

**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	LearnZillion EL Education Student Digital License Grade 1 (cost per student)- 1 year	Publisher	LearnZillion Inc.
SE ISBN	9781648857164	TE ISBN	9781648857379
SW ISBN	9781648857195	Grade Level/Content	Grade 1 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.)*

<b>Recommended</b> (90% and above)	<input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%)	<input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%)	<input type="checkbox"/>
<b>Total Score</b> - The final score for the materials is averaged between the team of reviewers.					
				<b>Average Score</b>	
				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.

<b>CLR Recognized</b>	<input type="checkbox"/>	<b>Average Score</b>
		88%

Materials take into account cultural perspectives.

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

Classroom protocols include culturally and linguistically responsive pedagogy through use of building background knowledge, various discussion protocols, response strategies, and grouping configurations. Multicultural illustrations are present but not purposefully used to create cultural bias-free, stereotype-free, and barrier-free instruction. Units provide opportunities for students to solve problems in innovative, engaging ways but draw minimally from students' own cultural and linguistic backgrounds. Lesson materials incorporate limited evidence of multicultural perspectives and experiences. Text selections meet criteria of high quality texts, but they lack depth and breadth of cultural literature, perspective, and connections to authentic experiences of the students of New Mexico.

Materials include a culturally responsive lens.

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

The materials help to support a culturally responsive lens by including multiple opportunities for students to demonstrate their perspectives in a specific concept by allowing them to discuss, write and present their own thoughts and ideas. Students have access to learning tools such as: graphic organizers, checklists, response prompts and sentence starters to relate the content area appropriately to the diversity in culture and language. Materials engage students in critical reflection about their own lives and about those around them through activities that allow for higher order applications. Materials do represent multiple cultures but they are not strategically used to represent value and recognize cultural sensitivities in regard to race, religion, socioeconomic status, orientations or views. Curriculum references outside extension activities to enhance the material by inviting families or community members in to speak to students, but does not contain instructional tools to facilitate the learning.

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

Average Score

90%

Materials align with grade level ELA standards overall.

*Statements of appraisal and supporting evidence:*

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. Tasks include foundational reading of print concepts, phonological awareness, phonics and word recognition, and fluency. Practice of skills is distributed and broken into short sequential sessions. Instructional Routines are evident. Skills progress to more complex over time to allow for consolidation of skills. Tasks provided allow for differentiation for three ability levels: Pre-Alphabetic, Partial Alphabetic, and Full and Consolidated. Lessons include repetitive use of specific instructional routines to help first grade students develop fluency in reading and spelling.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

Materials align with grade level reading standards. The students ask and answer grade level essential questions and actively in group reading activities with purpose and understanding. Throughout the course of the curriculum, guidance is provided for teachers to attend to standards-based instructional expectations while offering students a variety of collaborative and interactive reading, writing, speaking, and listening activities to help support student mastery of all grade level reading standards. Reading foundational skills and fluency are addressed through the Skills Block Modules. Student tasks incorporate the use of decodable text to examine learned spelling patterns and high frequency words to practice fluency.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials align with grade level writing standards. Writing activities focus on best practice strategies of the writing process to support student mastery of grade level writing skills. Writing activities provide instruction in informative, narrative, and opinion styles of writing, and lessons contain embedded rubrics and checklists. Students use words and pictures to compose opinion writing about the topic of study. Students discuss with partners and work independently to create informative writing with a focus statement and detail sentence. Students respond to questions and suggestions about writing from peers and add details to strengthen writing. Students use graphic organizers to scaffold them through the writing process. Students work collaboratively to participate in shared research. Students' completed writing projects are presented to visitors and classroom peers.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials provide creative assignments for speaking and listening, such as discussions, collaborations, interviews, and presentations, geared toward student mastery with real world applications. Students are given opportunities to work alone, with a partner, and in small groups to present their learning. Students use Anchor Charts to facilitate asking questions and requesting clarification. Students use sentence frames to ask clarifying questions, add more detail to their responses, and add on to peer responses. Students use the Respectful Opinions Anchor Chart to practice listening and responding to others' opinions respectfully. Role-play protocols provide opportunities for students to follow oral instructions. Students are guided in speaking audibly and expressing thoughts, feelings, and ideas clearly. Students are given multiple opportunities and strategies for participating in collaborative conversations and presentations to peers, families, and community members.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Selected learning targets require students to use sentence level context clues to determine the meaning of unknown words through a close read aloud and the Total Participation Technique. Students practice distinguishing shades of meaning among adjectives and verbs. Students participate in a Language Dive to produce and expand complete compound sentences in response to prompts. Teachers use multisensory strategies to teach language standards. Students follow along with teacher on whiteboards or skywriting as teacher guides class through an explicit interactive sentence writing lesson. Although some language standards are explicitly and thoroughly addressed, many language standards are covered sparingly and many components of specific language standards are not present.

