

**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 4	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616221	TE ISBN	9780358616283
SW ISBN		Grade Level/Content	Grade 4 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**

99%

**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**

100%

Materials take into account cultural perspectives.

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

The Dual Language Implementation Guide includes sections on the following topics: Equity, Evidence, Efficacy; Developing Cultural Awareness; Models of Bilingual Education; Authentic Dual Language Instruction; Professional Terms; and Professional Reading. This section includes poetry and story selections that help students to develop linguistic and cultural awareness for Extensión lingüística. The materials address New Mexico standards with a variety of cultures. Students get the opportunity to study the subject through in depth online and print materials of cultural literature ad activites on perspective, text-to-text, and text-to-self connections to every day life.

Materials include a culturally responsive lens.

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

The materials include culturally relevant texts with a responsive lens in development of social-emotional skills and inclusive literature to support equity. Students develop linguistic and cultural awareness through language, academic, cultural, and personal connection activities. In addition, much of the culturally diverse literature is available online and in text examples and is incorporated into instruction for whole group, small group and independent reading.

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

Average Score

99%

Materials align with grade level SLA standards overall.

*Statements of appraisal and supporting evidence:*

Materials align with Common Core State Standards for 4th grade SLA. All materials are presented in thematic units based on the scope and sequence organized by week, month, and the full academic year. At the beginning of each lesson, a list of learning objectives are presented and an online standards correlation is provided as guidance for teachers in the lesson planning phase. Throughout the course of the curriculum, guidance is provided for educators to align the standards to the curriculum. Instructional expectations offer students diverse options in reading, writing, speaking, and listening activities to support student mastery of all content standards.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials include a diverse variety of reading selections for 4th grade that align to the standards, ranging from expository texts, drama, poetry, social studies and science. In addition, the curriculum provides a digital library with many resources and printables, including on-demand assessments that can be implemented. Students use high quality strategies like DOK (Depth of knowledge) question stems for before, during and after reading that allow students to analyze the text, compare, and summarize information with citations and evidence. Students are able to use the information in their texts and make connections to everyday life experiences. The Rigby book collection offers differentiation opportunities for the teacher to implement interventions as needed for all students.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials align with the 4th grade writing standards. Students review the writing process, distinguish between formal and informal language, and set goals for writing. Students have many opportunities to create, explore and improve their writing skills online or on paper using lesson strategies such as "Cuaderno del escritor" (writers notebook), paginas imprimibles (printable pages), Leo y hago (read and perform), and proyecto del módulo (project for the module). Many writing skills are developed or improved independently and in collaborative groups. The "Taller de escritura" (writers workshop) sections are focused on best practice and research based strategies, where students will develop questions for research; recognize appropriate sources; research answers to questions; and present research results through different self-selected projects.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials provide opportunity for students to explore different resources in printed text and online for a variety of assignments. Students are taught throughout the units of study to speak loud and clear during presentations; look at the audience; and use visuals to help the audience understand a performance. The curriculum allows for students to create projects for speaking and listening activities, such as discussions, debates and presentations, geared toward student mastery with real world applications using different resources like Conversacion Colaborativa (collaborative conversation), Tareas de rendimientos (performance task), and Compañero de enseñanza (peer feedback). The materials have plenty of opportunities for high levels of engagement during small group or whole group lessons through collaborative conversations and presentations. The materials walk students through organizational skills and presentation strategies through a variety of graphic organizers, videos, slides, online presentations as well as printed materials.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials align with the language standards, including vocabulary acquisition, word analysis and "extencion lingüística" (linguistic extension), and Apreciar la lengua y la cultura (appreciate language and culture) throughout the text, with practical applications suggested. Teachers are encouraged to build cross-linguistic bridges by explicitly teaching features of both English and Spanish languages. The materials provide many supports for increasing language development, including graphic organizers for practice with word families, context clues, and critical/academic vocabulary.

**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

100%

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 curriculum provides a variety of high-quality text that are deserving of students' time and attention. The materials offer a variety of selections and genres online and in print that allow a wide range of opportunities for deep understanding of the texts. The materials start with an essential question (DOK) and a Cartel didáctico (anchor charts) for each unit of study that suggest additional texts that correlate with the given question to analyze through the reading, writing and speaking/listening activities.

