

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	HMH New Mexico ¡Arriba la lectura! Digital Learning Student Resource Package 6-Year Digital Grade K	Publisher	Houghton Mifflin Harcourt Publishing Company
9780358605201		TE ISBN	9780358607014
SW ISBN		Grade Level/Content	Grade K 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

91%

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

90%

Materials take into account cultural perspectives.

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

Materials include varied cultural perspectives of diverse ethnic groups and their ways of life, family structures or socio-economic status. Materials positively reflect essential concepts of multicultural groups, including their language, customs, traditions, and social behavior norms. In the collection of texts, the materials depict the perspectives of some populations with diverse history, geography, literature, visual arts, music and costumes. The collection of 72 high-interest and diverse texts represents various cultures to ensure that the majority of students' backgrounds are included in the daily activities.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens by offering different ways of knowing and understanding multi-cultural traits and diverse points of view. The lexical variants chart offers words and their lexical variants from many countries or geographical regions. Translanguaging is a culturally-responsive approach that allows students to develop two languages as a dynamic process and not in an isolated manner. Inter-linguistic bridging is also available at the end of each session to enrich the vocabulary by highlighting the similarities and differences of specific themes.

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

Average Score

91%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

Materials align with grade level SLA common core state standards and partially align with the New Mexico adopted 15% standards. For example, students identify the main topic, retell key details of a text, and make predictions, but they don't apply digital tools to gather, evaluate and use information consistently.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align to reading standards, but do not specifically identify which CCSS or NM specific standards are addressed. Character and setting teaches the skills or strategy using Anchor Charts the students can refer to throughout the year. Big books or read alouds guide students to apply the skill or strategy to the the text being used and can write corresponding in myBook page.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials partially align to writing standards, however they do not specifically identify which CCSS or NM adopted standards are addressed. Materials include lessons for opinion writing, informational writing, narrative writing, research writing, and creative story writing and poetry as stated in the kindergarten common core state standards.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials align to speaking and listening standards, however they do not specifically identify which CCSS or NM specific standards are addressed. Students use discussion routines, such as thumbs up and down, partner work, and Think-Pair-Share, as a guide to ask and answer questions.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials partially align to writing standards, however they do not specifically identify which CCSS or NM adopted standards are addressed. Materials include lessons for opinion writing, informational writing, narrative writing, research writing, and creative story writing and poetry as stated in the kindergarten common core state standards.

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

96%

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 provide a wide selection of high quality texts worthy of student's time and attention. Titles offer culturally and linguistically related content. Materials also include language extension texts such as Revista Aventura (Adventure Magazine) not only to expand language skills but also to deepen appreciation of Spanish speaking cultures from around the world. Thematic collections are available at the beginning of each module. To appreciate Hispanic speaking cultures and learn in depth language skills, the author recommends visiting the tab called Linguistic Extensions at the end of each module.

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 read aloud section with standards-aligned objectives and high-quality text-based questions. To guide students to engage with the text, educators can use the Accountable Talk section, which provides the levels of the dialogic reading prompts per question. Also, the Linguistic Extension tab at the end of each module provides the levels of depth of knowledge (DOK) per question. To gauge the students' understanding of the complexity of the text, the Answer Key documents show the DOK levels of the questions as well.

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

Statements of appraisal and supporting evidence:

Educators can provide differentiated support by using tabletop mini lessons to practice or reteach skills. Intervention lessons on primary/foundational and intermediate skill areas, including phonological awareness, phonics and decoding, phonics and word study, fluency, and vocabulary, can be facilitated by using the online Foundational Skills and Word Study Studio. Decodable Star Right Reader texts can be used to practice decoding skills. When targeting specific reading behaviors in small groups, the Leveled Readers can be a source to provide scaffolded 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

90%

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 coherent and consistent with the CCSS standards. There are some inconsistencies with the NM specific standards. Students are given the opportunity to launch a project; research and plan; take action; and reflect and celebrate the completion of the research.

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

Statements of appraisal and supporting evidence:

Materials are well designed and offer effective lesson structures by listing a week at a glance with a sequential delivery of instructional strategies to build knowledge and language, reading and vocabulary, foundational skills, and writing. Also, a clear sequence of instructions makes meaningful connections between vocabulary, reading, writing and foundational skills. A flexible daily option for small-group differentiation helps make instructional decisions using student data and observations.

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 by offering a week at a glance, which lists the standards, how to integrate them, and the standards progression from simple to more complex texts. Each module provides a preview lesson with key learning objectives aligned to CCSS. A research-based scope and sequence organizes the text sets to integrate essential early literacy skills with increased text complexity.

