

2020 Instructional Material Summer Review Institute

**Review Team Appraisal of Title**  
(9-12 Spanish Language Arts)

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	Galeria 1 Student Edition (HC)	Publisher	Vista Higher Learning
SE ISBN	9781543307757	TE ISBN	9781543307771
SW ISBN		Grade Level/Content	9-10 Spanish Language Arts

**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.)

<b>Recommended</b> (90% and above)	<input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%)	<input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%)	<input type="checkbox"/>
<b>Total Score</b> - Below is the final score for the materials averaged between the team of reviewers.					
<b>Average Score</b>					
94%					

**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.

<b>CLR Recognition</b>	<input checked="" type="checkbox"/>	<b>Average Score</b>
		98%

Materials take into account cultural perspectives.

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

The materials show multiple ethnic views related to Spanish speaking countries. Different hispanic cultural perspectives are shown and valued throughout the texts, pictures, songs, and visual presentations. The materials integrate culturally relevant pedagogy (ex. using world problems as 'malaria', including illustrations to promote gender and racial equity). Some of the modules begin with what students already know from home or community. Also, there are opportunities for students to work together cooperatively or share their cultural and linguistic backgrounds on activities connected with real-life experiences.

Materials include a culturally responsive lens.

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

Opportunities exist for teachers and students to integrate culturally-relevant material, which affirms the students' individual backgrounds. It also represents traditions of different cultures and personal experiences free of bias or stereotypes. The Student Edition offers rich reading and writing activities, which enhance student experiences with Spanish traditions, such as food, language, art, and music.

**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

92%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The Teacher Edition provides resources which allow teachers to address all student levels, so that modifications can be made for students who require either more advanced lessons or more support. This is clearly demonstrated in the Teacher Edition and the Student Edition given what the students are expected to learn at grade 9. This includes vocabulary, grammar, informative essays and literary elements.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials are aligned with 9th grade reading standards. Students have access to a variety of texts and academic activities. They read texts of increased complexity throughout the school year. Students analyze and evaluate common characteristics of literature works from various genres, including Hispanic written texts. They cite evidence to support their conclusions from the text. Among the presented texts, there are several activities where students find the main idea and the details that support it. They analyze how characters and relationships are evolving from a cultural perspective. Students determine the structure of the text and how the use of the language supports it. They explore some cultural experiences detailed in a Hispanic literature text as well.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Writing standards are supported. The Teacher Edition provides meaningful material that emphasizes cognitive, social, and cultural development. The material uses appropriate terminology and vocabulary suitable to identify and use the meaning and functions of written language. The Student Edition provides opportunities for students to make sense of how to interpret literary language figures and comply with the written standards. In addition, the material shows solid evidence of diverse world and Hispanic American authors. Students develop written activities that allow them to incorporate their personal perspectives and experiences.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

Speaking and listening standards are supported. Lessons and activities support the collaboration and presentation skills of students, so they can work with peers to set rules for challenging discussions and decision making. The materials provide facts and examples to introduce and develop topics for students to expand their knowledge of literature and culture. The Student Edition provides opportunities for students to explicitly draw on the preparation that is set forth by the teacher by referring to evidence from texts and other research to stimulate a thoughtful, well-reasoned exchange of ideas.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Language standards are supported. Students will acquire and appreciate the norms of the Spanish language. The materials provide a variety of vocabulary and strategies to acquire it. Students use the Spanish language throughout the modules to create presentations about different topics, some related to personal and cultural experiences. Students access dialectal varieties and interdisciplinary vocabulary associated with the topic or Spanish-speaking country studied. Rubrics, presented at the end of each presentation assignment, assess how students maintain a correct style and use of the language to express their ideas in a clear and coherent way.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

Content standards for ELA are supported. The materials support modifications for diverse students. Levels I, II, and III describe how to select questions, develop the topic individually, and engage students to do community work by comparing answers and providing feedback. The material is reflective of New Mexico standards for content. It provides relevant lectures and real world activities allowing students to create and practice Spanish language in real situations.

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

Average Score

97%

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:*

The materials keep students challenged to increase their knowledge of vocabulary, literature, and culture. Students learn information relevant to their current situations and in their everyday lives. The materials provide a selection of rich and well-crafted texts, representing Hispanic literature ("Cuando era puertorriqueña", Esmeralda Santiago; "El apellido", Nicolás Guillén; "La vida de Rubén Darío escrita por él mismo", Rubén Darío) and informational text, varied by genre and subject matter. The scope and sequence is organized in a way that guides students to demonstrate their knowledge and understanding through comprehension activities and presentation exercises connected with the topic of the literature work.