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:*

To introduce the lesson, students have to answer a focus question, look for the critical vocabulary as they read, and think about word meanings. Students are able to write what they want to learn from this selection online or in their printed texts. Each unit begins with an essential question and question stems that guide students through the duration of the unit. The materials also include questions that activate prior knowledge. Similarly, "Quick Start" prompts the study of each reading selection and helps students orient themselves to the concepts that will be covered in the selection.

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

*Statements of appraisal and supporting evidence:*

The materials provide ample opportunities for scaffolding and differentiated instruction in Spanish language arts through "desarrollo de lenguaje en español" (dual language settings) and "conexión con la enseñanza de grupos pequeños". The resources help teachers provide curricular accommodations and modifications through scaffolded strategies at a light/moderate/substantial level to best support all students. Throughout the scope and sequence of the curriculum, there are a variety of embedded suggestions for differentiation in the instructional process for English Language Learners, struggling learners, and advanced learners. Extensión Lingüística (linguistic connection) provides a section called Ampliar el vocabulario académico (extend academic vocabulary), which is focused on Repasar el vocabulario de la lectura (review reading vocabulary), explorar el vocabulario del contenido (explore the content vocabulary), and estrategias del vocabulario (vocabulary strategies).

**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

100%

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 meet 4th grade SLA standards and college readiness skills in all areas of the curriculum. The materials support teachers and students in the progression of the standards, using multimedia, printables, text practice, with many connections to everyday life experiences leading to the next academic year. The intergration and exploration of other content subjects, like social studies and science, prepares students to have a general view of future educational options.

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

*Statements of appraisal and supporting evidence:*

The materials are well designed and take into account effective lesson structure and scope and sequence, both print and online, in correlation to the CCSS. The materials include planning resources for teachers, complete with a color-coded pacing guide.

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

*Statements of appraisal and supporting evidence:*

The materials strongly support teachers in the planning and instruction of each unit through a variety of resources and strategies that align with the CCSS. The standards are met by implementation of " historical context," "Essential Questions," Rigby reading leveled text, and frequent marginal notes for teachers both in Spanish and English.

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 for assessing student progress through the online platform and teacher edition. These include formative and summative diagnostic assessments for reading, grammar, language, usage and mechanics offered online and in print. The online and printable assessmet tools are developed for weekly, end of the unit cumulative assessment to evaluate and monitor student growth and learning taking place, giving the teacher opportunity to determine ongoing reading levels for students.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

Students create a multimodal presentation; choose a delivery mode to match the purpose of a presentation; choose how to present research; and identify key words related to a research topic. Students will develop questions for research; recognize appropriate sources; research answers to questions; and present research results to enhance student learning. The curriculum uses "Meet Ed, your friend in learning" as online resouces for effective use of technology and to personalize the learning of the students.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Accommodations and modifications are embedded in the teacher marginal notes and supplied in each unit for ELL, struggling, and advanced learners. The materials provide resources for each learner depending on their lexile level. Whole group, small group, and independent resources are available online and in print. Resources online provide multi-modal intervention in the areas of reading, writing, media, and language that provide a wide variety of supplemental learning supports and enrichment activities to engage all students at every level.

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

*Statements of appraisal and supporting evidence:*

"Extensión Lingüística" (linguistic extensions) provides different tools in a section called: Ampliar el vocabulario academico (extend academic vocabulary). Its main focus is on Repasar el vocabulario de la lectura (reading vocabulary review), explorar el vocabulario del contenido (explore content vocabulary), and estrategias del vocabulario (vocabulary strategies). All students are given opportunities to explore understanding of key concepts through discussions, Essential Questions, and peer feedback exercises.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The Dual Language Implementation Guide includes sections on the following topics: Equity, Evidence, Efficacy; Developing Cultural Awareness; Models of Bilingual Education; Authentic Dual Language Instruction; Professional Terms; and Professional Reading. This section includes poetry and story selections that help students to develop linguistic and cultural awareness for Extensión lingüística. The materials address New Mexico standards with a variety of cultures. Students get the opportunity to study the subject through in depth online and print materials of cultural literature ad activites on perspective, text-to-text, and text-to-self connections to every day life.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials include culturally relevant texts with a responsive lens in development of social-emotional skills and inclusive literature to support equity. Students develop linguistic and cultural awareness through language, academic, cultural, and personal connection activities. In addition, much of the culturally diverse literature is available online and in text examples and is incorporated into instruction for whole group, small group and independent reading.

