

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 G1 LANG AND SKILLS SDNT	Publisher	Open Up Resources
SE ISBN	9781953454447	TE ISBN	9781953454430
SW ISBN		Grade Level/Content	Grade 1 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	
				91%	

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
				97%

Materials take into account cultural perspectives.

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

The first grade modules are based on science and social studies topics. They include a wide variety of informational texts. The literature texts include many different cultures living and working together. Different family dynamics are portrayed through the literature as well. Although the materials include many trade books that address diverse cultures from around the world, there is only one reference to a culture indigenous to New Mexico. The book Tools (Ann Morris) depicts a Navajo Jeweler using tools to make a bracelet. Teachers are instructed to "investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families.

Materials include a culturally responsive lens.

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

The close read-aloud guide of Summer Sun Risin' provides teacher notes, graphic organizers, and well-crafted questions that help students relate to the African-American culture and content appropriately. Students engage in a two-part performance task to create a magnificent thing (a product that fills a need in their classroom). They write a description of their creation, including what they created, why they created it, and how they used tools to create it. This allows them to focus on the society around them and help to fill a need.

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
				94%

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 research-based 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. 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

89%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials attend to the intent of the content contained in the standards for all students. Standards are explicitly taught in each of the lessons and embedded in science and social studies content. The reading instruction is divided into two learning blocks--the content block and the skills block. The implementation of these blocks creates a comprehensive reading program with high student engagement.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials focus heavily on reading informational texts and give less priority to reading literature. Standards for informational texts are fully met. Students have multiple opportunities to interact with text on a daily basis. These activities include think/pair/share, anchor charts, language dives, labs, role-playing, and many more.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Writing addresses the three main writing genres. The units/lessons have daily writing opportunities as well as performance tasks that are embedded at the end of each unit. Attention to grammar and syntax is given through the modules and the skills blocks. In each of the genres, students work through each step of the writing process.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials highly align to the speaking and listening standards. Students have daily opportunities to speak and listen to others. Sentence starters and conversation cues provide support for the reluctant speakers. There are many different protocols that learners can use. These include think/pair/share, partner supports, classroom discussion norms anchor charts, vocabulary anchor charts, and many others.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials partially align to the language standards. There are multiple language structures that are explicitly taught. More attention needs to be paid to specific writing conventions and grammar concepts. The program is strong in word relationships and word meanings. Language Dives are included in each module and allow students to use word wall cards to help with finding the meaning of a word.

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

94%

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 research-based 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. 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 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

98%

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. The modules measure comprehension skills in literature and informational texts and writing skills in both genres. Skills Block lessons include a "snapshot" assessment at the end of each lesson. This is similar to an exit ticket. It measures 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 and classics. All of the texts provided are used with intention and purpose throughout the different 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:

Students answer questions that require recall, analysis, and connections to previous learning and to their individual experiences. 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.

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

Statements of appraisal and supporting evidence:

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

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:

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.

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 sequence. They allow for effective lesson pacing and provide learning progressions to show scope and sequence. However, the materials aren't teacher-friendly and teachers must access multiple resources simultaneously in order to plan effectively. There are 8 teachers guides for 4 modules of tasks, 2 lab books, and 12 skills block manuals. In addition, there are 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 it isn'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 on which 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:

The first grade modules are based on science and social studies topics. They include a wide variety of informational texts. The literature texts include many different cultures living and working together. Different family dynamics are portrayed through the literature as well. Although the materials include many trade books that address diverse cultures from around the world, there is only one reference to a culture indigenous to New Mexico. The book *Tools* (Ann Morris) depicts a Navajo Jeweler using tools to make a bracelet. Teachers are instructed to "investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The close read-aloud guide of *Summer Sun Risin'* provides teacher notes, graphic organizers, and well-crafted questions that help students relate to the African-American culture and content appropriately. Students engage in a two-part performance task to create a magnificent thing (a product that fills a need in their classroom). They write a description of their creation, including what they created, why they created it, and how they used tools to create it. This allows them to focus on the society around them and help to fill a need.

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:

Open-UP resources is a very comprehensive, high quality curriculum. It has rigor and is mostly aligned to the CCSS standards. The materials follow structured literacy and includes the gradual release model in every lesson. In additions to this, it is culturally and linguistically relevant as well. The modules are aligned with science and social studies units so the students are taught standards across context. Although the materials are very content based, they can be hard to navigate for new users. Professional development would have to be planned to support implementation in classrooms.

Reviewer #: 38

Background and experience:

I am a level 3 teacher with 33 years of experience. I have been teaching K-3 in New Mexico all of those years. I have a master's degree in Reading: Curriculum Development. I currently teacher first grade.

Professional summary of material:

The Open-Up curriculum is high quality curriculum and meets NM standards in almost all aspects of reading and language instruction. It seamlessly integrates science and social studies into the ELA instruction. This helps teachers to meet not only the ELA standards, but the science and social studies standards at the same time. The lessons provide hands-on/active learning activities that help all students in the acquisition of reading and language proficiency. 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 level 3 teacher with 15 years experience. My master's degree is in science education. I have taught elementary general and special education as well as middle and high school special education science. I currently teach first grade in NM.

Professional summary of material:

This high quality curriculum includes a two hour content block that embeds labs into that time and the one hour skills block that seems to address almost all standards. The weakest area is with the language standards. The trade books that are included provide a wide variety of informational text. The literature that is included is content-rich for the close reads and language dives. Lessons use a lot of solid instructional practices and allow for students to talk, move, and collaborate in many ways. The amount of teachers guides and and supporting materials would make planning and implementing effectively a time consuming task.