

**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 G3 Complete Student Kit	Publisher	Amplify Education, Inc.
SE ISBN	9781636024011	TE ISBN	9781636023922
SW ISBN	9781942010418	Grade Level/Content	Grade 3 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**

95%

**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**

97%

Materials take into account cultural perspectives.

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

There are many cultural perspectives represented in the texts, including Native American, Romani, African, Norse, African American, and Colonial Life. More Hispanic representation within the materials would enable students in New Mexico see themselves in the materials to make deeper connections.

Materials include a culturally responsive lens.

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

Routines for instruction (Read Aloud, independent, and small group reading) are constantly providing questions that build background, allowing students to make real life personal connections to the text and ways to compare it to their culture.

**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**

91%

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 paced and structured so that foundational skills and concepts are reviewed and introduced first and mastered before more complex skills are introduced. Teacher instruction is explicit and uses an I do, We do, You do routine during introduction to content, guided independent reading routines, and close reads. Phonics, Vocabulary, Reading, and Comprehension are routine in every lesson, but Phonemic awareness is missing. Every lesson is attached to print so students do not get the opportunity to only work with sound.

**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 ELA standards overall.

*Statements of appraisal and supporting evidence:*

Materials align to grade level standards and interests. The standards are listed in the scope and sequence as well as the primary focus at the beginning of each lesson. The scope and sequence is helpful to see what topics are in each unit, but there isn't a document that the teacher can utilize to easily look to see where standards are specifically located and addressed vertically in the units and materials. Standards in the scope and sequence document provided are sometimes different when you look at the actual lessons.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

All reading standards, informational and literary, are addressed and aligned throughout the program with a variety of genres and text complexities available in print and digital format in English and Spanish. Reading routines are set up for read aloud, independent reading, and group reading instruction and focus on close reading strategies, evidence based learning, and response to text using scaffolded and differentiated learning opportunities within teaching routines.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

All writing standards are addressed, aligned, and embedded within the reading instruction. Writing lessons are scaffolded with graphic organizers, oral discussions, sentence stems, and checklists, and include rubrics to enhance instruction for all.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials are strong in supporting speaking and listening standards. They offer a wide range of activities to guide students through their learning. Rubrics are provided to help them create and deliver readers theatres, presentations, and experiments that support the texts. Collaborative learning is encouraged.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Online and print materials offer resources and lessons to address language standards. Language standards are usually addressed in the language routine in every lesson for 15 minutes. They are also embedded in the speaking and listening activities, vocabulary, and with spelling and writing lessons. There is also an online app that addresses word mastery in 3 ways:

-Introduction Activities help students learn a word's definition and apply it in a particular context.

-Exploration Activities help students learn other possible meanings of the word, understand a word's relationship to context, and use the word without scaffolding.

-Immersion Activities equip kids with a nuanced understanding of vocabulary.

**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

91%

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 paced and structured so that foundational skills and concepts are reviewed and introduced first and mastered before more complex skills are introduced. Teacher instruction is explicit and uses an I do, We do, You do routine during introduction to content, guided independent reading routines, and close reads. Phonics, Vocabulary, Reading, and Comprehension are routine in every lesson, but Phonemic awareness is missing. Every lesson is attached to print so students do not get the opportunity to only work with sound.

**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:*

Units and lessons follow the same routine that includes Speaking and Listening, Reading, Language, and Writing. Unit 1 also includes foundational skills lessons to review concepts students learned in prior grade levels. Review includes short and long vowels, syllable -le, spelling with hard and soft c and g, spelling alternatives, and R-controlled vowels. After Unit 1's foundational skills review is complete, then more complex concepts are introduced. The six syllables are apparent in spelling, but there aren't specific word analysis strategies addressing them when reading. Affixes are addressed in multiple lessons with routines and practice to apply them to word recognition and meaning. In the intervention tool kit, there are more remedial lessons for students struggling to master foundational skills that cover phonemic awareness, letter-sound knowledge, simple and complex patterns, multisyllabic words, fluency and comprehension.

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 range of high quality and rigorous texts. Adequate guidance and resources are provided for the teacher to scaffold and support struggling learners. The Pause Points offer remediation opportunities for students who need them as well. There are a wide variety of genres included, such as informational texts, poems, plays, short stories, and novel excerpts delivered during read aloud, whole group reading, small group reading, and independent reading. Texts are available in print and digitally in the CKLA Hub.

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:*

Teachers are guided to ask types of questions that are inferential, literal, and evaluative. Students are always expected to give text-specific evidence to support their answers. Close Reads are modeled and carried out throughout the whole program and graphic organizers are provided.

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

*Statements of appraisal and supporting evidence:*

The Universal Access Guidance portion helps students master standards. Sidebar References and Pause Points throughout the lessons also allow for opportunities for additional support they need to explore concepts and present content in a different way for deeper understanding and build background knowledge. Graphic organizers, anchor charts, and activity pages help with scaffolding.

**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

98%

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 are consistent with Third Grade standards. The texts are rigorous and challenging, enabling higher level questioning for depth of knowledge. Lessons give constant attention to the essential reading components and strategies. Vocabulary lessons are strong and have a consistent routine to promote vocabulary development.

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

*Statements of appraisal and supporting evidence:*

The lesson design has routines and procedures that are clear and easy to follow and stay consistent in every unit. At the beginning of every lesson they set the stage for learning by providing the focus of each lesson for the teacher and support they might need with that lesson along with clear objectives, materials to prepare ahead of time, and options to differentiate activities if needed.

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

*Statements of appraisal and supporting evidence:*

The standards are integrated within each of the lessons. The lessons use the language of the standards with clearly defined objectives. The assessments are aligned with the activities, lessons, and standards. The teacher support materials also use the language of the standards which helps to keep instruction aligned.

