

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	Maravillas Grade K System with 6 Year Subscription	Publisher	McGraw Hill LLC
SE ISBN	9780076998425	TE ISBN	included in Grade K bundle
SW ISBN		Grade Level/Content	Grade K ELA

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"/>
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Total Score - The final score for the materials is averaged between the team of reviewers.	Average Score
	98%

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"/>
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	Average Score
	99%

Materials take into account cultural perspectives.

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

Readings and content affirm students' backgrounds, while setting the same high expectations for all students. Each unit provides resources for social emotional learning. Weekly text sets expose students to readings from various cultures and backgrounds, with rich bias-free illustrations. These pages provide information related to the topic while highlighting the rich language of Spanish and the diversity of various cultures. Students are given various opportunities to discuss and show how the topic connects to real-life experiences. The program also includes a feature title, Aprendices de Español, to provide scaffolds for English speakers learning Spanish. They are able to discuss the topic while discussing the differences based on backgrounds. All of these program features provide the teacher with opportunities for individualized instruction as appropriate.

Materials include a culturally responsive lens.

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

The instructional materials relate to the content area by making connections to different cultures and languages. Units provide information on traditions and celebrations from various countries. The interactive read-aloud cards cover different cultures and traditions, providing students with another perspective into the concept being learned. As students study the topic, they are provided with the opportunity to make a connection on how the topic relates to their own lives. Students are exposed to the Time for Kids magazine articles about real-world topics. These lessons help students connect to others and build knowledge and empathy toward other cultures while building a multicultural perspective.

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:

SLA standards are covered through reading, writing, speaking and listening. Students are exposed to high academic vocabulary as well as rich authentic text. The program provides various genres and books at various levels, allowing all students access to grade level content.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The program materials align to the Reading standards by covering all essential reading skills: phonological awareness, phonics, fluency, comprehension, and vocabulary instruction. here are various opportunities for students to practice these standards. The program also provides a wide variety of texts, activities, and online resources to ensure students' deep knowledge of the standards. The included texts cover grade appropriate materials with opportunities for differentiated instruction. These texts cover all genres required by the standards for Kindergarten.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The writing process is taught through gradual release of responsibility, with plenty of direct instruction, modeling, and guidance from teacher. Much of the writing process is introduced through allowing students to orally express their thoughts before writing it down. Students express their thinking orally, through drawing, and through dictation. The students are taught and allowed plenty of practice in the four different types of writing: narrative, opinion, informational and persuasive. The writing process is taught by allowing students to practice writing draft papers, revising, and presenting final writing.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

There is guidance for teachers to provide opportunities for speaking and listening in whole group, small group and partners. Teachers are provided with guiding questions to produce discussions, such as requesting predictions from students orally. Students are given opportunities to retell stories orally and ask and answer questions about the story. During the writing process, students are also provided with the opportunity to share their thinking with others before and after their writing, while also providing feedback to peers about their writing. Students are given the opportunity to create a research project and guidance on how to present their work at the end of every unit.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Students are taught the fundamentals of the Spanish language, including vocabulary acquisition. Students are taught basic grammar, such as how to start and end a sentence and how to write each letter. They are given the opportunity to apply their learning in their workbook. There are opportunities for students to gain academic vocabulary through the use of oral vocabulary to build on their background, vocabulary word cards, visuals, and vocabulary strategies such as using context clues and using suffixes and prefixes.

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

99%

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:

Foundational reading skills are supported through opportunities for students to experience high-quality read alouds, setting the expectation and purpose before beginning the read aloud. Students are encouraged to choose texts that peak their interest to read independently made possible by a large selection of leveled readers. The leveled readers also provide the opportunity for guided reading, group reading, close reading, interactive read-alouds and small group reading.

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:

Each lesson starts with an essential question by topic for students to apply prior knowledge. The teacher's guide provides questioning structures and strategies to allow students to respond to text-specific questions. The close reading routine provides students with tasks at various DOK. As students respond to text-dependent questions in the Reading and Writing Companion (Mi libro de lectura y escritura), they are also required to write down the page number they found their answer as evidence. The program provides an ACT prompt to help students unpack complex text to better understand the reading.

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

Statements of appraisal and supporting evidence:

An essential concept is introduced at the beginning of every week to apply background knowledge and acquire new knowledge. The essential question is discussed throughout the week to assess understanding of the topic. Leveled readers are available to provide ongoing opportunities for students to engage with grade-level content, including students reading below grade level. Anchor charts, interactive read-aloud cards, and other resources are used to aide with language acquisition. Students are given the opportunity to do a research project at the end of every unit to make real-world connections. Various assessments are available online to measure knowledge of grade level standards and guide instruction.

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:

Shared readings ensure all students are exposed to the full content of the standards. Through the use of gradual release of responsibility, students are given the opportunity to fully learn each standard. Students are asked to analyze the text in order to engage with the content and answer questions in their workbook. Students are asked to make connections with the reading to their own lives, either orally or through writing. Students are provided with the opportunity to engage with the online resources to practice their use of technology.

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

Statements of appraisal and supporting evidence:

The scope and sequence provides an overview of skills and concepts building on one another. Objectives are provided at the beginning of the lesson and an opportunity for small group instruction is also provided to differentiate instruction. Speaking and listening strategies and goals are provided for students to use while sharing their final drafts with each other. Students are provided with a structure to learn and practice oral vocabulary. The illustrations support student engagement when learning about the topic. Workbook pages include reminders to the students about important text features, such as footnotes, and how to use them.

