

2021 Instructional Material Summer Review Institute

Review Team Appraisal of Title

6-8 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	Amplify ELA G6 Student Digital License, 1 year	Publisher	Amplify Education, Inc.
SE ISBN	9781643831565	TE ISBN	9781643831480
SW ISBN	9781643830681	Grade Level/Content	Grade 6 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

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):

The materials provide several sources that expand upon cultural perspectives such as the Summer Mariposas, The Greeks, The Chocolate Collection and Poetry in America. Each of these gives student the opportunity to reflect upon their own culture and heritage. Students expand from their personal family culture to their community and then the world. Students were exposed to cultural literature from the Aztec legends and Hispanic folklore in Unit 5. In the Chocolate unit, students were exposed to societal issues based upon cultural and economic situations.

Materials include a culturally responsive lens.

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

The materials require students to research societal issues in a variety of cultures. With that information students make a claim and argue or debate their point of view and how our society as a whole (around the world) contribute to these social issues. For example students participate in a whole class discussion group to decide if they want to keep buying chocolate from large companies that do not participate in the Fair Trade Agreement with chocolate farmers. In the Titanic unit, after role playing passengers from a variety of classes, students engage in a socratic seminar about the injustice of conditions between first, second and third class passengers. By using a culturally responsive lens, students become more aware of their society, culture and the world around them.

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	<input checked="" type="checkbox"/>	Average Score
		100%

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):

The texts in the materials range from the high end of complexity with relevant and rigorous text to the high interest lower range. Several evidence based teaching strategies are incorporated such as show and tell, questioning to check for understanding, summarizing new information and the use of graphic organizers. Through the use of the dictionary, grammar, and vocabulary units students are exposed during flex days to many structured literacy activities such as syllable instruction, the study of base words roots, prefixes, suffixes, and word meaning. Fluency is encouraged in whole class reading, individual reading in the solo sections, and teaching voice expressions while reading.

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 ELA standards overall.

Statements of appraisal and supporting evidence:

Materials provide teachers with targeted grade level standards in each lesson brief that are aligned through lessons and activities in each sub-unit. Standards are also found in the ELA program guide as well as the Grade Overview and are listed with the corresponding activity and texts for that lesson.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Reading selections are within the sixth grade level band for the majority of the text selections, however there are below grade texts at the 750 lexile and at the challenging level up to the 1620 lexile level. Text genres include poetry; narrative; informational texts: primary and secondary sources; short stories; closed passages; novels; and comic strips. The close reading exercises support formation of critical and higher level thinking skills, such as comparing and contrasting, problem solving, and relating to real-life circumstances.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align to writing standards and include the following styles of writing: argument, narrative, expository, informational, research projects, multimedia projects, and letters. Students have a variety of student resources to use for writing such as graphic organizers for story development and support for ELL and special education students. The student text also supports writing in the grammar sections with sentence structure, punctuation, pronoun use, verb use, and spelling. There is also a writing journal and a variety of writing prompts that are modified to be at different levels to support students' individual needs due to language and specific learning development. When writing research essays, students have to determine the credibility of internet sources and if a source was primary, secondary, or tertiary. Students were given a rubric and editor's checklist for their writing to refer to when they revise their work.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials meet speaking and listening standards through many activities including Socratic seminars, role playing, debate activities, class discussion, group discussion, partner and collaboration work, and presentations. These activities required complex thinking and reflection skills. The materials are also designed to give ELL and special needs students support by pairing one student with needs with others without needs.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials address language standards through the self-guided vocabulary lessons at the beginning of each sub unit's lesson. Both academic and domain specific words are addressed through the vocabulary lesson which provides support for ELL students. Students have to determine the meaning of words, paraphrase the context and sentences, and address areas of language like synonyms, connotations, parts of speech, figurative language, and dictionary skills. Lessons also require students to identify roots, prefixes, and suffixes and how the words correspond to our everyday language.

