

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 1	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616078	TE ISBN	9780358616252
SW ISBN		Grade Level/Content	Grade 1 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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - The final score for the materials is averaged between the team of reviewers.					
				Average Score	
				93%	

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	<input checked="" type="checkbox"/>		Average Score
			93%

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 and socio-economic status. Materials positively reflect essential concepts of multicultural groups, including their language, customs, traditions, and social behavioral norms. In the collection of texts, the materials depict the perspectives of some populations with diverse history, geography, literature, visual arts, music and customs.

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 ways of knowing and understanding multi-cultural traits and diverse points of view. Also, the lexical variant 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 in English and Spanish.

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:

Materials align with grade-level common core state standards for Spanish Language Arts (SLA) including literature, informational text, foundational literacy skills, writing, speaking and listening, and language. All lessons provide standards-aligned content and language objectives. Materials explore six different literary genres throughout twelve modules with explicit and systematic instructional lessons. Scaffolded support for all students to acquire reading skills and develop as independent readers and writers appears in the form of resources for whole group, small group, independent work, differentiation, and assessments.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align with reading standards, allowing students access to a variety of texts and academic activities. Materials help deepen the students' knowledge of concepts and content, develop long-term comprehension skills using increasingly complex texts, and prepare them to be college and career ready. A culturally and linguistically relevant library helps students connect with real-world problems and develop self-awareness. Systematic instructional lesson plans help students understand what they read through dialogic reading with read alouds, shared reading, writing in response to texts, independent reading, small group instruction, and inquiry and research practices.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials align with writing standards to help students learn how to share their ideas and perspectives to the world and develop their own voice. Standards-based writing lessons offer strategies and activities for the process, the technique, and the integration of grammar. Materials provide explicit instruction for each of the steps of the writing process to develop rich vocabulary and word awareness. Varied types of writing, such as personal narrative, informative text, opinion, poetry, imaginative story, procedural text, research report, thank you letter, and opinion essay are taught over twelve modules. The anchor texts propel purposeful daily writing practice and guide strategic conferencing with adults and peers. Materials help students revise, edit, and achieve a clear and correctly written draft.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials align with speaking and listening standards to help students build and expand their world knowledge and to develop their own voice as thinkers and communicators. Instructional lessons address listening, speaking, and collaborative discussion skills. Resources help students learn when and how to speak within different socio-cultural contexts, with the goal to have successful academic conversations and healthy social relationships. Materials give students access to a variety of academic activities to discuss and reinforce collaborative engagement routines in the context of real-world situations.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials align with language standards to help students acquire grade level mastery in a series of skills, applications and performance expectations. Language development lessons include explicit generative vocabulary and academic vocabulary instruction. The vocabulary strategy lessons are applied to a text to help develop independent practice. The materials offer content clue exploration, word relationship analysis, reference source guidance, multiple-meaning word awareness, and shades of meaning practice. Materials support using known words to learn new concepts and access an increasing vocabulary network. Grammar minilessons are embedded within the context of teaching writing. They offer a systematic process to teach sentences, nouns and pronouns, verbs, punctuation, contractions and orthography.

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 rich and wide selection of high-quality, culturally and linguistically relevant texts that are worthy of students' time and attention. The preview lesson texts provide types of genre, summary of texts, key learning objectives, lexile measures, overall text complexity, and guided reading levels to help understand the level of quality and complexity measured per text. Materials include language extension texts, such as Revista Aventura (Adventure Magazine), that not only expand language skills, but also deepen appreciation of Spanish-speaking cultures from around the world. The collection of high interest and diverse texts represent various cultures to ensure that the majority of students' backgrounds are included in daily activities. 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. The Accountable Talk section provides reading prompts per question. 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 DOK levels of the questions also.

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 in primary/foundational and intermediate skill areas include foundational skills and concepts of reading. Vocabulary can be facilitated by using the online Foundational skills resources. Decodable Star Right Reader texts can be used to practice decoding skills. When targeting specific reading behaviors in small groups, the leveled readers are a source to provide scaffolded instruction. Materials include the Rigby leveled library to support student learning across disciplines with cross-curricular texts that include poetry, fairy tales, fantasy, informational, and realistic-fiction stories.

