

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 G2 LANG AND SKILLS SDNT	Publisher	Open Up Resources
SE ISBN	9781953454461	TE ISBN	9781953454454
SW ISBN		Grade Level/Content	Grade 2 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

95%

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

98%

Materials take into account cultural perspectives.

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

The second 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. Teachers are instructed to "investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families". The teaching notes in the labs talk about setting the stage for new learning. This includes introducing students to various members of a school community, showing students being productive members of their community, and celebrating the differences people have in their physical appearance.

Materials include a culturally responsive lens.

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

The materials address multiple cultures throughout the world. The study of Off to Class: Incredible and Unusual Schools Around the World provides students with the opportunity to see how schools work from the perspective of children around the world. Students create an informational book titled "The Most Important Thing about Schools." Using information from whole class and small group research, they write and compile a book that compares and contrasts their own school with a school from another country. Through their writing, they reflect on their own school experiences and those of other children.

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
		99%

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. 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

94%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials are aligned with ELA standards and are explicitly taught throughout the modules. The modules focus more on the informational standards than the literature standards. Within the modules, there is evidence of spiraling standards and students are engaged in learning for mastery of most standards. The materials are set up with two learning blocks, the content block and the skills block. The content block focuses on the RL, RI and W standards whereas the Skills Block focuses on the RF standards. Language standards are included in the content and skills block, but evidence of the conventions of standards of English being taught is lacking.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials are aligned to the reading standards. Science and social studies standards are heavily embedded in the modules, creating more opportunities to engage with informational texts and standards. Student engagement with the reading standards is evident in the modules through opportunities to ask and answer questions about the text; collaboration with peers; and completing performance tasks to show mastery of the standards in the module.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The writing standards are evident in the materials. Each module focuses on a different writing genre, as is evident in the performance tasks at the end of the unit. Students have opportunities to explore different writing modalities through videobooks, painting, drawing and creating presentations on different topics. They are expected to reflect on their own work and critique the work of other students. They revise their work based on both peer and teacher reviews.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Speaking and listening standards are very evident in the materials through modeling and protocols like think-pair-share; language dives; back-to-back, front-to-front; conversation cues; sentence starters; anchor charts; and other visual supports. Each module also includes extensive support for ELLs as well as other students who may need additional support.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Language standards are generally taught as embedded skills within the modules. Vocabulary acquisition standards are extensively covered in the materials. These standards include using context clues, learning shades of meaning, and parts of speech. The materials lack an emphasis on teaching conventions of standard English

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

99%

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. 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

99%

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. 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. Assessments are woven into the curriculum in the Modules and the Reading Foundation Skills Block lessons. Skills Block lessons include a "snapshot" assessment at the end of each lesson. This is similar to an exit ticket and 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 second grade 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-aloud guides included in each module/unit provide text-dependent questions and tasks that require use of textual evidence. Students are required to identify the main topic and retell key details, describe the connection between two pieces of information in the text, and use the illustrations and details in the text to describe its key ideas. They are also required to make inferences and draw conclusions using the information given and their background knowledge.

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. 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

96%

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 objectives 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. 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 sequence. They allow for effective lesson pacing and provide learning progressions to show scope and sequence. Lessons state the standards, learning targets, ongoing assessments, vocabulary, materials, openings, work times, closings, and ways to meet students' needs. However, teachers must access multiple resources simultaneously in order to plan effectively. There are 8 teacher's guides for 4 modules of tasks, 2 lab books, and 12 skills block manuals. There are also the trade books that are used in the curriculum as well as any other supplemental book they recommend. The materials for the labs are not included; having them 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 the scope and sequence for implementing the modules throughout the year. The module overview details the learning targets, performance tasks, assessments, recommended texts and materials for use during that particular module. 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. Noted at the beginning are 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. There is also a section, "Community, Experts, Fieldwork, Service, and Extensions". It talks about ways you can incorporate other opportunities to learn about the module.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The second 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. Teachers are instructed to "investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families". The teaching notes in the labs talk about setting the stage for new learning. This includes introducing students to various members of a school community, showing students being productive members of their community, and celebrating the differences people have in their physical appearance.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials address multiple cultures throughout the world. The study of *Off to Class: Incredible and Unusual Schools Around the World* provides students with the opportunity to see how schools work from the perspective of children around the world. Students create an informational book titled "The Most Important Thing about Schools." Using information from whole class and small group research, they write and compile a book that compares and contrasts their own school with a school from another country. Through their writing, they reflect on their own school experiences and those of other children.

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 teaching 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:

The Open-Up program is a high-quality, standards based curriculum. Included in the curriculum are a content block, reading foundations block, learning labs, and ongoing assessment. Standards are explicitly taught and spiraled throughout the four modules using the "I do, we do, you do" model of gradual release. There is strong evidence of structured literacy as well as cultural and linguistic responsiveness in all modules. The modules have extensive support embedded in them for scaffolding and intervention for ELL students and students who need additional support. In addition to being jam packed with these criteria, Open-Up resources also emphasize science and social studies standards. They include high-quality, diverse texts to support the learning in each of the modules.

Reviewer #: 38

Background and experience:

I am a Level 3 teacher with 33 years of experience in grades K-3. I have a Master's degree in Reading Curriculum Development. I currently teach first grade in NM.

Professional summary of material:

The Open-Up curriculum is high quality instructional material that meets NM standards in all aspects of reading and language instruction. It seamlessly integrates science and social studies into the ELA instruction. The lessons provide hands-on/active learning activities that help all students in the acquisition of reading and language proficiency. It provides supports for all levels of learners, with special emphasis on the language needs of ELL students.

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 Open-Up curriculum is a high quality instructional program that meets the required ELA standards and embeds science and social studies within the two-hour content and one-hour foundations blocks. The materials provide hands-on learning experiences for students that are culturally relevant and modifications to diversify meeting the needs of all learners. The teacher's guides are not as user-friendly as other materials, but when provided the time to review them, there is a lot of good content in them. The culminating performance tasks at the end of a module allow students to take the skills and apply them to real world situations.