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

100%

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:

The texts in the materials range from the high end of complexity with relevant and rigorous text to the high interest lower range. Several evidence based teaching strategies are incorporated such as show and tell, questioning to check for understanding, summarizing new information and the use of graphic organizers. Through the use of the dictionary, grammar, and vocabulary units students are exposed during flex days to many structured literacy activities such as syllable instruction, the study of base words roots, prefixes, suffixes, and word meaning. Fluency is encouraged in whole class reading, individual reading in the solo sections, and teaching voice expressions while reading.

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 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 wide selection and range of novels and text to meet the needs of a variety of students. For example, the materials begin at 720 lexile range, which will support students with specific learning disabilities in reading, and move through the lexile range up through 1620 to challenge advanced students. The genre of texts include short stories, comic strips, informational text and full novels such as in "Boy" by Dahl and "Summer of the Mariposas" by McCall. In unit 3, the Chocolate Collection, students get to research and debate about societal issues such as child labor laws and slavery involved in the production of chocolate. In unit 6 students also have to research a Titanic passenger and write narrative accounts of their lives to be able to role play the correct social station and personality for that character.

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 consistently ask students a topic based question then follow up with referring students back to the text to find evidence that support their ideas and claims from their answer to the previous question. The materials provide teachers with questioning techniques to engage students in the topic and assess their prior knowledge. Students are tasked with self creating questions from the text for the purpose of debates, group discussions and socratic seminars. Students are directed to return to the text to highlight details to support their answers.

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

Statements of appraisal and supporting evidence:

The materials focus on supporting ELL and special needs students through scaffolding and differentiated activities in each lesson. Teachers can assign students to different levels of differentiation starting with the core or grade level students, the substantial or significant scaffolding for ELL and below grade level students, as well as the challenge activities for advanced AES students. ELL support is also provided in three levels from the light or bridging student to the moderate need or emerging student to the expanding student. Each lesson in the lesson brief provides a section labeled differentiation that supports teachers with alternative activities and assessments that can be assigned to these students. The teachers are also supported with a variety of strategies on how to pair up students, use graphic organizers, and provide audio text of materials. Each text can also be read aloud at the students discretion by clicking on the microphone icon. Also provided were a variety of PDF materials that are available in English and Spanish for both teachers and students. These materials can also be printed to support any students with difficulties associated with vision and tracking.

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 provide a rigorous curriculum that align with grade level standards. Lessons are consistent with the skills and knowledge students need to have to pursue college and careers after high school. Students learn to read and comprehend a variety of genre. Lessons require students to gather evidence, form opinions and develop solutions/conclusions based on that evidence. Reading and researching political and societal events prepare students for discussing and engaging with their peers. Speaking and listening activities such as role playing, debates and presentations prepare students for post secondary education requirements.

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

Statements of appraisal and supporting evidence:

The curriculum provides an ELA program guide as well as a grade overview guide for grades 6-8 that supports consistency throughout all three grades. Each grade level unit is structured consistently with units, sub units, lessons and activities. Within each lesson is a lesson brief that provides more consistency through the planning, differentiation, required materials, standards, and a pacing guide that accounts for minutes and days of lesson time. At the end of each unit there is a summative assessment. There is also a grammar and poetry unit that is shared within grade 6-8 for consistency.

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

Statements of appraisal and supporting evidence:

The materials provide teachers with a program guide and grade overview. Each lesson also contains a lesson brief which outlines the individual standards used in that lesson, with emphasis on a focus standard. They also provide teachers with a standards correlation and the standards lesson alignment. These resources provide the standards, which lessons correlate to the standards and in which lessons they will be found.

