

**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 2	Publisher	Savvas Learning Company LLC
SE ISBN	9780134968278	TE ISBN	9781323219430
SW ISBN		Grade Level/Content	Grade 2 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

99%

**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

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 and leveled readers are varied, 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.

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. Teachers lead students through discussion that provide students with opportunities to share their personal and cultural opinions and views.

**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**



Average Score

100%

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 and embedded throughout the materials. Teachers address phonological awareness skills before addressing phonics and so forth. The English Foundational Skills and Word Study Scope and Sequence show the progression in instruction for Phonological Awareness, Phonics, and High Frequency Word Instruction from Kindergarten to 5th grade. Phonological Awareness skills stop being explicitly addressed after the second unit.

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

Average Score

100%

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, legends, stories, folktales, fables, realistic fiction, fairy tales, realistic fiction, drama and a play) and informational text (persuasive text, biographies, narrative nonfiction, and how-to texts). Guided reading lesson plans address genre, text elements, and text structure. For literacy, the materials address setting, characters, events, problem, and resolution. Close Reading tasks cover text structures for different genres. 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.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Writing opportunities are varied in each unit. Each unit contains mini-lessons to develop and deepen the writing process. Students learn to plan for their writing using what they know about reading (characters, events, settings, sequence, key details). 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. Students work on including an opening and closing to all their writing pieces. There is a Writing Bridge that specifically addresses grammar, sentence structure, punctuation, capitalization, parts of speech, etc.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials include student collaboration where they can practice taking turns, following discussion and collaboration rules. Students are asked to listen and follow norms to ask and answer questions about key details. Students practice speaking in complete sentences, speaking clearly and loudly. Students have opportunities to learn, practice and master speaking and listening skills. Students present their writing pieces and receive feedback from their peers, they ask clarifying questions and use sentence stems as scaffolds. The materials contain a weekly listening comprehension that asks students to actively listen and engage by asking and answering questions.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Within the writing workshop, materials address language standards. Students begin to learn about subject and predicate for sentence structure and types of sentences and sentence structure with appropriate punctuation. Students work on writing simple and compound sentences. There are vocabulary lessons that address shades of meaning. There is a Language Awareness Handbook and ELL Access notes that support the integration of language skills. Possible teaching points in "Read like a writer, Write for a reader" provide opportunities for teachers to draw attention to language and conventions.

**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

100%

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 and embedded throughout the materials. Teachers address phonological awareness skills before addressing phonics and so forth. The English Foundational Skills and Word Study Scope and Sequence show the progression in instruction for Phonological Awareness, Phonics, and High Frequency Word Instruction from Kindergarten to 5th grade. Phonological Awareness skills stop being explicitly addressed after the second unit.

**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:*

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 "Flexible Option" lessons provide review, spiraling, and reteaching of concepts, connecting reading skills to writing skills.

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 and/or weekly launch infographic activity (poem, poster, videos, etc.) and providing a Unit Essential Question. This provides students with background knowledge about the theme, an overview of the week, and a connection to the weekly question and text. Leveled readers, shared reading, 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. Shared reading texts are also authentic literacy.

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, and 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 consistently ask students to go back to the text and find evidence to answer questions and make connections.

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

*Statements of appraisal and supporting evidence:*

Every lesson offers 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 materials include language connections, which address the use of Spanish cognates ELLs can use to transfer language knowledge from Spanish to English.

**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 2nd 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. This resource gives teachers a good idea of how standards vertically align by grade level.

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 covers the same skills, strategies and concepts to strengthen both student's reading and writing. Within the reading-writing workshop bridge, teachers can use lessons to address spelling patterns, language and conventions to review and spiral concepts.

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 teachers in implementing materials. The online resource includes "Professional Learning" and "Professional Development Center". These include a variety of resources, such as 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 assessments (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. It has performance based assessments, such as the project-based inquiry at the end of each unit, that include 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 Savvas Realize online platform. These resources can be assigned to students at differentiated levels. There is 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 the 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:*

The Student Interactive workbook 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 plans for First Reading and Second Reading. The cross-curricular perspectives in social studies and science connect text to real life concepts.

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 main idea and details in stack books, and generate ideas via mind-mapping. Texts and other resources are available in Spanish and scaffold for ELLs are evident throughout the materials. The Student Interactive directs students back to their Close Reading notes to complete tasks with evidence from the text.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The realize readers are both in English and Spanish. Book Club books and leveled readers are varied, 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.

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. Teachers lead students through discussion that provide students with opportunities to share their personal and cultural opinions and views.

**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 second grade level. They provide a scope and sequence for the teachers and explicit lesson plans for the 5 elements of reading instruction, plus writing. Teachers will have the opportunity to teach in a sequential, cumulative, and explicit manner; they will need to be aware of all the resources they have available to them and how they connect and align to one another. 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. The flexible options provide great spiraling review opportunities for students.

Reviewer #: 47

*Background and experience:*

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

*Professional summary of material:*

The materials are comprehensive and attempt to teach all standards. The materials contain multiple opportunities for students to learn phonological and phonemic awareness, phonics and high-frequency words through mini lessons, divergent questions, think aloud prompts and student practice with skills and strategies within the 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. Although the shared reading and decodable texts are limited in cultural diversity, the leveled readers and trade books provide a more extensive lens for 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.

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 to all students. 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. The online resources are helpful for differentiation and student interaction. Linguistic diversity can be found in the leveled readers and trade books.