

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	OUR EL GK LANG AND SKILLS SDNT	Publisher	Open Up Resources
SE ISBN	9781953454423	TE ISBN	9781953454416
SW ISBN		Grade Level/Content	Grade K 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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - The final score for the materials is averaged between the team of reviewers.					
				Average Score	
				90%	

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	<input checked="" type="checkbox"/>		Average Score
			95%

Materials take into account cultural perspectives.

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

There are many different anchor texts that depict children and adults from other cultures in a positive manner. Children are depicted working and playing with children from many different cultures. Stories include children from Japan, China, Australia, South America, and Africa. Multi-generational families and single parent families are also represented. Women of color are shown as positive role models for the students as depicted in a biographical representation of a woman from Kenya making a big difference in her community. The performance tasks included in different units allow students to share their background knowledge on multiple topics and provide student centered learning through a variety of instructional practices.

Materials include a culturally responsive lens.

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

Students are given the opportunity to demonstrate learning from multiple perspectives using the Universal Design for Learning included in each lesson. They provide ways to support multiple means of representation, multiple means of action and expression, and multiple means of engagement. The trade books used for close reading provide a culturally and linguistically diverse perspective on experiences.

Structured Literacy Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy. Those materials receiving a score of 90% or above on the structured literacy portion of the review are recognized as having high quality support for the components of structured literacy.

SL Recognized	<input checked="" type="checkbox"/>	Average Score
		97%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence (autofilled from Structured Literacy/ELA Content Appraisal tab):

The reading foundational skills block is based upon Ehri's phases of reading and spelling development, which are based in the science of reading. The skills block is laid out in cycles. Students are assessed using the benchmark assessment and placed in the cycle that will best meet their instructional needs. Each cycle includes five lessons with the exception of cycle 1 (ten lessons). The cycles are designed to teach reading foundational skills following a scope and sequence based on Ehri's phases. In kindergarten, the cycles do not have assessments until they reach Module 3 of the Reading foundational skills. The Modules contained in the teacher's guides cover the scientific understanding of the typical developmental progression of language skills and the relationship between the development of oral and written language skills. The introduction of the program/curriculum shows a chart with the literary structure of the program. It outlines the relationship between oral language and written language using explicit instruction.

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

Average Score

88%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Standards are clearly defined throughout the program and materials are aligned to meet the needs of kindergarten students. The teacher's guide for each module provides an overview of the lessons, standards, learning targets, assessments, and materials needed. Each lesson has specific detail about the standards that are covered in the lesson. It includes "I can" statements for the students' reference. Teacher Support Materials are clearly aligned to the standards as well. Each lesson supports the standards that are taught in the Modules and adds depth of understanding.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with the majority of the reading standards. The materials state the reading standards at the beginning of each lesson. They are evidenced throughout the teacher's guide in lesson overviews and stated in italicized red print for teachers to state each day in class as well as posting them in the classroom. There is a wide variety of reading activities included in the materials that reinforce the standards. Students are asked to name the author and illustrator and tell the role each has in making the book. They locate vocabulary words in context and add them to a word wall for reference. The students and teacher compare characters from texts to see how they change and how they are the same or different from other characters. The materials provide many opportunities and support for active engagement in reading and understanding high quality children's literature.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials highly align with the writing standards. Most lessons include writing standards and the materials state the writing standards at the beginning of the lesson. The standards are also woven throughout the performance tasks for each module. The writing standards build on each other as the students progress from drawing and dictation to responding to questions and using digital tools. Students are given many opportunities to participate in shared and independent writing experiences. They have many opportunities to write using different forms of writing such as narrative, stories and simple sentences. They also use computers to type their stories in digital format.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials highly align with the speaking and listening standards. Speaking and listening standards are clearly defined for each lesson. Students are given opportunities to ask and answer questions about texts, share opinions with a partner about their favorite toys, and describe settings in detail. They have the opportunity to share naming words for things in their home language if it is different from English. Role-playing is included in the modules as a form of retelling stories, giving all students the opportunity to be the voice of a character. Throughout all of these speaking opportunities, students are also practicing their listening skills. A speaking and listening protocol is part of their daily practice.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials partially align with the language standards. English Language standards expect students to learn grammar, syntax and vocabulary. The materials provide a variety of ways for students to accomplish this, including acting out definitions; describing object attributes; analyzing sentences using the Language Dive Guide; identifying key words; and discussing the meanings behind word endings.

Structured Literacy Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy.