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

94%

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 CCSS standards. Students have the opportunity to learn the standards thoroughly and develop scaffolded college and career ready competencies. For example, students are exposed to conducting research projects where they learn about a topic, inquire about it, and present their findings. Content is age-appropriate, videos catch the interest in the module topic, and literacy centers are aligned with grade-level learning objectives.

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 structure 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, clear instructions help students make meaningful connections between vocabulary, reading, writing and foundational skills. A flexible daily option for small-group differentiation helps make decisions on student data and observation. The scope and sequence of the curriculum offers weekly and daily instructional lesson planners that show a consistent integrated design for whole class and small groups.

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

Statements of appraisal and supporting evidence:

Materials offer a week at a glance as a support for teacher planning, student learning and understanding of the standards. Materials clearly delineate how to integrate the standards with language and lists the standards progression from simple to more complex text. Each module provides a preview lesson of the texts with key learning objectives aligned to CCSS. Teachers have access to all resources and program materials, such as lesson plans, assigned materials, assessment reports, student grouping and remote learning support.

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 assess student performance and collect data. These include, in part, benchmark assessment reports, formative/summative module reports, oral reading evaluation scoring sheets per reading level, phonological awareness inventory, observation notes, and progress monitoring reports. Also included is Amira, which is an online interface for oral reading fluency assessment and a dyslexia screener. Assessments help teachers to observe, measure and understand data to determine students' growth and performance and set new instructional goals.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Digital materials and online resources are numerous and include introductory and wrap-up videos, instructional and class routine posters, anchor charts, hyperlinks to printable assignments, various instructional slide-decks, and daily slideshow decks for remote learning. These tools are used to enhance student engagement with standards-based content and develop responsible readers, writers and critical thinkers.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Accommodations and modifications are included in the dual language setting box 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. For example, for students receiving dual language services or students having difficulties pronouncing the words, materials include the "Words to Know" routine, and literacy centers to practice high-frequency words and develop automaticity. Materials also offer online tabletop 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, to explore foundational skills, materials include sound/spelling cards, word cards, iRead online connected, Amira learning online platform, and a myriad of additional resources. To explore reading skills, materials include myBook, big books, little books, leveled library, printables, "Get Curious" video, and wrap-up videos. 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 and socio-economic status. Materials positively reflect essential concepts of multicultural groups, including their language, customs, traditions, and social behavioral norms. In the collection of texts, the materials depict the perspectives of some populations with diverse history, geography, literature, visual arts, music and customs.

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 #: 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:

These standards-aligned materials allow educators to define weekly instructional plans and to develop knowledge and language, vocabulary, reading, writing, and English language development practice. A rich library offers culturally and linguistically relevant texts for all students. A plan for implementing effective learning experiences is delineated in the Learning Plan, including quality questions (with DOK levels per question), and dialogue between the teacher and the students including potential answers. Grouping strategies are available at the beginning of each module but separately from the lesson. Purposeful assessment resources are available to monitor student academic progress.

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 a rich content and standards-based instruction. They offer assessments with data and ongoing progress monitoring. There are resources and support for whole class, small group and independent assignments. Supplemental practice and instruction is available to personalize and adapt learning of foundational skills and fluency for each student. Materials provide Spanish resources in literacy, writing, and reading, along with hard-to-find material for students. They are rich in text genres to implement throughout the year for 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:

Materials align with grade-level common core state standards for Spanish Language Arts (SLA), including literature, informational text, foundational literacy skills, writing, speaking and listening, and language. All lessons provide standards-aligned content and language objectives. The curriculum includes six different literary genres throughout twelve modules, with explicit and systematic instructional lessons to enhance student learning and foster mastery of the standard. The online source materials provide teachers with aligned guidance through the CCSS and the NM adopted standards to support students' learning. 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. Scaffolded support for all students to acquire reading skills and develop as independent readers and writers appears in the form of resources for whole group, small group, independent work, differentiation, and assessments. Materials also provide a wonderful online Build Cross-Linguistic Connections section to help students connect Spanish and English using a Word Detective Chart, Bilingual Word Wall, and Module Cognates Chart.