

**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 2 (cost per student)- 1 year	Publisher	LearnZillion Inc.
SE ISBN	9781648857249	TE ISBN	9781648857447
SW ISBN	9781648857270	Grade Level/Content	Grade 2 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**

93%

**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**

92%

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 the use of building background knowledge, various discussion protocols, response strategies, and grouping configurations. Illustrations feature children of various ethnicities, a male African American Teacher, and different classrooms from other countries. Students make connections to their own experiences and backgrounds while learning. Students describe personal experiences and are encouraged to use home language when needed, but there is no specific reference to affirming students' cultures. Multicultural illustrations are present, but are not purposefully used to create culturally 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. Text selections meet criteria of high quality texts, but they lack connections to authentic experiences of the students of New Mexico. Materials positively reflect diversity in culture and languages, but not specifically traditions, values, or customs.

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. 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. Students collaborate and show others how their strengths can help them or allow them to learn from each other. Materials reflect multiple ethnic descriptions and perspectives related to school experiences. 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. Materials reference instructional accommodations to relate content to diversity in language, but not specifically culture.

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

Average Score

91%

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 second grade students develop fluency in reading and spelling. Some Language standards are not explicitly taught.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

Materials align with grade level reading standards. The students are asked to 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 such as partner reading protocols 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 letter writing, informative, real-world writing scenario (presentations), narrative, and opinion styles of writing, and lessons contain embedded rubrics and checklists. Students compose opinion writing about the topic of study that include the student's opinion, reasons to support it and a restating of the opinion in closing. Students discuss with partners and work independently to create informative writing with a focus statement, detail sentences and closing statements. Students write a narrative piece including a character reaction using anchor charts. 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 and the writing process is chunked to support a deeper understanding. Students work collaboratively to participate in shared research by exploring the various materials in the Research Lab to formulate ideas about their individual research interests and how they might use these materials in the future.

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, reader's theater, and presentations, geared toward student mastery with real world applications. Students are given opportunities to work with a partner, in small groups and individually to present their learning. Students use Anchor Charts to facilitate asking questions and requesting clarification. Students are guided in speaking audibly and expressing thoughts, feelings, and ideas clearly. The teacher uses the Speaking and Listening Checklists to monitor rules, respect, and conversation topic and content. 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:*

Materials align to second grade language standards. Selected learning targets require students to use sentence level context clues to determine the meaning of unknown words through a close read aloud. Lessons incorporate explicit instruction on singular, plural, and collective nouns, but does not address reflexive pronouns or capitalization of proper nouns. Students practice identifying and using irregular verbs through whole group, partner, and independent practice with the support of an Irregular Verbs anchor chart. Students practice expanding and rearranging simple and compound sentences. Students practice formal uses of English during a presentations of their learning and use a peer feedback anchor chart to facilitate giving positive feedback; however, no direct comparison is made between formal and informal uses of English.

**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:*

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. Reading tasks include Comprehension Conversation, phonics and word recognition, and fluency. Practice of skills is distributed and broken into short sequential sessions. Students practice foundational skills as a group, with a partner, and independently. Skills progress to more complex over time to allow for consolidation of skills. Assessments measure progress in foundational reading, writing, and speaking/listening. Tasks allow practice at different ability levels. A variety of complex texts within the grade level band and a wide range of Lexile Levels and differentiated tasks are available. Grade 2 students engage with complex text through read-alouds. Supports are embedded to meet needs of a wide range of students.

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 along with student tasks requiring analysis through reading, writing, and speaking/listening activities. Required trade books are well-crafted but limited in range of topics and themes. Informational texts are varied in text features but limited in text structure and text type.

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 incorporate discussion questions and tasks that assess analytical thinking across all levels of Webb's DOK.

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, struggling learners, and advanced learners. Lessons have a variety of different types of writing opportunities for students. 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 reading independent practice. Students use the Role-Play protocol as a scaffold to assist with complete understanding of the story. Students who may need additional support are given various options for student response. Assessment recommendations and rubrics use consistent language that is fair, academic, and aligned to the content standards and objectives.

**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:*

All standards are addressed through instructional materials provided, including assessments. Review chapters, lessons, activities, and assessments throughout the materials verify standards-alignment. Skills are reviewed throughout the module to prepare for the assessments. 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 independently.

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, graphic organizers. There is predictable placement of lesson elements.