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 tools and resources to collect data for assessing student progress. These include benchmark assessment reports, Formative/Summative Module reports, Phonological Awareness Inventory, Observation Notes, Screening Diagnostic and Progress Monitoring reports, Amira (an online interface for Oral Reading Fluency Assessment and a Dyslexia Screener), and many more.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Digital materials and resources are used to enhance student learning. These include Alfamigos cards and videos, introduction videos for each unit, wrap up unit videos, instructional posters, anchor charts, class routines posters, sample instructional posters, hyperlinks to printable assignments, building knowledge network poster, inquiry research projects slide decks, and daily show and teach slides for remote learning.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Accommodations and modifications are included in the dual language setting for additional linguistic support in each lesson. Reading materials can be customized for individual learners, including options for differentiation, using the small group instruction lessons. Individualized guided reading sessions can be provided with flexible 'take and teach' lessons to scaffold instruction. Assessment materials only offer one version per module. Assessments can be administered as a whole text or used in sections, depending on need. Materials also offer online Table Mini Lessons focused on reading to target language development.

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

Statements of appraisal and supporting evidence:

Materials offer opportunities and support to explore key concepts by spiraling through skills to comprehend and build knowledge. For example, the materials include Letter Cards, Picture Cards, Articulation Videos, the collection of 9 STAR Right readers, and a myriad of additional resources to explore foundational skills. To explore reading skills, the materials include a number of resources such as Writer's Notebook, Read Aloud Books, and Module Posters. There is an extensive selection of resources that help students access all content in the program materials.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials include varied cultural perspectives of diverse ethnic groups and their ways of life, family structures or socio-economic status. Materials positively reflect essential concepts of multicultural groups, including their language, customs, traditions, and social behavior norms. In the collection of texts, the materials depict the perspectives of some populations with diverse history, geography, literature, visual arts, music and costumes. The collection of 72 high-interest and diverse texts represents various cultures to ensure that the majority of students' backgrounds are included in the daily activities.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens by offering different ways of knowing and understanding multi-cultural traits and diverse points of view. The lexical variants chart offers words and their lexical variants from many countries or geographical regions. Translanguaging is a culturally-responsive approach that allows students to develop two languages as a dynamic process and not in an isolated manner. Inter-linguistic bridging is also available at the end of each session to enrich the vocabulary by highlighting the similarities and differences of specific themes.

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 #: 82

Background and experience:

I have taught in early childhood dual language settings for over 17 years at various capacities. I graduated with a master of arts in early childhood education and a doctorate in philosophy in curriculum and instruction with a concentration in educational learning technologies and a minor in bilingual education. I achieved National Board certification on Literacy: Reading-Language Arts Early and middle childhood and hold an administrative license in New Mexico. I work in an urban area as an instructional specialist and have participated in the formulation of literacy instructional guides and pacing guides for my school district. I am part of the 2021 New Mexico National Education Association Education Justice Fellowship.

Professional summary of material:

The text materials are vast and rich, the lessons are culturally and linguistically oriented, and the assessments are standards-based. The literacy support materials, such as cards, routines, videos, anchor charts, and literacy centers, are engaging and developmentally appropriate. Not addressing the NM adopted standards in their entirety makes it a bit weaker. I recommend these materials with reservations.

Reviewer #: 83

Background and experience:

This reviewer has been teaching for 21 years as a bilingual and dual language Spanish in a Title 1 district. This reviewer has been the Spanish component teacher for first to fourth grade. This reviewer completed a Bachelor's degree in Interdisciplinary Studies with a minor in Bilingual Education.

Professional summary of material:

Materials provide rich content and standards based instruction, but lack the NM adopted standards. It offers assessments with data and ongoing progress monitoring. Resources and support for whole-class, small group and independent work are also offered. Supplemental practice and instruction to personalize adaptive foundational skills and fluency for each student is provided. Materials provide Spanish resources that usually are hard to find and are rich in text genres to implement throughout the year in each lesson.

Reviewer #: 84

Background and experience:

This reviewer is a National Board Certified teacher in English As a New Language in Early and Middle Childhood with 16 years of experience in teaching Bilingual/Dual language grades K-3. I have obtained my Master's in Business Administration, and Endorsements in TESOL, Bilingual and Business Education.

Professional summary of material:

The curriculum covers the CCSS through a reasonable variety of print and online resources for both teacher and student use. However, not all activities are aligned with the NM SLA additional 15% standards. The curriculum provides a wide range of Hispanic and Universal Literature selections to enhance student learning and foster mastery of the standard. Some of the text selections are poetry, informational text, fiction and realistic fiction. The online materials provide teachers with aligned guidance through the CCSS, but there is not much of the NM adopted standards in the students activities. The scope and sequence and planning guide in the text are well designed and support teachers in lesson planning. A cross-referenced list of standards is given online and objectives at the beginning of each unit address standards met for that unit. Materials also provide a wonderful online Build Cross-Linguistic Connections to help students connect Spanish and English using a Word Detective Chart, Bilingual Word Wall, and Module Cognates Chart.