

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
K-5 English 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	CKLA 2nd Edition G1 Complete Student Kit	Publisher	Amplify Education, Inc.
SE ISBN	9781636023991	TE ISBN	9781636023885
SW ISBN	9781636024936	Grade Level/Content	Grade 1 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)



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

96%

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

91%

Materials take into account cultural perspectives.

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

Materials take into account cultural perspectives. Throughout the print student readers, Flip Book Images, and Trade Books the illustrations promote gender and racial equality. These materials provide examples that represent different cultures and traditions. However, there were discrepancies in the online student readers which did not promote gender and racial equality.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens. The Social Justice Guide provides opportunities for students to experience or relate to other points of view/multiple perspectives.

Structured Literacy Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy. Those materials receiving a score of 90% or above on the structured literacy portion of the review are recognized as having high quality support for the components of structured literacy.

SL Recognized



Average Score

99%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence (autofilled from Structured Literacy/ELA Content Appraisal tab):

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy. In the online Teacher Resources Program Guide, Principals of Instruction on page 29, it states, "Designed around the following principals: explicit foundational skills and language instruction, maximizing vocabulary acquisition through contextualized content based and constant exposure, building background knowledge for comprehension, fostering wonderful conversationalists, and building analysis in expression in reading and writing." Each lesson in all units of this program systematically builds on the previous skills and concepts and clearly addresses the different strands of structured literacy.

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 ELA standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials do align with the grade level ELA standards. The standards were stated on the primary focus page for each lesson in both the Knowledge and Skills components of the program. However, the Table of Contents page did not list the standards or in what lessons they could be found.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials aligned to the reading standards. Each standard was addressed throughout the lessons and units. However, the standards RL4, RL5, RL6, and RI4, were not fully addressed in the lessons.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials aligned to the writing standards. Each standard was addressed throughout the lessons and units. There were many opportunities for students to explore and practice the narrative and opinion writing standards as well as the informational writing standards.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials aligned to the speaking and listening standards. These standards were clearly addressed throughout all the lessons and units. However, the standards SL3 and SL6 were not fully addressed in the lessons.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials were aligned to the language standards. Each standard was addressed throughout the lessons and units. However, the standards L1h and L4b were only partially addressed and did not provide opportunities for mastery.

Structured Literacy Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy.

Average Score

99%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence:

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy. In the online Teacher Resources Program Guide, Principals of Instruction on page 29, it states, "Designed around the following principals: explicit foundational skills and language instruction, maximizing vocabulary acquisition through contextualized content based and constant exposure, building background knowledge for comprehension, fostering wonderful conversationalists, and building analysis in expression in reading and writing." Each lesson in all units of this program systematically builds on the previous skills and concepts and clearly addresses the different strands of structured literacy.

ELA 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 sequential, cumulative instruction and practice opportunities for a full range of foundational skills.

Statements of appraisal and supporting evidence:

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. All units and lessons build on the concepts and skills from the one before in a sequential and cumulative progression. These units and lessons provide practice opportunities for a full range of foundational skills.

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 selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information. This curriculum uses a selection and range of Trade Books, Read-Alouds, Big Books, Flip Books, Readers, E-Books, Audio Books, and Image Cards that are worthy of students' time and attention as well as providing useful information.

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:

Throughout the units and lessons, there are high-quality, text-dependent questions (literal, inferential, and evaluative) that are listed to guide the teacher during instruction. These questions are used with the anchor texts within and across the lessons and are text-specific and draw students' attention to the particulars in the text.

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

Statements of appraisal and supporting evidence:

Materials provide scaffolding and supports to enable students' learning of English Language Arts. In each Skills Unit, there is explicit systematic instruction with each new skill introduced with a warm-up and review. In the Knowledge Units throughout the lessons, there are many opportunities for I do, we do, you do - which scaffolds and supports students in their learning and acquisition of English 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

92%

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 standards that all students should study in order to be college and career ready. This is evident in the Scope and Sequence and the way the Units and Lessons are laid out in the curriculum. However, several standards are minimally addressed and do not provide review opportunities for practice and mastery.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. All the lessons have the same structure and give a timeframe of how long each lesson should take. However, there was only evidence of a glossary in one of the student readers and there were no footnotes anywhere in the curriculum.

