

2021 Instructional Material Summer Review Institute

Review Team Appraisal of Title

6-8 English Language Arts

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	LearnZillion EL Education Student Digital License Grade 7 (cost per student)- 1 year	Publisher	LearnZillion Inc.
SE ISBN	9781648857591	TE ISBN	9781648857621
SW ISBN	9781648857614	Grade Level/Content	Grade 7 ELA

Core Instructional Material Designation (*Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

Recommended
(90% and above)

Recommended with Reservations (80-89%)

Not Recommended and Not Adopted
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

88%

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

81%

Materials take into account cultural perspectives.

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

Students are guided towards seeing the positive impact historical movements such as the Harlem Renaissance have had on cultures in addition to their own. These readings and activities make students see that cultures influence each other in positive ways. However, the variety of cultural perspectives are limited in these materials; those present are important in their own regard. Units on the Harlem Renaissance and the Lost Boys of Sudan are engaging and their perspectives well covered in a stereotype-free, unbiased way. It will be dependent on the teacher to help students forge personal connections to the content. There are no texts from Hispanic or Native American authors in the 7th grade textbook.

Materials include a culturally responsive lens.

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

These modules encourage students to see themselves as global citizens. While the materials present cultural perspectives from a scientific and environmental standpoint in the epidemics and recycling units, the variety of cultures represented in the texts is lacking. Students are asked to reflect upon their own place in caring for the environment as well as their global footprint. Students are asked to see themselves from a global lens more than a cultural or demographic lens.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.	Average Score 87%
Materials align with grade level ELA standards overall.	
<i>Statements of appraisal and supporting evidence:</i>	
ELA standards are met on the majority of the content. Students are given multiple opportunities to engage with and master the standards through a wide variety of activities and assessments.	
Materials align to reading standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Students are given opportunities to engage with works of varying lengths, both fiction and nonfiction. Selections are interesting and engaging. Lexile scores are appropriate for the grade level, and scaffolding is present for higher level texts, giving students the ability to mature as readers.	
Materials align to writing standards.	
<i>Statements of appraisal and supporting evidence:</i>	
This textbook is highly aligned with the writing standards. Students write in varying contexts. There are opportunities for creative as well as academic writings, both longer and shorter assignments are present. Opportunities for editing and revision are present throughout.	
Materials align to speaking and listening standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Many assessments are speaking and listening related, such as creating a podcast and a museum exhibition. Speaking and listening opportunities are non-threatening and engaging. Students are encouraged to become experts in various real world scenarios, and transfer that information to their peers.	
Materials align to language standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Vocabulary is well covered throughout the lessons with a variety of strategies taught to learn new vocabulary. Lessons regarding language are brief, and often not revisited in later lessons. Integration with home language is lacking; however, supports for ELL students are 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
97%

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 texts provided are high quality, engaging, and cover a wide variety of content. Fiction, historical nonfiction, and informational texts are well represented. Each module has a strong anchor text. Supplemental texts are engaging and on or above grade level.

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:

All questions, regardless of discussion-based or writing-based, require students to locate and explain textual evidence. All levels of Bloom's or DOK are covered. Students are encouraged to discover multiple pieces of evidence to answer questions. Language Deep Dives help students deeply engage with particulars from the text.

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

Statements of appraisal and supporting evidence:

Scaffolding and support exist under the heading "ELL Supports". They are present within each module. However, scaffolding for highest and lowest level students is left to the teacher's discretion. Students are encouraged to keep vocabulary journals to expand their personal vocabularies. Some materials, like worksheets, are provided for ELLs with sentence starters and key vocabulary highlighted, though not all units contain these materials.

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
88%

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:

Every module follows a consistent format where students can be secure in expectations of what is to come. Students are taught to engage in public speaking, in both small group and large group settings. Content and skills taught support students to be college or career ready.

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

Statements of appraisal and supporting evidence:

Materials are well designed. Materials come equipped with teacher instruction on how best to present them. Pacing guides are available for each module.

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

Statements of appraisal and supporting evidence:

The modules each contain "Designer Notes," giving instructors the rationale behind each material selection. The "Module Overviews" have several tables, which assist teachers in determining which standards are present in which lessons.

