

**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	Mirrors & Windows: Connecting with Literature	Publisher	Carnegie Learning, Inc.
SE ISBN	9781533836649	TE ISBN	9781533836717
SW ISBN		Grade Level/Content	Grade 7 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**

91%

**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**

89%

Materials take into account cultural perspectives.

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

The curriculum encourages and supports cultural inclusivity by offering multicultural text, images, and activities. Materials contain footnotes that provide meanings and pronunciations of the Spanish words in the story.

Materials include a culturally responsive lens.

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

The materials do provide students the ability to share their background, cultural, and personal reflections. The materials provide students the opportunity to share facts about their traditional holidays as in relation to the Christmas Carol. Students encounter a variety of cultural backgrounds, including English traditions, Chinese traditions, Spanish language, and folk literature from around the world, etc.

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

Average Score

88%

Materials align with grade level ELA standards overall.

*Statements of appraisal and supporting evidence:*

Materials are well designed for grade level ELA standards. However, standard RL9 in the Teacher's materials, students compare and contrast nonfiction portrayal, but there is no reference or findings of fictional portrayal for this standard.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The curriculum is well versed with the reading standards. Material offers opportunities for students to read many historical based texts, but does not offer students fictional texts to compare/contrast to a historical account of the same time period.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials provide writing skills and strategies aligned to the standards. Students have many opportunities to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. The material provides multiple "Writing Workshops" for significant essays as well as a variety of writing activities after each text. Materials cover the importance of supporting claims with relevant evidence and demonstrating and understanding about a topic or text. The materials do not provide what are considered credible sources.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The curriculum is grade level appropriate and consistent with the speaking and listening standards for this grade level. While each unit has a writing workshop and guidelines and a rubric for demonstrating appropriate listening skills, it does not offer a variety of cultural settings.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials align to the language standards. The materials provide students with accurately using grade-appropriate general academic and domain-specific words or phrases. In a particular vocabulary and spelling lesson, students are using and determining the words or phrases in the context of the sentences.

**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

100%

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 provide a high-quality range of text by genre or subject matter for this grade. The text ranges from fiction, nonfiction (autobiographies, biographies, essays, letters, etc.) poetry, drama, and more.

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 curriculum does provide questions that are high-quality text-dependent and text specific questions. The majority of questions are text-specific and provide student attention to the text. The materials provide text-dependent/text-specific questions at the end of each reading to support skills with examples, description, finding meaning, analyzing, and extending understanding.

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

*Statements of appraisal and supporting evidence:*

The materials support scaffolding to enable students' learning of English language arts. At the beginning of each unit, the materials offer first, second, and third reading strategies to include the following; Build Background, Set Purpose, Make Connections, Use Reading Skills, Test Organization, Analyze Literature, Tackle Vocabulary, and Find Meaning as to name several structural supports or strategies.

**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

94%

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 grade level 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:*

The materials provide a scope and sequence for each unit. The design offers Selection Feature, Genre, Reading Support/Text Complexity, Reading Skill, Graphic Organizer, Literary Element, Themes, Cross-Curricular Connections, Writing to Sources, Extension Activities, and Additional Skill Activities, and are a comprehensive and progressive model.

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

*Statements of appraisal and supporting evidence:*

The materials support teacher preparation for planning, learning, and understanding of the standards. The activities in the text include a set of Learning Objectives in the TE, which are measurable objectives. The materials do include suggestions or strategies for differentiating at different levels and for scaffolding instruction.

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 a scope and sequence for teachers to utilize, along with a unit practice and assess language art skills; assessment practice; and writing workshops with rubrics. The materials provide assessments that measure student progress in the CCSS for NM. Those materials are found in the TE/SE books, Unit and Selections Resources, Assessment Guide, and Program Planning Guide.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

The teacher may customize technology based on student needs for learning. Materials present many opportunities for digital learning integration into the text. Students are asked to use the internet to research desert animals. Another activity asks students to research amateur poetry sites and critique each site by elements of design, content, and ease of use.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials contain strategies and skills for differentiated instruction for English Language, Auditory, Visual, Kinesthetic, Struggling and Advanced Readers. Materials utilize and assess students at a variety of knowledge levels at the end of every text that is read.

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

*Statements of appraisal and supporting evidence:*

Materials offer all students opportunities the support to explore key concepts. The lessons support learning individually, partner, small group and whole group collaboration.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The curriculum encourages and supports cultural inclusivity by offering multicultural text, images, and activities. Materials contain footnotes that provide meanings and pronunciations of the Spanish words in the story.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials do provide students the ability to share their background, cultural, and personal reflections. The materials provide students the opportunity to share facts about their traditional holidays as in relation to the Christmas Carol. Students encounter a variety of cultural backgrounds, including English traditions, Chinese traditions, Spanish language, and folk literature from around the world, etc.

**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 supports grade level standards preparing students for college and career readiness. The materials are designed to effectively prepare lesson structure and pacing by offering a scope and sequence for each unit. The book and digital materials offer formative and summative assessments to provide data for the teacher and students. The units support differentiated instruction for learners. The lessons have a variety of opportunities for students to demonstrate proficiency in reading, writing, listening, and speaking.

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 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 for a total of 16 years. I have taught the majority of my career in New Mexico. I have taught all grade levels K-7. Next year will be my first year teaching 9th grade ELA. My experience includes teaching combined elementary gifted classes and 7th grade ELA. I hold a bachelor's degree in Liberal Studies and a master's degree in Early Childhood Education with an emphasis in Reading. My teaching license is Level III K-8 with an endorsement in Reading. I have just begun the process of becoming Nationally Board Certified.

*Professional summary of material:*

Mirrors and Windows curriculum supports and aligns with grade-level standards. The curriculum offers high quality texts with a diverse selection of genres. The curriculum offers materials to support the planning and implementation of effective instruction. Instruction, reading selections and activities are highly engaging. The materials promote critical thinking in both ELA standards as well as other disciplines. Each unit provides differentiated strategies to meet the need of all learners. The curriculum offers many engaging opportunities for students to integrate technology into their learning. Overall, the materials provide a satisfactory reading, writing, listening and speaking program.