Average Score

97%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence:

The reading foundational skills block is based upon Ehri's phases of reading and spelling development, which are based in the science of reading. The skills block is laid out in cycles. Students are assessed using the benchmark assessment and placed in the cycle that will best meet their instructional needs. Each cycle includes five lessons with the exception of cycle 1 (ten lessons). The cycles are designed to teach reading foundational skills following a scope and sequence based on Ehri's phases. In kindergarten, the cycles do not have assessments until they reach Module 3 of the Reading foundational skills. The Modules contained in the teacher's guides cover the scientific understanding of the typical developmental progression of language skills and the relationship between the development of oral and written language skills. The introduction of the program/curriculum shows a chart with the literary structure of the program. It outlines the relationship between oral language and written language using explicit instruction.

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

93%

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

Statements of appraisal and supporting evidence:

The modules and lessons in these materials are cumulative and build upon practices taught and further refined and developed through the year. As evidenced by the scope and sequence in the materials, they cover reading foundational skills, comprehension, writing, speaking and listening, and language standards. The lessons use an anchor text that is read aloud to students and studied for several lessons. Each day builds on the previous day's learning with the CCSS skills built into each lesson. At the end of each "Work Time" section in the daily lesson plans, several accommodations are listed to meet the needs of ELLs and lower performing students. "Skills Block" lessons include a "snapshot" assessment at the end of each lesson, similar to an exit ticket, measuring the daily learning target. The resource manual also has benchmark assessments that measure letter name and sound ID, phonological awareness, spelling skills, decoding skills, and fluency.

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 large variety of children's literature/trade books in the form of informational texts, narrative texts, and poetry. Many of the texts are by award-winning authors and notable publishing companies. The texts include both contemporary literature, such as *Weather* by Kristin Baird Rattini, and classics such as *The Snowy Day* by Ezra Jack Keats and *Brave Irene* by William Steig. All of the texts provided are used with intention and purpose throughout the different Kindergarten modules.

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 close read activities include many text-dependent questions that require textual evidence. The questions are well-sequenced and integrate the practice of skills such as finding the main idea, making inferences, and drawing conclusions. Students answer questions that require recall, analysis, and connections to previous learning and to their individual experiences. The integration of questioning through the close read-aloud activities support students in focusing on the details and deeper meaning of the text rather than just a general understanding and enjoyment of the story.

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

Statements of appraisal and supporting evidence:

The foundational reading skills blocks and the content-based literacy labs provide supports through whole group and small group instruction. Scaffolding and explicit instruction help students build on prior knowledge throughout the year. Sentence stems are provided to help struggling students put their thoughts into words. There are a variety of activities designed to support students in the acquisition of vocabulary and language. These include specific content and academic vocabulary instruction with opportunities to use the new words while working in whole group, small group, and partner activities, as well as within the shared writing context. Supports for ELLs and struggling students are built into every lesson, such as giving independent checklists with pictures and words, previewing questions that will be asked, prompting for previous experience and designated partner roles to provide a structure for students to discuss and share.

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

94%

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:

Materials are effectively aligned with the CCSS standards. Every module has an overview at the beginning that states the learning and purpose matched to the standards. The curriculum guide shows which standards will be taught in each module. Some standards are spiraled throughout several modules. The teaching notes at the beginning of each lesson state how this lesson will actively engage students, how it aligns with the standards, how it builds from previous lessons and what levels of support may be needed for some students. At the beginning of each lesson there are measurable learning targets for the lessons that correlate directly to the standards that will be taught in that lesson. The lessons allow for teacher planning with support for all students to be successful in mastering the standards.

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

Statements of appraisal and supporting evidence:

The lessons are well-designed and are clearly thought out with intentional sequencing. They allow for effective lesson pacing and provide learning progressions to show scope and sequence. However, the materials are not teacher-friendly and teachers must access multiple resources simultaneously in order to plan effectively. There are 8 teacher guides for 4 modules of tasks, 2 lab books, and 12 skills block manuals. In addition, there are the trade books that are used in the curriculum as well as any other supplemental books they recommend. The materials for the labs are not included, which would add even more to the materials.

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

Statements of appraisal and supporting evidence:

There are many opportunities within the materials for teachers to plan for all students to be successful in understanding the standards. At the beginning of the teacher's guide there is a curriculum map that shows scope and sequence for implementing the modules through the year. The module overview details the learning targets, performance tasks, assessments, recommended texts and materials for use during that particular module. Lessons state the standards, learning targets, ongoing assessments, vocabulary, materials, openings, work times, closings, and ways to meet student needs. The skills block foundational skills are in separate manuals, as well as the labs for each lesson in the modules. Due to the layout of the materials, teachers would need ample time to plan and organize the lessons since they are spread out amongst several books. Teachers would need time to prep the numerous anchor charts that scaffold the learning through the modules.

