

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	9781078653732	TE ISBN	
SW ISBN		Grade Level/Content	Grade 5 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

88%

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

78%

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. The materials inform linguistically responsive pedagogy by affirming students' backgrounds, setting expectations, and ensuring best instructional practices that are inclusive and student-centered. However, within the framework there are limited materials that provide culturally responsive pedagogy in the form of authentic texts, which limits the opportunity for students to see themselves in the texts they are exposed to.

Materials include a culturally responsive lens.

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

The materials show some signs of cultural responsiveness. The instructional materials include minimal, moderate, and substantial levels of support that relate the content area appropriately to the different language levels. There is limited evidence that cultural pedagogy is embedded through the use of text, questioning skills, and discussion opportunities for students to explore other cultures. There are only five labeled culturally sensitive texts throughout fifth grade.

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

Average Score

90%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

The materials align with grade level SLA standards overall. Spanish Language Arts materials provide a focus on topics ranging from science to technology and citizenship. Grade level skills and strategies are addressed by students answering text dependent questions using evidence to support their answers. A limitation to the unit lesson is the objectives and tasks are not labeled to corresponding Common Core State Standards, making it difficult to identify what standards are addressed in which lesson and unit.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align to reading standards. Reading lessons for narrative texts provide opportunities for students to answer text dependent questions independently as well as having conversations with peers learning new ideas. Reading lessons for informational texts provide students with opportunities to identify various text structures such as compare and contrast of two or more text, as well as compare and contrast of two passages with the same text structure in a small group setting.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align to writing standards. The writing process is guided by having students develop a narrative, informational, and opinion piece within the unit. One recommendation is for students to organize their reasons and evidence within the opinion writing and then collaborate with classmates for additional opinions.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials are aligned to the speaking and listening standards. Students practice speaking and listening formal and informal language structures through conversations with peers, teacher, and parents. Anchor charts are provided for teachers to display with rules of conversation, presentation ideas, and listening concepts. Students are provided with checklists for evaluating their progress within presentations, and questioning strategies to improve speaking and listening skills.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials align to language standards. Practice of vocabulary acquisition exercises, analyzing figurative language, and learning various affixes are present within the materials. Students learn how to use a dictionary, a thesaurus, and other print materials to find meaning of synonyms/antonyms and pronunciation of unknown words. The exercises are included in the teacher's resources as an extended intervention with units for language. The teacher resource book does not cover parallel forms of words in context, personal "a" naming persons such as "recuerdo a mi abuela," or cursive handwriting for titles in the whole group lessons. However, you can find these language standards in the intervention units.

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 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. Students are exposed to a variety of fiction and nonfiction texts through short and long reading passages. The texts students are exposed to are age appropriate and at grade level. The complexity of text provides an understanding of the students' time and attention to a selection of high-quality text within the unit.

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. The overwhelming majority of these questions are text-specific and draw students attention to the particulars in the text. Each unit begins with an essential question that is addressed throughout the three week lessons and are returned to regularly. The questions and tasks students are required to complete do not provide an opportunity for students to demonstrate deeper understanding and complexity of analytical thinking.

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

Statements of appraisal and supporting evidence:

The materials provide scaffolding and supports to enable students' learning of Spanish language arts. Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text including leveled texts readers, reader's theater, and short and long stories in the student edition textbook. Materials promote culturally appropriate use of Spanish language; however, practice for Spanish language regionalisms is not evident. There are plenty of assessments that assess students weekly and periodically, but assessments do not correlate adequate to New Mexico State Standards.

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

80%

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 materials are partially consistent with the standards that all students should study in order to be college and career ready. Each unit is organized in a manner that provides grade level materials for teachers to implement. Through small-group instruction, whole-group, and independent work, students are exposed to a variety of texts within the same topic. Learning objectives are established for each of the three-week units, but there is no evidence, connection, or correlation to the Common Core State Standards on any of the lessons or unit overviews.

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

Statements of appraisal and supporting evidence:

The materials are not well designed nor do they take into account effective lesson structure and pacing. Although each unit is designed in a three week cycle where the lessons are organized in a five day sequence with very specific objectives and tasks, there is no evidence of what standards are referenced throughout the unit, making it difficult to have a clear understanding of the pacing.

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

Statements of appraisal and supporting evidence:

The materials support teacher planning, learning, and understanding of the standards. Each lesson provides learning objectives and additional materials, such as "If...Then..." strategies to support students. There are also specific stopping points in each lesson where teachers ask questions that guide instruction or check for understanding of content.

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 teachers limited resources and tools to collect ongoing data about student progress on the standards. Assessment rubrics do not provide correlation to the Common Core State Standards. There is no scope and sequence that tells what standards are being assessed on each unit, nor are there recommendations for further instruction or differentiation of ongoing data collection.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials support effective use of technology to enhance student learning. Students have access to a digital platform that allows them to access online resources such as small group texts. There are tools such as highlighting that allow students to interact with the text.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials can be easily customized for individual learners. Each lesson provides strategies and differentiation points that teachers can utilize to support students such as reinforcing or affirming the strategy with an "If...Then..." table that allows teachers to observe patterns in student performance to make informed decisions about next steps to support student learning.

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

Statements of appraisal and supporting evidence:

The materials give all students extensive opportunities and support to explore key concepts. For example, materials provide support, accommodations, and modifications for diverse learners and other special populations that will support their regular and active participation in learning content. Students are provided with home activities in the "Calendario para el hogar", where they can draw from their culture to create home projects with the assistance of their guardians if needed.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials take into account cultural perspectives. The materials inform linguistically responsive pedagogy by affirming students' backgrounds, setting expectations, and ensuring best instructional practices that are inclusive and student-centered. However, within the framework there are limited materials that provide culturally responsive pedagogy in the form of authentic texts, which limits the opportunity for students to see themselves in the texts they are exposed to.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials show some signs of cultural responsiveness. The instructional materials include minimal, moderate, and substantial levels of support that relate the content area appropriately to the different language levels. There is limited evidence that cultural pedagogy is embedded through the use of text, questioning skills, and discussion opportunities for students to explore other cultures. There are only five labeled culturally sensitive texts throughout fifth grade.

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 materials are partially consistent with the standards that all students should study in order to be college and career ready. The materials support teacher planning and learning, but are limited in the understanding of the standards. Each unit is organized in a manner that provides grade level materials for teachers to implement. Questions in the materials are high-quality text-dependent and text-specific questions. The texts that students are exposed to are at grade level; however, there are limited opportunities for students to read text exemplars. There are many opportunities for working independently, in groups, and within students' 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 lacks opportunities for students to see themselves in the texts or make connections to their own cultures.

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 Art students. I have been a national reviewer twice for the development and bias sensitivity of WIDA/ACCESS 2-5th grade levels in English Language Development standards.

Professional summary of material:

The curriculum covers the CCSS, which are explored in the intervention kits provided for specified grade levels. Although all objectives are provided for every lesson, language objectives are not evident in the intervention, whole group, and leveled readers lessons. Many CCSS skills are targeted, but the standards are not clearly identified according to CCSS specifically. 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. Materials inform linguistically responsive pedagogy by affirming students' backgrounds, setting expectations for linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered by providing them ample opportunities to practice skills and standards. Students have many opportunities to become involved in speaking and listening standards through many investigation and research projects. There are plenty of assessment tools teachers can use for each skill, and many opportunities for review by using different intervention units. In conclusion, the materials include many 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.