

**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 5	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616238	TE ISBN	9780358616290
SW ISBN		Grade Level/Content	Grade 5 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.

<b>Average Score</b>
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**



<b>Average Score</b>
99%

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 and activities on perspective, text-to-text, and text-to-self connections to everyday 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

96%

Materials align with grade level SLA standards overall.

*Statements of appraisal and supporting evidence:*

The materials meet all CCSS for 5th 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 5th grade that align to the standards, ranging from literature to informational 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 intervention based on student's needs and continuous learning.

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, which includes first draft, several revisions in the editing process, and peer feedback through the published version. Students 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 strategies like "Cuaderno del escritor" (writers notebook), and in *paginas imprimibles* (printable pages), "Aprende y demuestra" (Know it, Show it), *Leo y hago* (read and perform), *Corrección* (Corrections), 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 practices 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. This guide includes another section called "Minilecciones de gramática" (Grammar minilessons) to practice foundational skills in order to improve students' writing in Spanish. The teacher's guide and student materials include a section with rubrics for investigating independent projects, collaborative conversations, analytical and multipurpose writing and presentations.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials for 5th grade SLA all align to the CCSS for speaking and listening, and provide various opportunities for students to explore different resources in print and online for a variety of assignments. Students are taught 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 5th grade materials align with the CCSS language standards, including vocabulary acquisition and word analysis, throughout the modules. Teachers are encouraged to build cross-linguistic bridges by explicitly teaching features of English and Spanish languages using a section called "*Extensión lingüística*" (linguistic connections). Other avenues for increasing language development are graphic organizers, printables, online resources, vocabulary cards, critical thinking activities in the project based learning phase, and in "*cuaderno del escritor*" (writers notebook).

**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 printed and online text as well as a variety of digital media that are deserving of students' time and attention. The materials offer selections and genres that allow opportunities for deep understanding of the aligned texts, using the Rigby leveled text and MiLibro text collections that are research based materials, including social studies, science and innovations, and art. The materials start with an essential question at an appropriate depth of knowledge (DOK), and *Cartel didáctico* (anchor charts) for each unit of study suggest additional texts that correlate with the given question to analyze through the reading, writing and speaking/listening activities. The lesson objective is the core to every lesson for the teacher and the student.

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:*

An essential question is given to the students at the beginning of each unit that supports the development of critical thinking skills throughout the lessons. The materials include questions that activate prior knowledge and bring students' background to the daily curriculum. "*Preparate para leer*" (prepare to read) provides questions that establish a purpose for reading.

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 and struggling and advanced learners. *Extensión Lingüística* (linguistic connection) provides a section called *Ampliar el vocabulario académico* (extend academic vocabulary). It 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

99%

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 5th 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, and text practice, with many connections to everyday life experiences leading to the next academic year. The integration and exploration of other content subjects, like social studies, and science, prepare 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 for 5th grade, 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. The online and printable assessment tools are developed for weekly, end of the unit cumulative assessment to evaluate and monitor student growth and learning, 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 resources for effective use of technology and to personalize the learning of the students. The teacher has easy access to the content, materials and student data to facilitate planning.

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 all levels of learning. 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 multimodal 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 académico (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 and activities on perspective, text-to-text, and text-to-self connections to everyday 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 material is aligned to the State standards and provides complete planning in all areas, such as reading and writing, as well as 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, social studies, and arts, that will help the students determine what they will study professionally in the future. The students are also able to participate in academic discussions and interpreting texts, as well as 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 5th grade students, which is the fundamental base for development of the language. 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 5th Grade instructional materials cover the standards efficiently and in a comprehensive manner for teachers and students. The print 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 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, it provides 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 5th grade. The materials are carefully planned and aligned with 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 and explore different cultural materials during the three week modules. The rich content and Standards-Based instruction includes research-based, explicit, systematic instruction, embedded with different assessments to measure growth and monitor the ongoing learning process. The program provides a substantial amount of material for supplemental practice and instruction for personalized, adaptive fluency and comprehension skills to occur. Professional learning is available as well as implementation support. Lessons are supported with the information needed for teacher support and planning in three-week modules that focuses 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 and 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 companero, mostrar y motivar, printables, and Carteles didacticos for more assistance. The program provides online resources 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's Edition, the educator has different resources to include a variety of cultural aspects that meet the standards for 5th grade SLA.