

**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 G3 LANG ART SDNT COURSE	Publisher	Open Up Resources
SE ISBN	9781683623762	TE ISBN	9781643112954
SW ISBN		Grade Level/Content	Grade 3 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**

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**



**Average Score**

99%

Materials take into account cultural perspectives.

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

The variety of literature selections reflects a strong cultural awareness and perspective in a variety of cultures. Examples are Nasreen's Secret School, a nonfiction story from Afghanistan; Waiting for Biblioburro, a story from Columbia; Rain School, about an African school; My Librarian is a Camel-how books are brought to children from all around the world. In the assessment section, there are unfamiliar texts which also provide a cultural connection for students to demonstrate their understanding of what was taught. The curriculum is very strong in providing materials that take into account many cultural perspectives.

Materials include a culturally responsive lens.

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

Throughout the curriculum, there is a connection to habits of behavior and a focus to social emotional learning. There is a strong focus on becoming ethical people and students work on this by keeping an ongoing graphic organizer. Some of the Social Emotional Learning tips include building background opportunities, habits of character, and ability to see multiple points of view from different perspectives. In every unit there are opportunities to make connections within the community and create an equitable environment with experts in the field and suggestions for field and service work extensions. Within the Teacher's Guide, there is guidance for the teachers to consider whether any students may be sensitive to the module guiding questions based on cultural background and family history. Students reflect on the module Guiding Questions with their families. which demonstrates the inclusion of a culturally responsive lens.

**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:*

Throughout the curriculum, there is explicit instruction with opportunities for students to practice collaboratively and independently for all CCSS standards. There are multiple opportunities to assess learning using daily exit tickets, formative and summative assessments, and performance tasks embedded in each unit. There are opportunities for students to monitor their understanding through self-assessments in reading, writing, and language. The content objectives are provided for each lesson and they align with the targeted CCSS standards.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials highly align with the reading standards. They are addressed using close reading strategies and notecatchers throughout the curriculum. Strengths are the use of text dependent questions and opportunities to provide text evidence to support thinking. There is an appropriate variety of genres of complex text that are grade level appropriate and high interest. Lesson activities are presented in a workshop format with lots opportunities for collaborative conversations and writing about reading.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials highly align with the writing standards. They present a variety of opportunities for students to engage in the writing standards. Examples of writing activities include using graphic organizers for planning, collecting text evidence and details, and making connections through writing. Students work toward culminating writing tasks in each unit. Writers go through the writing process from drafting to publishing and are provided with checklists and rubrics for each genre. There are multiple opportunities for goal setting and peer review. Technology connections are recommended but not required to complete units (example: Google word documents).

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

Materials highly align with the listening and speaking standards. Throughout the curriculum, students are provided with accountable talk stems for productive discourse (i.e., Discussion Norms). There is a focus on collaboration and community within each lesson. Collaboration structures, such as Think-Pair-Share, and variations, such as Think-Triad-Share protocol, are implemented throughout the units. The Language Dives include a lot of oral language practice and sheltered instructional approaches. There were multiple opportunities for student presentations and providing classmates with feedback.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Materials partially align with the language standards. There are explicit instruction and practice opportunities for practice within each standard, particularly in the additional language instructional block. Within the language block, it follows a two week cycle where there is a small group, independent practice, and skill work. The focus is on fluency, language skills, word study and vocabulary.

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

*Statements of appraisal and supporting evidence:*

In the Additional Language and Literacy Block, there is a clear layout of the instructional sequence and format for cumulative instruction. This includes following a two-week cycle with one week focusing on reading and one week focusing on writing. Writing follows the procedure of having an explicit lesson followed by application of the practice. The foundational skills of word study, vocabulary, and language are applied throughout the text so students can make connections to the text.

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:*

Materials are of high quality and grade level appropriate as well as of high interest for students. Supporting texts include poetry, articles, and reading passages, in both fiction and nonfiction. A range of lexile levels for required texts supports students at different reading levels and allows for differentiation of instruction to meet the needs of the students.

