

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	9781078653718	TE ISBN	
SW ISBN		Grade Level/Content	Grade 3 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

85%

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

63%

Materials take into account cultural perspectives.

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

Materials partially take into account cultural perspectives. Materials lack integration of student backgrounds, limiting the resource to include a cultural and linguistic framework.

Materials include a culturally responsive lens.

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

Materials address some multiple ethnic descriptions, interpretations, or perspectives of events and experiences. Students have limited opportunities to use a responsive lens on multicultural perspectives or experiences. The publisher only provides general information about students with diverse needs, but lacks the invitation for students to become culturally responsive to those diverse needs by involving them in critical conversations, projects, or investigations that can assist them in viewing with a lens outside of their own world.

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

Average Score

86%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

The materials partially align with grade level SLA standards overall. The Spanish Foundational Skills Standards whole group lessons provide limited support for students, but are available in the intervention lessons.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials mostly align to reading standards. The standards are revisited throughout each unit. Students are exposed to a variety of standards in each lesson. The lessons, however, do not always address the standard in its entirety. There are limited activities and lessons each week for students to demonstrate mastery of the standards in various forms.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Students conduct a research project where they explore and present on a particular topic. However, students read a lengthy passage of text, then afterwards they are expected to write about the topic with minimal guidance. Limited opportunities for students to create opinion, informational, and narrative writing pieces was demonstrated.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

In reference to speaking, listening and responding to text activities, students have access to sharing and retelling stories and formulating questions with peers or as whole group. Students have limited opportunities for presentations or other ways of demonstrating their mastery of the speaking standards. The lack of student reflection was a determining factor in the materials partially meeting the speaking and listening standards.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The language materials address language conventions such as possessives, the importance of affixes, vocabulary acquisition, orthography convention, and accents. Students practice punctuation, capitalization, and the use of formal and informal language. Students acquire and practice language standards in the intervention units. There is a deficit of whole group activities in the teacher edition; students have limited opportunities to practice language standards to reach mastery.

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

91%

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 student materials provide a variety of topics such as space, weather, animal adaptations, characters, government, technology, forces and interactions. Hence, there was no evidence adhering to global perspectives for students. The texts are limited in the cultural relevance, including reference to parts of the world that students are not necessarily familiar with. Materials provide a limited selection and range worthy of students' time and attention, exhibiting limited craft and thought.

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:

Materials provide a well-balanced selection of content rich and well-crafted texts, representing literature and informational text, varied by genre and subject matter. Student edition provides a variety of topics, however there is no evidence that the material provides authentic texts for students attention and/or interests to text. The texts are limited in the cultural relevance, limiting the texts to parts of the world that students are not necessarily familiar with.

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

Statements of appraisal and supporting evidence:

The specific Spanish lessons provide an opportunity for students to discuss accents, homophones, reciprocal pronouns, adjectives place, and orthographic accents. However, there is no evidence that the resources provide an opportunity for students to discuss regional concepts. There are limitations to materials within leveled text for at risk students; there are no leveled text below 20. Publisher's citations do not present Spanish Language regionalism. Materials were limited in providing scaffolding support to enable students' Spanish Language Arts instruction.

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

77%

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:

Materials are somewhat coherent and consist with the standards that all students should study in order to be college and career ready. Instruction provides leveled texts, close reads, fluency practice, and intervention lessons and strategies to help students meet grade level standards.

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

Statements of appraisal and supporting evidence:

Materials are designed and take into account effective lesson structure and pacing. Each of the ten units is designed in a three-week cycle where the lessons are organized in a five day sequence with very specific objectives and tasks.

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

Statements of appraisal and supporting evidence:

Materials support teacher planning, learning, and understanding of the standards. Lessons are structured in a manner that teachers can identify specific stopping points for demonstration, guided practice, share and reflect, and comprehension application.

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

Statements of appraisal and supporting evidence:

Materials partially offer teachers resources and tools to collect ongoing data about student progress on the standards. Assessments address a variety of question types, such as multiple choice and constructed response. Unit assessments cannot be modified to meet the needs of individual students.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Materials support effective use of technology to enhance student learning. Ebook texts provide an opportunity for students to engage with tools such as notes, highlighters, and bookmarks.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Intervention strategies are available concepts of print, phonological/phonemic awareness, language, comprehension, and fluency to customize for individual learners. However, the whole group lessons are very limited to customize for individual learners in regards to differentiation at below grade level and acceleration within the whole group unit. Not all whole group lessons include scaffolding opportunities for students to work within their zone of proximal development. The teacher needs to find those differentiation units to meet the needs of diverse learners outside the teacher's resource book.

