

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
6-8 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 G6 LANG ART SDNT COURSE	Publisher	Open Up Resources
SE ISBN	9781643119410	TE ISBN	9781643119380
SW ISBN		Grade Level/Content	ELA Grade 6

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

85%

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

85%

Materials take into account cultural perspectives.

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

Materials show an attempt to convey multiple cultural perspectives from the literary and informational text selection showcasing ethnicity and gender. Each anchor text has multiple paired-texts in different modalities (i.e. picture book, audio book, speech, video, photographs etc.) which is related to cultural perspectives of the anchor texts.

Materials include a culturally responsive lens.

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

Materials often encourage students to make connections to a focus figure within the text and discuss how they can relate this person's experience to their personal lives. Each unit focuses on specific "habits of character" (i.e. empathy) and "social-emotional learning" traits. Through these focuses, students are encouraged to reflect on how the targeted habits and traits are reflected in their own lives and societies. In Module 4 Unit 2, for example, students reflect on the concepts of poverty and perseverance, and using the anchor text "Hidden Figures," attempt to embody remarkable accomplishments in their own lives.

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

Average Score

81%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials address the CCSS ELA reading, writing, speaking, listening and language standards. The teacher guide and supporting materials provide scaffolding for standard expectations. Learning targets are stated for units and lessons. These learning targets are addressed during reading, writing, language, and speaking and listening instruction. The teacher is provided with text dependent guiding questions to support instruction and collaborative conversations. Supporting materials, including the support for English Language Learners, provide strategies and supports for varied levels of learners.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The reading standards are generally reflected in the materials and focus on the prevalent plot elements such as theme, POV, character and setting, and how the author conveys these elements through particular details in the text. When working with informational texts, the curriculum requires students to examine topics from multiple perspectives, aligning with grade level RI standards. Figurative language, connotative language, domain specific language and the impact of word choice on tone are presented in Language Dives and are integrated into modules and units of the curriculum using the grade level texts that students are reading.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials provide opportunities for students to write in a variety of text structures. This is highly evident in their Entrance Ticket, QuickWrite, Constructed Response, Exit Ticket and Culminating Writing Tasks that include writing checklists, goal setting, and self-reflection. "Extended" writing tasks focus on narrative writing, compare and contrast writing, problem-solution writing, argumentative writing and informative writing. Writing tasks include cross curricular work such as Mythology, Science and History. Students are supported with graphic organizers and sentence frames. Writing instruction includes models of writing samples, as well as peer and adult conversation related to writing. Curriculum does not have instruction regarding specific writing skills, including word choice and narrative sequence. There are activities that teach students to avoid plagiarism and evaluate the credibility of a source, but there is no opportunity to embed in-text citation.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials include opportunities to participate in pairs, small group and whole group text-based discussions. There are graphic organizers to help students prepare for the tasks. Students are provided with opportunity to deliver presentations using their student-selected platforms.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Students learn the language standards through the use of Language Dives in every unit in every module and unit. Students are supported in acquiring language skills through sentence frames and sentence strips. Students acquire academic and domain-specific vocabulary words through the use of context clues, unlocking connotative meaning, use of grade level affixes and roots and predetermination of words using the dictionary. The skills taught in the Language Devices are connected with the text studied in the modules and units.

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

90%

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 content in the reading selections exposes students to real-world issues and reveals patterns of society, creating opportunities for rigorous discussion and writing tasks that build knowledge surrounding a certain topic. The selections are free from stereotypes and bias that create a safe learning environment for all ideas to be shared and heard. The diversity of topics reaches a wide-range of students' interests, enhancing engagement in the classroom.

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:

Effective questioning techniques invite students back into the text to find supporting details as evidence to support their analysis. Students interact with the text with multiple-choice, short-responses, oral-responses, graphic organizers, and culminating activities. There is level of rigor based on the Bloom's Taxonomy and evidence of a logical progression of questioning. Routine structures allow text-dependent questioning throughout each unit of each module.

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

Statements of appraisal and supporting evidence:

Scaffolding activities occur in an effective pattern throughout the modules in the progression of formative to summative tasks. Repeated scaffolds reinforce student expectations across units, promoting students' academic progress. There are alternative lessons and modified lessons that support English Language Learners. Teachers are provided with suggestions for accommodating the needs of all students through differentiated instruction. To conceptualize student learning, students are presented with an exemplar model of the expected task and an outline that guides them to achieve the same outcome.

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

92%

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 cover the full intent of grade-specific standards for all students, including ELLs and advanced learners. Materials provide a collective list of the reading, writing, listening and speaking, and language standards that will be covered in each module. Alongside the list of standards, materials provide a collective list of lessons for every unit in each module. Each lesson has an organized flow of the unit that lists the focus standards, supporting standards, ongoing assessments, opportunities to extend learning, collaborative activities, technology and multimedia integration, vocabulary, and work time for homework. Finally, the curriculum map includes lists of lessons and activities across modules and units in various texts.

