

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 2 Comprehensive Student Bundle	Publisher	McGraw Hill LLC
SE ISBN	9780076998470	TE ISBN	9780076940158
SW ISBN		Grade Level/Content	Grade 2 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

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



Average Score

99%

Materials take into account cultural perspectives.

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

The material provides opportunities for students to get a deeper understanding of the concept by making connections to their own background and personal experience. Students learn and read about people, places, and events from around the world. 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 students make connections to real life and personal experiences to answer questions based on the topic of the story.

Materials include a culturally responsive lens.

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

At the beginning of every week, the teacher is 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 the rich cultures from around the world. Students are given the opportunity to learn about a topic and reflect on it through various lenses to attain a 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 through a multicultural lens. After reading about a topic, students are provided with the opportunity to do their own research. Students are then challenged to reflect on ways in which they can incorporate what they learned into their own lives.

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:

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. Students are guided in using academic and content-specific vocabulary in the tasks assigned. The program covers all SLA standards by incorporating all genres appropriate for second 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. The texts provide a balanced exposure to both literature and informational text. Students are exposed to complex text and robust vocabulary while providing the appropriate supports needed to access this rigorous content. Opportunities for differentiated instruction are provided in every lesson. The program contains various assessment tools to help the teacher gain important information about students' learning and to guide instruction.

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. Students are taught the writing process and given plenty of practice 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 learn and practice the review process and then discuss and fix errors together. Students 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 either in print or digital. To meet the common core shifts, students are asked to read informational text, then research and present on something about the topic. Students have the option to find information on the internet. The program provides opportunities for students to practice responding to the text through their writing by giving their opinion and providing supporting details. The program also provides differentiated ways of showing what they have learned by allowing students to choose the writing project they will create.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The program provides resources for speaking and listening best practices. Students practice these by engaging in partner, small group, or large group discussions regularly. 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 get an opportunity to practice listening and speaking skills during read alouds by asking questions about the text and illustrations. The program builds in activities where students are asked to present on a topic for every unit. Students are given the option to choose how they will present, including utilizing digital tools such as audio recorders. Scaffolds and supports, such as sentence starters, are built into every lesson to help students when speaking. Listening and speaking assignments are culturally and linguistically responsive by using topics that help students connect to their own culture and traditions.

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. The program does a thorough job at teaching students grammar rules, such as common and proper nouns, singular and plural nouns, pronouns, past and future verbs, adjectives, conjunctions, and more. The program provides guidance and practice in orthography rules such as capitalization and punctuation rules, including written accents specific to the Spanish language. In this grade, students are also introduced to cursive writing. Students then practice the grammar and orthography rules by regularly writing complete sentences and learning to write a paragraph. They use this knowledge to then learn to write a letter. The program provides time for bridging so that students can notice the difference between writing a letter in Spanish and writing one in English. The language standards are further practiced through interactive tasks online and in their practice books. Paying close attention helps students to understand and look for context clues, which results in deeper comprehension.

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:

Materials provide a wide selection and range of high quality texts. The program provides a bi-weekly collection of texts to guide and support the instruction during the weeks. These texts include read alouds, decodables, leveled readers, informational texts, trade books, interactive read aloud cards, and a digital library. Some books are selected for shared readings, while others are provided as independent reading options. All of the books have a connection to the theme while providing a wide variety of genres and reading levels. The program provides extended, as well as shorter reads, for close reading purposes. The program provides a close reading routine to help students dive deep into the content. Each unit also provides strategies and resources to help students in reading complex texts. Since the program incorporates authentic texts, it helps students create a multicultural lens.

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, during, and at the end of the lesson. Every week the lesson starts with an essential question that ties in with the theme of the week and helps the student make real life connections to the stories. After each reading, the students retell the story using the pictures to guide them and answer questions. They also cite the pages where they found their answers as evidence. Some of the questions ask them to make connections to real life experiences. The program provides a close reading routine, which guides students into answering questions of various complexity levels. Students are provided with strategies and tools to unpack academic language in complex text both orally and in writing.

