

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 1 Comprehensive Student Bundle	Publisher	McGraw Hill LLC
SE ISBN	9780076998463	TE ISBN	9780076940141
SW ISBN		Grade Level/Content	Grade 1 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

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



Average Score

99%

Materials take into account cultural perspectives.

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

Students learn and read about people, places, and events from around the world. The material provides opportunities for students to get a deeper understanding of the concept by making connections to their own background. Materials provided are bias- and stereotype-free. Students are exposed to various types of authentic text from around the world to help create a multicultural perspective. The program provides students with a topic they are familiar with, such as how kids in other places of the world go to school, and connect it to their own experiences.

Materials include a culturally responsive lens.

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

At the beginning of every week, teachers are provided with a couple of pages titled Nuestras Maravillas to help students create background knowledge and connect to their culture and language. These pages also help introduce students to rich cultures from around the world. The texts include references to family life to help create background knowledge with students' roots. Students are allowed the opportunity to learn about a topic and review it to get new perspective. They are then allowed the opportunity to extend that knowledge by expressing what else they would like to learn about that topic and talking it over with a partner. Students are asked questions to connect them with the diverse characters in the readings. Readings allow students to read and learn about different cultures and challenges them to think about the topic from a different 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:

All of the materials align to grade level SLA standards. The teacher manual provides a list of standards covered for each activity. The teacher guides students to think about text-related questions and then guides them in finding the answer in the reading. Students learn to retell the key details from the reading in their own words. Students have opportunities to practice comprehension skills, such as identifying characters, setting and plot, in their workbooks. The program also provides resources such as graphic organizers to help students show their thinking of SLA skills, such as identifying beginning, middle, and end of the story. Students also learn and practice SLA skills through think alouds. Students are challenged to make predictions about the text and then read on to see if their predictions are correct. The program covers almost all SLA standards completely by incorporating all genres appropriate to first grade.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The program covers reading standards through the use of various modalities, such as reading, writing, speaking, and listening. All essential literacy skills--phonological awareness, phonics, fluency, comprehension, and vocabulary--are covered throughout all units. Students are exposed to complex text and robust vocabulary. The materials provide appropriate supports needed to access the rigorous content. Opportunities for differentiated instruction are provided in every lesson. The program provides opportunities for students to interact with the reading by utilizing text dependant questioning and then reading to find answers. Students are introduced and provided practice opportunities with reading skills, such as retelling, making predictions, identifying the main topic and key details, and identifying characters, setting, and plot. The use of rigorous content, authentic text, grade-level skills, and robust oral and academic vocabulary help students to become truly literate.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Each reading goes hand-in-hand with a writing assignment connected to the standard being learned. After reading a selection, students are asked to write an opinion, informative, or narrative piece as appropriate for that reading selection. Students are taught the writing process and given practice with the process by allowing them to write a draft and then collaborate with others to review each other's writing. Students learn to use the online proofreading marks to review others' writing, and then discuss and fix errors together. Students then use that feedback to write their final draft. The program provides teacher resources to guide students in exploring a variety of digital tools to produce and publish their writing. To meet the common core shifts, students are asked to read informational text, then research something about the topic. Students have the option to find information on the internet. After they gather the information, they have the option to choose how they will present it to the class.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Students engage in partner, small group, or large group discussions regularly. The program provides resources for speaking and listening best practices. Students are encouraged to use good listening practices, such as look at the speaker, respect others by not interrupting them, and repeating others' ideas to check for understanding. Students are given the opportunity to relate their ideas and comments by discussing a text or image in partners or small group. Students engage with a text by asking questions and sharing their opinions and ideas about others' questions. Students also have an opportunity to practice listening and speaking skills during read alouds by asking questions about the text and illustrations. Then they continue reading to find answers. The program provides students with recommendations for deeper comprehension, such as asking questions about something they did not understand and checking in with their classmates or teacher for clarification.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Language standards are covered to ensure students gain the foundational skills needed to be good readers and writers. Students trace the lowercase and uppercase letters and then practice writing them in sentences. Students learn and practice leaving spaces between words. The program also teaches students grammar rules, such as common and proper nouns, singular and plural nouns, pronouns, past and future verbs, adjectives, conjunctions, definite and indefinite articles, prepositions, interrogative, exclamatory, and imperative sentences, compound words, and contractions. The program provides guidance and practice in orthography rules such as capitalization and punctuation, including written accents specific to the Spanish language. Students get the opportunity to practice these standards through interactive tasks online and in their practice books.

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:

Materials provide a wide selection and range of high quality text. Each week there is a different collection of texts available for teaching that week's lessons. These texts include read alouds, decodables, leveled readers, informational texts, trade books, interactive read aloud cards, and a digital library. All of the books have a connection to the theme and there is a wide variety of genres and reading levels.

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 materials include high quality questions that align to the text. There are many opportunities to answer questions before the lesson, during the lesson, during the reading, and at the end of the text. Every week the lesson starts with an essential question that ties to the theme for the week and helps the student make real life connections to the stories. After each story, the students retell the story using the pictures to guide them and answer questions. They also cite the pages where they found their answers. Some questions ask students to make connections to real life experiences.

