

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 5 (cost per student)- 1 year	Publisher	LearnZillion Inc.
SE ISBN	9781648857454	TE ISBN	9781648857485
SW ISBN	9781648857478	Grade Level/Content	Grade 5 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

85%

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

67%

Materials take into account cultural perspectives.

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

The Supporting English Language Learners section of the materials reflects the diversity in languages. However, the diversity in culture, traditions, beliefs, values, and customs represented within the community, state, and nation are not reflected in the materials.

Materials include a culturally responsive lens.

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

The materials include tools that demonstrate multiple perspectives in a specific concept. The materials do not contain evidence that the instructional materials include tools to relate the content area to diversity in culture and language.

<p>Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.</p> <p>Materials align with grade level ELA standards overall.</p> <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials address the 5th grade ELA standards. The grade level ELA standards addressed are listed in the Curriculum Map and the modules, units, and lessons address standards that are stated and embedded in the tasks the students are expected to complete.</p> <p>Materials align to reading standards.</p> <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials align with the 5th grade reading standards. Students are given both literary and nonfiction texts to read with the expectation to quote accurately when citing textual evidence and drawing inferences based on the text. The materials provide students opportunities to describe how point of view influences events and how the author uses reasons and evidence to support particular points. When demonstrating proficiency, students are given performance assessments as a culmination of concepts they learned throughout the module.</p> <p>Materials align to writing standards.</p> <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials align with the 5th grade writing standards. The standards and expectations are listed in the Unit-at-a Glance section of the materials. Embedded in the lessons are activities and tasks that require students to write for purposes dependent on the content of the module. For the informative writing tasks, students are to introduce a topic clearly, provide a general observation and focus, and group related information logically. There is no evidence of including formatting, illustrations, and multimedia when useful for aiding comprehension of student writing.</p> <p>Materials align to speaking and listening standards.</p> <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials align with the 5th grade speaking and listening standards. Students are given opportunities to engage in collaborative discussions with a partner, a small group, or the whole class. Within the materials, there is an opportunity for students to engage in "Science Talks," where they are expected to come to discussions prepared and to draw on the preparation to explore new ideas within the discussion.</p> <p>Materials align to language standards.</p> <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials address language conventions, vocabulary acquisition, word study and figurative language within the modules. Anchor charts are included in the materials as resources as students determine the meaning of words using context and/or Greek and Latin affixes and roots. Graphic organizers are provided for students to document their understanding of metaphors and keep a record of vocabulary.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #90EE90;"> <th style="padding: 5px;">Average Score</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">83%</td></tr> </tbody> </table>	Average Score	83%
Average Score			
83%			

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
94%

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

Statements of appraisal and supporting evidence:

The materials offer extensive opportunities to encounter complex text within the grade-level band as evident in the grade level text, *Esperanza Rising*. The materials provide some literature selections that include grade appropriate full-length classical and contemporary reading. For each Module, only 1-2 texts are provided and utilized, not a variety.

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 contain a sequence of texts that contain grade-level complexity that are selected for close reading and build knowledge systematically through reading, writing, listening, and speaking tasks about the texts. The materials provide some content-rich texts that represent authentic literature and informational texts of genres and subject matters. The criteria for the standard requires the "most" authentic texts and the texts represented by the materials do not contain materials published after 2010.

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 materials contain questions that require students to provide textual evidence to support inferences. Within the close read tasks, the materials contain a well sequenced set of questions that integrate skills to demonstrate a deeper understanding of text.

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 students as they learn English language arts. This is evident in the Assessment Overview, which reflects that students are assessed at a variety of knowledge levels. In addition, graphic organizers are provided as a support in building student knowledge in English Language Arts.

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
84%

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 attend to the intent of the content contained in the standards as reflected in the Module Overviews. The materials are coherent and make meaningful connections where required by the standards. This is evident in the "About the Lesson" tab and at the Unit-at-a Glance section of the Module Overview.

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

Statements of appraisal and supporting evidence:

Within the lessons, there are clear, measurable, standards-aligned learning and opportunities for differentiated instruction. The lesson narrative provides information about levels of support in addition to UDL (Universal Design for Learning) models. The Teacher's Edition of the materials presents an overview that states skills and concepts addressed within the modules. The materials do not present learning progressions in the scope and sequence of skills and concepts.