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:*

The questions are well thought out by using the Depth of Knowledge (DOK) levels to keep the students learning and challenged.

Materials provide scaffolding and supports to enable students' learning of English language arts.

*Statements of appraisal and supporting evidence:*

Teachers have the opportunity to support individualized learning activities and classwork by creating a grouped learning environment. Opportunities exist to develop the assignments in sequences based on level of language acquisition and content. The materials provide students a variety of knowledge levels and alternative assessments for English language learners. Students are asked to describe, research, analyze, compare, and apply content, as well as relate it to their personal experience.

**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

99%

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:*

These materials are consistent with high school standards and will get students ready for college and career. The materials attend to the full intent of the content contained in the standards for all students. All components of the standards are addressed through the 8 modules and online materials ('SmartCenter'). The title also includes 'Destrezas Básicas' (content enrichment), 'Artículos y actividades' (pre AP content) and 'Pruebas y Evaluaciones' (assessments to evaluate students during the school year and summative assessments about the content). The materials allow students to fully learn each standard, since all activities are described in the Teacher Edition with related standards.

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

*Statements of appraisal and supporting evidence:*

The materials provide effective lesson structure and pacing. The same organization is maintained throughout the materials helping students to connect to the content. Each of the modules are designed for a month of instruction, and each of the lessons included in these modules require an estimated 50 minute class. The structure of the materials remain consistent around these 8 topics that inspire each module. The modules are divided into three sections. Phase I includes comprehensive reading. Phase II includes vocabulary, 'ortografía' and grammar points. Phase III includes the study of a literary text. There are multiple presentation activities at the end of each lesson where students can practice speaking and writing with the reviewed contents.

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

*Statements of appraisal and supporting evidence:*

The Teacher Edition contains standard alignment documents describing language skills that relate to the modules and topics. In addition, it describes each lesson and includes the standards. The Teacher Edition provides opportunities for teachers to develop their teaching practices and adapt them based on the level of the students. It explains the importance of understanding the standards as a holistic approach that integrates reading, listening, speaking, and writing in a curriculum that support students as a whole.

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

*Statements of appraisal and supporting evidence:*

The materials offer tools and resources to keep students on track to follow the standards in each lesson. There are continual formative assessments (comprehension, vocabulary, 'ortografía', grammar and literature activity), which help students and teachers know if students are ready to move on. At the beginning of each lesson, there is a 'standards chart' that connects the activities with their embedded standards, so teachers can track proficiency throughout the lesson.

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:*

The materials support effective use of technology to amplify student acquisition of the language and culture. The materials provide an online platform (SmartCenter) where students access a variety of resources. There are multiple presentation activities where students are encouraged to use digital resources to look for information. The materials include opportunities to assess student understanding and knowledge using technology. The materials allow teachers to create their own assessments online. Students have access to all materials on their computer, tablet or cell phone. Online materials are accessible on the Windows and Apple platforms.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials provide visual representations, vocabulary, and word lists to support student understanding and enhance individual learners. There are opportunities for teachers to differentiate instruction tied to languages objectives. Activities provide integration of reading, speaking, listening, and writing skills. These assignments allow students to demonstrate their understanding of the language by different means, such as answering questions, graphic organizers, interviews, essays, and the like.

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

*Statements of appraisal and supporting evidence:*

The materials provide students the opportunity to increase their knowledge of vocabulary and learning skills. The assignments offer students the chance to improve their writing skills by learning how to use specific words, phrases, and clauses to link their real life experiences and turn them into writing pieces. Students can work individually or in groups. The writing and discussion activities support exploration of key concepts and content by establishing multiple perspectives and/or introducing characters to create a smooth progression of experiences or events.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials show multiple ethnic views related to Spanish speaking countries. Different hispanic cultural perspectives are shown and valued throughout the texts, pictures, songs, and visual presentations. The materials integrate culturally relevant pedagogy (ex. using world problems as 'malaria', including illustrations to promote gender and racial equity). Some of the modules begin with what students already know from home or community. Also, there are opportunities for students to work together cooperatively or share their cultural and linguistic backgrounds on activities connected with real-life experiences.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Opportunities exist for teachers and students to integrate culturally-relevant material, which affirms the students' individual backgrounds. It also represents traditions of different cultures and personal experiences free of bias or stereotypes. The Student Edition offers rich reading and writing activities, which enhance student experiences with Spanish traditions, such as food, language, art, and music.