**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

98%

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

*Statements of appraisal and supporting evidence:*

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. Tasks allow practice at different ability levels. A wide range of Lexile Levels and differentiated tasks are available. Grade 1 students engage with complex text through read-alouds. Supports are embedded to meet needs of wide range of students. Tasks include foundational reading of print concepts, phonological awareness, phonics and word recognition, and fluency. Practice of skills is distributed and broken into short sequential sessions. Skills progress to more complex over time to allow for consolidation of skills. Tasks provided allow for differentiation for three ability levels: Pre-Alphabetic, Partial Alphabetic, and Full and Consolidated. Lessons include repetitive use of specific instructional routines to help first grade students develop fluency in reading and spelling. Assessments measure progress in foundational reading, writing, and speaking/listening. Students participate in scaffolding activities to prepare them for future lessons.

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:*

A list of required trade books includes a balance of authentic, high-quality literary and informational texts. The reading selections are engaging and relevant to student interest and foster discussion through best practice learning strategies. The materials center on an anchor text for each unit, revisited through multiple lessons, incorporating close analysis through reading, writing, and speaking/listening activities. Informational texts include a variety of text structures and text types. Required literary and informative trade books are well-crafted but limited in range of topics and themes.

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:*

Materials provide high quality text-dependent and text-specific questions that are focused on particulars in the text. Questions in the materials incorporate Depth of Knowledge (DOK) question stems and require consistent practice in using the text and exploring inferences throughout the reading. Writing tasks routinely require close reading and ask for textual evidence to demonstrate student understanding. Questions build upon one another and have multiple parts that are well sequenced and refer back to the text. Questions support student understanding of academic language. Lessons include clear definitions of academic terms. Questions involve using illustrations, pictures and wording to aid in finding answers.

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

*Statements of appraisal and supporting evidence:*

Throughout the scope of the curriculum, there are a variety of embedded suggestions for differentiation in the instructional process for English Language Learners and struggling learners, but there are limited suggestions for acceleration. Lessons have a variety of writing scaffolds, such as graphic organizers and sentence frames. Materials include multiple texts within the grade level band to support students reading at different levels. Students engage with complex text through read-alouds. Multiple Lexile leveled texts are suggested for additional below, on, and above level independent reading practice. Questions build upon one another and have multiple parts that are well sequenced and refer back to the text. Students use the Role-Play protocol as a scaffold to assist with complete understanding of the story. Students apply their understanding of story elements as they complete story response sheets.

**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

91%

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:*

All standards are addressed through instructional materials provided, including assessments, but some are not addressed thoroughly. Language and Writing standards, in particular, are not addressed at a level conducive for student mastery. Many Language and Writing Standards are not explicitly taught and students do not have ample opportunities for independent practice. Embedded correlations exist throughout lessons. Review chapters, lessons, activities, and assessments throughout the materials verify standards-alignment. Skills are reviewed throughout the module to prepare for the assessment. Performance Tasks throughout the Materials ask students to complete age appropriate content area tasks. Scenarios consist of real-life and relevant situations appropriate for the students at that grade level/grade band. Although the curriculum is digital, the materials contain limited opportunities for students to engage in digital learning activities to produce artifacts.

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

*Statements of appraisal and supporting evidence:*

Curriculum Guide presents clear, standards-aligned learning progression. Modules are designed to progress through skills and concepts to provide multiple exposures to learning. Opportunities for differentiated instruction are tied to clear and measurable learning objectives. Materials are well designed and take into account effective lesson structure and pacing as demonstrated in curriculum map and lesson narrative pacing guides. Student material is presented in a visually appealing manner supportive of student learning. The visual design is consistent throughout the text, and the materials incorporate similar slides, titles, and graphic organizers. There is predictable placement of lesson elements. (Daily Learning Targets, Ongoing Assessment, Agenda, Opening, Work Time, Closing). Each Activity in the text includes a set of Learning Targets, which include measurable objectives and ongoing assessments. The materials also include suggestions for differentiating at different levels and for scaffolding text-dependent questions and an explanation about how the lesson builds on previous work and spirals into future lessons.

