

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	9781078653701	TE ISBN	
SW ISBN		Grade Level/Content	Grade 2 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.)*

Recommended
(90% and above)



Recommended with Reservations (80-89%)



Not Recommended and Not Adopted
(below 80%)



Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

93%

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



Average Score

86%

Materials take into account cultural perspectives.

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

The materials take into account cultural perspectives by adding stories and books that include women of color, experiences from minority groups in the United States, biographies of people that fought for social justice, and points of view of people from other ethnic groups and countries. These resources are found in the small-group texts, student edition books, mentor read-alouds and extended reads, and Reader's Theater. A lack of opportunity is present within the varied materials included for cultural perspectives, as students do not have the opportunity to reflect on their own cultural backgrounds and share cultural experiences and traditions.

Materials include a culturally responsive lens.

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

The materials include diverse cultural perspectives by addressing cultural representations of people regarding race, socio-economic status, traditions, and points of view. Examples of this criteria is present in literature in the student edition books, small-group texts, and Reader's Theater. Stories exemplify a glimpse of the thoughts and perspectives of people from other countries, eras, traditions, and experiences. Material illustrations depict authors' diverse cultural backgrounds, identifying and enhancing a culturally responsive lens.

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

Average Score

96%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials align with the grade-level standards for Spanish Language Arts. Each lesson has specific objectives for students to learn within the second grade content. The materials provide multiple opportunities for students to master standards as objectives are introduced and reviewed throughout the units. Text passages, activities, and routines are established and designed to foster students' mastery of content standards. The "Benchmark Adelante Correlation to New Mexico SLA Standards - Grade 2" cites the lesson design to develop the standard being addressed.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with the reading standards. The materials include a selection of texts that represent a variety of genres including poems, informative texts, and realistic fiction, among others. Each unit begins with an essential question that establishes the theme and sets the purpose for reading. Students are asked to answer questions by providing evidence from the text. These questions are based on Webb's Depth of Knowledge (DOK). Students have access to multiple texts to read, whether independently, teacher selected close readings, small group practice, or Reader's Theater activities.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with the writing standards. Throughout each unit, students use the writing process to practice their writing skills and compose narrative, opinion, and informative pieces. Students have multiple opportunities to improve their writing skills by completing assignments in their Student Edition workbooks, e.g., end-of-unit research projects.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials align with the speaking and listening standards. Students collaborate in pairs and small groups to participate in "Constructive Conversations" in which they listen to each other and ask questions for clarification when necessary. The materials also allow students to participate in research projects and create presentations, providing further opportunities to practice their speaking and listening skills. Students also have the opportunity to record themselves reading a text passage.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials align with the language standards. Students learn new vocabulary throughout the unit and apply previously-learned strategies to determine the meaning of unknown words during Word Study lessons. The materials include daily grammar lessons for students to strengthen their understanding of language and the use of proper capitalization, punctuation, and spelling. The lessons include scaffolding for students who are in need of extra support learning Spanish Language Arts.

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

94%

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 provide a selection and range of high-quality texts worthy of students' time and attention. The curriculum includes resources that give teachers a variety of options ranging from supplemental grammar, to spelling books, Reader's Theater, culturally-relevant small-group texts, eBooks, and reading assignments in the student edition books. These texts are age-appropriate, address real-life and relevant situations, consider students' interests in diverse topics, and provide useful information to student learning.

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 materials include questions that are high-quality, text-dependent, and text-specific. In the student edition books, students have the opportunity to answer questions citing evidence from texts they have read. While students work in small groups, they discuss the essential question within the unit, creating "Constructive Conversations." Questioning strategies for particular text are presented in the end-of-unit research projects as well as in the section "AmpliarReflexionarEscribir" within the student edition books.

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

Statements of appraisal and supporting evidence:

The materials provide clear scaffolding and support that enable teachers' planning and students' learning of Spanish Language Arts. Each unit in the teacher edition calibrates the learning progression in the section "Vistazo a los componentes". This overview describes the components that the students use throughout the lesson cycle. The teacher has access to a table of contents (located in the Teacher Edition), viewing learning objectives and establishing connections to Spanish language arts learning goals.

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

84%

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:

Students are provided with opportunities to fully learn all of the components of each standard. The materials allow students to build knowledge by linking and applying multiple concepts. The student edition books contain age-appropriate materials that allow students to engage with the content at any academic level. Students are provided with many opportunities to use reading, writing, listening, and speaking to address real-world situations.

