

**2021 Instructional Material Summer Review Institute**

**Review Team Appraisal of Title  
K-8 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	Benchmark Adelante 2 (SE and TE bundled in Classroom Bundle)	Publisher	Benchmark Education Company
SE ISBN	9781078653138	TE ISBN	
SW ISBN		Grade Level/Content	Grade 1 SLA

**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> - The final score for the materials is 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 Recognized</b>	<input checked="" type="checkbox"/>		<b>Average Score</b>
			96%

Materials take into account cultural perspectives.

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

Materials provide a wide variety of small group text, as well as readings in the student edition books, that take into account different cultural perspectives, ethnic groups, and students' backgrounds. Some examples of these are stories that focus on Cesar Chavez, Rosa Parks, and Martin Luther King Jr.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens by adding texts that reference social justice topics, as well as giving students the opportunity to learn about equity and equality. Resources talk about historical figures and characters that show diversity and inclusivity. In the Mentor Read-Aloud and Extended Reads books, teachers can find biographies of Martin Luther King Jr., Rosa Parks, and Cesar Chavez. Some of the decodable texts and small group texts offer a variety of cultural perspectives by including women of color, people from other countries, and ethnic groups, promoting diversity and inclusivity.

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

Average Score

95%

Materials align with grade level SLA standards overall.

*Statements of appraisal and supporting evidence:*

Materials align with most grade level SLA standards. Materials provide multiple opportunities for students to master grade level standards. Students' proficiency of the standards are evident with texts, activities, and routines using the four domains of reading, writing, listening, and speaking. Benchmark provides an online document, "Grade 1 Benchmark Adelante Correlated New Mexico Common Core Standards en Español", to provide an instructional guideline.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

Materials align to most of the reading standards. Each unit contains a read-aloud text and an essential question to establish the theme and purpose for reading. Students have access to multiple texts to read independently and in small groups, including shared readings, decodable texts, and reader's theater.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Materials align to writing standards. There are multiple opportunities for students to work on writing tasks in whole group and independent practice. Students write narratives and opinion pieces as well as informational pieces, learning the formation of complete sentence structure, proper punctuation and capitalization. Students work collaboratively throughout the units editing and revising daily lessons.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

Materials align to speaking and listening standards. Students have multiple opportunities to participate in constructive conversations with partners or in whole group settings. They are instructed to listen and restate the ideas that other students have shared. Alignment to speaking and listening are confirmed when students present classroom projects, practicing their speaking and listening skills.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Materials align to most of the language standards. Students have the opportunity to learn new vocabulary, putting to use working with context clues and illustrations. Daily grammar lessons learning nouns, verbs, accents, and pronouns help improve students' language structures. Students learn how to write declarative, imperative, interrogative, and exclamatory sentences. They learn how to use the proper punctuation for each type of sentence.

**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

95%

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:*

Materials provide a selection and range of high-quality texts worthy of students' time and attention. Each teacher edition ("Vistazo a los componentes") gives a brief overview of all the materials that will be used across the unit. The brief overview provides a summary of the materials used each week within the unit of study. Through the course of each daily lesson, the materials provide opportunities for the students to access knowledge through reading, writing, listening, and speaking.

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:*

Questions in the materials are high-quality, text-dependent, and text-specific. Each unit of study includes a research project which draws students' attention to particulars in the text. Students create connections with the text, elaborating on higher-level thinking questions supporting their evidence. Each unit of study presents students the opportunity to gather information and to engage in high quality instruction.

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

*Statements of appraisal and supporting evidence:*

Materials allow students to begin to acquire the Spanish language by having diverse resources that target the four domains of listening, reading, writing, and speaking. Each lesson is targeted to help students learn their first or second language in all of the different aspects of the curriculum. Each lesson is scaffolded and supports students to learn Spanish by reading texts, having discussions in groups, learning new vocabulary, and practicing phonics skills.

**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

92%

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

*Statements of appraisal and supporting evidence:*

The instructional materials address the majority of the standards in depth. There is a clear plan to integrate reading and writing provided to the teacher at the beginning of each week. This plan shows how mini-lessons are utilized to focus on specific concepts. Students work with the teacher to review all concepts at the conclusion of each unit.

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

*Statements of appraisal and supporting evidence:*

Clear learning progressions are presented in the teacher edition at the beginning of each unit. Learning objectives are provided for all of the daily lessons. Each of the student edition workbooks follows a consistent layout that supports student engagement. Students are asked to read independently and with a partner. They are also asked to respond to the text using their personal experiences.