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

*Statements of appraisal and supporting evidence:*

The support provided for planning are lists of materials needed for the lesson; a pacing guide on how long each portion of the lesson should last; grouping strategies; guided questions throughout to support discourse and academic development for students; and standards shown for each unit/lesson. Lessons are able to be presented through the use of a publisher's created slide show. The material in each slide show for each lesson includes teacher guidance per slide that gives suggestions on how to present the content and also gives support for technology that may be used to enhance student learning. Instructional strategies provide support to teachers in planning learning experiences that focus on understanding the material presented.

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

*Statements of appraisal and supporting evidence:*

Materials provide a clear path to assess and monitor students' progress in the content standards. Throughout the curriculum, teachers use Checklists to gather data on students' progress. Multiple types of formative and summative assessments are within the materials. The assessment checklists are designed to help track students' progress toward a variety of standards over the course of the module. Each module has a series of formative and summative assessments to check and monitor student growth and learning. Lesson Narratives offers guidance on which standards will be assessed, interpretation of student performance and follow-up steps/suggestions for struggling students. Rubric scoring guides are embedded. Materials include alternative assessment options for English learners, culturally and linguistically diverse students.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

Guidance for incorporating technology and multimedia is included in every lesson narrative. Digital materials are accessible and available in multiple platforms; however, many digital materials do not effectively use technology to support student mastery of media literacy skills nor enhance student learning of unit content. The online resources offer a wide variety of media projects and practices, but are included as suggested extension activities and not seamlessly incorporated into the instructional plan. Minimal opportunities are presented for student-centered use of technology.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Accommodations and modifications are embedded in teacher marginal notes and supplied in sections provided in each unit for ELLs and struggling learners. Materials offer multiple lessons for one concept/idea/content that is being taught. Teachers are able to choose the best lesson for students based on instructional needs. Materials also offer guidance and suggestions for Multiple Means of Representation (MMR), Multiple Means of Action and Expression(MMAE), and Multiple Means of Engagement (MME) per lesson. Materials refer to differentiation and offer strategies and activities for students below proficiency, but fail to offer specific strategies or activities for advanced students.

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

*Statements of appraisal and supporting evidence:*

All students are given opportunities to explore understanding of key concepts through lessons, discussions, and active engagement strategies. The materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations. Students read text and are given opportunities to engage with prior knowledge and home cultures. Students share experiences related to the content of the text. Lessons foster opportunities for students to communicate in engaging and creative ways and feature activities that allow students to take on leadership roles. Curriculum provides materials to engage parents and caregivers to help support student progress and achievement. Home support materials are not provided in languages other than English.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Classroom protocols include culturally and linguistically responsive pedagogy through use of building background knowledge, various discussion protocols, response strategies, and grouping configurations. Multicultural illustrations are present but not purposefully used to create cultural bias-free, stereotype-free, and barrier-free instruction. Units provide opportunities for students to solve problems in innovative, engaging ways but draw minimally from students' own cultural and linguistic backgrounds. Lesson materials incorporate limited evidence of multicultural perspectives and experiences. Text selections meet criteria of high quality texts, but they lack depth and breadth of cultural literature, perspective, and connections to authentic experiences of the students of New Mexico.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials help to support a culturally responsive lens by including multiple opportunities for students to demonstrate their perspectives in a specific concept by allowing them to discuss, write and present their own thoughts and ideas. Students have access to learning tools such as: graphic organizers, checklists, response prompts and sentence starters to relate the content area appropriately to the diversity in culture and language. Materials engage students in critical reflection about their own lives and about those around them through activities that allow for higher order applications. Materials do represent multiple cultures but they are not strategically used to represent value and recognize cultural sensitivities in regard to race, religion, socioeconomic status, orientations or views. Curriculum references outside extension activities to enhance the material by inviting families or community members in to speak to students, but does not contain instructional tools to facilitate the learning.

**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 #: 19

*Background and experience:*

Level III teacher with 17 years of experience in Elementary, including teaching 1st, 2nd, 4th, 5th grades and Instructional Specialist and ELA Content Specialist titles. Bachelor's Degree in Sociology. Masters' degrees in Curriculum and Instruction. MBA in Educational Leadership. Currently District Level Elementary ELA Content Specialist.

