

**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 G5 LANG ART SDNT COURSE | Publisher           | Open Up Resources |
| SE ISBN    | 9781683623786                  | TE ISBN             | 9781643112978     |
| SW ISBN    |                                | Grade Level/Content | Grade 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**

98%

**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):*

There is a variety of literature selections, which reflects strong cultural awareness and perspectives. Two of the modules are focused on social studies topics, addressing human rights and athlete leaders of social change. There are opportunities within these units to empower students to make text-to-self connections, use background knowledge, and reflect on self-identity. In the assessment section, there are unfamiliar texts that also provide a cultural connection for students to demonstrate their understanding. The curriculum provides many 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):*

Habits of behavior and a social emotional learning are at the center of the curriculum. There is a strong focus on becoming ethical people. Some of the Social Emotional Learning tips include building background opportunities, habits of character, and the ability to see multiple points of view from different perspectives. In every unit, there are opportunities to make connections with community experts. Within the Teacher's Guide, there is guidance for the teachers to consider whether any students may be sensitive to the module and 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

97%

Materials align with grade level ELA standards overall.

*Statements of appraisal and supporting evidence:*

Throughout the curriculum there is an explicit instruction model, 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. Scoring rubrics and teacher exemplars are available for teacher use in assessing students' understanding. The content objectives are provided for each lesson and they align with the targeted CCSS standards being taught. Student and teacher resources are primarily found in Unit One and the other units refer back to the available resources.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The CCSS Reading Standards 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 a good variety of genres of complex text that are grade-level appropriate and high-interest. Lesson activities are presented in a workshop format, with many opportunities for collaborative conversations and writing about reading.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials present a variety of opportunities for students to engage in writing activities both formally and informally. Examples of the 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 is highly integrated in this curriculum with research links to videos, research text, creation of an ebook, and performance elements built in to each unit.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

Students are provided with accountable talk stems for productive discourse (example, Discussion Norms) throughout the curriculum. There is a focus on collaboration and community within each lesson. Collaboration structures, such as think-pair-share, and variations, such as the think-triad-share protocol, are implemented throughout the units. The Language Dives include oral language practice and sheltered instructional approaches. There are multiple opportunities for student presentations and to provide classmates with feedback.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Materials align with the majority of the language standards. There are explicit instruction and practice opportunities within each standard, particularly in the additional language instructional block. The language block follows a two week cycle where there is 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

100%

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. The students have the opportunity to practice foundational skills through guided reading with a close reading lesson, reading independently, and practicing fluency. Writing follows the procedure of having an explicit lesson followed by application of the practice. The foundational skills of word study, vocabulary, and language keep students connecting with texts.

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 are high-quality, grade-level appropriate, and high interest for students. Supporting texts include monologues, newspaper articles, and fiction and nonfiction reading passages. A range of Lexile levels for required texts support students at different reading levels and allow for differentiation of instruction to meet the needs of the students and enhance the required trade books. Example texts: *Esperanza Rising, The Most Beautiful Roof in the World, Promises to Keep, The Great Kapok Tree, Seeds of Change, Eight Days-A Story of Haiti, A Life Like Mine, and Excerpts from The Universal Declaration of Human Rights.*

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 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 pattern is consistent 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, infer and synthesize.

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 for initiating discussions. Each lesson highlights the different levels of support including light, heavier, and extension strategies and ways for teachers to 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

99%

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. One example is the curriculum map, illustrating 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. 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. Each lesson includes an opening, work time, closing and assessment, and homework. 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 meet 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, which support 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 the identification of learning targets, ongoing assessments for each lesson, and differentiation strategies for all students. Also, the unit overview for each daily lesson is an invaluable tool to use for teacher planning.

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 ongoing collection of 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:*

Technology is highly integrated in this curriculum with research links to videos, research text, creation of an ebook, and performance elements built in to each unit. Throughout the unit, there are multimedia connections and links for using technology and multimedia resources 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 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. The curriculum is designed to have 8 research-based elements within each lesson to support English Language Learners. The 8 elements include language dives, conversation cues, diversity and inclusion (building background knowledge), strategic grouping, multiple modes/intelligences, vocabulary/phrases in context, language usage, and levels of support. Social Emotional Learning tips include building background opportunities, habits of character, and practicing seeing different perspectives. Teacher opportunities for differentiation are found in scaffolding strategies instead of being built into the materials.

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. The design of the anchor charts within the lessons are engaging for the students as they can be created together with the teacher and students and customized for individual learners. 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:*

There is a variety of literature selections, which reflects strong cultural awareness and perspectives. Two of the modules are focused on social studies topics, addressing human rights and athlete leaders of social change. There are opportunities within these units to empower students to make text-to-self connections, use background knowledge, and reflect on self-identity. In the assessment section, there are unfamiliar texts that also provide a cultural connection for students to demonstrate their understanding. The curriculum provides many materials that take into account many cultural perspectives.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Habits of behavior and a social emotional learning are at the center of the curriculum. There is a strong focus on becoming ethical people. Some of the Social Emotional Learning tips include building background opportunities, habits of character, and the ability to see multiple points of view from different perspectives. In every unit, there are opportunities to make connections with community experts. Within the Teacher's Guide, there is guidance for the teachers to consider whether any students may be sensitive to the module and 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 texts; teaching opportunities; engaging texts; and cross curricular teaching opportunities to science and social studies. I appreciate the connection throughout the curriculum of the reading and writing tasks, allowing students to demonstrate proficiency in content knowledge. There is a variety of assessment opportunities, including daily exit tickets, progress monitoring, mid- and end-of-unit assessments and informal checklists throughout. The 5th grade curriculum is a bit cumbersome to navigate. While the elements of the lessons met the standards and had good coherence, the teacher directions and reference materials are 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 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 PAX partner and SEL leader. My educational background includes a B.A. in Communication Studies and a M.ED degree. I am a Level II educator in New Mexico and have a TESOL endorsement.

*Professional summary of material:*

While reviewing the 5th grade ELA curriculum, I noticed strengths and weaknesses with the materials. One strength in 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. The layout and organization of the material for teacher use is a challenge. 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. There is a wealth of information included in this curriculum, and I feel that it would be a quality curriculum to use in the classroom.

Reviewer #: 42

*Background and experience:*

I am a level III educator with 25 years of teaching experience ranging from 1st grade to 6th grade. Two of these years were in a dual language setting. I earned an MA from NMSU in Curriculum and Instruction with a TESOL endorsement.

*Professional summary of material:*

In reviewing the 5th grade Language Art materials and curriculum guides for EL Education, I do believe that there is a strong and varied selection of quality texts that support all student learning and meeting the required standards. 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 targets, points to highlight in the instruction, discussion procedures, and addressing student needs. Unit performance tasks and assessments are all strongly tied to instruction. Overall, the content of this curriculum is strong. I do believe that supporting student fluency skills for this grade needs more development within the units and in the All Block resources.