

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	9781078653749	TE ISBN	
SW ISBN		Grade Level/Content	Grade 6 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

89%

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

61%

Materials take into account cultural perspectives.

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

The materials address limited cultural perspectives of Hispanics and Native Americans in three titles. which lack student questioning regarding the analysis of diverse perspectives and how these cultural traditions and heritages are reflected in modern society. The materials represent cultural diversity in one Asian informational text on economy, European perspectives in history and science, and South American poets as well as authors from Spain. There is a lack of authentic Native American and Hispanic literature and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards.

Materials include a culturally responsive lens.

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

The materials address a small selection of culturally diverse texts, including Indian, African-American, Asian, Hispanic and Native American selections. Materials provide little to no opportunities for students to connect their culture and personal experience to the material in a meaningful way. In addition, much of the culturally diverse literature is only available online and is not incorporated into core instruction. Teacher guides and support materials do not provide information regarding strategic groupings of students for various purposes, providing students with culturally responsive routines for engagement or specific collaborative roles and activities to meet the criteria of a culturally responsive curriculum.

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

Average Score

92%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

The materials are aligned with 6th grade standards. The textbook allows teachers to address all student levels so that modifications can be made if needed for those students who require either advanced lessons or language support. Throughout the units and lessons, guidance is provided for teachers to attend to standards based instructional expectations while offering students a variety of reading, writing, speaking, and listening activities to help support student mastery of all grade level content standards.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The textbook is aligned to 6th grade reading standards. Students have access to a variety of texts and academic activities. Students read texts more advanced in complexity throughout the school year. The book analyzes and evaluates common characteristics of literature works from various genres. Students cite evidence to support their conclusions from the text. Among the presented texts, there are several activities where students need to find the main idea and details that support it. Students analyze how characters are evolving and analyze the structure of the text and how the use of the language is supporting it. Students explore a variety of cultural experiences in the text.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The material provides social interaction while students engage during the writing process. The teacher guide, rubrics and writing prompts expose students to grade level academic vocabulary suitable to identify and use the meaning and functions in the written language. The Student Edition provides opportunities for students to write about literary works by comparing and contrasting and identifying the argument in the texts. Students incorporate their personal perspectives, in writing, in the proyecto de investigación at the end of each unit.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The instructional materials provide prompts for students to collaborate and present their ideas. At the beginning of each unit, the launch lesson provides a video which students listen to and talk with peers regarding their ideas on the essential question. Students utilize language sentence frames for successful conversations. The texto de lectura atenta provides opportunities for students to explicitly draw on their preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas. Materials lack direct instruction or rubrics to address the language of speaking and listening.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Language standards are supported in the Teacher guide minilessons and intervention guides for language and grammar, providing worksheets to address specific grammar, spelling and sentence syntax activities. For example, in the teacher's guide, a variety of language mini lessons are presented and students are asked to practice in their student booklets by identifying the language component and applying it to their own writing. Students use the Spanish language objectives to read, write and speak throughout the modules and create presentations about units of study. Student rubrics assess ability to maintain uniformity in style and tone, through the use of language, in order to express clarity and coherence of ideas.

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

90%

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 anchor texts are included in the student workbooks and contain interdisciplinary selections related to science and social studies based on the focus of each unit. The reading selections allow for discussion about real world perspectives and activities that are addressed through the four domains of language of reading, writing, listening and speaking in conjunction with addressing the standards. Informational text features, visuals and graphics are included and enhance student engagement with the text. Fictional text is lacking rich artistic illustrations. Additionally, ebooks that correlate with the anchor text and the unit of study are provided for small group and independent reading.

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:

Depth of knowledge questions are incorporated throughout each unit, culminating with a student investigation and analysis project. Questions are provided at the launch of each unit, incorporating an essential question that is the focal point. Three questions are provided at the beginning of the unit that call for analytical thinking about real world issues. Throughout the project, exploring areas exposed by the questions provided at the end of the unit help to build cohesiveness, ending in a presentation addressing these issues. Questioning takes place periodically in the student workbook in the sections Ampliar, Reflexionar, Escribir. The questions in these sections draw the students' attention back to the text when citing textual evidence. This return to the text aids in the comprehension of the general concepts taught throughout the unit.

