

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	myView Literacy Enhanced Consumable Student Package 6-year Subscription with 6-year Digital Courseware License Grade 1	Publisher	Savvas Learning Company LLC
SE ISBN	9780134968261	TE ISBN	9781323219362
SW ISBN		Grade Level/Content	Grade 1 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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - <i>The final score for the materials is averaged between the team of reviewers.</i>					
				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	<input checked="" type="checkbox"/>		Average Score
			97%

Materials take into account cultural perspectives.

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

The Realize Readers are both in English and Spanish. Book club books, leveled readers and Realize Readers are varied and diverse and provide a variety of cultural perspectives that are bias and stereotype free. The unit materials provide illustrations that represent different cultures, and within Writing Workshop, students are encouraged to bring their background knowledge and experiences to their writing products. The Unit 4 theme "Making History" explores the richness of multiculturalism.

Materials include a culturally responsive lens.

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

There are elements in the units where students discuss cultural perspectives and traditions. The teacher leads students through discussions, providing them with opportunities to express their personal opinions and perspectives that reflect their cultural and/or linguistic backgrounds. Students also are asked to make text-to-text, text-to-self and text-to-world connections.

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
		94%

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 Routines Companion provides guidance for teachers in the 5 elements of reading instruction. These practices are grounded in the science of reading. They are embedded throughout the materials. Teachers address phonological awareness skills before addressing phonics and so forth.

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:

At the beginning of each unit, lesson, or activity the materials list the learning objectives. There are "I can..." statements included in the Student Interactive workbook that do match the learning objectives in the TE. The routine of word work addresses foundational standards and it is evident throughout the materials, including phonological awareness, phonics, and high frequency words. The materials address all the standards in the read aloud, close read, and shared read in a consistent manner. There is spiraling of the standards, especially in the "teacher-led" differentiation section. The detailed scope and sequence identifies how the standards spiral and grow in complexity.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials include a wide range of literature (poetry, stories, folktales, fairy tales, realistic fiction, drama) and informational text (persuasive text, biographies, narrative nonfiction). Online resources support assessment of reading standards (i.e.; fluency checks, listening comprehension, and vocabulary). Guided reading lesson plans address genre, text elements, and text structure. For literacy, the materials address setting, characters, events, problem, and resolution. Shared reading includes elements of close reading and read aloud strategies. This section addresses comprehension strategies related to the standards. Explicit instruction for developing reading standards is guided through the "First Read" (Close Read) strategy. Weekly (formative) and end of unit (summative) assessments measure student progress and drive instruction.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

There is a writing workshop component. Within this writing instructional format, we see mini-lessons on opinion writing, informational books, personal narrative and poetry, independent writing, share back, and writing bridge (this addresses standards related to spelling, language, and conventions, and connecting reading to writing). Students learn to plan for their writing using what they know about reading (characters, events, settings, sequence, key details). Students are allowed to draw, dictate, or write if they have the readiness skills. Students learn to revise by using feedback from the teacher and adding details to their illustrations and writing. The Read like a Writer and Write for a Reader mini lessons help students connect the reading and writing skills, strategies and concepts.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials include student collaboration where they can practice taking turns and following listening and speaking rules. Students are asked to listen and follow norms to ask and answer questions about key details. Students practice speaking in complete sentences and speaking clearly and loudly. Students have opportunities to learn, practice and master speaking and listening skills.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Within the writing workshop, materials address language standards like verbs, singular, plural, possessive, common and proper nouns, pronouns, adjectives and articles, adverbs, verb tenses, prepositions, capitalization and punctuation, prepositions and conjunctions, and contractions. Students also learn types of sentences and sentence structure with appropriate punctuation. Students work on writing simple and compound sentences. There are a vocabulary lessons that address shades of meaning. There is a Language Awareness Handbook and ELL Access notes that support the integration of language skills.

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

94%

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 Routines Companion provides guidance for teachers in the 5 elements of reading instruction. These practices are grounded in the science of reading. They are embedded throughout the materials. Teachers address phonological awareness skills before addressing phonics and so forth.