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 students' learning. The materials include a list of approaching level, on level and beyond level books to use during weekly small group instruction. These texts expose students to grade level materials for students at all reading levels. Every week, the students are given an essential question that ties to the theme of that week and students will have the opportunity to discuss and sometimes add real life experiences as a way to make connections. The materials guide the teacher to use scaffolding strategies to help students unpack the vocabulary. The teacher's edition gives many opportunities to scaffold lessons for example. The program provides supports woven in for Spanish learners called *Enfoque en el lenguaje*.

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 curriculum includes materials that support students in developing and acquiring the skills necessary to continue on to college or be career ready. The standard is listed on every two pages of the teacher edition under the objectives and the lessons provided cover the standard to its full intent using a wide variety of activities. 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. Every unit includes a scope and sequence, showing the thoughtful progression in each skill. It provides a list of read alouds, shared readings, comprehension lessons, phonological awareness lessons, phonics/handwriting lessons, high frequency words, and writing lessons. It's a resource for teachers to access to get an overview of each unit. Each lesson builds on the next, and opportunities for spiral reviews are presented. Lessons clearly state objectives and provide activities and strategies for small group instruction as well as assessment to check if students learned those objectives. Language objectives are clearly stated in each lesson, speaking and listening instruction is included, and an opportunity for small group/differentiated instruction is provided. At the beginning of every week, the teachers will have access to a suggested lesson plan. 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.

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

Statements of appraisal and supporting evidence:

The materials support teacher planning, learning, and understanding of the standards while holding students to high expectations in various ways. 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. There are many instructional strategies listed to use as the students are reading the shared reading. Some of these strategies include taking notes, thinking out loud, author's purpose, discourse on the language, asking and answering questions, and comprehension monitoring. This deep understanding of the standards creates clear and precise goals and objectives of students' expectations. Each lesson provides a pacing guide to help the teacher get a big picture of how the entire lesson should flow. The teacher's 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 materials provide many teacher resources and tools to assess students and monitor student progress. At the end of every two weeks, the program provides teachers with various forms of assessment tools by skill. They are provided with a list of formative and summative assessments that they can carry out formally and informally. The assessment topics include comprehension, vocabulary, phonics, grammar, writing, fluency, and running records. Teachers have access to rubrics to help interpret student performance and a list of reteaching opportunities. In addition, each unit provides a spiral review with plenty of opportunities for students to build on the knowledge previously learned.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials include many online resources to enhance student learning. 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 are also guided to use the internet to research a specific topic to create their writing pieces. In addition, students are given options to present their writing electronically. At the beginning of each lesson, there are a wide variety of online resources that include a video, images, and discussions about the topic to help the teacher present the concept for the lesson.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The curriculum provides opportunities to customize materials for individual learners. Every week the suggested lesson plan has an area for differentiated instruction that lists the material available to teach in small groups for approaching, on level, and beyond level students. The online weekly lessons are laid out in whole-group and small-group sections. Each unit includes activities for students to make connections from the text to the real world 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 two weeks, students focus on a genre and theme and there is an essential question for them to make connections to real life experiences. There is a wide variety of different texts on the same topic and same genre. The students also have different writing assignments that connect with the topic and the genre for the week. The teacher receives guidance and tips on how to help beginning/intermediate students as well as advanced/advanced high students who are English language learners. The teacher edition gives guidance to differentiate instruction for below level, at level, and advanced level learners.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The material provides opportunities for students to get a deeper understanding of the concept by making connections to their own background and personal experience. Students learn and read about people, places, and events from around the world. 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 students make connections to real life and personal experiences to answer questions based on the topic of the story.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

At the beginning of every week, the teacher is 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 the rich cultures from around the world. Students are given the opportunity to learn about a topic and reflect on it through various lenses to attain a 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 through a multicultural lens. After reading about a topic, students are provided with the opportunity to do their own research. Students are then challenged to reflect on ways in which they can incorporate what they learned into their own lives.

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 and college and career ready. 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.

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 CCSS Standards to make more complete instruction for both teachers and students. The readings it offers are authentic from Spanish. This is 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.