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

Statements of appraisal and supporting evidence:

Materials partially give all students extensive opportunities and support to explore key concepts. Throughout each unit, students answer text-dependent and evidence based questions, providing limited opportunities for students to develop or create independent projects.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials partially take into account cultural perspectives. Materials lack integration of student backgrounds, limiting the resource to include a cultural and linguistic framework.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials address some multiple ethnic descriptions, interpretations, or perspectives of events and experiences. Students have limited opportunities to use a responsive lens on multicultural perspectives or experiences. The publisher only provides general information about students with diverse needs, but lacks the invitation for students to become culturally responsive to those diverse needs by involving them in critical conversations, projects, or investigations that can assist them in viewing with a lens outside of their own world.

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 #: 76

Background and experience:

I am a Level III New Mexico Teacher with a Bilingual endorsement. I have a Master's Degree in Education with a Specialization in Bilingual Education and an administrative license in K-12th grade. I am a National Board Certified Teacher in English as New Language with a specialization in early/middle childhood. I am a member of the Southwest International Dyslexia Association (SWIDA). I have worked as a bilingual teacher for seven years and as an Instructional coach for five years. I am currently an Elementary Literacy Specialist for my school district. I recently became a Language Essentials for Teachers of Reading and Spelling (LETRS) facilitator for the state of New Mexico.

Professional summary of material:

The material provides correlations to the CCSS. The resources are organized by topic. Each topic is three weeks in length and provides a weekly assessment. There are many opportunities for work independently, in groups, and within their ability levels. Culturally and linguistically responsive resources are limited. Materials address some multiple ethnic descriptions, interpretations, or perspectives of events and experiences. Students have limited opportunities for them to use a responsive lens on multicultural perspectives or experiences. The publisher only provides general information about students with diverse needs, but lacks the invitation for students to become culturally responsive to those diverse needs by involving them in critical conversations, projects, or investigations that can assist them in viewing with a lens outside of their own world. Resources are easy to access and the material is organized in a manner that is easy to follow. The lessons do not mention the standards that are addressed, making it difficult to interpret what standards are taught on a daily basis.

Reviewer #: 78

Background and experience:

I am Level II NM teacher with Bilingual/TESOL endorsement. I have a Master's Degree in Education with concentration in Language, Literacy, and Culture. In addition to my bilingual/TESOL endorsement, I am endorsed to teaching Mathematics K-8. I am a member of the district's Equity Council, representing the academic and social needs of Bilingual students. I have worked as a bilingual teacher for six years, specializing in a maintenance model and working with K-5 Spanish Language Arts students. I have been a national reviewer twice for the development and bias sensitivity of WIDA/ACCESS 2nd-5th grade levels in English Language Development standards.

Professional summary of material:

The curriculum covers the CCSS standards, which are further explored in the intervention kits provided for specified grade level. Objectives are provided for every lesson; however, they are not measurable as the curriculum lacks formal/informal assessment for each lesson. The linguistic needs for English Learners (ELs) are not referenced, as language objectives are missing in almost all lessons in the teacher resource books, intervention kits, and leveled books mini-lessons. There are many opportunities for differentiation for the needs of students referenced in the intervention kits and acceleration for students to get involved in research/independent studies. The level texts reach a high lexile level, yet the lowest DRA leveled text is 20. In order to meet the needs of high risk students reading below a DRA 20, facilitators would have to seek supplemental resources to meet the needs of high risk students. Speaking and listening skills are targeted by having classroom discussion, peer discussions, and obtaining information from various multimedia forms. There are very few opportunities where ELs practice these language domains and have opportunity for feedback and reflection to fulfill speaking and listening standards. There are many tools in writing where students are asked to write to inform, persuade, or entertain; however, the curriculum is missing the actual teaching and process of writing. For example, brainstorming, topic sentences, editing, and revising are not explicitly taught. The material includes very few culturally sensitive and diverse texts; the representation of Native American, Mexican-American, and Hispanic are missing. Within the diverse texts that are provided, there are not many opportunities for students to have critical conversations about issues, traditions, and events related to different cultures. The investigations and research projects are very structured to be connected to the texts they have read, with fewer opportunities for students to create and bring their own cultural upbringing and language to the projects. Every unit has a building background knowledge based on prior stories read throughout the previous units, but limited background knowledge is built on the personal experiences of the student and the text they will read. No self-to-text connections are made, only text-to-text, and world-to-text connections. The curriculum informs the educator in the additional resources of each unit of the language needs of ELs, the advanced learner, and the at risk student by suggesting general options and resources for each. Within each lesson, the needs of ELs through language objectives are missing. There is a lack of cross language connections between English and Spanish. Only cognates are discussed, yet the connection between many grammatical sentence formats are missing for ELs. There are plenty of assessment tools teachers can use for each standard and many opportunities for them to be reviewed. Finally, this curriculum provides ample opportunities for students to be involved in lessons, activities, projects and investigations connected to the real life that will prepare students for career and college readiness.