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

Statements of appraisal and supporting evidence:

The materials allow for multiple opportunities and resources to assess student progress on the standards. There are benchmark assessments, performance tasks, and unit assessments with the standards assessed and checklists for reading. In the reading foundations book, there are phonemic awareness assessments, spelling inventories, and checklists. These are given multiple times per year to assess student placement and growth.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

There are opportunities for technology and multimedia use within some lessons. These opportunities are linked in each lesson within the Technology & Multimedia box but aren't a key component for lesson delivery. The technology is limited to programs that the school already has at their disposal such as free video and audio recording apps, Google Docs, Microsoft Office, and other educational software that can be purchased but is not specifically linked to the program. There is an online support program, Kiddom, to go with the materials, but it wasn't available for the review.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Within the quality lessons, there are multiple opportunities to differentiate and support individual learners. It is noted at the beginning--areas where students may need additional support, how to support English Language Learners, and Universal Design for Learning. During the lessons, suggestions for lesson adjustments such as peer support, allowing flexibility, mini-lessons for unknown concepts, and daily review provide support to all learners. Modifications can be made during the lesson to meet the needs of varying levels and scaffold learners in the classroom.

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

Statements of appraisal and supporting evidence:

There are five sections built into each lesson: The Opening, Work Time A, Work Time B, Work Time C, and Closing and Assessment. At the end of each section there is a "Meeting Students' Needs" suggestion. These suggestions focus on how to build understanding for ELLs. Other supports are listed at the beginning of the lesson for other populations.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are many different anchor texts that depict children and adults from other cultures in a positive manner. Children are depicted working and playing with children from many different cultures. Stories include children from Japan, China, Australia, South America, and Africa. Multi-generational families and single parent families are also represented. Women of color are shown as positive role models for the students as depicted in a biographical representation of a woman from Kenya making a big difference in her community. The performance tasks included in different units allow students to share their background knowledge on multiple topics and provide student centered learning through a variety of instructional practices.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Students are given the opportunity to demonstrate learning from multiple perspectives using the Universal Design for Learning included in each lesson. They provide ways to support multiple means of representation, multiple means of action and expression, and multiple means of engagement. The trade books used for close reading provide a culturally and linguistically diverse perspective on experiences.

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 #: 37

Background and experience:

I am a Level 3 teacher and have been in education for 19 years. Most of my experience has been in DD-PreK-2nd Grade. I received my Master's Degree in 2017 in Educational Administration and spent two years as an Instructional Specialist at a 3rd-5th grade school. This year I moved to the Instruction department at central office as an ELA Content Specialist.

Professional summary of material:

I found the materials to be very detail-oriented and focused on supporting the science of reading as well as English Language Learners. There are many assessments and supports built into the program. Although the content was very good, the format of the materials made them difficult to navigate. There are several books for each module and you have to search for the pieces that go together. Anyone trying to use these materials may have a difficult time preparing and planning for lessons with so many places to search for materials. It would take someone very experienced with curriculum and standards to be able to navigate the materials as they are. If there isn't extensive training to go with these materials, it will not be implemented with fidelity.

Reviewer #: 38

Background and experience:

I am a Level 3 teacher with 33 years of experience in K-3. I have a master's degree in Reading: Curriculum and Instruction Design. I am currently teaching first grade in New Mexico.

Professional summary of material:

The curriculum is inclusive of all Common Core standards. The scope and sequence of the reading foundational skills is excellent and laid out in a format that is easy to follow and understand. The main curriculum is structured using the CCSS as its base. The narrative and informational texts that are used as anchors for the program are high quality and, when used as presented in the curriculum, very engaging for the students. The structure of the lessons with effective, scripted questions would be very helpful for a beginning teacher or a long-term sub. The only drawback is the organization of the teacher materials. With five books per module, it can be very cumbersome trying to find the different components of each lesson and may take more planning/prep time than most teachers are given.

Reviewer #: 39

Background and experience:

I am a Level 3 teacher with 15 years experience. I have taught elementary general and special education. I have also taught middle school and high school general and special education science. I am currently teaching first grade in NM.

Professional summary of material:

The materials have research-based content and instructional practices and hit the majority of the standards during a course of a traditional school year. The materials themselves contain a lot of great content, but are not user friendly. It would be challenging to implement them with fidelity given the limited amount of time teachers have to plan and prep. A new teacher may be motivated to spend the time to read through all the books, and the scripting would be helpful in guiding them as they learn. A teacher leader who has so many tasks placed on them does not have the time to go searching for things through 21 teacher guides/supporting materials, trade books, supplemental books, and prep the materials required to make this as meaningful as it needs to be. I love the embedded labs, but if materials are not included and ready to go it would make it very challenging for me to complete them every day.