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 questions found in the materials show a consistent pattern of text-dependent and text-specific questions requiring students to refer back to the text and provide evidence to support their answers. This is a consistent pattern in the formative and summative assessments as well as in the direct instruction throughout each lesson. The average DOK of the text dependent questions is at a level three, which encourages students to infer and synthesize and gain a deeper level of understanding.

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

*Statements of appraisal and supporting evidence:*

Within each lesson there are scaffolding strategies provided to differentiate the instruction for students requiring additional support. The materials include language dives and conversation cues. The language dives include word and paragraph chunks to scaffold students needing more support with the text. The conversation cues provide sentence frames and sentence starters to initiate discussion. Throughout lessons, there are different levels of support including light, heavier, and extension strategies to help teachers fill conceptual gaps.

**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 display evidence of being coherent and consistent with the standards. The curriculum map illustrates the units in which each standard is addressed. All standards are addressed at least once in the curriculum. In the Unit-at-a-Glance section, all standards are related to the lesson being taught. The assessment overview shows the scope and sequence of formative tasks as well as mid- and end-of-unit assessments. With all standards being addressed, students have the opportunity to prepare for further educational experiences.

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

*Statements of appraisal and supporting evidence:*

The pacing of the lessons allows sufficient time to complete tasks. Backward design is evident, and the progression of lessons allows students to be successful in unit and ongoing assessments. Student materials contain a consistent variety of graphic organizers, which can easily be modified to support the pacing of the content and address the needs of all students.

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

*Statements of appraisal and supporting evidence:*

Materials such as the teacher's guide provide content and language objectives within each lesson, supporting teacher planning and understanding of the standards. Every lesson contains four parts: the opening (introduction of the topic and learning objectives), work time, closing and assessment time (collaborative discussion), and homework time, which is tied to the learning. Strengths found within the materials include clear learning targets, ongoing assessment, and differentiation strategies for all students.

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

*Statements of appraisal and supporting evidence:*

There are a variety of tools provided within the materials to support a collection of ongoing data about student progress on the standards. Some of the tools included in the Teacher's Guide include a variety of rubrics and checklists for writing, collaborative discussion rubrics and checklists, phonics and word recognition checklists, and fluency checklists. The formative and summative assessments are found within the Teacher Supporting Manuals and scoring exemplars are included with each of the assessments as a reference for teachers to track students' progress on the standards.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

The materials offer ideas to support student learning using technology. Every lesson contains recommendations for ideas of how technology and multimedia resources can be utilized within the lesson. Some of the recommendations include referencing specific websites for student research, accessing tools such as Google Docs, accessing Prezi for multimedia presentations, and completing a PSA using technology. Other features that are utilized with technology address meeting students needs such as the text to speech option for the students needing additional support.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Materials can be customized for different populations. Some examples include more language development and student supports such as sentence frames, sheltered language approaches, vocabulary supports, and technology opportunities. Social Emotional Learning tips include building background opportunities, habits of character, and being able to see multiple points of view from different perspectives. All of the materials can be customized for individual learners.

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

*Statements of appraisal and supporting evidence:*

Students are provided with opportunities and support to explore key concepts by utilizing the materials in the curriculum. Examples of engaging materials include graphic organizers and anchor charts. The graphic organizers are highly adaptable and allow for multiple entry points so that all students can participate in the lesson. Many of the tools include images and additional prompts to activate engagement among the students.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The variety of literature selections reflects a strong cultural awareness and perspective in a variety of cultures. Examples are Nasreen's Secret School, a nonfiction story from Afghanistan; Waiting for Biblioburro, a story from Columbia; Rain School, about an African school; My Librarian is a Camel-how books are brought to children from all around the world. In the assessment section, there are unfamiliar texts which also provide a cultural connection for students to demonstrate their understanding of what was taught. The curriculum is very strong in providing materials that take into account many cultural perspectives.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Throughout the curriculum, there is a connection to habits of behavior and a focus to social emotional learning. There is a strong focus on becoming ethical people and students work on this by keeping an ongoing graphic organizer. Some of the Social Emotional Learning tips include building background opportunities, habits of character, and ability to see multiple points of view from different perspectives. In every unit there are opportunities to make connections within the community and create an equitable environment with experts in the field and suggestions for field and service work extensions. Within the Teacher's Guide, there is guidance for the teachers to consider whether any students may be sensitive to the module guiding questions based on cultural background and family history. Students reflect on the module Guiding Questions with their families. which demonstrates the inclusion of a culturally responsive 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 #: 40