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

98%

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

Statements of appraisal and supporting evidence:

Materials provide explicit lesson plans for phonological awareness, phonics, word work, vocabulary, fluency and comprehension. Skills are organized in a sequential and cumulative way and students have multiple opportunities to apply their learned foundational skills by reading decodable text and guided reading text. The materials include a Fluency Chart to track student prosody, oral reading and accuracy. The TE consistently has students practice fluent reading by reading in pairs, monitoring each other's reading and providing feedback.

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 support teachers and students by providing a unit launch activity (poem, infographic, etc.) and providing a Unit Essential Question, as well as a video for discussion. Leveled readers and book club books are authentic literature aligned to the unit theme and specific genre story. The themes are current and relevant for the grade level. Each unit provides a rich variety of texts and genres. The authentic literature is relatable and relevant to 1st graders' lives.

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:

Guided reading instructional materials prompt teachers to ask who, what, where, when, how questions and guide students to use text to support answers. Teachers are guided to model and practice using evidence from the text to answer questions. The "First Read" strategies include "think aloud" and close reading guiding questions that refer the students back to the evidence they collect from the text. Close Reading prompts direct the students to collect evidence from the text to answer DOK 1-3 level questions. ELL supports provide scaffolds to allow students to access materials and answer questions.

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

Statements of appraisal and supporting evidence:

Every lesson provides supports for English Language Learners that provide differentiation in instruction and strategies for students at different language proficiency levels (emerging, developing, expanding, and bridging). Lessons also provide opportunities for students to build background and connect to new learning. Using the online student interactive and assessment resources, teachers can customize instruction for differentiation and provide the necessary supports for all students. The Quick Checks give the teacher formative assessment options that can drive instruction (intervention or extension).

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 follow a developmentally appropriate scope and sequence, which addresses all 1st Grade standards. There is also a scope and sequence per unit and daily plans with suggested instructional time per reading component and standard to be addressed. Each lesson includes a quick check for teachers to determine if students are struggling or succeeding and how to differentiate. The Detailed Scope and Sequence identifies where each standard is addressed within the materials.

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

Statements of appraisal and supporting evidence:

The myView Literacy Crosswalk in the Reading Routines Companion indicates where the phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension routines are located in each unit. It also shows the progression of learning by building upon previously taught skills and strategies. The Reading and Writing Workshop cover the same skills, strategies and concepts to strengthen both student's reading and writing.

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

Statements of appraisal and supporting evidence:

Guided reading and trade book lesson plans indicate the genre, text elements, and text structure. It also includes explicit guided reading instruction prompts. The units all follow the same pattern, allowing teachers to follow a consistent routine for instruction. The search capabilities of the online materials facilitate finding and selecting materials for instruction in an efficient manner. The Detailed Scope and Sequence and Common Core Planner provide detailed guidance that supports teacher in implementing materials. The online resource includes "Professional Learning" and "Professional Development Center". These include a variety of resources, like professional development videos, learning to blog and/or podcast and reading instructional practices ebook.

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

Statements of appraisal and supporting evidence:

The assessment tools include an assessment guide that includes formative (weekly, and unit) and summative (baseline, middle and end of the year) assessments. Within the units there are Quick Checks and checklists that assess for understanding and provide immediate formative assessment data for teachers to make informed instructional decisions. The materials also provide grouping suggestions and conference prompts to scaffold student learning. It has performance based assessments like the project-based inquiry at the end of each unit that includes rubrics. The Summative Teacher Handbook and Assessment Guide provide multiple checklists and rubrics on standards, Social and Emotional Learning (SEL), reading and writing behaviors, phonological awareness, phonics, and fluency.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials have online games for practice. Leveled readers, student interactive, learning videos, and even assessments are available through the online platform. These resources can be assigned to students at differentiated levels. There are also a foundational skills digital kit with word cards, letter tiles, high frequency cards, and picture cards by unit and lesson. Students can interactively use these tools for practice and review. Students learn pre-skills for digital citizenship and for conducting research online. Teachers are able to customize online Student Interactive workbook and assessments to meet all students needs. Realize Readers are available in both English and Spanish.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Student Interactive workbooks and assessments are customizable by group and student. There are also professional development videos for teachers that address differentiating instruction for ELLs. The Teacher-Led Options provide small group, intervention activities, strategy group, conferring, leveled readers, and independent reading activities that can meet the needs of all students. myFocus Reader can be used to reteach the skills, strategies and/or concepts based on the Quick Check formative assessments. Teacher directions include clear objectives, scaffolded options for reading, and lesson plan for First Reading and Second Reading.