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

Statements of appraisal and supporting evidence:

The materials provide a detailed overview for each unit of study that helps the teacher pace instruction appropriately. In this overview, teachers can see the progression of skills as expressed in the daily learning targets and ongoing assessments. The outline provides a well-crafted sequence of instruction in the daily lessons (opening, work time, closing and assessment, and homework) and in the unit as a whole. Each lesson starts with a collective list of the standards, supporting standards, daily objectives, and assessments. Then, each lesson outlines a flow of instruction, opportunities to extend learning for higher-achieving students, and suggestions for how the teacher can support all students including ELLs and struggling readers. Most lessons contain daily language objectives for students with differentiated instruction opportunities within the "Opportunities to Extend Learning" section or "Support All Students" section of the lesson plan. The structure of the lessons, language dives, quickwrites, and checklists maintain the same visual layout throughout each unit and lesson, creating consistent routine in instruction.

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

Statements of appraisal and supporting evidence:

At the end of each lesson, materials give educators guidance on how to adequately prepare for the following day's lesson either through reading an excerpt of a text, posting learning goals, preparing copies, etc. Within each lesson, educators are guided on how to implement certain strategies to help students' academic development through guided questions, strategic grouping and gist. For every lesson, there are explicitly stated standards that communicate the learning targets. For each of those standards, the materials show examples of how these standards unfold in the lesson.

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

Statements of appraisal and supporting evidence:

At the end of every unit, there is a standard-based reflection that provides an opportunity for teachers to give intentional feedback to students. Students explain the progress they have made toward particular learning goals. Throughout the modules, consistent formative and summative assessments allow teachers to keep track of the progress of the students.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

At the beginning of each module, there is a section that outlines opportunities for digital learning. It clearly states the digital tool, the purpose of the tool, the suggested use of the tool, and the website where the teacher can locate the digital resource.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Although the performance task in each module focuses on a set piece of direction, there are a few items students can customize as they aim to complete their assessment (i.e. working in partners). These options give students a sense of freedom as they maneuver through tasks, but also allow students to meet the target goals in ways that align with their special learning needs

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

Statements of appraisal and supporting evidence:

The materials come with booklets that give alternative lessons and activities for ELLs. Additionally, each lesson consists of a section titled "Support All Students," which includes all learners, not just ELLs. Within this section, there are differentiated versions of questions that teachers can ask based on the students' progress or learning needs.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials show an attempt to convey multiple cultural perspectives from the literary and informational text selection showcasing ethnicity and gender. Each anchor text has multiple paired-texts in different modalities (i.e. picture book, audio book, speech, video, photographs etc.) which is related to cultural perspectives of the anchor texts.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials often encourage students to make connections to a focus figure within the text and discuss how they can relate this person's experience to their personal lives. Each unit focuses on specific "habits of character" (i.e. empathy) and "social-emotional learning" traits. Through these focuses, students are encouraged to reflect on how the targeted habits and traits are reflected in their own lives and societies. In Module 4 Unit 2, for example, students reflect on the concepts of poverty and perseverance, and using the anchor text "Hidden Figures," attempt to embody remarkable accomplishments in their own lives.

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 #: 43

Background and experience:

I am a Level-III ELA teacher with 10 years teaching experience. I have a BA in Secondary Education, majoring in English, and a Master's degree in Communications. Currently, I am teaching English Language Arts to sixth through eighth grade middle school students on the reservation.

Professional summary of material:

The curriculum as a whole shows an attempt to target the ELA standards. Each lesson in the module has an organized routine exhibiting the list of the focus standards, supporting standards, ongoing assessments, opportunities to extend learning, collaborative activities, technology and multimedia integration, vocabulary building, work time, and homework support for families. There are scaffolding activities that follow an effective pattern throughout the student workbook. The selection of texts exposes students to real-world issues and reveals patterns of society. This provides opportunities for rigorous discussion and writing tasks that build knowledge surrounding a particular topic. There is consistent data collection of students' progress through the myriad of question formats, graphic organizers, and a culminating activity that consistently occurs in every lesson across four modules. However, there is a limited opportunity to showcase multiple cultural perspectives as the anchor texts are limited mainly to Greek Mythology, African, African-American, and Native American informational and literary reading materials. There is no evidence of poetry and drama selections incorporated in the curriculum. Furthermore, although the learning targets are explicitly stated for each unit or lesson, they are not evident in the design of the instruction as the teacher guide materials often lack concrete connections between the standard expectations and outline of instructions. Thus, teachers are referred to multiple materials in order to grasp the specific and detailed flow of the lesson, which is time-consuming and makes the teacher guide less effective.

Reviewer #: 44

Background and experience:

I have been a high school ELA teacher for 27 years in New Mexico public schools. I have taught all grade levels in high school including 9-12 and team taught inclusion classes for 24 years. I have been an AP English Literature and Composition teacher for the past 12 years. I have been the ELA department chair for the past ten years. I am also a Teacher Leader Facilitator for my school and an active member of our instructional council. I have been on the district textbook adoption committee for several years in the past. I have led many lessons for professional development for not only my department but also for the entire school around literacy. I continue to work closely with several other ELA teachers throughout our district to ensure alignment. I also started alignment meetings between my high school and our feeder middle schools to ensure standard alignment; I continue to lead that forum.

