

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 6	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616245	TE ISBN	9780358616306
SW ISBN		Grade Level/Content	Grade 6 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 type="checkbox"/>	Average Score
		87%

Materials take into account cultural perspectives.

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

The materials address cultural perspectives and reflect acceptable diversity. Photographs in student materials represent multiple cultures and ask students to make text-to-world, text-to-text and text-to-self connections based on cultural perspectives. The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, including "Cajas de Carton" by Francisco Jimenez, but lack representation of state and local authors, illustrators and communities to fully meet New Mexico standards.

Materials include a culturally responsive lens.

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

Student and teacher materials include a culturally responsive lens through the use of interlinguistic strategies, linguistic extensions, authentic Hispanic literature and modern representation of individuals of indigenous descent. Materials represent a wide range of cultures equitably. Online chapter books, "Revistas Aventuras y Hechos de Actualidad", provide opportunities to read a variety of culturally responsive literature, although they are only accessible through the online platform.

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

Average Score

94%

Materials align with grade level SLA standards overall.

Statements of appraisal and supporting evidence:

The materials are aligned with 6th grade standards. At the beginning of each unit, a list of learning objectives is given and an online standards correlation guide is provided as guidance for teachers in lesson planning. Throughout the course of the curriculum, guidance is provided for teachers to attend to standards-based instructional expectations while offering students a variety of reading, writing, speaking, and listening activities to help support student mastery of all grade level content standards.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials are aligned with 6th grade reading standards. The materials include a wide variety of selections, ranging from literature to informational texts, drama, poetry, and materials representative of the nation. The online resources include diagnostic and short cycle assessments to monitor and evaluate students' reading proficiency throughout the year. Students are routinely asked to think critically about reading by analyzing, evaluating, comparing, and synthesizing information.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with 6th grade writing standards. The materials focus on best practice strategies, such as annotation, research, and application of the writing process, to support student mastery of grade level writing skills. Online materials provide instruction in informative, narrative, and argumentative styles of writing, and the text contains embedded rubrics and revision guides to help students demonstrate proficiency in the organization of conventions of writing.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials align with 6th grade level speaking and listening standards. The materials provide creative assignments for speaking and listening, such as discussions, debates, and presentations, geared toward student mastery with real world applications. Students are given opportunities to work independently and collaborate to present their learning. Students orally present both individual and collaborative work and are required to listen to, and comment on, what they hear. The materials guide them through organizational, pragmatic and presentational strategies.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials align with 6th grade level language standards. The materials address language conventions, vocabulary acquisition, and word analysis throughout the text, with practical applications suggested. Graphic organizers are provided for practice with vocabulary, context clues, and academic vocabulary. Resources are provided throughout the materials to address grammar and usage conventions. Student workbooks provide ongoing practice on the analysis and application of phonemic awareness.

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

95%

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 materials provide a diverse selection of high-quality texts consisting of different genres that focus on one specific theme. The selections are high-interest stories that engage the students in the reading and activities that accompany the texts. The questioning strategies incite critical analysis of the text through academic discourse, which is embedded throughout the unit. The visuals and footnotes throughout the stories provide scaffolds for the students. The activities throughout make it possible to see the implementation of the four domains of language: speaking, listening, reading and writing.

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:

The questions in the materials engage the students more deeply with the text. Discussions related to the questions take place via collaborative conversations that focus not only on the content and comprehension but also on listening and speaking skills. Initial questioning begins with the introduction to the module. Questions reflect students' prior knowledge about the theme. The questions throughout the unit enhance the learning process in that the students must refer back to the text to cite textual evidence. Throughout the unit, students must reflect upon their reasoning and perspective using relevant evidence to support their understanding of the unit's theme.

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

Statements of appraisal and supporting evidence:

Scaffolds provided to support students' learning Spanish language arts are embedded in the teacher guides. The progression through the lesson provides a footnote box focused with scaffolds for students in a dual language setting. Students are provided leveled readers, which enable them to participate in small group instructional groups. A variety of anchor charts are also embedded throughout the unit, providing a visual with information that is easy for students to access. A resource, "Minilecciones del rotafolio de mesa," which is used for the differentiation of lessons, allows for the students' needs to be met in addressing the standards for Spanish language arts.

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 college and career readiness standards. Students use their critical thinking skills as they analyze text and support their responses with textual evidence. The students make connections to their real-life situations and apply their knowledge to different areas of study. The end of unit projects allow students to use the knowledge gained and produce projects that are geared toward problems faced by society. The initiative of the students is the basis of these end of unit projects.

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

Statements of appraisal and supporting evidence:

Effective lesson structure and pacing is taken into account in these materials. At the beginning of each module, all the strategies taught in that module are listed. Each module is divided into three week intervals and each week is then divided by day. A single day is divided into vocabulary, reading (small group), communication and writing. The writing component lists all the lessons taught for the module at the beginning of the teacher's guide. The planning allows for teachers to plan their lessons based on the strategies being taught. The online platform also has these resources available for the instructor. The online platform allows for lessons to be viewed via content or standards. A correlation of specific standards is not found in the print version of teacher's guide.

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

Statements of appraisal and supporting evidence:

The materials support teachers in the planning and instruction of each unit with clear reference to student materials, online resources and strategies for student learning. An overview of the entire module and each week includes materials, references to critical thinking and analysis, linguistic connections, technology, assessment, small group materials and essential questions. Teachers can find online resources that correlate standards for each activity. The week overview provides timeframes, language standards and destrezas esenciales. No reference to specific standards is available in the teacher's guide.