*Professional summary of material:*

This curriculum covers the CCSS standards thoroughly with a sufficient quantity of materials to cover during the year. All standards are addressed through instructional materials provided, including assessments. Some standards are not addressed thoroughly. Language and Writing standards are not addressed at a level conducive for student mastery. Many Language and Writing Standards are not explicitly taught and students do not have independent practice at the level of the standard. The materials build upon background knowledge and provide students with the big picture of each unit, so they can anticipate the connections that will be made. Questioning and Close Reading are two of the biggest strengths of this curriculum. The visual design is consistent throughout the text, and the materials incorporate similar slides, titles, graphic organizers. There is predictable placement of similar elements, which aids in navigation. Lessons integrate Science and Social Studies content, but fail to branch out into more topics. The time spent on the same topic in each module is excessive. Lessons represent different cultures, but fail to focus on traditions. Lessons don't expand on diversity in culture. Examples of multicultural representations relevant to the standards and the students are limited to pictures. Integration of technology is done well, but students have limited opportunities to create artifacts using technology. Reading Foundational Skills Blocks and Module Lessons with Labs provide a comprehensive literacy curriculum. The 3 hour per day block is ambitious. Module 1, Unit 3, Lesson 12, Slide 4 has the potential to not support a cultural bias free, stereotype-free, and barrier-free instructional atmosphere due to an ELL suggested modification in the teaching notes: "For ELLs: Remind students that if they do not have family attending, it is just as exciting to welcome visitors." This suggestion may assume the ELL population may not have family members in attendance for the presentations and may be construed as derogatory or offensive.

Reviewer #: 20

*Background and experience:*

Level II teacher with 8 years of experience in the Elementary setting, 5 of those years in a 2nd grade classroom and currently working in a 1st grade classroom with 3 years of prior experience with grade level. A Bachelor's of Science in Elementary Education and currently working on a Master's Degree in Curriculum and Instruction. Have participated as a team member in the adoption process of new curriculum for my local school district, which included the reviewing of curriculum materials.

*Professional summary of material:*

The curriculum attends to and covers most standards through the use of authentic texts and well established daily routines that are supported with in depth discourse protocols that encourage high level thinking. Materials provide guidance in support of EL learners and provides them with opportunities to collaborate with peers, receive extra support through the use of visuals, and make connections to background knowledge. Lessons are well sequenced and scaffolded in order to build off of previously learned topics and make connections to the new knowledge being introduced. Tasks and assessments are well aligned to the CCSS, with opportunities for students to make real world connections and work together through creative assignments that are driven with mastery of the standard in mind. Materials support Phonics, Phonemic Awareness and Print concepts in order to establish well rounded writing and reading skills for students. Each aspect is taught through the use of routines, games, and small group differentiated lessons to support leveled learning. Multicultural aspects are prevalent throughout the materials, but are surface level and lack depth and do not provide a solid foundation to support diversity and awareness. There was also a suggested modification for ELL learners that could lead to a non stereotype-free environment. Overall, the reviewed materials provide high quality curriculum for the classroom teacher with rigorous assignments and learning connections for students.

Reviewer #: 21

*Background and experience:*

Level III teacher with Master's of Education in Pedagogy and Learning. Prior experience includes work as an Early Childhood Education Curriculum Specialist and 14 years of experience as a classroom teacher in prekindergarten, kindergarten, and first grade. Recent work includes collaborating with educators across the state on the development of the New Mexico Instructional Scope, including guidance documents for Culturally and Linguistically Responsive Teaching and High Quality Instructional Materials. Currently working as a first grade classroom teacher.

*Professional summary of material:*

Curriculum addresses CCSS effectively through the use of research-based discussion protocols, cross-curricular connections, appropriate levels of support for EL learners, and opportunities for students to engage in authentic, collaborative learning experiences. Although some language standards are explicitly and thoroughly addressed, many language standards are covered sparingly and many components of specific language standards are not present. Foundational reading skills are supported through the inclusion of Skills Block lessons, which address phonemic awareness and phonics skills explicitly. Reading fluency is developed through use of decodable, emergent reader texts, which progress sequentially through targeted phonics skills. Use of digital tools to enhance student learning is minimal. Cross-curricular content, while prevalent, covers a limited range of topics. Multicultural content is minimal and is not purposefully used to promote an understanding and appreciation for diversity. One lesson included an ELL modification which made a perceived stereotypical recommendation: "For ELLs: Remind students that if they do not have family attending, it is just as exciting to welcome visitors" (Module 1, Unit 3, Lesson 12, Slide 4). Overall, classroom protocols, levels of support for differentiated instruction, and explicit phonics instruction create a well-rounded ELA program.