Professional summary of material:

Instructional materials address all the standards to some degree. The format of the hard-copy student materials is thorough and well-developed. The range of reading material in the anchor texts does not demonstrate sufficient diversity. However, study of reading selections provides many opportunities for differentiation and extension, including separate materials for ELL students. Speaking and listening skills are addressed through pair-share, discussions, and presentations; vocabulary and grammar skills are addressed through lessons, graphic organizers, and annotations in the text. Language Dives and Writing Activities are well-scaffolded. At the end of each unit, instructions are provided for argumentative, informative, and narrative writing, with a focus on the full writing process. While the materials contain some diverse literature, there is very little to no Hispanic or Asian literature. Furthermore, materials that highlight connections between cultures or allow students to make cultural comparisons or use home language are limited.

Reviewer #: 45

Background and experience:

I graduated from UNM with a bachelor's degree in elementary education with an emphasis in science and language arts. I graduated from ENMU with a master's degree in curriculum and instruction with an emphasis in literacy education. I have my Level III NMPED Teaching License and have been teaching middle school ELA for the past 8 years. In addition to my educational and career experience, I have also conducted, presented, and published literacy research regarding the impact of situated literacy on student achievement in the literacy classroom.

Professional summary of material:

The curriculum is separated into four modules that span the course of an entire school year. For each module, teachers are provided with four booklets to navigate: 1) Teacher's Guide, 2) Teacher Supporting Materials, 3) Supporting English Language Learners, and 4) Student Workbook. The "Teacher's Guide" outlines standards, learning targets, instructional steps, and scaffolding opportunities for each lesson in each module. It refers teachers to the "Teacher Supporting Materials" booklet, which includes alternative assessments, model essays, sample graphic organizers, and/or other related materials for a particular lesson. The "Teacher's Guide" also refers teachers to the "Supporting English Language Learners" booklet that offers differentiated instruction for the diverse linguistic needs represented in each classroom. In this regard, the curriculum expects teachers to modify the instruction, so all students have an opportunity to learn the content at high-levels with appropriate supports in place. The "Student Workbook" gives students an opportunity to activate and build upon prior knowledge before the learning begins. As the learning progresses, students are able to continue building content knowledge through reading, writing, and discussion-based tasks where students combine science and history content with literacy skills. In many cases, each module circles back to knowledge attained in previous modules, allowing students ample review, practice, and reflection. Students are provided with multiple opportunities to reflect on their progress and learning goals, and they are able to demonstrate their mastery in diverse ways that meet their diverse needs.

Reviewer #: 127

Background and experience:

I am a Level 3 teacher with 12 years of experience. I am Dual Certified to teach Elementary Education and Special Education with an ELL endorsement. I have taught 1st through 5th grade in various settings, including small group, inclusion and team teaching.

Professional summary of material:

Open-Up Resources ELA Curriculum for Grade 6 offers students access and experience with high quality texts that are connected to Grade 6 ELA CCSS standards. Differentiated instruction to meet the needs of all learners is a focus of this curriculum, with multiple strategies readily accessible for the teacher to implement. Language skills are integrated throughout the curriculum in a meaningful way that connects directly with each focus text. Writing instruction is a daily focus, as well as speaking and listening skills, which are incorporated into each lesson. Assessments include written and reading performance, as well as project based presentations at the end of each module. Overall, every learner is given access to the CCSS standards through the various strategies, protocols and supports that are incorporated throughout the daily learning in this curriculum.

Reviewer #: 128

Background and experience:

I am a level 3 teacher with 16 years experience in grades 1 - 5. I have degrees in curriculum and instruction as well as administration. I have spent the last 5 years specifically as an ELL teacher K -5.

Professional summary of material:

Open-Up Resources ELA curriculum for grade 6 offers students a wonderful selection of culturally relevant texts. They are challenging and engaging. The differentiation for all students is nicely laid out, especially for ELL. The strategies and best practices apply to all students. The integrated language skills are built in and meaningful to the texts; however, there was a lack of focused writing lessons. The assessments are varied and scaffolded appropriately. Overall, each learner is given access to high quality materials that include well structured lessons focused on CCSS.

Reviewer #: 129

Background and experience:

I am a National Board Certified and Recertified Teacher with 22 years experience with PreK-8 in two states. I have classroom experience with grades 5 all content areas and 8th grade ELA. In addition, I have two years of experience as a Literacy Coach and am currently serving as a K-5 Instructional Coach.

Professional summary of material:

Grade 6 Open-Up Resources ELA Curriculum uses high-quality grade level texts and best practices in addressing the CCSS. Materials allow for differentiation at varying levels based on student needs. Language Dives use text from the curriculum as opposed to isolated language and grammar practice sets. Students work with their peers and participate in collaborative conversations on a regular basis. Reflection and self-assessment are anchored throughout the modules, units, and lessons. Reading, writing, and language standards are explicitly taught with appropriate scaffolds to move to true learning.