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

Statements of appraisal and supporting evidence:

Instructional materials include examples of teacher modeling, peer practice and independent writing with the support of general graphic organizers. Materials provide scaffolding in each unit in Apoyar el desarrollo del idioma español. The activities allow the students to work on a language activity and receive support based on their proficiency level. Support ranges from minimal to substantial. Students work with a partner with various supports to complete the activity, such as a list of compound words where they use visuals to define them. Recursos adicionales offer suggestions such as how to scaffold lessons to make the learning accessible for all students. Materials lack direct instruction on general academic vocabulary and frontloading of content specific vocabulary, although it is referred to in the Teacher's Guide.

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

76%

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 aligned with NM standards throughout the curriculum. College and career readiness is evident in the variety of complex informational text, which students read closely to make inferences and draw conclusions based on textual evidence. There are activities where the students are asked to focus on real world issues, but no direct instruction related to career readiness is presented in the units. Activities involving technology are included at the end of each unit, such as the research and analysis project. Technology is also used to access the publisher's website Benchmark Universe and the online resources such as small group texts.

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

Statements of appraisal and supporting evidence:

Materials provide support for lesson structure and pacing in each unit. In Estrategias y destrezas, the strategies and skills that will be the focus are listed. Language objectives are also listed at the beginning of the unit, and show where they are repeated throughout the unit. The unit is organized in weekly components and then into daily lessons. Daily lessons are divided into specific time intervals. Although there is a separate document with Common Core Standard correlation, there is no direct citation of standards in the teacher's guide scope and sequence.

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

Statements of appraisal and supporting evidence:

The materials support teachers in the planning and instruction of each unit with an overview of resources, strategies and skills. Guidance related to the standards includes "Estrategias y destrezas de la unidad," "Essential Questions," suggested language objectives and intervention resources. Teachers can find an online resource which correlates NM standards to the activities. The inside cover of each texto para la lectura atenta includes the objectives for the unit.

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 a variety of resources for assessing student progress through the online platform and Teacher's Edition. These include pruebas de unidad y pruebas semanales, evaluaciones periodicas and rubrics for short answer and writing prompts of the various genres of argumentative, narrative and informative. Rubrics are also available for students to self assess their participation on proyectos de investigación. Assessments for "Destrezas fundamentales" provide administration and scoring guides. The teacher's guide includes informal assessment ideas for use during the lesson and strategies to address students who struggle. Assessment options are not available for linguistically/culturally diverse or advanced learners. Tools are not available for collecting and keeping record of ongoing student data.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Digital materials are accessible and available in Benchmark Universe. The text materials effectively use technology to support student mastery of media literacy skills by providing the reading material online with audio and annotation features. Students have the option to take E-assessments in which they utilize various media tools, including line reader and highlighter. At the end of each unit students are asked to complete un proyecto de investigación, in which they have an option board for product outcomes, including powerpoint slides or online presentation but teachers would be responsible for modeling and teaching the product outcomes to fully meet this criteria.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Accommodations and modifications are embedded at the end of each Sistema de Recursos para los maestros in the form of an article. Each lesson contains additional Spanish language support in the form of sentence and question frames. There are multiple online small group texts of various reading levels that can be assigned to individual learners. Teacher creativity in the form of vocabulary development and scaffolded graphic organizers and student self-monitoring for comprehension are needed for materials to fully meet the criteria.

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

Statements of appraisal and supporting evidence:

All students are given opportunities to explore understanding of key concepts through discussions, "conversaciones constructivas," on the Essential Questions," and "Proyecto de investigacion y analisis". The materials provide multiple exposures to the reading selections through daily mini lessons and provide compare and contrast written response exercises at the end of each "textos para la lectura atenta." Students can explore key concepts in home school connection and leveled readers. However, students do not have the opportunity to explore key concepts in relation to prior knowledge or experiences.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials address limited cultural perspectives of Hispanics and Native Americans in three titles. which lack student questioning regarding the analysis of diverse perspectives and how these cultural traditions and heritages are reflected in modern society. The materials represent cultural diversity in one Asian informational text on economy, European perspectives in history and science, and South American poets as well as authors from Spain. There is a lack of authentic Native American and Hispanic literature and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials address a small selection of culturally diverse texts, including Indian, African-American, Asian, Hispanic and Native American selections. Materials provide little to no opportunities for students to connect their culture and personal experience to the material in a meaningful way. In addition, much of the culturally diverse literature is only available online and is not incorporated into core instruction. Teacher guides and support materials do not provide information regarding strategic groupings of students for various purposes, providing students with culturally responsive routines for engagement or specific collaborative roles and activities to meet the criteria of a culturally responsive curriculum.

