

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 4	Publisher	Savvas Learning Company LLC
SE ISBN	9780134968308	TE ISBN	9781323219577
SW ISBN		Grade Level/Content	Grade 4 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 - 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	<input checked="" type="checkbox"/>		Average Score
			98%

Materials take into account cultural perspectives.

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

There are a wide variety of text genres in each unit that explores other cultures and perspectives, allowing students to learn more about the world they live in. These texts also allow students to make connections with their own experiences and background while seeing the same situation from a different perspective.

Materials include a culturally responsive lens.

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

Students read texts that helps them understand other cultures. The units contain cross-curricular connections in social studies and science that allow them to build upon their background knowledge and build an understanding of cultures that are different from their own.

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
			98%

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 Resource Companion provides teachers with the routines of the program and lessons with clearly laid out plans for each lesson as well as all of the materials required to successfully teach those lessons. The teacher is provided with numerous strategies to help engage all students; support struggling students; improve fluency; differentiate learning/interventions; and engage in independent reading and collaborative learning.

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

Average Score

98%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials align with 4th grade ELA standards by supporting reading, writing, and language skills through multiple strategies for all students (below level, on level, above level) and providing culturally and linguistically appropriate materials.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

NM CCSS standards are planned out by lessons with each successive lesson scaffolding upon the previous one. Students are continuously reviewing while learning new skills. Each text has annotations in the margins for students to highlight or underline text that supports the concepts they are studying. The student workbook has practice pages for comprehension, academic vocabulary, text features, language/grammar practice and word study.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The writing materials include all genres of writing and are tied in to the reading and language portion of the curriculum. The program incorporates the strategies in the text that bridge the language and writing portion of the curriculum such as personal narrative, opinion essays, argumentative essays, informational essays, and poetry.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Students are presented with numerous opportunities for listening comprehension and presenting their writing and their projects orally in class with their peers.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials allow students to engage in activities promoting spelling, syllabication, suffixes, prefixes, and figurative language in building upon their writing skills throughout the course of the year.

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

98%

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 Resource Companion provides teachers with the routines of the program and lessons with clearly laid out plans for each lesson as well as all of the materials required to successfully teach those lessons. The teacher is provided with numerous strategies to help engage all students; support struggling students; improve fluency; differentiate learning/interventions; and engage in independent reading and collaborative learning.

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:

Each unit begins with a unit overview that clearly defines the goals and concepts, with lessons building upon each other. The units include language/grammar lessons such as suffixes, prefixes, syllabifications, greek/latin roots, irregular verbs, prepositional phrases, figurative language, etc. They all provide a Project Based Activity at the end of the unit and allow for collaboration with their peers.

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:

Each unit contains a variety of genres such as informational text, realistic fiction, poetry, fiction, biographies, magazine articles, fantasy, and a graphic novel excerpt. The students are supported with online leveled readers that the teacher can assign for additional practice. During the reading of the unit text students have the opportunity to locate, underline or highlight details that support the unit goals.

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:

Each lesson concludes with a comprehension check for understanding. Within each lesson there are also Depth of Knowledge text-specific questions. Following each lesson there is an opportunity for students to reflect and share, build upon their academic vocabulary, word study, add to their language skills, and work on writing.

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

Statements of appraisal and supporting evidence:

The teacher's guide contains targeted support, ELL access, understanding key details of the text, and ELL Language Transfer to ensure that all students are engaged and are meeting the standards. The digital component of the program allows the teacher to assign audio books in Spanish for ELL students.

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

97%

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 begins with a skills overview and a lesson overview. The unit also gives a suggested weekly pacing guide.

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

Statements of appraisal and supporting evidence:

Each unit contains a unit overview with a suggested pacing guide and a lesson breakdown with a natural progression for each lesson. The digital component of the program contains numerous options for assessment, extra practice with leveled readers, learning games, and ELL support.

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

Statements of appraisal and supporting evidence:

The digital component provides a variety of formative and summative assessments to check for student understanding throughout each unit, including BOY, MOY, and EOY assessments.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The Project-Based Activities use technology by incorporating slide shows, media, videos, and completing research on different topics. Students have access to the curriculum digitally for extra support and assignments during virtual learning.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Each unit contains leveled readers that teachers can use for students on different levels. There are suggestions for activities to complete with students who are below level, on level, or above level. The units also contain text complexity charts with strategies to accommodate the lesson to fit all students' needs.

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

Statements of appraisal and supporting evidence:

Each unit contains numerous opportunities for students to explore key concepts throughout the close read, as well as reading, writing, and language activities that link back to the text.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are a wide variety of text genres in each unit that explores other cultures and perspectives, allowing students to learn more about the world they live in. These texts also allow students to make connections with their own experiences and background while seeing the same situation from a different perspective.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Students read texts that helps them understand other cultures. The units contain cross-curricular connections in social studies and science that allow them to build upon their background knowledge and build an understanding of cultures that are different from their own.

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 teaching for 21 years - 18 in elementary grades 1-4 and three years as an instructional specialist (coach). I have a master's in elementary education with an endorsement in reading and a master's in PK-12 Administration from NMSU. I have been on the school leadership team, SAT team and have been the SAT chair. I have spent most of my teaching career in schools with a low socioeconomic population.

Professional summary of material:

After reviewing the curriculum, I found that it covers everything that is important to teaching students to read, write, and use language. The online component of the program as well as the teacher's guide allows for differentiation to support all students - ELLs, SPED, and on-level/advanced learners with specific strategies and interventions and ideas to engage students and build interest in reading. The text genre represents historical fiction, informational text, fiction, technical, and poetry, exposing the students to different cultures and traditions of others besides themselves. The writing and language component build on the texts and the previous lessons and at the end of each unit there is a project based activity that allows students to collaborate, incorporate technology, and present projects to their peers building confidence which will help the students be career and college ready.

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 curriculum is well designed and aligns with CCSS very well. Each lesson builds upon the previous one, scaffolding skills that students need to learn in order to be successful. There is an online digital component for those in the classroom or for those in the distance learning model to maintain skills. The reading, writing, and language skills fit together seamlessly and provide engaging activities that allow students to work independently and collaboratively in order to not only retain previously taught skills but to continuously learn new ones.

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 differentiated activities. The curriculum provides at the end of each unit project-based learning activities and assessments to monitor student progress.