**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 #: 16

*Background and experience:*

I have 16 years of teaching experience, most of them in the Secondary Classroom. I hold a Master's Degree and three Bachelor's Degrees in the targeted language. I have been teaching Spanish Language Arts, English as a Second Language, AP Spanish Language and Culture and AP Spanish Literature and Culture. I hold a level III K-8 Elementary License, and a level III 7-12 Secondary License with endorsements in Bilingual Education, TESOL, Gifted Education, Modern and Classical Languages, Psychology and Reading. I recently achieved my Level I Educational Diagnostician License.

*Professional summary of material:*

Galería de Lengua y Cultura 1 provides excellent resources to teach the language from the standpoint of Culturally and Linguistically responsive instruction. Materials supply a variety of cultural texts, songs, and video presentations that will motivate learners into the power of multiculturalism. The structure of the materials is good and consistent by allowing teachers to preview ways to enhance relevant content and scaffold it throughout the lessons. Standards are clearly supported and specified at the beginning of the lessons, so teachers will know which standard is being support at any given time. The materials are attractive and engaging from an aesthetic point of view. Pictures illustrate some concepts from the text that students might not know. Differentiated instruction is delivered through strategies that include 'Aprendizaje universal' and 'Aprendizaje cooperativo'. The content can be accessed by different level activities (Nivel I-II-III). The materials recognize the utility of 'Translanguage'. 'Galería de Lengua y Cultura 1' is divided into 8 modules that will take an estimated one month of instruction. 'Fases 1' and 'Final' can be done in 2-3 days, but 'Fases II-III' require an estimated three weeks of teaching. Lessons are implemented for a 50 minute period schedule. I would like some texts of Classical Hispanic Literature in order to get familiar with them and start to appreciate the quality of these compositions. Overall, the materials offer good instructional chances for students to see themselves as part of linguistic communities and to recognize and understand the different cultural perspectives.

Reviewer #: 17

*Background and experience:*

Overall 20 years of teaching experience in various settings and courses ranging from English as a Second Language, Spanish, Intercultural classes, AP (Advanced Placement) Spanish Language and Culture, and IB (International Baccalaureate) courses in Spanish. I hold a level III 6-12 Secondary License with endorsements in Language Arts, Modern, and Classical Languages, TESOL, and Bilingual Education. I hold a Bachelor of Arts in English Language and Literature with an emphasis in Education and a Master's Degree in Gender and Cultural Studies with a major in Social Science.

*Professional summary of material:*

Galería de Lengua y Cultura 1 provides an ample opportunity to develop a culturally-meaningful approach. Each topic includes reading and writing strategies, vocabulary, grammar, spelling, and punctuation. Speaking, reading, writing, and listening are integrated in contexts relevant for school-aged students. Literary elements are presented, integrated, and differentiated to maintain student engagement and diversity. There is evidence that the material is coherent with New Mexico Standards and allows teachers to adjust the material based on the students' needs. The Teacher Edition provides ample direction for teachers to plan and expand cultural topics with their students. Within each lesson of the Teacher Edition, there are clear learning objectives and opportunities to differentiate instruction. The Student Edition offers appropriate material to work individually or in groups. The teacher will need to direct the differentiation of instruction because the Student Edition does not present those alternatives clearly. However, the digital material provides instruction and guides student academic development. The digital material supports and enhances student learning and allows teachers to adjust their pacing based on need. Finally, the material in Galeria 1 provides the academic tools to integrate the Common Core State Standards and prepare students in a holistic way.

Reviewer #: 18

*Background and experience:*

I have been teaching in the public schools for 17 years. I have taught grades K-6 in all content areas and grades 9-12 in Spanish, English as a Second Language and AP Spanish Language and Culture. I hold a level II K-8 Elementary License and K-12 Specialty Area License with endorsements in TESOL, Modern and Classical Languages, Bilingual Education, Language Arts and Reading.

*Professional summary of material:*

The Galería de Lengua y Cultura 1 material is of high quality and has significant cultural relevance. The materials provide the appropriate level of resources for hispanohablantes and for students learning the language of Spanish. The materials are appropriately sequenced. They provide relevant information for students to learn at different levels and are sufficiently varied to meet the diverse learning needs of all students.