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 an online data collection resource that the publisher describes as being able to track students progress. Teachers are provided with a snapshot of student performance on reading comprehension and writing assignments. The home screen will also identify students in need of additional support or those to be celebrated for great work. Embedded assessments measure and support personalized instruction in language, reading and writing. (Teachers should be given a class overview chart that includes recommendations and targeted instruction to be provided on flex days within each unit. However, we cannot access this resource due to no student data being provided, so we can only review in the program guide what the publisher says it can do.) A variety of assessments are provided within the units such as formative assessments to include solos, lesson reading activities, exit tickets and summative assessments to include unit essays, unit reading assessments, and interim assessments.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials provide a variety of opportunities for students to work with technology. Within each unit, students access technology to identify highlighted vocabulary, complete close passages, and take assessments. In the units on Chocolate and the Titanic, there are technology-based research projects. In the Poetry unit, there are several embedded videos and interactive illustrations. In the Greek unit, there is an entire immersive group experience called Myth Quest that requires students to research and work together to complete their quest. The materials also provide an online Vocabulary app that uses a character interactive icon to support students in this self guided activity and the Dictionary app, which provides students with the opportunity not only define a word but use it correctly in sentences.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The curriculum provides an opportunity for teachers to assign students to the correct level of differentiation for their individual needs within each lesson. Each lesson provides alternative activities for ELL and special needs students as well as challenge activities for advanced students. Lessons support students with the opportunity to have text read aloud. PDF resources provide materials to teacher and students in English and Spanish. The Differentiation section in the teacher guide gives teachers suggestions about providing extra time, simplifying vocabulary, use of headphones and access to second language materials.

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

Statements of appraisal and supporting evidence:

The materials provide students with a grammar unit with a focus on pronouns, verbs, sentence structure and punctuation. The online assessment report tool makes recommendations for struggling students for Flex day concept support. A variety of activities and literary genre guide students to an understanding and comprehension of key literary concepts. Several units include the key concepts of primary, secondary and tertiary sources, as well as how to identify a credible site. Key concepts also develop through resources such as graphic organizers and English/Spanish glossaries.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials provide several sources that expand upon cultural perspectives such as the Summer Mariposas, The Greeks, The Chocolate Collection and Poetry in America. Each of these gives student the opportunity to reflect upon their own culture and heritage. Students expand from their personal family culture to their community and then the world. Students were exposed to cultural literature from the Aztec legends and Hispanic folklore in Unit 5. In the Chocolate unit, students were exposed to societal issues based upon cultural and economic situations.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials require students to research societal issues in a variety of cultures. With that information students make a claim and argue or debate their point of view and how our society as a whole (around the world) contribute to these social issues. For example students participate in a whole class discussion group to decide if they want to keep buying chocolate from large companies that do not participate in the Fair Trade Agreement with chocolate farmers. In the Titanic unit, after role playing passengers from a variety of classes, students engage in a socratic seminar about the injustice of conditions between first, second and third class passengers. By using a culturally responsive lens, students become more aware of their society, culture and the world around them.

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 #: 7

Background and experience:

Reviewer is a Level III Masters Degree teacher with a National Board Certification and 21 years of experience in both Middle and High School English Language Arts, History, and Special education.

Professional summary of material:

This curriculum is designed to be taught entirely online, but the teacher has the ability to download a PDF of lessons for students who have vision requirements such as large print, color specific paper, and tracking needs. This curriculum is set up in 6 major units that begins with a supportive lesson brief for the teacher that includes planning, standards, differentiation support, and important vocabulary. Differentiation is one area in which this curriculum excels. It is easy for a teacher to assign students to different levels of support, such as core, substantial, and challenging for special education students and differentiation for ELL students: Emerging, bridging, and expanding. Students will receive tailored activities, writing prompts, and assessments for their level. Each reading assignment can be read aloud for a student by using an e-reader icon at the top of the page. Reading material range from 750 Lexile for special needs up to 1620 Lexile for advanced students. Individual units provide students with a foundational text from a variety of genres and authors, specific writing styles, apps, and activities to support student engagement and understanding. The units also engage students with role playing activities, debates, Socratic seminars, and multimedia projects. A truly engaging app is the immersive group quest called Myth World where students work collaboratively for a week on a quest based on the Greek myths. Two units are interdisciplinary with Science and Social Studies providing more in-depth knowledge of the topics. Several cultures are investigated with a focus on literature and language, the most successful being the retelling of Homer's The Odyssey from a Hispanic lens focusing on the hero's journey from the perspective of five Hispanic sisters. This curriculum also includes a Poetry unit, Grammar unit, and story writing unit. A library with more than 650 novels are provided for student individual use. A reports program is available for teachers to collect data on students in reading, language, and writing, and provides remedial support on each unit's flex days, however since no data was put in for reviewers to analyze there is no way to verify how effective this data is in practice. Teachers will require in-depth training before trying to use this program.