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

Statements of appraisal and supporting evidence:

Materials support teacher planning, learning, and understanding of the standards. The planning page and the list of materials needed for each lesson that was provided in the online resources was clear and concise. However, cross referencing of the standards was not listed in the Table of Contents throughout the entire program.

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. There are opportunities to formally and informally monitor students' progress throughout the units and lessons. However, materials to provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students were not evident.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Materials support effective use of technology to enhance student learning. Every Knowledge Unit has a Knowledge Builder video at the beginning to activate content knowledge. In addition, Skills Units 1-3 had access to a Big Book, in Units 1-7 there are E-Books and Audio Books, and there is also a sound library for Skills Units 1-4. There are also online assessments and tasks noted in the materials, but we did not have access to them.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be customized for individual learners. Throughout the units there were suggestions in the Teacher's Edition to differentiate and customize the lessons for individual learners. However, these suggestions were not always in the lessons but in the Pausing Points of the Units. There were not many suggestions for customizing and differentiating lessons for extending the thinking of advanced learners. It shows that you can customize and differentiate the assessments, checklists, quizzes, homework, etc., but we did not have access to it.

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

Statements of appraisal and supporting evidence:

Materials give some students extensive opportunities and support to explore key concepts. The lessons throughout the units did have opportunities to support and explore key concepts, however home language connections were limited to Spanish only.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials take into account cultural perspectives. Throughout the print student readers, Flip Book Images, and Trade Books the illustrations promote gender and racial equality. These materials provide examples that represent different cultures and traditions. However, there were discrepancies in the online student readers which did not promote gender and racial equality.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens. The Social Justice Guide provides opportunities for students to experience or relate to other points of view/multiple perspectives.

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 #: 1

Background and experience:

I'm a Level III educator with 26 years teaching experience at the Elementary level. I've taught in NY, MA, NH, and NM.

Professional summary of material:

These materials are coherent and consistent with the Common Core Standards. This curriculum is divided into units that are either skills or knowledge based. The lessons in each unit are laid out and are easy to follow. There are videos and video guides that teachers can use to build students' background and launch each of the knowledge units. There are a nice selection of Trade Books, Big Books, Readers, and digital components that support this curriculum. The one thing that I found frustrating with this curriculum is that the standards are not listed in the Table of Contents or Scope and Sequence, so it isn't easy to navigate which standards go with which lessons without looking through each lesson in each unit.

Reviewer #: 2

Background and experience:

I am a Level II teacher with endorsements in Reading and TESOL with over 20 years experience as a teacher and Title I Reading Specialist in CA and NM and as an Adjunct Professor/Student Teacher Supervisor at universities in NM, Australia, WI and PA. I hold an MS in Curriculum and Instruction with focus on Literacy, Language and Culture.

Professional summary of material:

This program is well-organized and easy to follow with many helpful suggestions for remediation built into the lessons. Texts/materials were appropriate and engaging for diverse kindergarten learners. The curriculum offers a strong sequential foundation based on the science of reading and instruction is explicit and systematic. It would be helpful to see a few of the standards addressed more frequently, allowing for more practice and mastery. It would also be helpful if the standards were included in either the table of contents or a scope and sequence guide so that they are easier to locate and reference.

Reviewer #: 3

Background and experience:

I am a Level II teacher with 22 years of experience. I have taught 7-8th grade math, kindergarten, first, second, and fifth grades, serving as a second grade team lead. I have had the privilege of mentoring beginning teachers and student teachers. I have also worked with NMSU and CORE in the SIP program.

Professional summary of material:

This program does an excellent job of structuring phonics lessons to foster beginning reading skills. There are many interesting topics within the program to hold students' interest and encourage active participation in their learning. The online versions of the student readers in the student component of the online program are not as reflective of multiculturalism as the print versions. One of the online versions took out any reference to the main character's Native American cultural identity. Reading skills are well scaffolded with a great variety of texts and opportunities for writing about their reading. While each lesson is well laid out and easy to follow with predictable patterns and integrated remediation, there are very few opportunities built in for advanced learners. Additionally, standards were missing from all Table of Contents pages, making locating the standards difficult, as there were 7 Skills TEs and 11 Knowledge TEs with 15-30 lessons per TE. This leaves the teacher having to look at each of those lesson planning pages to find the standard they are searching for.