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

Statements of appraisal and supporting evidence:

Each module contains standards aligned assessments. There is little support for teachers to collect ongoing data about how students are progressing on standards. There are no tools present for collecting data.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Materials support students to engage in technology, both as a research tool and presentation tool. Students create eBooks, podcasts, and presentations, and there were multiple research opportunities with focus on finding and citing credible sources.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Some supports are provided for ELL students, though materials have limited capacity for customization and modification. There is a lack of variation in ways to differentiate and support students, with a focus on leaning on home language and strategic student pairings.

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

Statements of appraisal and supporting evidence:

Students are given multiple opportunities to examine real world concepts, such as epidemics and recycling. The materials have students not only examine these issues, but also provide theoretical resolutions to these issues.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Students are guided towards seeing the positive impact historical movements such as the Harlem Renaissance have had on cultures in addition to their own. These readings and activities make students see that cultures influence each other in positive ways. However, the variety of cultural perspectives are limited in these materials; those present are important in their own regard. Units on the Harlem Renaissance and the Lost Boys of Sudan are engaging and their perspectives well covered in a stereotype-free, unbiased way. It will be dependent on the teacher to help students forge personal connections to the content. There are no texts from Hispanic or Native American authors in the 7th grade textbook.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

These modules encourage students to see themselves as global citizens. While the materials present cultural perspectives from a scientific and environmental standpoint in the epidemics and recycling units, the variety of cultures represented in the texts is lacking. Students are asked to reflect upon their own place in caring for the environment as well as their global footprint. Students are asked to see themselves from a global lens more than a cultural or demographic lens.

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 #: 25

Background and experience:

Reviewer 25 is an ELA department chair and an adjunct professor with 19 years of experience. They are the AP coordinator in their high school as well as the advisor for the National Honor Society. Reviewer 25 holds Bachelor's degrees in History/Political Science and Journalism and a Master's degree in English literature, as well as various certifications.

Professional summary of material:

The selected readings are high quality and engaging. The performance based assessments are interesting and informative. Students are asked to go outside of their comfort zones and learn how to work well collaboratively, which will help them immensely as they prepare for life outside of k-12. Supports for advanced and lower level students are not present, and supports for ELL students are minimal. Students may struggle to see themselves reflected within the topics, as they are more global as opposed to cultural. Overall, the pattern of each module makes it user-friendly for both staff and students, but untrained teachers may struggle at first to find supplementary materials. That being said, the units are creative and encourage student growth.

Reviewer #: 26

Background and experience:

Reviewer 26 is a teacher with 15 years of educational experience. She has been an elementary librarian, a middle school teacher, and a secondary English and Language Arts teacher and ELD program coordinator. She has taught in both large and small schools in Arizona and New Mexico from grades PreK-12th. She currently is a Professional Learning support specialist. Reviewer 26 has a bachelor's degree in English Education and a Level 3 New Mexico teaching license in English Language Arts, with endorsements in Reading, TESOL, and Library Media. She is also Nationally Board Certified in English Language Arts.

Professional summary of material:

Overall, I like the units of study, texts, activities, and assessments for this 7th grade textbook. The variety of units from the Harlem Renaissance to the Lost Boys of Sudan to Epidemics and Recycling are interesting, engaging, and expose students to time periods, content, and places students do not have much exposure to otherwise. The units are well structured where the anchor texts are supported with supplemental texts and activities that are scaffolded and which lead to an interesting performance task. Reading, writing, speaking, and listening are well supported throughout the modules. I do wish there was more of a focus on CLR, as the students of New Mexico may have a hard time seeing themselves in the texts of these modules. And while there is an excellent focus on vocabulary acquisition and development, there is little time spent on punctuation, grammar, or conventions, which leaves a lot to the teacher to figure out how to teach those standards to help students improve their writing. Lastly, while there is a good focus on ELL student accommodation in each lesson, there is little room for customization of content or alternative assessment for students who may need extra support in showing their learning.

Reviewer #: 27

Background and experience:

Reviewer 27: 11 year teacher with a Master's degree in TESOL and National Boards for Certified Teachers.

Professional summary of material:

The materials are high quality and engaging. Lessons build in intensity for all students to be able to comprehend in small pieces. The curriculum would be a great support for English Language Learners in the classroom as it seems to be specifically designed for such students.