Reviewer #: 8

Background and experience:

Reviewer is a level 3 board certified teacher with 27 years experience teaching grades k-8.

Professional summary of material:

This reading curriculum is designed for grades 6-8. It is offered on line with supplemental PDF materials to support student learning. The reading curriculum for the 6th grade contains 6 individual units. Within each unit there are subunits, within each subunit there are lessons and within each lesson there are a wide variety of activities. This structure allows for the routine and consistency while providing opportunities for differentiation and supplemental instruction. The materials give students the opportunity to engage with text from a wide variety of genres and authors. Each lesson is centered on a specific text that may be literary or expository. The activities within the lessons give students the chance to connect with the text personally and discover how their ideas relate to the characters and themes in the text. There are several topics or themes that are revisited throughout the units. These include social justice, diversity, fairness and responsibility. Issues of diversity and social justice are highlighted in both the Titanic unit and the Mariposa unit. Both of these units require students to explore culture and inequality. The visual materials include maps, charts, graphic organizers and photographs. Students can use several technology supports working within the reading units. The Amplify Reveal Vocabulary tool lets students explore unfamiliar words within a passage. For additional reading, students have access to a wide variety of genre and authors using the Amplify Digital Library. When teaching ELL learners or students with special needs, teachers can refer to the 6 levels of differentiation suggested by the publisher. This curriculum provides a wide variety of genre and authors, giving teachers the ability to meet ELA standards while keeping students engaged. Activities such as personal reflection, questioning, debate and Socratic seminar further increase students' participation. Having access to both online and PDF materials creates options for instruction and support. The audio that accompanies the text is a useful design feature for ELL students and challenged readers. The program does not provide an internal search option for teachers to easily determine where topics are located. It is not possible to enter a search for specific lessons within the curriculum. Teachers can access the Teacher Guide and a Pacing Guide to gain this information, but it is time consuming and cumbersome.

Reviewer #: 9

Background and experience:

Reviewer is a Level 2 with a Bachelor's Degree with an Endorsement in Bilingual Education and 23 years of experience. Has taught 2nd grade 2 years, preschool 1 year and 6th grade ESL 20 years.

Professional summary of material:

This is an online based curriculum that is broken down into 6 units. Every lesson provides an overview, how to prepare (providing resources such as videos, materials, tutorials and other planning tools), the lesson objective, vocabulary, the skills and standards addressed and differentiation. The range of text is from 750 Lexile to 1620 Lexile. The teacher has the ability to assign text based on the students' needs. Students produce narrative writing and apply their observational skill from the reading. Students read informational text and develop theories exploring details and clues. Students conduct independent research in the role chocolate has played throughout history. Students move from the state of a single person to contemplating broader questions concerning the role they play in the world and in their various communities. Students enact three critical reading moves to practice both small and large scale analysis involved in reading novels. Students explore primary source documents and take on the role of a passenger from the Titanic. This curriculum offers a variety of opportunities for students to speak through conversations with a partner or group and they role-play various scenarios. Coming from an ESL teacher's point of view, it is necessary to allow students many opportunities to practice their speaking of English, which this curriculum supports. There are also many activities that work on citing evidence and recalling information where students struggle.