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

*Statements of appraisal and supporting evidence:*

The teacher edition offers clear daily plans that include opportunities for reading, writing, listening, and speaking. Instructional strategies that elicit students' understanding of the content standards are provided throughout Benchmark's materials. To support teachers, an overview of materials is included at the beginning of each unit. These materials include a pacing guide, unit vocabulary, and a list of the daily lessons.

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

*Statements of appraisal and supporting evidence:*

The materials provide assessments that monitor students' progress toward mastery of the standards. Formative and summative assessments are found throughout the unit of study. Teachers can collect ongoing data for the purpose to differentiate future lessons. In the student edition, the students are provided with opportunities for ongoing review and practice.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

Many of the learning materials are available in a digital format. These materials are standards-based, and include videos, picture cards, and leveled texts. Summative and formative assessments are available for students to complete online.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The Intervention materials contain multiple lessons that focus on specific skills/strategies. These allow for different approaches that give teachers options when working with students at various levels. Suggestions for differentiation are also provided in each daily lesson in the teacher edition. These include flexible grouping strategies as an extra means of support for students.

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

*Statements of appraisal and supporting evidence:*

General information regarding access to the curriculum for all students is provided in the additional resources at the end of each teacher edition. Specific strategies to support access to key concepts contained within each unit are included. Each student edition provides activities in which the students can participate at home.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Materials provide a wide variety of small group text, as well as readings in the student edition books, that take into account different cultural perspectives, ethnic groups, and students' backgrounds. Some examples of these are stories that focus on Cesar Chavez, Rosa Parks, and Martin Luther King Jr.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Materials include a culturally responsive lens by adding texts that reference social justice topics, as well as giving students the opportunity to learn about equity and equality. Resources talk about historical figures and characters that show diversity and inclusivity. In the Mentor Read-Aloud and Extended Reads books, teachers can find biographies of Martin Luther King Jr., Rosa Parks, and Cesar Chavez. Some of the decodable texts and small group texts offer a variety of cultural perspectives by including women of color, people from other countries, and ethnic groups, promoting diversity and inclusivity.

**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 #: 73

*Background and experience:*

I was born and raised in Mexico, and Spanish is my first language. I have been a Bilingual elementary teacher in a Dual Language 50/50 program for eight years. I have a Master's Degree in Elementary Education and a TESOL endorsement. I am currently a Level 3 teacher.

*Professional summary of material:*

Materials provide a logical sequence for learning how to read and write in Spanish. Students have access to multiple high-quality texts to listen to or read independently. Materials provide text that represent different cultures and traditions, and students can make connections to their experiences and backgrounds. Teachers have access to multiple resources to teach the lessons and to provide extra support and practice for students. Most standards were fully met. Materials provide a document to correlate to the standards, but there is no direct relationship between the objectives and standards in the teacher edition, supplemental materials, or assessments. Materials refer to the objectives and standards as the same thing, and that can make it difficult for teachers to determine whether or not the students have been exposed to all of the standards.

Reviewer #: 74

*Background and experience:*

I have been in the field of Bilingual Education for 24 years. I worked as a first grade teacher in California for seven years. I have been teaching in Bilingual/Dual Language programs at several Charter Schools in New Mexico since moving here in 2004. I am currently the Special Programs Coordinator at a Dual Language Charter School, working with ESL and Gifted students.

*Professional summary of material:*

The materials provide a logical sequence for learning how to read and write in Spanish. Diverse academic vocabulary is used throughout the teacher and student editions. Students are given opportunities to respond to a given text using the four domains of reading, writing, speaking, and listening. Each unit contains a variety of authentic literature that is culturally relevant and relatable to students. Students are provided with a wide range of language acquisition supports including graphic organizers and vocabulary mini-lessons. Overall, the materials are very teacher- and student-friendly. I would be excited to have the opportunity to utilize these materials with my students.

Reviewer #: 75

*Background and experience:*

I was born and raised in Mexico, and I have been living in the United States for the last 12 years. I have a Master's Degree in Elementary Education and a Bachelor's Degree in Informatics. I have been working as a Bilingual teacher for the last 10 years. I have taught 5th, 4th, and 2nd grade. I have been teaching 2nd grade for the last 4 years of my career.

*Professional summary of material:*

In my professional opinion, the materials are well-balanced and organized by genre, objectives, and cultural perspectives. More grammar and open-ended questions in the student edition books would render the materials more useful. Overall, the resources that are given to teachers can help students achieve their Spanish language acquisition. Additional books give educators the chance to select the best materials to use with their students and support them in areas where they need to review concepts and skills. Materials also allow students to use technology at home and to play online games that target phonics and grammar. It would be helpful to include the standards that correlate to the objectives in each lesson inside the teacher edition.