**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 #: 85

*Background and experience:*

I am a Level III bilingual teacher with 10 years of experience teaching ELA, SLA, Math, Social Studies, and Science in grades 2nd to 5th. I am certified in Bilingual Education, TESOL, Language Arts, and Modern and Classical Languages. I am Licensed for general education K-8 and 6-12 with two Master's degrees in Education and Educational Leadership.

*Professional summary of material:*

The 4th grade material is aligned to the State standards and provides complete planning in all areas, such as reading and writing, including the development of auditory and oral abilities in the Spanish language. The curriculum includes 12 thematic units, which are all guided by one essential question provided in the first lesson. The same question is answered throughout the study of the different readings. This creates a general perspective through the different topics, like science and social studies, that will help the students determine what they will study professionally in the future. The students are also able to participate in academic discussions, analyzing and interpreting texts, and adding their own ideas about the readings. The curriculum takes into consideration the profile of each student and provides lots of teamwork, individual work, and collaborative work in general. In addition, these materials are not only rich in printed resources but technological resources as well, allowing for the development of other abilities, such as research and navigation through online pages. The curriculum provides all this, while working on the Spanish grammar of 4th grade students, which is the fundamental base for development of the language. In addition, it incorporates abundant ways of scaffolding vocabulary. Last but not least, the formative and summative assessments allow teachers to monitor the students' performance and guide them in a precise manner to develop the abilities required for the next level of performance, or to reinforce those areas in which they are struggling.

Reviewer #: 86

*Background and experience:*

I am a Level III teacher with 9 years of experience in teaching a dual language program in grades 2nd, 3rd, 4th, and 5th. I have a Master's degree in Instructional Specialist in Mathematics. I am licensed for general education K-8 with endorsements in Modern and Classical Languages and Bilingual Education.

*Professional summary of material:*

These instructional materials cover the standards efficiently and in a comprehensible manner for teachers and students. The hard copy and online resources are clear and accessible. The planning guide is color coded. This program allows students to connect literacy instruction and content areas. It has student choice and independent practice; effective writing and communication; assessment data; and differentiated support for all learners. It supports the full range of writing modes and forms through the steps of the writing process, while also developing students' ability to have productive, collaborative conversations. Weekly and daily lesson planners show consistent, integrated instructional design for whole class and small groups, following a research-based scope and sequence. Suggested daily times are provided for each part of the instruction to guide daily planning (build knowledge and language, vocabulary, reading, foundational skills, communication, and writing workshop). These instructional materials give you access to meaningful independent work and a wide variety of relevant and authentic texts for independent reading to offer students appropriate ownership of their learning. This curriculum offers flexible resources based on each student's assessed needs to provide the appropriate level of support. In addition, they provide targeted language support to English learners at various levels of proficiency and to students who exceed grade-level expectations to keep them engaged. The reading materials will create a classroom environment that fosters appreciation and respect for all people and cultures.

Reviewer #: 87

*Background and experience:*

I am a level III teacher with 24 years of experience in English and Spanish Curriculum in all areas at the elementary level. I am endorsed in Bilingual Education, a Lead teacher in MLSS, and a National Board Certified teacher. I have a Master's in ELA K-12.

*Professional summary of material:*

The curriculum is effective in covering the CCSS for New Mexico for the 4th grade. The materials are carefully planned and aligned to a scope and sequence that will extend for the 180 day school year with high quality materials covering a diverse amount of literature in both English and Spanish. The online resources are well aligned to the standards and to independent reading that explores different cultural materials during the three week per module. The rich content and standards-based instruction is research-based, explicit, systematic instruction, embedded with different assessments to measure growth or monitor an ongoing learning process. The program provides a substantiative amount of material for supplemental practice and instruction for personalized, adaptive fluency and comprehension skills to occur. Professional learning is available for implementation support. Lessons are supported with the information needed for teacher support and planning in three-week modules that focus on high-interest topics that are explored through literature and media using different genres. The teacher resources are visible and easy to find, and access to all program materials, lesson plans, assigned materials, student groupings and remote learning support is available. The material presented for English Language Learners, special needs and advanced students is found for independent and literacy centers using foundational skills for direct instruction. The curriculum also contains reading, communication, vocabulary and writing workshops in Spanish, with examples found on MiLibro, or El compaero, mostrar y motivar, printables, and Carteles didacticos for more assistance. The program provides online resources easy for both teacher and students to access and align to their learning as well as many cultural aspects. The materials address many multicultural perspectives and reflect acceptance of diversity. In the teacher edition, the educator has different resources to include a variety of cultural aspects that meet the standards for 4th grade SLA. This is a very well put together program.