

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	Mirrors & Windows: Connecting with Literature	Publisher	Carnegie Learning, Inc.
SE ISBN	9781533836632	TE ISBN	9781533836700
SW ISBN		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

88%

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

95%

Materials take into account cultural perspectives.

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

The curriculum encourages cultural inclusivity in all genres by having multicultural text, images, and activities.

Materials include a culturally responsive lens.

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

The materials encourage and support educators taking into account students' diverse backgrounds. The materials provide students with the ability to preview the heading and quotations to compare selections by reflecting on their own lives and societies.

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

89%

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 and based on Science of Reading. The curriculum provides evidence of language skills and the relationship between the development of oral and written language skills. Students read independently, with peers, small groups and whole group settings to provide fluency and understanding what is read.

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

Average Score

84%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The curriculum is grade level appropriate with grade level ELA standards.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The curriculum aligns with the majority of the reading standards. Students are asked to make inferences drawn from the text. Students are given sentences with preview vocabulary words to use context clues within the text to find the meaning of the unknown words. Students read a portion of a text determining details and provides a summary to identify the main idea of the text, but not specific to their opinions or judgements.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials offer various opportunities for writing. The materials provide students the skills to clarify their claims and reasons through the writing process. Materials offer a focus on the use of transitions and show the importance of linking ideas to make writing more clear and concise. Students are introduced to drafting their ideas for a persuasive essay and are asked to use persuasive techniques. Students are given a model essay, where all major parts are outlined for them. Formal and informal language is not addressed.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials offer students opportunities to speak and listen. The materials provide students the steps and process for giving and engaging in presentations through active listening and reflection. Materials give students the opportunity to reflect upon the similes used in the reading to create a drawing and present their drawing to peers to identify the simile being drawn. The materials provide guidance on diverse media and formats and explains how it contributes to the topic, text, or issue, but there are no examples visually.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials support language standards. The materials demonstrate the use of context clues to the meaning of a word or phrase. Materials give students opportunities to identify intensive pronouns within sentences. Materials give students opportunity to understand poetry and the play on words but does not give explicit instruction of variation from standard English or strategies to improve writing.

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

89%

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 and based on Science of Reading. The curriculum provides evidence of language skills and the relationship between the development of oral and written language skills. Students read independently, with peers, small groups and whole group settings to provide fluency and understanding what is read.

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

96%

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

Statements of appraisal and supporting evidence:

The materials are designed to allow students to learn each standard by a sequential, cumulative instruction and practice with incorporating a variety of foundational skills. The materials encompass building background, setting a purpose, making connections, utilizing reading skills, analyzing literature, making judgements, and extending learning.

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 do reflect the genres and text characteristics as set by the standards. Some examples of the genres are as follows: fiction (mystery, adventure, fantasy), nonfiction (memoir, speech, historical nonfiction, etc.), poetry, drama, and folk literature to mention a few in the text. Curriculum reflects all genres and text characteristics required by standards at grade level band. Materials provide different genres throughout the text.

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:

Students are asked to infer about fiction or nonfiction and how to use evidence drawn from the text to validate these inferences. Materials offer an opportunity for students to make an inference as to whether the paragraph information is fact or fiction by making an inference. Once the inference is made they must provide evidence as to how they know. Material provides text-dependent questions and tasks that require the use of textual evidence. Student are asked to distinguish between information that is factual and can be proven by charting evidence found in the text "The Dog of Pompeii."

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

Statements of appraisal and supporting evidence:

The materials provide scaffolding by embedding supports for students' learning English language arts. For example, the story *Tuesday of the Other June* provides the following components: applying before, during and review of the lesson; guided and close reading; extensions for differentiated instruction, English Language Learners, kinesthetic/auditory learners; and enrichment within this lesson. It builds background knowledge with sequence of lessons, structural supports, and strategies that scaffold learning.

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

95%

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 is grade level appropriate consistent with the standards preparing all students for college and career readiness.

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

Statements of appraisal and supporting evidence:

Each unit has a pacing guide and instructional routine is evident within the pacing guide. Materials provide comprehensible Scope and Sequence for each unit with labeled texts, reading skills, genres, reading support, literary elements, themes, cross curricular connections, writing sources, extension activities, and TE skills activities.