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

*Statements of appraisal and supporting evidence:*

Materials provide support for teacher planning, learning, and understanding of the standards. Planning supports include lists of materials needed for the lesson; a pacing guide outlining how long each portion of the lesson should last; grouping strategy suggestions; guiding questions to support discourse and academic development for students; and standards addressed in each unit/lesson. Lesson narratives detail how the lesson builds on previous work and provide guidance on areas in which students may need additional support. 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. Each module has a series of formative and summative assessments to check and monitor student growth and learning. Lesson Narratives offer guidance on which standards will be assessed and rubric scoring guides are embedded with interpretation guides for student performance. Although rubrics guide in interpreting students performance, they do not provide suggestions for differentiation, remediation or acceleration to support students ongoing learning. Materials lack in providing alternative assessment options for below proficiency or advanced learners as well.

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. Lessons are displayed digitally. Videos and digital songs support the learning objective. 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. 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. Students type a final copy of their writing, but no rubric evidence to assess technology skills was found. Online assessments, both formative and summative, are not present.

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 each concept/topic addressed. Teachers have the flexibility 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. Additional supports for EL Learners include a Language Chunk Chart and Language Dive note-catcher to facilitate unpacking academic language present in complex texts. Materials refer to differentiation and offer strategies and activities for students below proficiency, but are limited in suggestions of 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. Opportunities are included for teachers to support students in drawing upon home language to facilitate learning. Lessons foster opportunities for students to communicate in engaging and creative ways and feature activities that allow students to take on leadership roles. Materials support opportunities for students to engage in creative thinking and effective problem solving skills. 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 the use of building background knowledge, various discussion protocols, response strategies, and grouping configurations. Illustrations feature children of various ethnicities, a male African American Teacher, and different classrooms from other countries. Students make connections to their own experiences and backgrounds while learning. Students describe personal experiences and are encouraged to use home language when needed, but there is no specific reference to affirming students' cultures. Multicultural illustrations are present, but are not purposefully used to create culturally 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. Text selections meet criteria of high quality texts, but they lack connections to authentic experiences of the students of New Mexico. Materials positively reflect diversity in culture and languages, but not specifically traditions, values, or customs.

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. 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. Students collaborate and show others how their strengths can help them or allow them to learn from each other. Materials reflect multiple ethnic descriptions and perspectives related to school experiences. 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. Materials reference instructional accommodations to relate content to diversity in language, but not specifically culture.

**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 the instructional materials provided, including assessments. Some language standards are not addressed thoroughly. There are embedded correlations throughout lessons. 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. The visual design is consistent throughout the text, and the materials incorporate similar slides, titles, and graphic organizers. There is predictable placement of similar elements, which aids in navigation. Lessons integrate Science and Social Studies content well. CLR examples are presented well, including broad examples of diversity and connections to real-life experiences. Integration of technology is done well. Students have opportunities to create artifacts using technology. Reading Foundational Skills Blocks and Module Lessons with Labs provide a comprehensive literacy curriculum and independent practice.

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 current 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 the standards efficiently 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 through the use of home languages to support their learning. 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, print concepts and fluency 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 and are at the beginning stages of depth to provide a solid foundation in supporting diversity and awareness. 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. Currently working as a first grade classroom teacher.

*Professional summary of material:*

Curriculum addresses CCSS thoroughly and 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. Foundational reading skills are supported through the inclusion of Skills Block lessons, which address phonemic awareness and phonics skills explicitly using research-based, structured literacy strategies. Reading fluency is developed through use of decodable, emergent reader texts that progress sequentially through targeted phonics skills. Authentic, age appropriate learning activities are provided throughout all units of study, including through the Module lesson labs. Labs build students' oral language, content knowledge, and literacy skills through inquiry and hands-on exploration. Lessons provide different approaches to meet the needs of different student populations including Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement. Supports for EL learners include numerous opportunities to engage with and analyze the structure of selected sentences through the Language Dive components of close reading. Language supports adequately facilitate the unpacking of academic and content specific language present in complex texts. Materials provide opportunities for authentic listening and speaking through tasks such as discussion of real-world problems and their implications; sharing learning through presentations; opportunities to reflect on learning; and support for giving and receiving peer feedback. Cross-curricular content, while prevalent, covers a limited range of topics. Multicultural content contains multiple descriptions and perspectives from around the world but is prevalent in only one of four curriculum modules. Lessons encourage students' use of home language during discussion protocols; however, opportunities for students to share or reflect on their own cultural traditions is limited to suggested extension activities. Literature selections in core instructional materials do not depict Hispanic or Native American culture prevalent in New Mexico. Overall, classroom protocols, levels of support for differentiated instruction, and explicit phonics instruction create a well-rounded ELA program.