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 #: 79

Background and experience:

I am a Level III Native New Mexican teacher with 25 years of experience in teaching and curriculum design in a variety of bilingual settings, grades Pre-K through 12. I have a Bachelor's degree in Bilingual Education and a Master's degree in Secondary education with teaching endorsements in TESOL, English Language Arts, Spanish Language Arts and World Languages.

Professional summary of material:

These instructional materials provide a wide range of text complexity in multiple genres and formats, including poetry, informational text, plays and fiction, both realistic, historical and mythological. Students have access to reading, listening and interacting with online print materials; opportunities for technology based writing are limited. The teacher guide maintains consistent reference and questioning regarding content standards; however, student materials lack diverse general academic vocabulary and explanations of the standard for student repeated exposure. For example, although the standard may be to analyze the development of a specific character, the student book instructs students to highlight key details. Another example is, for the standard of using connotation and denotation for vocabulary acquisition, students are instructed to use strategies to determine the meaning of unknown words. Objectives are more specific in the inside cover of the students book but are not referred to throughout the unit in the student material. The lessons are teacher guided, although opportunities for student discussions are included. Videos at the beginning of each unit and embedded critical conversations provide students opportunities to develop speaking and listening skills. Each unit includes focused writing lessons in week three, although there is a lack of choice in student writing prompts that connect to cultural experiences. Graphic organizer formats for organization of writing and cloze reading are limited. Materials expose students to various cultures throughout the world but lack state or local authentic texts, authors, illustrators.

Reviewer #: 80

Background and experience:

I am Level II teacher with 19 years experience ranging from Kinder through 12th grade. I obtained my Bachelor's Degree from New Mexico Highlands University in Elementary Education with a minor in Spanish. I have endorsements in TESOL, Modern and Classical Languages, Bilingual Education and Reading.

Professional summary of material:

The Benchmark Adelante material is of good quality and has significant cultural relevance. The textbook provides the appropriate level of resources for hispanohablantes and for students learning the language of Spanish. The book is appropriately sequenced, provides relevant information for students to learn at different levels and is sufficiently varied to meet the diverse learning needs of all students.

Reviewer #: 81

Background and experience:

I am a Level III teacher in southern New Mexico with 28 years experience teaching in a dual language setting. I was an Instructional coach with two years experience in training 1st, 2nd, and 3rd year teachers. My teaching experience includes 4th grade through 12th grade, but mainly as a 6th grade teacher at an intermediate school. I obtained a Bachelor's degree in Secondary Education with teaching endorsements in World Languages, TESOL, Bilingual Education and Social Studies. My Master's degree is in Curriculum and Instruction with an emphasis in TESOL.

Professional summary of material:

The instructional materials provide a variety of reading selections in the student workbooks, which make them accessible for the students. The online platform provides additional reading resources, such as ebooks, for small group reading and reader's theater, giving the students the opportunity for independent reading. Lacking is the reflection of the culture of the state in the selected readings. Students are given the opportunity to use technology to complete an analysis project at the end of each unit, but college and career readiness activities are not addressed within the materials. Additional activities requiring the use of technology are also limited. Vocabulary development is limited in the student workbook, as it does not provide text features which help students to identify the academic and general vocabulary specific to the content. The workbook activities ask the students to use strategies that they have used prior to the activity, but they are not documented in the workbook with the text. Visuals, charts, timelines and similar text features are provided to engage the students and provide additional information regarding the content. The format of the student workbooks are repetitious and the same in each unit, helping the students to know what the expectations are in each activity. The only drawback is that the activities do not always align with the readings prior to the activities. For example, the activities may ask them to name the metaphor or another element of figurative language, yet figurative language is not mentioned in the student workbook. The workbook does provide opportunities for the students to use the four domains of language, which are reading, writing, speaking and listening, through activities throughout the units. Sentence frames are provided as a scaffold for the students to use in their conversations with their peers and to assist them in forming written and oral responses.