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

Statements of appraisal and supporting evidence:

The materials provide many scaffolding opportunities to support student learning. The materials include a list of approaching level, on level and beyond level books to use during small group instruction every week. The materials guide the teacher to use scaffolding strategies to help students unpack the vocabulary. For example, the teacher goes over the word *será* and explains what it means, then puts it in a sentence. Finally, the students and teacher define what the word means in the story. The teacher edition provides opportunities to scaffold lessons to support understanding complex text, strategies to support Spanish learners, online resources with tools to aid with comprehension, and small group differentiated groups.

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 the program provides support students in developing and acquiring the skills necessary to continue into college or career. Each lesson is aligned with the standards and there is a wide variety of opportunities to master them. Each lesson begins by introducing an essential question directly connected to the objective and standards being addressed. Students are then allowed ample practice with that learning goal through direct instruction/modeling, guided practice, and independent practice. The program provides grading guidelines to help teachers assess whether students learned the skill/standard. Students are asked to reflect on the text at a deeper level and make connections to the learning.

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

Statements of appraisal and supporting evidence:

The materials are well designed to have effective lesson structure and pacing. There is a scope and sequence for every unit with the information that will be taught every week. It provides a list of read alouds, shared readings, comprehension lessons, phonological awareness lessons, phonics/handwriting lessons, high frequency words, and writing lessons. Teachers have access to a suggested lesson plan at the beginning of every week. This provides a list of core instruction lessons as well as optional lessons. In addition, it includes a guide for small group instruction for students of all levels. The hard copy and online resources carry a sequence that supports the academic development in a gradual and effective way.

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

Statements of appraisal and supporting evidence:

By using the materials appropriately, teachers can plan ahead and review the material used in the instruction by day, week, or unit. At the same time, the teacher learns new strategies and activities to implement easily and effectively during instruction. This deep understanding of the standards creates clear and precise goals and objectives for students' expectations. The hard copy and online TE guides the teacher in providing instructional strategies and high quality questions to maximize student learning. Each lesson review provides a pacing guide to help the teacher get a big picture of how the entire lesson should flow. The teacher edition also provides opportunities to incorporate technology to support the learning.

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

Statements of appraisal and supporting evidence:

The program provides teachers with various forms of progress monitoring tools by skill and provides guidance on how to use that data to reteach or enrich student learning. Each unit provides formative and summative assessments. Assessments are provided for every skill. Teachers have access to rubrics to help assess and interpret student performance. Each unit provides additional assessment opportunities, including running records. Each unit provides a spiral review with plenty of opportunities for students to build on the knowledge learned.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials include many online resources for students and teachers. These materials include retelling the story online, phonological awareness and phonics practice, high frequency words, grammar practice, vocabulary cards, orthography activities, and an online library. The students also have the opportunity to use the internet to research a specific topic to write informational pieces.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Each unit provides thorough lessons by week for differentiated instruction based on student need: approaching level, on level, and beyond level. The online weekly lessons are laid out in whole-group and small-group sections. Each unit includes activities for students to make connections with their personal experiences and share them orally or through writing.

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

Statements of appraisal and supporting evidence:

The materials give all students opportunities to explore key concepts. Every week focuses on a theme and there is an essential question for them to make connections to real life experiences. There are a variety of different texts on the same topic. The students have different writing assignments that connect with the theme for the week. In the teacher edition, there are many tips on how to teach students if they are not getting the concept. For example, in a tip for spelling dictation to English language learners, the teacher reviews the meaning of the spelling words using pictures, pantomime, or gestures when possible, such as acting out how they blow up a balloon for the word "balloon."

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Students learn and read about people, places, and events from around the world. The material provides opportunities for students to get a deeper understanding of the concept by making connections to their own background. Materials provided are bias- and stereotype-free. Students are exposed to various types of authentic text from around the world to help create a multicultural perspective. The program provides students with a topic they are familiar with, such as how kids in other places of the world go to school, and connect it to their own experiences.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

At the beginning of every week, teachers are provided with a couple of pages titled *Nuestras Maravillas* to help students create background knowledge and connect to their culture and language. These pages also help introduce students to rich cultures from around the world. The texts include references to family life to help create background knowledge with students' roots. Students are allowed the opportunity to learn about a topic and review it to get new perspective. They are then allowed the opportunity to extend that knowledge by expressing what else they would like to learn about that topic and talking it over with a partner. Students are asked questions to connect them with the diverse characters in the readings. Readings allow students to read and learn about different cultures and challenges them to think about the topic from a different 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:

The Maravilla Spanish Language Arts program is a well developed curriculum. It holds the rigor necessary for students to be successful in college and career readiness. The authentic texts provided are high quality and culturally relevant. They provide students access to grade level material with content-specific vocabulary. Maravillas supports students in becoming bilingual, biliterate, and bicultural. The program complements its English counterpart, Wonders, to create equity in learning opportunities.

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 to make more complete instruction for both teachers and students. The readings it offers are authentic from Spanish, making this 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.