

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	9781078653725	TE ISBN	
SW ISBN		Grade Level/Content	Grade 4 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

84%

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

74%

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 by providing a well-balanced use of examples and illustrations and creating a cultural-bias-free, stereotype-free, and barrier-free instruction. Instructional materials and texts positively reflect diversity in culture, language, and traditions across the state and nation. Materials inform culturally responsive pedagogy by affirming students' backgrounds; however, it lacks linguistic responsive pedagogy. For example, the publisher highlights how the verb use in Vietnamese, Mandarin and Haiti differs from Spanish. These tools of language similarities do not highlight the differences or similarities of languages in Spanish to English. The lack of language objectives hinders the opportunity to set high expectations for emergent English Learners. Although there are many opportunities for students to discuss differences of cultures, there are limited to few instructional opportunities for students that are culturally diverse, whose literate instruction is different, such as the Arabic and Deaf communities.

Materials include a culturally responsive lens.

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

The instructional materials engage students in critical reflection about their own lives and societies by engaging them in critical conversations of their culture and other cultures. There are many speaking and listening opportunities where students reflect about their lives/society and others outside of their community. The instructional materials include very limited tools to relate the content area appropriately to the diversity in culture and language. For example, there is a reminder at the bottom of the page on a few lessons throughout the unit for teachers to check in and ask the questions regarding cultural sensibility that relate to the text, but the questions do not refer to language. There are only five identified texts throughout the unit, Yujie Ding:Sombrero, Clara la patita distraida, Gabo el abuelo y el camino, La pinata Tecolote, and Perdidos en el yunque, that are identified as culturally sensitive texts throughout the 10 units. That is very limited as it averages 1 text per every two units.

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

Average Score

84%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

Materials mostly align with grade level SLA standards overall. The student materials provide a focus on the following topics: Bioscience, Characters are Important, Government and Citizenship, Perspectives in literature, technology and society, Themes Across Cultures, History, Culture and Geography, Earth Science, Economy, and Physical Science. The teacher edition does not address the standards by domain, since lessons are not labeled with corresponding standards. Lesson objectives do not correlate to specific grade level standards. The student edition provides a variety of texts such as Paul Bunyan and Hercules. There is no evidence that the resource provides support for tribal oral stories. Texts are also limited in cultural relevance, limiting the opportunity for students to familiarize themselves with texts and cultures from around the world.

Materials align to reading standards.

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. The student editions allow students to independently practice reading skills such as comprehension, compare and contrast, and inference. Students infer about the character in a story using evidence from the text and character descriptions to better understand the character and compare and contrast the theme of the story.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials partially align to writing standards. Students conduct a research project at the conclusion of each unit. Although the writing process is embedded throughout each unit, the components are not taught explicitly. Students write a narrative and edit it; however, a conclusion is not explicitly taught. Students have limited opportunities to write for an extended period of time.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Through constructive dialogue with partners and peers, students are involved in various activities that allow them to practice speaking and listening to respond to text and multimedia. Students are reminded to follow dialogue rules and come prepared to these conversations. For example, students paraphrase parts of a text read aloud or information presented in various media and visual in Unit 7. Students also gather reasons and evidence from texts on the effects of volcanic eruptions in Unit 8. Through all these conversations, they are reminded to use the rules of conversation as a speaker and listener. Although there are many opportunities where students can visually present to their classmates, there are limited opportunities for students to use multimedia sources to record themselves or add recordings to their video presentations.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The language activities align with language standards. Within the intervention lessons, students have the opportunity to discuss accents, homophones, pronouns, and adjectives. There are specific lessons that address those of the language of Spanish such as accents, hiatus, and guiones. Intervention materials also provide all students (ELs, advanced students, and at-risk students) practice skills that are beyond and below their grade level.

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

92%

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 mostly provide a selection and range of high-quality texts worthy of students' time and attention. The publisher uses excerpts from classic novels to teach the skills and concepts for the grade level. The texts presented are content-rich and well-crafted, along with them being authentic. There is limited evidence that students engage with the high quality text in its entirety throughout the unit, focusing on the excerpt rather than the entire novel.

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 questions. For example, in Unit 8, students read about volcanoes and use text characteristics such as graphics to interpret grade level text. The sequence of every unit is organized in such a manner that two short stories build background knowledge and support the student when they read the longer story, which is complex and can be used for close reading. The margins of the student consumable make it convenient for every learner to use and customize to their own learning, whether for note taking, question writing, or vocabulary unpacking. These margins also provide students the opportunity to answer these types of unit questions that they can use later in discussion and independent practice. The majority of the questions are text-specific and draw student attention to the particular text. Students are prompted to use evidence from the text to support their responses.