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

Statements of appraisal and supporting evidence:

A weekly guide in the teacher editions includes learning objectives, such as spelling words and new vocabulary. The skills and strategies are aligned with the content standards. The layout of each daily lesson follows a predictable format. The student edition workbooks also provide a consistent layout that includes pictures and models that are supportive of student learning and engagement.

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

Statements of appraisal and supporting evidence:

There is an extensive overview section at the beginning of each unit. Instructional strategies are clearly presented for the teacher in the overview for planning, learning and understanding of alignment. The teacher edition provides clear guidance for the use of ancillary materials to enhance student learning. Opportunities and suggestions for students to use technology are provided for the teacher within 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:

Multiple types of formative and summative assessments are provided within the materials. These include weekly and end-of-unit assessments. The materials include rubrics and scoring guidelines to be used in the evaluation of student work. Students are required to complete a final research project at the conclusion of each unit. These projects allow students to demonstrate their learning in varied ways. These include oral presentations, interviews, posters, and advertisements. However, the assessments do not indicate the objectives being evaluated. Thus, objectives do not refer back to the standards and a clear path to ensuring that all of the standards are assessed during the year is not present.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Theme-based videos are used to introduce each new unit. These videos are designed to present new vocabulary words and inspire students to participate in "Constructive Conversations". Students are also encouraged to utilize technology tools when completing their end-of-unit research projects. The weekly and end-of-unit assessments are available for students in an online format.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Each daily lesson provides strategies for differentiated instruction. These include flexible grouping and multi-sensory learning. An example of multi-sensory learning as an at-home activity includes constructing dioramas and preparing a "Stone Soup" using black beans activity. Using the intervention materials, teachers have access to multiple lessons with different approaches to meet the needs of diverse student populations. These materials are referenced within the daily lessons in the teacher edition.

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

Statements of appraisal and supporting evidence:

Each daily lesson provides opportunities for the teacher to support regular and active student participation in learning the grade-level content. Scaffolds are in place to support Spanish Language Learners. Some examples of these are visual tools, illustrations, videos, and supplementary small-group texts. The materials cultivate students' creative thinking skills by engaging them in "Constructive Conversations" about real-world issues. The guidelines that are provided in the student edition workbooks help students to express their own ideas as well as clarify the ideas expressed by others.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials take into account cultural perspectives by adding stories and books that include women of color, experiences from minority groups in the United States, biographies of people that fought for social justice, and points of view of people from other ethnic groups and countries. These resources are found in the small-group texts, student edition books, mentor read-alouds and extended reads, and Reader's Theater. A lack of opportunity is present within the varied materials included for cultural perspectives, as students do not have the opportunity to reflect on their own cultural backgrounds and share cultural experiences and traditions.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials include diverse cultural perspectives by addressing cultural representations of people regarding race, socio-economic status, traditions, and points of view. Examples of this criteria is present in literature in the student edition books, small-group texts, and Reader's Theater. Stories exemplify a glimpse of the thoughts and perspectives of people from other countries, eras, traditions, and experiences. Material illustrations depict authors' diverse cultural backgrounds, identifying and enhancing a culturally responsive lens.

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:

The materials provide a logical sequence for learning how to read and write in Spanish. Students have access to multiple high-quality texts for independent reading. Materials provide texts that represent different cultures and allow students to make connections to their experiences. Teachers have access to multiple resources to teach the lessons and to provide extra support and practice for students. Most standards are fully covered during the lessons. 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 and assessed on 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 provided with opportunities to respond to a given text using the four domains of reading, writing, listening, and speaking. Each unit contains a wide range of authentic literature that is culturally relevant and relatable to students. A variety of language supports, including graphic organizers and vocabulary mini-lessons, are provided for the students. Overall, the materials are very student- and teacher-friendly. I would be excited to have the opportunity to utilize these materials in my classroom.

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:

Materials in the curriculum address the majority of elements that are needed to teach Spanish language arts. The teacher edition books give a clear overview of all the digital and printed resources that teachers need to cover a great number of standards and learning goals for second grade. I like how there are more opportunities for students to conduct research projects, grammar and spelling activities, and more open-ended questions in the student edition books. There is a bigger selection of books that address culture and diversity as well as books that bring more minority representation and different points of view. I think the curriculum needs more activities where students talk about their culture and traditions.