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

Statements of appraisal and supporting evidence:

The materials support teachers in planning and implementing learning experiences by providing instructional strategies, grouping, and questioning to help guide students' academic development. The materials contain annotations and suggestions within the Teacher's Edition on how to present the content in the student edition and in the ancillary materials as evident by the teaching notes portion of the materials.

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

Statements of appraisal and supporting evidence:

The materials provide assessments that measure student progress in all strands of the adopted NM content Standards. The Assessment Overview states the types of assessments administered and provides information on what is assessed in regard to content standards. In the Module Description, the materials provide content connections within the Module. Materials include aligned scoring guidelines for assessments, as evident in the rubric section. The rubrics within the materials include teacher guidance for further instruction, differentiation and remediation.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials include opportunities to assess student understanding and knowledge using technology, as evident in the assessment checklist of the Teacher's Guide.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials indicate customization of tasks for English learners and students who struggle with expressive language, as evident in the teacher's notes. The materials do not indicate how they can be customized to meet the needs of a wide variety of different student populations, including culturally and linguistically diverse students, accelerated learners, or special needs populations of students.

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

Statements of appraisal and supporting evidence:

The materials provide support, accommodations, and modifications for English language learners that support their regular and active participation in learning content, as evident in teacher reference guide of the Teacher's Edition. The materials do not provide evidence of support for culturally and linguistically diverse students and other special populations of students as mentioned in the criteria.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The Supporting English Language Learners section of the materials reflects the diversity in languages. However, the diversity in culture, traditions, beliefs, values, and customs represented within the community, state, and nation are not reflected in the materials.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials include tools that demonstrate multiple perspectives in a specific concept. The materials do not contain evidence that the instructional materials include tools to relate the content area to diversity in culture and language.

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 #: 130

Background and experience:

I have a Level III Teaching License in the state of New Mexico with 14 years experience teaching ELA in grades K-8. My teaching license includes endorsements in History, Science, Reading, and TESOL. I have a Master's Degree in Curriculum and Instruction with an emphasis in Reading. I am currently working on my Doctorate. I have engaged, collaborated, and facilitated with ELA CCSS at the district, state, and national level.

Professional summary of material:

The curriculum materials are comprehensive and attempt to address the standards. The format of the online resources can be challenging to navigate at times, but the essential components of the materials are present. These include a curriculum map, assessment guide, teaching notes, and unit guide. Speaking and listening skills are addressed through large group discussions, partner discussions, and presentations. Supports for English Language Learners are present throughout all modules. However, examples, contexts, illustrations, and exercises for students related to real-life experiences are not present for culturally and linguistically diverse backgrounds. Graphic organizers and other research-based best practices are consistently and routinely used to scaffold and support content acquisition throughout all modules. While the materials contain some diverse literature, only seven trade books are read over the course of the 5th grade year according the materials. The teaching notes within the materials adequately support teachers in planning and facilitating lessons. The materials include aligned scoring guidelines for assessments, as evident in the rubric section. The rubrics within the materials include teacher guidance for further instruction, differentiation and remediation.

Reviewer #: 131

Background and experience:

I currently have a Level III Teaching License in the state of New Mexico. Included in my license are my Reading and TESOL endorsements. I have been working in different capacities in education for over 20 years. I have worked as a classroom teacher, an inclusion teacher, an interventionist, a reading specialist, and a Title I Coordinator at an elementary school. I recently completed the requirements to obtain an Educational Leadership License. I have facilitated the implementation of ELA programs in the school

Professional summary of material:

The instructional materials reviewed are comprehensive and address the grade level standards. The format of the online materials is challenging to navigate at times, but overall it is consistent. The texts provided in the materials are relevant. However, there are seven trade books read over the course of the school year. The curriculum map, assessment guides, unit guides, and teaching notes provided information about how to implement the materials. In addition, the rubrics included in the materials provide teachers supports in differentiating instruction for students. The materials also include suggestions and supports for English Language Learners throughout the modules. However, there was no evidence of addressing cultural and linguistic backgrounds that provide examples for students to relate to real-life experiences. In the materials, students are given multiple opportunities for speaking and listening through a variety of tasks. In addition, the use of scaffolds for students was evident throughout the Modules as students build upon their knowledge using various graphic organizers and/or anchor charts.