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

Statements of appraisal and supporting evidence:

The materials support teacher's planning by offering varied supports from independent or read aloud strategies, embedding questioning and vocabulary skills, and unit resources throughout the lessons.

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 assessments to measure students' progress. In this particular guide, the variation of assessments are for the unit in print/electronic forms for formative, lesson, unit, fluency and alternative assessments based on CCSS.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials provide utilization of technology based on students' learning. Students have multiple opportunities to enhance learning with the use of technology, as seen in the researching of global warming statistics and creating visual graphs and charts to illustrate the student's findings.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

All units contain differentiated instruction activities. Materials have many footnotes that describe alternative assignments/activities that meet the needs of ELL, Special Needs, Kinesthetic Learners, Visual Learners, and Advanced learners.

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

Statements of appraisal and supporting evidence:

Lessons support opportunities for students to demonstrate proficiency including individual, pairing, small group and whole classroom activities.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The curriculum encourages cultural inclusivity in all genres by having multicultural text, images, and activities.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials encourage and support educators taking into account students' diverse backgrounds. The materials provide students with the ability to preview the heading and quotations to compare selections by reflecting on their own lives and societies.

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 #: 61

Background and experience:

I have been teaching for 20 years in New Mexico and have taught Kindergarten, 5th grade, 6th - 8th grades. My experience includes teaching 6th grade science, 6th - 7th grade history, 6th and 8th grade ELA, a 5th grade reading interventionist and an all content teacher for Kindergarten, 5th, 6th, and 8th grade. I hold a bachelor's degree in Elementary Education and a master's degree in Curriculum and Instruction with an emphasis in Literacy. My teacher license is a Level III Elementary Education with an endorsement in Reading. Currently I am a 6th grade teacher, Student Assistance Team Coordinator, and a member of the Leadership Team.

Professional summary of material:

Mirrors and Windows is a curriculum that is created for all students that supports academic content and prepares them for college and career readiness. The materials did not address all reading or writing standards for the 6th grade content, but did cover the majority of the standards. The curriculum supports differentiated instruction, keeping in mind English Language Learners; students with disabilities; various learning abilities, including kinesthetic, visual, auditory, and tactile; and enrichment for the more advanced students. The materials contain multicultural and linguistically diverse resources and examples and is inclusive for students with interrupted learning. The materials offer a scope, sequence, and pacing guide for teacher supports.

Reviewer #: 62

Background and experience:

I have been teaching for 10 years in New Mexico. I have taught 6th grade for 4 years and a combination class of 5th and 6th grade for 6 years. My experience includes teaching all subject areas for 5th and 6th grade and Math Intervention for 2 years. I hold a bachelor's degree in Elementary Education and Health and master's degree in Exercise and Sport Science with an emphasis in Teacher Education and am currently working towards a 2nd masters in Educational Leadership Administration. My teacher license is a Level III Elementary Education with an endorsement in Reading.

Professional summary of material:

Mirrors & Windows is a curriculum full of culturally rich content across all genres. The curriculum offers a vast amount of differentiated instruction in all readings. The pacing guide is clear and concise with technology support and independent reading options. The curriculum offers Vocabulary, Spelling, Grammar, and skills Practice as well as Writing workshops and Speaking and Listening workshops within each unit. Mirrors & Windows provides a variety of culturally relevant activities and plenty of reading skills practice to help with comprehension before, during, and after for reading proficiency at grade level.

Reviewer #: 63

Background and experience:

I have been teaching 16 years. I have taught in Ohio, but most of my experience is New Mexico. I have taught grades K-7. I have been teaching 7th grade ELA, both Honors and regular classes, for the past 13 years. I have been the content leader for the past 3 years. I hold a Bachelor's in Liberal Studies and a Master's in Early Childhood Education with an emphasis in reading. My license is a Level III K-8 with an endorsement in Reading.

Professional summary of material:

Carnegie Learning's Mirrors&Windows is a curriculum that is built on a collection of rich, diverse, and classic writings by a variety of authors. It is created for students of all proficiencies. The materials do an excellent job of meeting ELA standards for grade 6. The Reading standards seem to be the strongest in this curriculum. Although there are many opportunities for writing, speaking and listening activities, they don't meet the standards or do a subpar job at teaching the material. The units provide a variety of culturally relevant texts. The materials do an adequate job of meeting the needs of a diverse group of learners.