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

Statements of appraisal and supporting evidence:

The intervention units in comprehension, fluency, grammar, and language provide extensive support for students to practice skills that need to be re-practiced. For example, grade level standards are covered in various lexile readers for students to practice at their zone of proximal development. Unit 7 includes leveled readers from DRA 34 to DRA 50. Each leveled reader includes teacher resources to ask questions before, during, and after the reading. In addition, leveled readers provide many questions to support and build background knowledge for students to engage with text. In every unit, you can find Reader's Theater texts that align with the theme of the unit, and there are teacher materials that help support student fluency, autocorrection, and automaticity strategies for students to become fluent readers. There is no evidence of Spanish language regionalism being covered.

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

79%

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:

Material are mostly coherent and consistent with the standards that all students should study in order to be college and career ready. Materials such as leveled texts, close reads, fluency practice, and intervention lessons are embedded throughout the curriculum to ensure that students are exposed to a variety of skills necessary in order to meet grade level standards. The strategies and skills page provides an overview of the strategies and skills taught for the unit. There is limited evidence that demonstrates how students are assessed within the unit for each particular standard. There is no scope and sequence for the units other than the "Correlation to the Standards" document.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. There are ten units taught throughout the school year. Each unit is designed to be implemented in a three-week cycle. The lessons are organized in a five day sequence with specific objectives and tasks. Lessons are missing language objectives, which is crucial for all students, specifically English language learners.

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. The standards, however, are not tied to each lesson or unit.

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. Since the standards are not linked to assessments, nor is there a scope and sequence of the standards taught, collecting accurate data about specific standards is challenging. 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. Ebooks provide an opportunity for students to engage with tools such as notes, highlighters, and bookmarks. Students have a digital platform where they can access online resources, including small group texts and access to take assessments online.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Intervention strategies are available for concepts such as print, phonological/phonemic awareness, language, comprehension, and fluency to customize for individual learners. However, the whole group lessons are limited to customize them 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 provide support to diverse learners that will support their regular and active participation in learning content. All materials are in Spanish, making it accessible for guardians to support their child/children in their education. There are many opportunities for students to become involved in research projects and investigations where they can activate their creative thinking skills. The additional resources in "Access and Equity" in every unit do not provide extensive opportunities to support and explore key concepts for all students as it only advises teachers to look into students' IEP and create a collaboration with the students' special education team. Best practices and instructional strategies are very limited for the student populations representing ELs, student with special needs, and culturally diverse students.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials partially take into account cultural perspectives by providing a well-balanced use of examples and illustrations and creating a cultural-bias-free, stereotype-free, and barrier-free instruction. Instructional materials and texts positively reflect diversity in culture, language, and traditions across the state and nation. Materials inform culturally responsive pedagogy by affirming students' backgrounds; however, it lacks linguistic responsive pedagogy. For example, the publisher highlights how the verb use in Vietnamese, Mandarin and Haiti differs from Spanish. These tools of language similarities do not highlight the differences or similarities of languages in Spanish to English. The lack of language objectives hinders the opportunity to set high expectations for emergent English Learners. Although there are many opportunities for students to discuss differences of cultures, there are limited to few instructional opportunities for students that are culturally diverse, whose literate instruction is different, such as the Arabic and Deaf communities.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

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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 through ongoing assessments. The resources are organized by informational topics such as Bioscience, Government and Citizenship, Technology and Society, History, Culture, and Geography, Earth Science, Economy, and Physical Science. The literary topics covered are Characters are Important, Perspectives in Literature, and Themes across cultures. Each topic is three weeks in length and provides a weekly assessment. There are many opportunities for students to work independently, in groups, and within their ability levels. Resources are easy to access and the material is organized in a manner that is easy to follow. Lessons, assessments, and interventions are not linked to particular standards. The cultural and linguistically responsive portion of the curriculum is limited. One missing piece of the curriculum is a scope and sequence of the lessons with a standards correlation.

Reviewer #: 78

Background and experience:

I am Level II NM teacher with a 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 Art 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, which are further explored in the intervention kits provided for the specified grade level. Although all objectives are provided for every lesson, language objectives are missing in all intervention, whole group, and leveled readers. Also the skills are targeted, but the standards are not clearly identified according to CCSS. 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 projects. The leveled texts reach a high lexile level, yet the lowest DRA leveled text is 34. In order to meet the needs of high risk students reading below a DRA 34, educators would have to seek supplemental resources to meet the needs of struggling readers. Speaking and listening skills are practiced by involving different types of discussion. There are very few opportunities where students can provide feedback to their own speaking and listening skills. There are many opportunities in writing where students are asked to write to inform, persuade, or entertain using text evidence from texts they have read. There are various units and lessons where students are expected to make self-to-text, world-to-text, and text-to-text connections, expanding their background knowledge on themes learned. Cognates lessons are addressed, enabling students to make cross language connections between English and Spanish. However, the connection between many grammatical sentence and cross-language connections is lacking. There are plenty of assessment tools teachers can use for each standard, and many opportunities for review by using different intervention units. Finally, this curriculum includes opportunities for students to be engaged in projects and investigations and connect them to the real life that will prepare students for career and college readiness.