

**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 4 (cost per student)- 1 year	Publisher	LearnZillion Inc.
SE ISBN	9781648857386	TE ISBN	9781648857416
SW ISBN	9781648857409	Grade Level/Content	Grade 4 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**

94%

**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**

91%

Materials take into account cultural perspectives.

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

The materials take into account cultural perspectives. Students are encouraged to work together in the classroom in pairs and triads. There are specific protocols in place to ensure students are respectful of each other. Students have specific roles to contribute to the PSA group projects. Some multicultural literature is included, but there is a need for more to represent all learners.

Materials include a culturally responsive lens.

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

The materials include a culturally responsive lens. The curriculum encourages avoiding stereotyping. Teachers are directed to look for pervasive, stigmatizing, and critical vocabulary to head off any issues that may present distractions in the classroom. The literature helps to show many different cultures and backgrounds to be inclusive. Nonfiction topics are rooted in science and improving the community.

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

Average Score

93%

Materials align with grade level ELA standards overall.

*Statements of appraisal and supporting evidence:*

The reading material throughout all four modules is varied to meet the levels of all students and the content it addresses. Passages are from a variety of genres to include short story, poetry, novel, and drama. Assessments are grade level appropriate to include multi-paragraph writing and text-based questions and responses. All assessments accurately reflect the standards being taught in the lessons for alignment. Informal assessments take place during each unit, allowing access to see the growth and/or mastery of concepts.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials align to the reading standards. Students read grade level appropriate texts to include a novel, non-fiction research articles, a short drama, poetry, and short stories. The tasks provide real world application to show a concern for making their world better in any way they can. Students are given the opportunity to collaborate and work together to model discussions about texts in each unit using the discussion norm anchor charts provided. Students also have the option to discover their own reading selections in the independent reading assignment. Lists for required and suggested reading materials that reflect grade level appropriate texts are included. An area needed for improvement is the cultural awareness in the literature provided by the publisher. There is also a need for greater depth in the reading foundational skills lessons to ensure those skills are fully developed.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials align with grade level standards. The students follow the best practices of using the writing process. Students write varied writing modes to include a short narrative, develop an opinion about the Revolutionary War, create a PSA, and write poetry. In the writing assignments, they cover both narrative and research writing. Assignments are real world; for example, students model videos shown in class to encourage making a difference in their own communities. Students research different animal defense mechanisms and then write to inform their peers. Students participate in a poetry workshop to share their writing. Student support for high need learners is embedded in each lesson, with specific directives as well as anchor charts, writing checklists, and graphic organizers.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials align with grade level speaking and listening standards. The modules include discussion anchor charts emphasizing best practices in listening. Students are asked to repeat ideas heard from their peers to show comprehension. Protocols are provided for students to refer to and practiced when interacting with their peers and teacher. Students work together in discussion to create a PSA suggesting a way to improve their community. They plan using the writing process best practice and the poetry workshop protocol. Students are assessed reading a poem aloud that was not read in class. There is real world application and a valid use of technology in the classroom.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials align with grade level language standards. Each module contains many opportunities to collaborate, share, and refine their language skills. Throughout each of the modules, scaffolds are provided for EL and other high need learners. Affix charts are utilized for students to help find the meaning of unfamiliar words and are referred to often. Lessons are linked together to reflect the student skill development of standards. This allows students the opportunity to use recently learned knowledge to practice and apply concepts. Vocabulary logs and word walls are frequently used in the units to address both academic and content specific vocabulary.

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

*Statements of appraisal and supporting evidence:*

The materials provide sequential, cumulative instruction and practice opportunities for a range of foundational skills. Each module is broken into three units to provide a scaffolded instruction. Assessments build upon skills learned. This model allows multiple entry points to acquire and extend the learning opportunities at any point in the module. The best practice of using the writing process is modeled and utilized in each of the lessons. Graphic organizers are utilized to help organize ideas and to reinforce the structure of the writing mode. There are opportunities to customize the instruction based on the needs of the 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:*

The 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. Reading materials are of high interest and relate to students. Real world application of improving their community through service is applicable to all learners worldwide. Classic and modern selections are represented through Revolutionary War and poetry texts. Women are represented in the Suffragette readings. There is a need for greater cultural representation throughout the modules. Reading selections about characters with learning challenges also encompasses all learners.

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 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. Questions direct the students back to the reading, even when not specifically stated. Graphic organizers are used to track the comprehension of texts and refer back to previous readings.

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

*Statements of appraisal and supporting evidence:*

The materials provide scaffolding and supports to enable students' learning of English language arts in the curriculum. Modules include numerous anchor charts for both student and teacher to show the synthesis of concepts. Several units are scaffolded to end in culminating performance tasks, such as the PSA and Choose Your Own Adventure task. Each of these tasks are broken down and completed in smaller increments. Formal assessment are mid and end unit to show learned concepts. Informal assessments are ongoing and reflect the mid and end assessments to allow for multiple learning opportunities. In the teaching notes, there are several strategies listed to help EL students. There is a need to add more grouping strategies other than the few that are listed in the teaching notes.