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

*Statements of appraisal and supporting evidence:*

The Otus - online assessment program - collects ongoing data about student progress on the standards. There is a weekly fluency routine and suggested remediation for use after assessments if needed.

The Intervention Toolkit is a comprehensive resource to help teachers provide tiered support using materials directly aligned to Amplify CKLA core instruction. In every lesson there are formative assessments listed.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

Technology is used throughout to enhance student learning. There are Digital Image Cards available to project, web based videos, online student hub activities, virtual field trips and museums, and audio recordings. Readworks articles extend students' knowledge of content areas, deepening their understanding and helping them develop rich vocabulary and content knowledge.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Lessons support a structured literacy approach, which gives students a chance to experience the 4 language domains as well as multiple ways to practice. Formative assessment is embedded in every lesson, allowing teachers to monitor and adjust instruction and activities as needed on a daily basis. Lessons are scaffolded for all levels of reading, with the sidebar providing strategies for emerging, expanding, and bridging opportunities within each section of each lesson. Formative Assessments (end of unit, mid year, end of year, etc.) are not customizable for all learners. These types of assessments mimic standardized tests and advise teachers to encourage students as they take them independently without providing any assistance or scaffolding.

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

*Statements of appraisal and supporting evidence:*

The Advance Preparation portion in the teacher edition provides segment by segment guidance, links to resources, digital components, universal access guidance, and additional notes to help students master standards. Sidebar References and Pause Points throughout the lessons also allow for opportunities for additional support students need to explore concepts and present content in a different way for deeper understanding.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

There are many cultural perspectives represented in the texts, including Native American, Romani, African, Norse, African American, and Colonial Life. More Hispanic representation within the materials would enable students in New Mexico see themselves in the materials to make deeper connections.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Routines for instruction (Read Aloud, independent, and small group reading) are constantly providing questions that build background, allowing students to make real life personal connections to the text and ways to compare it to their culture.

**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 #: 4

*Background and experience:*

Reviewer is a teacher with 18 years experience teaching K-5 and Leadership with Instructional Materials roles. Master's degree in Educational Leadership in Administration from NMSU.

*Professional summary of material:*

The Amplify CKLA, 2nd edition, provides a comprehensive skills and standard based curriculum. There are eleven units that are organized around integrated units of instruction. Many units have literary or informational text, while others offer texts connected by a domain or genre. The texts are rigorous and challenging, enabling higher level questioning for depth of knowledge. Cultural perspectives are represented in the texts. Materials lack emphasis on Hispanic culture for New Mexican students to see themselves represented in the text. Routines for instruction (read alouds, independent, and small group reading) are constantly providing explicit directions and questions that build background allowing students to make real life personal connections to the text. The instruction is planned out in a systematic way to progress with a deeper understanding of the material presented. Lessons are scaffolded and the sidebar gives strategies for emerging, expanding, and bridging opportunities for each lesson. Instructional material lacks a core component for Phonological Awareness. The online components provide assessment opportunities as well as activities for students to engage in learning. The program has Spanish materials available.

Reviewer #: 5

*Background and experience:*

Reviewer is a Level II teacher with 10 years experience in grades 1-5, the last 7 years focusing on 4-5.

*Professional summary of material:*

The Amplify CKLA materials provide extensive and differentiated support for student learning and teacher planning. They contain diverse and well-crafted reading selections that are, for the most part, align with 3rd grade CCSS and NM State Standards. The reading materials facilitate student engagement as they serve as a springboard for all the reading, writing, speaking and listening tasks. Social Studies and Science content is also embedded within the reading tasks. One best student practice reflected in the materials is the routines set for read alouds, whole group, small group and independent reading. The teacher is always frontloading vocabulary, and guided questioning is always scaffolded and requires student responses to be based in textual evidence. These questions are always formulated using DOK levels and language. All student materials area available in print (readers and workbooks), digitally, and in audio version as well as in English and Spanish.

Phonics, language, and writing instruction is explicit and cumulative and always based on anchor text and topic of the unit. Along with explicit, direct instruction, there are always 3 options to differentiate materials and tasks so that all learners are either supported or challenged. Other online resources include a Vocab App that allows students to work on vocabulary acquisition through various games and activities. The idea is to expose students to strategies and words over and over until mastery is met. A weekly fluency packet is also available for download and students are to take a one page text per week to practice at home and come back with it on Fridays ready to read aloud. With this fluency routine, there does lack direct instruction for word attack strategies based on the 6 syllables and multisyllabic words.

Materials are grounded in a structured literacy format and core instruction has a routine for teaching Phonics, Vocabulary, Fluency, and Reading Comprehension, but lacks direct instruction and routines for Phonemic Awareness. Phonemic Awareness instruction is only provided in the online Intervention Toolkit; however, that is only for specific students who are already below grade level in reading. The materials address culturally and linguistically diverse students and families by providing weekly family letters in both English and Spanish that explain the objectives for the week, spelling words, and how to help students at home. Being in New Mexico, there are a couple units that cover Native American culture and history extensively; however, the materials do not provide enough Hispanic history and culture for this area.

Reviewer #: 6

*Background and experience:*

Reviewer is a veteran teacher of 23 years with experience teaching grades 2-6.

*Professional summary of material:*

Every lesson has a primary focus, formative assessments, lesson at a glance and opportunities for differentiation. Integrating science and social studies is especially helpful. It has rich and engaging stories that help the students to dig deeper for better understanding. The writing component has a variety of writing types. The trade book list has a wide variety of cultural perspectives. The program lacks phonemic awareness for our struggling students.