*Background and experience:*

I have 13 years of classroom experience teaching 1st, 3rd, 4th, and 5th grades. I have been a district level ELA / Science Content Specialist, and Teacher Development Consultant for the past 10 years. I am a level III educator in New Mexico and have a TESOL endorsement. I am a National Board Certified Educator with a focus on Literacy Reading and Language Arts. At the district level I provide teachers with training on Structured Literacy and Best Practices for classroom instruction.

*Professional summary of material:*

The strengths of this curriculum are its alignment to CCSS and the explicit instructional elements from Structured Literacy and culturally diverse materials. The curriculum is full of engaging text and teaching opportunities. I also appreciate the connection throughout the curriculum for the reading and writing. There is a variety of assessment including daily exit tickets, progress monitoring, Mid and End of Unit Assessments and informal checklists throughout. The 3rd grade curriculum is cumbersome to navigate. While the elements of the lessons meet the standards, the teacher directions and reference material is disjointed, requiring teachers to go to multiple resources and read chunks of text to get a clear picture of the lesson and structure of the program. In short, teachers will need to be able to have considerable prep-time in order to prepare for daily instruction.

Reviewer #: 41

*Background and experience:*

As an educator in New Mexico, my professional experience includes teaching 3rd grade for 5 years on the Navajo reservation, serving as a site coordinator for the 21st Century After School program, and serving as the school SEL leader. My educational background includes a B. A. in Communication Studies from East Stroudsburg University of Pennsylvania and a M.ED degree from Mansfield University in Pennsylvania. I am a Level II educator in New Mexico and have a TESOL endorsement.

*Professional summary of material:*

While reviewing the 3rd grade ELA curriculum, I noticed strengths and weaknesses with the materials. One strength about the materials is the high quality of recommended texts. The texts include a variety of cultural perspectives, which I believe to be an important aspect of providing an equitable education for all students. Another strength is that there are a large amount of resources available for the teachers to utilize in the instruction. A weakness with the materials is the layout and organization of the material for teacher use. As a busy classroom teacher, it is essential to have a curriculum that is easy to use and does not require hours of "digging" to obtain the necessary materials. Even though there is a wealth of information included in this curriculum, I do not feel that it would be a useful curriculum in the classroom.

Reviewer #: P42

*Background and experience:*

I am a level III educator with 25 years of teaching experience ranges from teaching 1st grade to 6th grade. I have taught two years as a bilingual partner in a dual language setting. I earned a MA of Curriculum and Instruction from NMSU and have a TESOL endorsement. I have served as a NM Teacher Liaison for 3 years.

*Professional summary of material:*

There is a selection of high quality texts that support all student learning in meeting the standards for college preparedness. There is a strong connection between cultural perspectives and building habits of becoming ethical people. Many opportunities for students to reflect, set goals, and monitor their own learning exist throughout the lessons and units. Teacher supports include lessons that specifically identify the learning target, point to highlight in the instruction, discussion procedures (anchor charts, accountable talk, conversation cues), informal assessment tasks, and especially a section in each lesson on how to specifically address students' needs. Student Performance tasks and assessment are strongly tied to the lessons. Overall, the content is excellent. An area of consideration is teacher access to resources in planning and preparation of resources. I found it very difficult to locate specific resources from the Teacher's Guide to the Teacher Supporting Materials to the Additional Language and Literacy Block and to the Student Homework.