**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 materials are coherent and consistent with the standards that all students should study in order to be college and career ready. Reading materials are of high interest and encourage lifelong learners with broad horizons. Students create real world application of a PSA to reflect the journalism field both with broadcasting and technical support. Students are exposed to print media and research, both valuable in the real world. Students are encouraged to plan, revise, and reflect on their own work. Students critique each other and make corrections as needed on their own work.

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

*Statements of appraisal and supporting evidence:*

The materials are well designed and take into account effective lesson structure and pacing in the curriculum. Lessons are scaffolded based on skill level of concepts. Time is appropriately planned for the 4th grade classroom daily and in the All Block. There are multiple places for all students to enter at their own level to demonstrate growth or mastery. Throughout the modules and units there are ample opportunities for differentiation. When ELs are asked to write, the curriculum dictates sentences frames.

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

*Statements of appraisal and supporting evidence:*

The materials support teacher planning, learning, and understanding of the standards. Guides and calendars are presented for the teacher in each unit and module. There are sample timelines for the units. In each lesson, there is a suggested time to complete the tasks, but also there is some flexibility for the students. The ALL block instruction time provides some time to practice foundational reading, but this should be more frequent.

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

*Statements of appraisal and supporting evidence:*

The materials offer teachers resources and tools to collect ongoing data about student progress on the standards in the curriculum. Both formal and informal assessments are throughout the units and modules. Checklists are used frequently to help students check their own work. Rubrics are provided for scoring as well as acceptable examples of student work. Data collected allows for adjustment and reteaching opportunities as necessary. Mid-unit assessments provide timely feedback to be used immediately in the learning and time to reflect on their performance.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

The materials support effective use of technology to enhance student learning in the curriculum. Students research using multiple online documents and compose their multi-paragraph essays on the computer. Students create a PSA in which they write and record a call to take action in their community. Students used both traditional and online writing when creating their "Choose Your Own Adventure" narrative.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials can be easily customized for individual learners in the curriculum. The extensive teacher notes allow for customization of the tasks for all learners. The use of sentence frames and model studies help students to understand the expectation of the task. Suggested real world applications in the overview provide ideas for the teacher to invite guest speakers or experts to bring in an application of the learning. The unit-at-a-glance allows the teacher to preview the content for the students. Note catchers and graphic organizers are helpful for all students. Protocols are modeled when a new task is used and then referred back to throughout all units.

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

*Statements of appraisal and supporting evidence:*

The materials give all students extensive opportunities and support to explore key concepts. Content addresses the whole the group, but there is limited time to pull students for small group and individual instruction when needed. Students have the opportunity to work in pairs and triads to discuss the content with intentional protocols set.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials take into account cultural perspectives. Students are encouraged to work together in the classroom in pairs and triads. There are specific protocols in place to ensure students are respectful of each other. Students have specific roles to contribute to the PSA group projects. Some multicultural literature is included, but there is a need for more to represent all learners.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials include a culturally responsive lens. The curriculum encourages avoiding stereotyping. Teachers are directed to look for pervasive, stigmatizing, and critical vocabulary to head off any issues that may present distractions in the classroom. The literature helps to show many different cultures and backgrounds to be inclusive. Nonfiction topics are rooted in science and improving the community.

**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 #: 22

*Background and experience:*

Reviewer 22 is a 15 year veteran in education who has experience in teaching and coaching in K-6 classrooms. The reviewer holds a BA in Elementary Education from NMHU.

*Professional summary of material:*

The organization of materials is easy to follow and has many supports for teachers and students, such as anchor charts, graphic organizers, and digital materials linked in each lesson. The topics provide many opportunities for students to learn American History and apply those issues to modern day. There is a need for more frequent and intentional word analysis study within the content, although ideas and suggestions in the ALL block lessons are good. Overall the material is of high interest and engaging for students.

Reviewer #: 23

*Background and experience:*

Reviewer 23 is 16 year veteran of education in the secondary classroom. The reviewer holds a BA and MA in secondary English from ASU.

*Professional summary of material:*

The materials provide many opportunities for the student to learn American history and apply those issues to modern day. These assignments are authentic and have societal awareness. There are numerous anchor charts, rubrics, examples, checklists, and graphic organizers for both teacher and student ease. Overall, there is a need to add more multicultural literature. The literature provided is of high interest. When writing, students follow the writing process on all writing assignments.

Reviewer #: #24

*Background and experience:*

Reviewer 24 is a 40 year veteran who has experience in teaching, coaching and reading/math intervention in K-6 schools. The reviewer holds an MA in education from Eastern New Mexico University.

*Professional summary of material:*

The materials provide numerous opportunities for the student to practice and reinforce their learning throughout the school day through the integration of science and social studies in this material. The topics and Performance Tasks are engaging and provide real-world experiences. They also provide a lens for the teacher to utilize the on-going assessment and observe student progress. The graphic organizers, anchor charts, checklists and rubrics are excellent. Protocols are provided for learner collaboration. Overall, this is very user-friendly material.