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 reference these tools in the teacher edition as applicable. These include diagnostic assessments for reading and for grammar, usage and mechanics. "Pruebas Cortas," "Weekly," and unit assessments are included online, while frequent comprehension checks are provided throughout the student edition, with teaching strategies to support struggling students. An online tool, "Growth Measure for Lectura in Español", is available with a variety of reports on assessments that are assigned to students, including "El Principio" and "Medidas y Final de Año". Writing tasks are offered in the student workbook with rubrics. Teachers can access these rubrics through the "Taller de Escritura" tab. All assessments can be completed digitally or on paper.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Online texts are interactive and enhance student learning with audio and annotation functions. Students have access to all literature and informational text, providing opportunities for independent learning throughout the year. "Proyectos de Investigacion" provide opportunities for students to integrate technology through power points, online research, and inserting sound and visuals into their digital presentations. While the digital materials offer a wider variety of media projects and practices, teachers would be responsible for instructing students on proper use of the tools. Rubrics do not assess students' use of technology but do require that it is integrated into their projects.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The teacher's guide provides notes on most lesson pages with ideas for scaffolding the language and content standard of the lesson. Lessons include a variety of opportunities for students to collaborate with peers when needed. "Enseñanza en grupos pequeños" provides materials that are customized according to student reading levels. There are multiple online learning intervention activities that can be assigned to specific students. In order to fully meet this criteria, differentiated outcomes for special needs and Spanish Language Learners, based on their levels of performance and language, need to be included.

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

Statements of appraisal and supporting evidence:

Students build upon their prior knowledge of the topic of study to begin their exploration of key concepts by answering essential questions based on previous experience. Students are asked to read multiple texts on the same topic and have multiple opportunities to practice the standard, including digital/audio texts, "MiLibro" student book, "Aprende y Demuestra", "Práctica de Cuaderno", and collaborative projects, to apply their knowledge to real world situations. Students process information orally with peers through critical conversations. Materials are provided for students to reflect on their learning.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials address cultural perspectives and reflect acceptable diversity. Photographs in student materials represent multiple cultures and ask students to make text-to-world, text-to-text and text-to-self connections based on cultural perspectives. The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, including "Cajas de Carton" by Francisco Jimenez, but lack representation of state and local authors, illustrators and communities to fully meet New Mexico standards.

Materials include a culturally responsive lens.

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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 #: 79

Background and experience:

I am a Level III Native New Mexican teacher with 25 years of experience in teaching and curriculum design in a variety of bilingual settings, grades Pre-K through 12. I have a Bachelor's degree in Bilingual Education and a Master's degree in Secondary education with teaching endorsements in TESOL, English Language Arts, Spanish Language Arts and World Languages.

Professional summary of material:

These instructional materials provide students with opportunities to view and interact with a wide range of complex informational and literary texts. The illustrations are high quality and incite student curiosity through various questions of which students apply prior experience to build new knowledge. Students have access to grade level standards in the domains of reading, writing, listening and visual literacy. Materials support the language domains through direct instruction and exposure to academic language. A variety of graphic organizers and checklists are available for students' while reading, writing, listening and speaking. Explicit instruction on the pragmatics of language is provided for language learners, as well as daily language objectives. These materials provide a variety of culturally relevant texts, although some are only located in the teacher's guide or online. Materials are easily accessible to both the students and the teachers and are clearly cited in the teacher's guide. Specific reference to the standards is needed in the teacher's guide, although student assessment answer keys include reference to the standards. Student books consistently and clearly state and integrate "las Destrezas de enfoque and vocabulario".

Reviewer #: 80

Background and experience:

I am a Level II teacher with 19 years experience teaching ranging from Kinder through 12th grade. I obtained my Bachelor's Degree from New Mexico Highlands University in Elementary Education with a minor in Spanish. I have endorsements in TESOL, Modern and Classical Languages, Bilingual Education and Reading.

Professional summary of material:

The "Arriba la Lectura" material is of high quality and has significant cultural relevance. The textbook provides the appropriate level of resources for hispanohablantes and for students learning the language of Spanish. The book is appropriately sequenced. It provides relevant information for students to learn at different levels and is sufficiently varied to meet the diverse learning needs of all students.

Reviewer #: 81

Background and experience:

I am a Level III teacher in southern New Mexico with 28 years experience teaching in a dual language setting. I was an Instructional coach with two years experience in training 1st, 2nd, and 3rd year teachers. My teaching experience includes 4th grade through 12th grade, but mainly as a 6th grade teacher at an intermediate school. I obtained a Bachelor's degree in Secondary Education with teaching endorsements in World Languages, TESOL, Bilingual Education and Social Studies. My Master's degree is in Curriculum and Instruction with an emphasis in TESOL.

Professional summary of material:

The materials are plentiful and engaging for the target audience, as they provide a variety of genres from informational texts to literature. The literature is refreshing and the anchor texts related to the writing curriculum are examples of authentic literature. The modules are organized by theme and are easy to navigate, as the layout is the same throughout the text. It provides many opportunities for the students to return to the text to look for textual evidence to support their responses. The questioning enables the students to think critically and engage with the text. The opportunities for the students to participate in academic discourse occur on a daily basis, enabled by the questions that are placed at the beginning of the selection and at the end. Projects are designed around the curriculum and encourage the students to use technology and multimedia resources to complete their projects. Students have many opportunities and resources to participate in independent reading outside of class. They have the student books, leveled readers and anchor texts for the writing. Students of Spanish Language Arts have many means of developing their language via the activities provided in these materials, specifically their reading, writing, listening and speaking skills.