

**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 G4 Complete Student Kit	Publisher	Amplify Education, Inc.
SE ISBN	9781636024028	TE ISBN	9781636023946
SW ISBN	9781942010432	Grade Level/Content	Grade 4 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

94%

**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

98%

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 text, including but not limited to Native American, Puerto Rican, Islamic, Christian, and African American. However, to increase equity in learning, in this textbook review for New Mexico, it would be beneficial to see more Hispanic culture and history represented within the materials and unit lessons.

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. Small writing tasks and the beginning and middle of units allow students to build on their own experiences first, in order to connect with the text and larger culminating writing task towards the end of a unit.

**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 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. Writing, Reading, Vocabulary, Comprehension, Grammar, Morphology and Spelling (with activities that include Phonics) are routine in every lesson, but Phonemic awareness is not addressed in core instruction. It is only found in Intervention Toolkit for students in need of remediation.

**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

92%

Materials align with grade level ELA standards overall.

*Statements of appraisal and supporting evidence:*

Materials align to grade level standards and interests. Although we found citations for the standards RL.4.7, RL.4.9, RI.4.10, W.4.7, and SL.4.6, they are not listed in the scope and sequence. The standards that are listed in the scope and sequence, as well as the primary focus at the beginning of each lesson, are taught explicitly and in a progression that is cognitively appropriate to grade level and age. The scope and sequence is helpful to see what topics are in each unit; however, there isn't a document that the teacher can utilize if they are wanting 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:*

Most 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 for all levels of learners.

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, checklists, and rubrics to enhance instruction for all. However, opportunities for students to learn and use technology and keyboarding skills are not addressed as lessons, only mentioned in TE in statements like, "if students are publishing on a computer" which does not address W.4.6. Also, W.4.9a and W.4.9b are not addressed as a writing standard in the TE. Students only discuss the topic of the standard with teacher guidance; they are not instructed on how to put it into a written piece or even put it into writing.

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 students create and deliver readers' theatres, presentations, and experiments that support the texts. Collaborative learning is guided in pairing and grouping students, differentiated tasks, and is always encouraged.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Online materials, as well as text 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 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; and Immersion Activities equip students 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

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 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. Writing, Reading, Vocabulary, Comprehension, Grammar, Morphology and Spelling (with activities that include Phonics) are routine in every lesson, but Phonemic awareness is not addressed in core instruction. It is only found in Intervention Toolkit for students in need of remediation.

**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

97%

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 include Speaking and Listening, Reading, Language, and Writing. The six syllables are apparent in the spelling list introduction for every unit, with the teacher saying the word, sounding out syllable by syllable and naming each letter as she spells on a chart. Also on the chart is the pronunciation of the word labeled as CK Code and the Syllable Type. Affixes are introduced and taught in multiple units and lessons with routines and practice to apply them to word recognition and meaning. In the Intervention Toolkit, 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. There is also a decoding and encoding remediation guide as well.

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 ELLs and struggling learners as well as challenge advanced learners. The Pause Points offer remediation opportunities after teacher score assessments for students who need them as well. There are a wide variety of genres included, such as informational texts, biographies, 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 Library and also as an audio in English only.

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 different types of questions that are inferential, literal, and evaluative and always based on text. Students are expected to give text-specific evidence to support their answers to the questions both verbally and/or in writing. Close Reads are modeled and carried out throughout the whole program with graphic organizers and classroom charts to aid in organization of information being read and taught.

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, differentiated instruction, and language support.

**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

96%

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 Fourth Grade standards. The texts vary from unit to unit, are rigorous and challenging, and enable higher level questioning for depth of knowledge. Lessons give constant attention to the essential reading components and strategies, and all lessons and tasks build upon the texts being read. Vocabulary lessons are strong and have a consistent routine to promote vocabulary development and word acquisition. Grammar and language lessons are also evident, along with the expectation that reading content, vocabulary, grammar and language lessons are transferred to writing tasks.

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 each lesson in every unit. At the beginning of every lesson, the materials set the stage for learning by providing the focus of the lesson for the teacher and support they might need with that lesson, along with clear objectives, materials to prepare ahead of time with visuals, and options to differentiate activities if needed. The sidebars also offer on demand differentiated suggestions as the lesson is happening as well as remediation suggestions after unit assessments.

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 and spiral within tasks, although they aren't stated in the focus. 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 available for at home practice and fluency assessments with a scoring guide. 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 informative assessments listed for teachers to evaluate daily, and are also differentiated activities for students to access the content at their level. The core content targeted in the domain is assessed in a separate Content Assessment. Pausing Points present opportunities to remediate, reinforce, or extend the content and skills taught.

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 Projections, Web based videos, online student hub activities for independent practice, and audio recordings. ReadWorks articles extend students' knowledge of content areas, deepening their understanding and helping them develop rich vocabulary and content knowledge. The Quest App is an interactive program that fosters an exciting environment for student writing. Through writing, students connect with the Contraption and solve its puzzles.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Lessons support a structured literacy approach, giving students multiple ways to practice. Formative assessment is embedded in every lesson. Lessons are scaffolded for all levels of reading, and sidebars give 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 they need to explore concepts and present content in a different way for deeper understanding. Grouping and pairing guidance is also strategic so that all students have access to content and key concepts as well.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

There are many cultural perspectives represented in the text, including but not limited to Native American, Puerto Rican, Islamic, Christian, and African American. However, to increase equity in learning, in this textbook review for New Mexico, it would be beneficial to see more Hispanic culture and history represented within the materials and unit lessons.

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. Small writing tasks and the beginning and middle of units allow students to build on their own experiences first, in order to connect with the text and larger culminating writing task towards the end of a unit.

**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..

*Professional summary of material:*

The Amplify CKLA, 2nd edition, provides a comprehensive skills and standard based curriculum. There are eight 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. Morphology is stressed and covered at this grade level. The online components provide assessment opportunities as well as activities for students to engage in learning in the CKLA Hub. 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 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, aligned with 4th grade CCSS and NM State Standards. The reading materials facilitate student engagement as they serve as an anchor for all the reading, writing, speaking and listening tasks. Social Studies and Science content is also embedded within the reading and writing 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 on textual evidence. These questions are always formulated using DOK levels and language. All student materials are available in English and Spanish in print (readers and workbooks), digitally and an audio version (English only).  
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 levels of 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.  
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 due to higher grade level and expectations coming into grade level. Phonemic Awareness instruction is provided in the online Intervention Toolkit; however, that is only for specific students who are already below grade level in reading. There is also a Decoding and Encoding Remediation Guide to address foundational skills for struggling readers.  
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.

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 material lacks phonemic awareness for our struggling students.