

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 2	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616085	TE ISBN	9780358616269
SW ISBN		Grade Level/Content	Grade 2 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

97%

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

94%

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 structure and socio-economic status. Materials positively reflect essential concepts of multicultural groups, including their language, customs, traditions, and social behavior norms. In the collections of texts, materials depict the perspectives of some populations with diverse history, geography, literature, visual arts, music and costumes. Students make personal connections, text-to-self, text-to-text, and text-to-world connections.

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 multicultural traits and diverse points of view. Materials address the lexical variant 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 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

97%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

Materials align with grade-level common core standards for Spanish Language Arts (SLA), including literature, informational text, foundational literacy skills, writing, speaking and listening, and language. Most lessons provide standards-based 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 to measure student progress.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align to reading standards, giving 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 with increasingly complex texts, and prepare them for college or a career. A rich, culturally and linguistically relevant library helps students connect with real-world problems and develop self-awareness. Systematic instructional lessons 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 such as collaborative projects.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials align to writing standards, supporting students' understanding of how to share 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, descriptive essay, opinion, poetry, imaginative story, procedural text, research report, thank you letter, opinion essay, and news article, are taught over twelve modules. Resources for differentiated instruction and linguistic connections in English and Spanish are available to help students develop biliteracy and refine their expressive writing skills. The anchor texts propel purposeful daily writing practice and guide strategic conferencing with adults and peers. The use of digital resources to publish students' work is increasingly amplified in second grade.

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 develop 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 the text to help develop independent practice. The materials offer content clues exploration, word relationships 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 sentence formation, nouns, 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

97%

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 diverse texts that are worthy of students' time and attention. The preview lesson texts provide different 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 Aventuras (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. The author recommends visiting the linguistic extension at the end of each module to appreciate Hispanic speaking cultures and learn in depth language skills.

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 in engaging with the text. The Accountable Talk section provides reading prompts per question. The linguistic extension tab at the end of each module provides the level 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 questions, too. Materials include a collection of focal texts designed to build knowledge on a specific topic and provide students with multiple perspectives on a topic from different authors, through varied genres and through multiple formats. This collection includes text complexity levels to ensure that students meet grade level demands.

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 minilessons to practice or reteach skills. Intervention lessons on primary/foundational and intermediate skill areas include phonological awareness, phonics and decoding, fluency, and vocabulary. These are facilitated by using the online foundational skills. 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 resource for providing scaffolded instruction. Materials include the Rigby leveled library to support students' learning across disciplines with cross curricular texts that include poetry, fairy tales, fantasy, informational, and realistic-fiction stories. Reading clubs provide students with opportunities to explore different genres and participate in interactive book conversations to spark the interest for reading and writing.

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

95%

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 content areas and CCSS standards to be college and career ready. Students have the opportunity to learn the standards thoroughly and develop scaffolded competencies. Students are exposed to conducting research projects where they learn about a topic, inquire about it, and present their findings. Publishing student work using technology is consistent throughout the lessons. The content is age-appropriate videos catch the interest in the module topic; and literacy centers and reading clubs 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. Clear instructions help students make meaningful connections between vocabulary, reading, writing and foundational skills. A flexible daily option for small-group differentiation helps teachers make decisions on students' data observation. The scope and sequence of the curriculum offers a weekly and daily instructional lesson planner with a consistent design for whole class and small groups.

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

Statements of appraisal and supporting evidence:

Material offers a week at a glance, with multiple supports 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 complex texts. Each module provides a preview lesson of the texts with key learning objectives aligned to CCSS. However, the lessons do not identify the acronyms for each standard specifically in the teacher edition or in the digital material. Teachers need to interpret and align the standards with the activity or tasks for each lesson. Teachers have access to all resources and program materials, such as lesson plans, planning sheets, 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 material offers a variety tools and resources to assess student progress on the standards and collect data. These materials include, in part, benchmark assessment reports, formative/summative module reports, online ED myBook selection quizzes, oral reading evaluation, foundational skills and word study, read and respond journal, module inventory, observation notes, screening diagnostic 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 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 to develop responsible readers, writers and critical thinkers. Students explore technology as a tool to publish their writing drafts and projects often.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Reading materials can be customized for individual learners, including options for differentiation using the small group instruction lessons. Accommodations and modifications are included in the dual language setting box for additional linguistic support in each lesson. Individualized guided reading sessions can be provided, with flexible take and teach lessons to scaffold instruction. Assessment materials only offer one version per module and 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 minilessons 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 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 structure and socio-economic status. Materials positively reflect essential concepts of multicultural groups, including their language, customs, traditions, and social behavior norms. In the collections of texts, materials depict the perspectives of some populations with diverse history, geography, literature, visual arts, music and costumes. Students make personal connections, text-to-self, text-to-text, and text-to-world connections.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens by offering ways of knowing and understanding multicultural traits and diverse points of view. Materials address the lexical variant 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 available at the end of each session to enrich the vocabulary by highlighting the similarities and differences of specific themes in English and Spanish.

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:

A scope and sequence shows the learning progression for vocabulary, foundational skills, reading workshop, writing workshop, and supports for dual language settings. A progression of skills and grade appropriate concepts is supported through the use of standards-based assignments and texts presented from simple to more complex over the twelve modules. Instructional lessons are aligned to common core state standards expectations, but they do not specifically identify or label the the alphanumeric acronym for the common core standard they intend to meet (i.e., RL.2.1 Ask and answer questions...). Identifying which standards refer to the NM adopted standards is also missing in the teacher edition and digital material. Teachers need to interpret and align the standards with the activity, task or assessment needed for each lesson. Materials offer practice of varied levels of sophistication appropriate for second grade students.

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 are aligned in every lesson. Spanish language arts includes writing in genres, writing, reading strategies, foundational skills, speaking and listening. They offer assessments with data and ongoing progress monitoring. All lessons support whole group, small groups and independent assignments. There is supplemental practice and instruction to personalize adaptive foundational skills and fluency for each student. Materials provide Spanish resources and teacher lessons in literacy, foundational skills, writing and reading, intervention and differentiated instructions, along with hard-to-find materials for students. They are rich in genres and also provide sets and selections of Rigby leveled books that can be used throughout the year.

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 to reading standards to give 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 in increasingly complex texts, and prepare them through career ready standards. The lessons provide the students support through differentiated instruction, using scaffolds and amplifying, or enriching, the lesson. The use of digital resources to publish students' work is increasingly amplified in second grade. 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. Students also have the opportunity to work in partners and groups throughout the unit, allowing them to participate in discussions, providing supports in developing their academic language.