

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 G7 LANG ART SDNT COURSE	Publisher	Open Up Resources
SE ISBN	9781643119427	TE ISBN	9781643119397
SW ISBN		Grade Level/Content	Grade 7 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

88%

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

100%

Materials take into account cultural perspectives.

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

Materials convey multiple cultural perspectives from the literary and informational text selection, showcasing ethnicity and gender. Specifically, materials expose students to the culture of Sudan and the riveting historical era of the Harlem Renaissance. Students are able to read literature from Korean-American and African-American authors. Each anchor text has multiple paired-texts in different modality (i. e. picture book, audio book, speech, video, photographs etc.), which is related to the 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 within the text and discuss how they can relate an 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.

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

Average Score

83%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials convey the ELA reading, writing, speaking, listening and language standards. The standards are stated in each lesson of the unit and the alignment between the standards and the lesson is evident. The materials outline which standards will be addressed in which module, and there is representation of each CCSS strand throughout each module. Additionally, the learning targets (which align to the standards) are written in a student-friendly manner. The teacher is provided with guiding questions to support instruction and is provided with multiple materials to grasp the holistic flow of the lesson. However, the materials do not adequately cover the full scope of the additional New Mexico standards. There are texts written by Korean-American and African-American authors, but the anchor text selection does not reflect Hispanic and Native American literature.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The reading standards are 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. Throughout the school year, students are exposed to a variety of text structures and genres that are specifically addressed in the grade-level standards. Students interact with narratives, picture books, transcripts, poetry, arguments, magazine articles, general informative texts, and problem/solution-based texts. However, Hispanic and Native American texts are not reflected in the materials, which are relevant and essential to the New Mexico State Standards.

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 evident in their Entrance Ticket, QuickWrite, Constructed Response, Exit Ticket and Culminating Writing Tasks that include writing checklist, goal setting, and self-reflection. Extended writing tasks focus on narrative writing, compare and contrast writing, problem-solution writing, argumentative writing and informative writing. Each writing task integrates other subject areas such as Art, Science and History. Students are supported with graphic organizers and sentence frames. Students are encouraged to practice acquired language skills in the context of their own writing. Even though students conduct short research projects, there is little instruction on academic honesty, plagiarism, and in-text citations.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials elicit multiple opportunities to participate in pair, small group and whole group text-based discussions. There are sufficient graphic organizers to help students effectively prepare for the tasks. The materials allow students to critique their peers within a discussion while also being able to reflect on their own strengths and weaknesses. Also, students are provided with an opportunity to clearly deliver their presentation using their chosen media, and they are given specific and authentic audiences. However, instructional activities do not connect heritage language to English speech patterns. Additionally, curriculum does not facilitate students in orally comparing and contrasting accounts of the same events, which are both essential to the New Mexico standards.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Students learn the language standards through consistent use of Language Dives in every unit in every module. 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. Students are able to practice spelling and language skills within the context of their own writing while also revising their peers' writing for this same criteria. However, the materials lack common core language standards that target antonym and synonym relations; parallel structure and biblical and mythological allusions in context.

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

93%

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. This provides opportunities for rigorous discussion and writing tasks that build knowledge surrounding a certain topic and encourages students to reflect on how they can positively contribute to society. 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:

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. Materials effectively sequence text-based questions to allow for a natural progression of rigor. The questions within an activity are connected to one another, build upon one another, and increase in depth, so by the end of the task, students are able to demonstrate a deeper understanding of a text.

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 a 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

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 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 instruction 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. 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, or preparing copies. Within each lesson, educators are guided on how to implement certain strategies to help students' academic development through guided questions and strategic grouping. 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 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:

The performance task in each module focuses on a set piece of direction while also giving students options to customize different aspects of the 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. Each module also includes a section titled "Options for Teachers", which outlines various suggestions for how teachers can customize the instruction and assessment to meet their individual classroom 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 convey multiple cultural perspectives from the literary and informational text selection, showcasing ethnicity and gender. Specifically, materials expose students to the culture of Sudan and the riveting historical era of the Harlem Renaissance. Students are able to read literature from Korean-American and African-American authors. Each anchor text has multiple paired-texts in different modality (i.e. picture book, audio book, speech, video, photographs etc.), which is related to the 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 within the text and discuss how they can relate an 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.

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, majoring in Applied Media Studies. Currently, I am teaching English Language Arts to sixth grade through eighth grade middle school students on the reservation.

Professional summary of material:

The curriculum as a whole reflects almost all of the required ELA standards. Each lesson in the module has an organized routine. There are scaffolding activities that come through an effective pattern all throughout the student workbook. The selection of texts exposes students to real-world issues and reveal patterns of society, which provides opportunities for rigorous discussion and writing tasks that build knowledge surrounding a certain topic. There is a consistent data collection of students' progress from the multiple-choice questions, short-response questions, oral-response questions, graphic organizers and culminating activity that consistently occur in every lesson across four modules. There is a great set of anchor texts showing multiple cultural perspectives ranging from short stories, poetry, drama and informational texts incorporated in the curriculum. However, although there are high quality writing tasks embedded in the curriculum, there are no explicit activities that address plagiarism, use of in-text citations and referencing that are included in list of the grade level writing competencies. Furthermore, although there are rigorous language dives activities, there is limited focus on figurative language and connotative meanings. In summary, I have observed a great deal of work in the curriculum, and the material does meet recommendations with reservations for adoption.

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 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:

This curriculum has four modules that include a teacher guide, a separate guide for ELL learners, supporting materials for the teacher and student, and various student texts. It also includes a digital student workbook. Overall, it is a comprehensive program that teachers can follow without having to create or even make their own materials. This grade level aligns with the standards and directly shows the teachers when and how they are connected. Along with these connections, lessons provide alternative assessments and assignments that are also scaffolded for differentiation. Family resources are also included in the homework section of the materials that provide an effective guideline for success. The program includes ample graphic organizers, language dives, and technology throughout each module and does cover a variety of cultural experiences. Reading, writing, speaking, listening, and language are covered within each of the four modules. Some reservations include the missing specific NM culture; rhetorical appeals; lack of connotative exercises; in-text citations; and direct instruction on plagiarism.

Reviewer #: 45

Background and experience:

I graduated from UNM with a bachelor's degree in elementary education and 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. 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 diverse linguistic needs. 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. Some reservations for this curriculum are the lack of figurative language and connotative language exercises; lack of in-text citation practice and direct instruction; and lack of instruction on plagiarism and academic honesty.