as an international translator.

Professional summary of material:

Realidades Level 4 is a communication- based six-level series with a full range of printing and technology components that allow teachers to meet the needs of the different students in today's Spanish classroom. Each chapter is built around thematic instruction based on real-world tasks and authentic sources. Instruction is student-centered, however, activities are not specifically created to support linguistically challenged language learners or special needs students. Technology is integrated with instruction and assessment to support and enhance learning. Although the program offers assessments for each unit, there are not suggestions or notes to support teachers in differentiated instruction to meet the needs of all students. Instruction and assessment of culture focus on the relationship between the products, practices, and perspectives of the target culture as well as comparisons between cultures. Standards for foreign languages provide an important and useful framework to guide the teaching and learning of the foreign language, but there are not related standards to the provided assignments throughout the lessons.

Reviewer #: 27

Background and experience:

NM Prek-12th Specialty and K-8th Licensed teacher endorsed in Bilingual, Visual Arts, Performing Arts and Information Technology teaching for ten plus years in private, public and charter districts. Specialize in teaching the Spanish language and enriching literacy through the arts.

Professional summary of material:

Savvas Realize, Realidades 4 provides teachers and students the minimum requirement for the meeting of the state adopted standards for the state of New Mexico. It includes the standards for foreign language learning, the three modes of communication, activities in culture, connections, comparisons and communities allowing for student engagement. It provides teachers with a scope and sequence detailing chapters, themes and activities with vocabulary and grammar and it includes assessments in different formats. It provides teachers and students with a Savvas realize online tool where students can measure their progress including self-evaluations and unit by unit review including speaking practice that auto-grades students including practice tests. Their speaking assessments include a vocabulary, grammar and communication workbook and "RealTalk!" on realidades.com where students can submit their work to their teachers for evaluation creating a speaking portfolio which supports the collection of student data throughout the year. However, while it offers multiple ways of accessing the content allowing students to practice their skills through multiple measures, it lacks in being all encompassing, all inclusive and misses the mark at offering instructional strategies for differentiated teaching. This text may be directed at college-level students as it referenes college majors in every unit. Students are tasked at making connections to their college majors of study, which might not be inclusive to all learners at the high school level. Overall, it is a text that renders many tools for teachers and students yet may not provide all of what is needed for today's special needs, differentiated learning classroom.