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

Statements of appraisal and supporting evidence:

Materials provide a list of lessons in the teacher's edition in hard copy and online, cross-referencing the standards addressed and providing a pacing guide. The teacher's edition provides techniques and strategies to support students in understanding the standards. One technique is to use high-level questioning to allow students to discuss their thinking. There are options for techniques and strategies, allowing the teacher to choose what best suits the situation and needs of the students.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

Various forms of assessment are available to check for students' understanding of the skills and content taught. Students are informally assessed orally and through their writing in their workbook. Teachers are provided with rubrics tied to the standards taught in order to help guide Tier 1 and Tier 2 instruction. The program provides additional assessment opportunities for reteaching and enrichment. The program provides opportunities for running records alignment. Students have the opportunity to show what they have learned through the built-in spiral review lessons. Students have an opportunity to talk with each other about the skills learned and then write and draw about them in their workbook. Online assessments are available for use through the assessment/evaluation center.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Lessons provide online resources, such as vocabulary cards and digital activities, to reinforce skills taught. The teacher can assign online assessments to students through this platform. The teacher can review reports online to differentiate instruction and for reteaching purposes.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Lessons and reading material are provided to teach students in small group by approaching level, on level, and beyond level. Small group lessons are provided for all literacy skills for differentiated instruction. Students are given opportunities to make real world connections from their reading through writing.

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

Statements of appraisal and supporting evidence:

Language support strategies are included in the lessons every day. Vocabulary strategies such as using context clues and guided practice are provided for ELL students. The units are set up to connect with students' culture and language to help make connections. Students are provided with an opportunity to problem solve and think creatively about the topic. Materials provide strategies for teachers to inform and engage parents by providing a school to home letter that can be printed off from the online resources.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Readings and content affirm students' backgrounds, while setting the same high expectations for all students. Each unit provides resources for social emotional learning. Weekly text sets expose students to readings from various cultures and backgrounds, with rich bias-free illustrations. These pages provide information related to the topic while highlighting the rich language of Spanish and the diversity of various cultures. Students are given various opportunities to discuss and show how the topic connects to real-life experiences. The program also includes a feature title, *Aprendices de Español*, to provide scaffolds for English speakers learning Spanish. They are able to discuss the topic while discussing the differences based on backgrounds. All of these program features provide the teacher with opportunities for individualized instruction as appropriate.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The instructional materials relate to the content area by making connections to different cultures and languages. Units provide information on traditions and celebrations from various countries. The interactive read-aloud cards cover different cultures and traditions, providing students with another perspective into the concept being learned. As students study the topic, they are provided with the opportunity to make a connection on how the topic relates to their own lives. Students are exposed to the *Time for Kids* magazine articles about real-world topics. These lessons help students connect to others and build knowledge and empathy toward other cultures while building a multicultural perspective.

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 #: 88

Background and experience:

Reviewer 88 has 11 years of experience in the field of education. She earned her B.A. in Elementary Education from Northern New Mexico College and her M.A. in Curriculum and Instruction with an Emphasis in Reading, as well as her M.A. in Educational Leadership/Administration, from New Mexico Highlands University. She is endorsed in Bilingual and TESOL. She has taught 2nd grade English only and dual language, 2nd/3rd grade combination, and 7th and 8th grade dual language. She has also served as a reading specialist, instructional coach, and district bilingual program coordinator. She served in her district's bilingual committee. She helped the district to create a scope and sequence and curriculum plan for SLA/Bilingual instruction for grades K-12.

Professional summary of material:

Maravillas is a carefully and thoughtfully created Spanish Language Arts program that supports students in becoming bilingual, biliterate, and bicultural. With experience using the English counterpart, this program appears to mirror it by also providing instructional plans, themes, skills, strategies, and assessment. The program provides authentic literature, immersing students in a rich, multicultural education. Maravillas provides students with equitable access to rich texts and rigorous instruction. As a dual-language teacher, I would advocate for this program.

Reviewer #: 89

Background and experience:

Reviewer 89 holds a Level III license for general education in K-8 Bilingual Education. She is currently a Kindergarten teacher. She has 8 years of experience in teaching in a Dual language program. She earned her Bachelor's degree in Human Resources from Mexico. She earned her Master's Degree in Bilingual Education as well as her Alternative Certification from UTEP.

Professional summary of material:

The Maravillas program is aligned to the CCS Standards, making possible complete and fluid instruction for both teachers and students. The texts offered are authentic from Spanish, making them a great tool for the correct learning of this language. Supplementing books with online resources makes the program current and easy to use.

Reviewer #: 90

Background and experience:

I have been teaching for 11 years in a rural, high poverty community. In my teaching journey I have been a third grade teacher, a second grade teacher, and currently I am a first grade dual language teacher. I have a bachelor's degree in Elementary K-8 with endorsements in Bilingual Education, Modern, Classical, and Native Languages, and TESOL. I am currently enrolled at Western Governors University working on my Master's degree in Curriculum and Instruction.

Professional summary of material:

These materials are high quality materials that cover all of the state standards. They include many resources that help foster a love of reading and culture in every child. They also offer a large variety of texts that include many genres and topics. The teacher materials include guidance on how to teach each lesson as well as differentiation tips throughout the lessons. In addition, they include many activities and resources to teach children how to read and write in Spanish. Included with the curriculum are many online resources, activities, and reading text for children to use electronically.