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

Statements of appraisal and supporting evidence:

In the section "Introduce and Immerse", teachers can find conferring support for ELLs at the emerging, developing, expanding, and bridging level. There is also ELL mini-lesson support. There is targeted support for ELLs to find the main idea and details in stack books, and generate ideas via mind-mapping. Texts and other resources are available in both English and Spanish. Scaffolds for ELLs are evident throughout the materials. The Language Awareness Handbook provides scaffolded strategies, routines, and activities to help ELLs unlock learning within the Reading and Writing Workshop and Reading-Writing Bridge.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The Realize Readers are both in English and Spanish. Book club books, leveled readers and Realize Readers are varied and diverse and provide a variety of cultural perspectives that are bias and stereotype free. The unit materials provide illustrations that represent different cultures, and within Writing Workshop, students are encouraged to bring their background knowledge and experiences to their writing products. The Unit 4 theme "Making History" explores the richness of multiculturalism.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

There are elements in the units where students discuss cultural perspectives and traditions. The teacher leads students through discussions, providing them with opportunities to express their personal opinions and perspectives that reflect their cultural and/or linguistic backgrounds. Students also are asked to make text-to-text, text-to-self and text-to-world connections.

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 #: 46

Background and experience:

Level III teacher with 25 years of teaching, instructional coaching, and curriculum and instruction administrator. Master's degree in Curriculum and Instruction.

Professional summary of material:

The materials address all the standards that need to be taught at the first grade level. They provide a scope and sequence for the teachers and explicit lesson plans for the 5 elements of reading instruction, plus writing. There is also a detailed scope and sequence for the grade level. This resource is comprehensive and detailed and it will help teachers in their planning and assessment. Teachers will have the opportunity to teach in a sequential, cumulative, and explicit manner, they just need to be aware of all the resources they have available to them and how they connect and align to one another. The lesson plans on the Reading Routines Companion have explicit lesson plans that address the 5 elements of reading instruction. The materials also include decodable readers students can use to master their phonics knowledge and decodable readers to address comprehension. One of the strongest elements in this set of resources is the writing component. It follows a workshop structure, but it is scaffolded and paced well. There is also a strong connection between what the students are learning in reading and writing. "Read like a writer, Write for a reader" helps students see that connection explicitly. Student facing materials (texts and videos) are in English and Spanish and lessons provide teacher's the opportunity to encourage students to use their background knowledge. Assessment resources are also comprehensive.

Reviewer #: 47

Background and experience:

Level III teacher with 20 years of teaching, instructional coaching and administrator experience in elementary education and curriculum and instruction. Master's degree in Elementary Reading and Literacy.

Professional summary of material:

The materials are comprehensive and teach all standards. The materials contain multiple opportunities for students to learn phonological and phonemic awareness, phonics and high-frequency words. Activities include mini lessons, divergent questions, think aloud prompts and student practice with skills and strategies with student interactive workbook pages and decodable texts. The materials provide sufficient support in developing reading standards through shared reading, close reading, guided reading and book club. Text selections (shared reading, decodable texts, trade books, leveled readers, and Realize Readers) provide evidence for developing cultural and linguistic diversity. The Assessment Guide includes many resources that support teachers in using various assessments that also help inform instruction for whole group, small group and one-on-one instruction. The online resources are extensive and include Realize Reader, Game, Audio, Download, Annotate, Research, Video, and Assessment.

Reviewer #: 48

Background and experience:

Level III teacher with 30 years of teaching and 9 years of instructional coaching in elementary education and curriculum and instruction. Master of Education Instructional Specialist.

Professional summary of material:

The materials provided give teachers an opportunity to teach all the standards. The materials also provide multiple opportunities for students to gain the necessary foundational skills. The fact that the units follow the same sequence makes it easier for a teacher to become comfortable with using this resource. There is a wide variety of online resources for students and teachers. Among those online resources is a feature where teachers can assign lessons directly to their Google Classroom. There is a Detailed Scope and Sequence that is a very helpful tool for teachers in their planning of lessons. Teachers and students can access numerous texts like leveled readers, decodable texts, trade books and shared reading texts which support cultural and linguistic diversity. Teachers have a wide selection of assessments they can choose from to help inform their instruction.