

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 3	Publisher	Savvas Learning Company LLC
SE ISBN	9780134968292	TE ISBN	9781323219508
SW ISBN		Grade Level/Content	Grade 3 ELA

Core Instructional Material Designation (*Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

Recommended
(90% and above)



Recommended with Reservations (80-89%)



Not Recommended and Not Adopted
(below 80%)



Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

98%

Cultural and Linguistic Relevance Recognition - *Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.*

CLR Recognized



Average Score

100%

Materials take into account cultural perspectives.

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

There are many stories in the units of this curriculum that gave an excellent understanding of social issues and cultural backgrounds of many people around the world.

Materials include a culturally responsive lens.

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

The variety of stories about other cultures give this curriculum a varied understanding of the diverse cultures in the world and help students understand how everyone is the same and different.

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

97%

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 component of this curriculum is for building routines for students' reading and language acquisition. It is based on the science of reading and is a supplement to this curriculum to support teachers and students.

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

Average Score

97%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The 3rd grade Savvas ELA curriculum aligns with the ELA standards for New Mexico public schools. It supports all components of reading, writing, and grammar. Each of the units has a weekly overview that aligns the standards to the lessons and progresses throughout the unit.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with 3rd grade ELA reading standards and use a variety of texts such as informational, poetry, and historical fiction to teach the components of reading.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with 3rd grade writing standards and use a variety of ideas and practice such as finding resources and writing narratives and opinion pieces.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The students practice listening comprehension while the teacher reads aloud and models strategies such as using context clues, understanding the text, and finding the main idea and details. At the end of each unit, students do a project-based learning activity where they collaborate and present their final project.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Each unit has a separate grammar and usage portion that allows students to practice academic vocabulary, parts of speech, and syllabication of words.

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

97%

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 component of this curriculum is for building routines for students' reading and language acquisition. It is based on the science of reading and is a supplement to this curriculum to support teachers and students.

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

99%

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

Statements of appraisal and supporting evidence:

Each unit has a skills overview page in the TE that shows the progression of the unit for the six weeks and how students are building on previous skills. Each unit also has a reading comprehension, writing, and grammar section that builds on the text that the students have been studying and the ELA components that are being taught in the units.

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 text has a variety of genres for the students to read; they are engaging so students are interested in the material. Each story has one or more reading strategy to practice or focus on to build understanding, connection, main idea, theme, etc. throughout each unit.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

The students are guided during the shared reading and cold reading to use the annotations in the margins of the story. Students can highlight or underline details or descriptions to aid with understanding the theme, the characters, vocabulary, to find main idea and supporting details, infer, and identify text structure/features.

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

Statements of appraisal and supporting evidence:

Each unit has specific ELL supports or access strategies making the material easier to understand; each lesson is built on the previous lessons.

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

98%

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:

Each unit has a final project-based learning assignment using numerous tools of technology. Students do research collaboratively online and with print resources; develop a project together; post the project online; and use technology to present their final project to the class. Working in partnerships and using technology helps prepare students for college and future career paths.

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

Statements of appraisal and supporting evidence:

Each unit has a suggested weekly plan with approximate suggested times for each activity. The TE has a page for each unit that gives ideas for strategic grouping; intervention activities; fluency practice; conferring; using leveled readers for students at, above and below grade level; independent reading activities; centers; and literacy activities.

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

Statements of appraisal and supporting evidence:

The unit weeks are laid out by the week in the unit skills overview pages, listing the genre and the reading, writing, and grammar lessons included in each unit for the teacher to build lesson plans.

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

Statements of appraisal and supporting evidence:

In the digital portion of this curriculum, there is access to formative and summative assessments as well as progress monitoring and BOY, MOY, and EOY assessments to monitor student growth.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Using the digital portion of this curriculum, the teacher has the ability to assign testing, leveled readers, audio text, interactive media, distance learning support, games, ELA videos, and project-based learning activities using a Spanish or English access for students needing more challenging or intervention access.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Each lesson has a text complexity component in the TE that gives ideas to help support ELLs, students who need intervention and students that are on level or advanced in their learning.

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

Statements of appraisal and supporting evidence:

Each lesson has a least two readings of the story with the strategy practice in the margins and then practice and support using writing, grammar, and text comprehension.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are many stories in the units of this curriculum that gave an excellent understanding of social issues and cultural backgrounds of many people around the world.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The variety of stories about other cultures give this curriculum a varied understanding of the diverse cultures in the world and help students understand how everyone is the same and different.

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 #: 49

Background and experience:

I have been a teacher for 21 years in New Mexico with 18 years in elementary grades 1-4 in low socio-economic schools with very diverse populations and the last three years as an instructional specialist (coach) for a K-8 school. I have a master's in Elementary Education K-8 with a reading endorsement and I also have a master's in PK-12 Administration.

Professional summary of material:

The Savvas myView Literacy program is very teacher and student friendly. There are many opportunities for intervention groups, ELLs, and on-level and advanced learners. The genre is very diverse and covers everything from informational/historical text to texts covering cultural backgrounds and social issues. Each unit is laid out for the teacher to see the scope and sequence and help them develop lesson plans that take into account the needs and progress of the students. The digital portion of this curriculum allows for assessment that includes progress monitoring; formative and summative assessments; and BOY, MOY, EOY assessments to drive instruction. Teachers can also assign students activities for different parts of each unit in the digital format of the curriculum.

Reviewer #: 50

Background and experience:

I have just completed my 22nd year in teaching with the last 17 being at the same location. I graduated from UNM with a Bachelor's Degree in Education with an endorsement in TESOL. I have held numerous positions on the school leadership team, have been our AVID Site Team Coordinator, and am currently SAT chair as well as grade level chair for 5th grade. Our school contains a large number of ELL students and is a low socio-economic school.

Professional summary of material:

The Savvas myView Literacy program is a well thought out and designed curriculum. It is very teacher and student friendly. The digital component allows for both students in class and those in a remote setting to have access to the same curriculum. This curriculum allows opportunities for students of all levels and abilities to receive instruction using a variety of texts and materials. Each unit is outlined at the beginning and given a pacing guide to help plan out the unit. Embedded within the units are texts that have a variety of cultural backgrounds and provide access to a diversity of cultural needs. There are many opportunities for varied assessments provided throughout the materials.

Reviewer #: 51

Background and experience:

Level II teacher with six years teaching experience in elementary grades in low socioeconomic schools. Endorsed in TESOL and mathematics. Master's degree in Education with a focus in Reading Literacy.

Professional summary of material:

The Savvas reading program adheres to grade-level standards with a printed and online component. There is a wide range of texts covering all the genres, including cultural perspectives, providing learning opportunities for diverse students' learning needs and skills. The teacher edition provides teachers with opportunities for differentiation activities. The curriculum provides at the end of each unit project-based learning activities and assessments to monitor student progress.