

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
K-8 English Language Development**

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	Connect 5	Publisher	Vista Higher Learning
SE ISBN	9781543332780	TE ISBN	9781543335514
SW ISBN	9781543340785	Grade Level/Content	Grade 5 ELD

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

97%

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

95%

Materials take into account cultural perspectives.

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

The materials provide learners with multiple cultural perspectives and opportunities to make connections to self, home, and society as well as express their ideas when engaging in academic conversations.

Materials include a culturally responsive lens.

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

Materials provide opportunities for students to connect with their own culture as well as learn about the cultures of their peers. Many different cultures are represented within the texts.

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

Average Score

97%

Materials align with the English Language Development Standards.

Statements of appraisal and supporting evidence:

Materials provide instruction for all 5 ELD standards: Language of social & instruction, language arts, mathematics, science and social studies. Connect 5 provides modeling and scaffolding of new vocabulary in content areas. Throughout the course of the curriculum, guidance is provided for teachers to attend to standards based instructional expectations while offering students a variety of reading, writing, speaking, and listening activities to help support student mastery of ELD standards in a variety of settings.

ELD Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

97%

ELD materials set clear objectives in English language development and academic language development.

Statements of appraisal and supporting evidence:

Materials provide goals and essential questions at the beginning of the unit; however, they do not provide language objectives or take into consideration the levels of English Proficiency.

ELD materials are grade-level appropriate and connected to the grade-level academic content of language arts, mathematics, science, and social studies.

Statements of appraisal and supporting evidence:

Materials connect to all academic content areas. They also connect to music, art, and media. All of these areas are connected to the overall theme.

ELD materials address and support the rigorous curriculum and instructional purposes to ensure language progression in all four domains: listening, reading, speaking, and writing.

Statements of appraisal and supporting evidence:

Throughout every lesson in each unit there are multiple opportunities for students to practice listening, speaking, reading, and writing. The materials have strategies to support students' work in groups. Lessons are built on to each other and scaffolded for language progression. They provide additional supports, such as sentence frames, word banks, etc., in the lesson to be used as needed by students. A glossary was embedded in the story to support vocabulary development and a dictionary was provided at the end of the book. The materials provide two levels of differentiation in each lesson which are scaffolding and amplifying.

ELD materials offer various assessment types in all four domains: listening, reading, speaking, and writing.

Statements of appraisal and supporting evidence:

There is opportunity for students to work in small groups or independently to assess. Each unit provides formative and summative assessments with scoring guides and rubrics for speaking and writing. Each lesson provides a formal writing assessment. Unit assessments are not available in the teacher edition. Opportunities are given to collect written and anecdotal assessments in order to determine further instruction. The assessment program is a separate component and also available for teachers.

ELD materials include multiple instructional supports for the various levels of English Language proficiency of students so that students build and practice English language.

Statements of appraisal and supporting evidence:

The ELD materials provide instructional supports for amplify and scaffold. The materials provide word banks, sentence frames, graphic organizers, illustrations/sketches, pictures, and TPR for student support. There are discussion and questioning prompts available. Opportunities are provided for students to work with peers who have the same home language as well as English proficiency level. Students are able to work with peers who have different proficiency levels as well.

ELD materials provide several opportunities to bridge English language development and academic language development in all four domains: listening, reading, speaking, and writing.

Statements of appraisal and supporting evidence:

Each unit introduces new content vocabulary through videos, pictures, discussions, partner activities, provided sentences with context for vocabulary, and graphic organizers to help bridge English and academic language. All of the supports help students develop English and academic language in context. The materials provide opportunities to develop language from word level to discourse level.

ELD materials align with culturally and linguistically responsive pedagogy.

Statements of appraisal and supporting evidence:

The ELD materials consider student background and provide opportunity to make connections to background knowledge. Visuals are multicultural and text brings in information about other cultures. Stories provide opportunities for students to make connections to their own culture as well as other cultures. Texts are not stereotypical but multicultural.

ELD materials provide suggestions and recommendations for the teacher to engage culturally and linguistically diverse families and parents in supporting English language development.

Statements of appraisal and supporting evidence:

Home-School connections are given throughout every unit. Projects involve sharing with families or gathering information from families to share with their peers. Cultural connections and notes allow students to share information about their home/culture.

ELD materials support English Learners with special needs and provides multiple curriculum, instructional and assessment opportunities for their English language, and academic language development.

Statements of appraisal and supporting evidence:

The materials provide differentiation for levels of scaffold and amplify. Other instructional supports are included, such as discussion prompts, activating prior knowledge, and building background knowledge of content and vocabulary. Every lesson has opportunities for peer academic conversations and group or partner work before working independently building toward proficiency of lesson goals.

ELD materials provide the Three Features of Language: Word/Phrase Level, Sentence Level or (language forms and conventions) and Discourse Level / Linguistic Complexity

Statements of appraisal and supporting evidence:

The materials provide a word study allowing opportunities to build from word level to discourse level. Every lesson begins with vocabulary and builds knowledge for students to participate in academic conversations. Engaging activities are provided for students to enter at their proficiency level. Student grouping strategies are provided before doing independent work or presenting to the whole group.

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 contains every content area for the ELD standards: language of social and instructional language, language arts, mathematics, social studies, and science. Lessons in every unit address the topic of the unit.

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

Statements of appraisal and supporting evidence:

A scope and sequence is provided for each unit. Every unit has a pacing guide as well. Units are structured the same with routines for each content area so students are familiar with the program.

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

Statements of appraisal and supporting evidence:

Teacher planning and learning have multiple supports for the structure of the unit, and built in routines. The scope and sequence is provided at the beginning of the teacher edition and a pacing guide is provided for every unit. Every unit has an essential question guiding discussions throughout the unit as well as each lesson. Reading lessons provide multiple opportunities to check for understanding. Guides for teacher modeling for questioning and discussion are provided.

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

Statements of appraisal and supporting evidence:

Students are consistently writing and discussing for teachers to gather evidence. There is an assessment piece that provides numerous activities for students in the built-in routines section at beginning of each unit. This section allows for teachers to observe and the collect data. Pacing guides list given assessments but do not give examples or tell teachers what to do or how to use it to assess students.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials provide opportunities for students to listen to songs and watch provided videos. Text recordings are provided as well as photographs and illustrations for the art lesson. Students have opportunities to use technology to publish their writing and/or projects.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Differentiation is provided for scaffold and amplify. Supports are provided for students in each lesson such as graphic organizers, word banks, sentence frames or group work. Opportunities are provided to activate prior knowledge and build background knowledge. Validation of student culture are validated through cultural and home-school connections. Cultural notes are provided for teachers to give culturally responsive instruction. Opportunities are provided for students to make text to self and text to world connections.

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

Statements of appraisal and supporting evidence:

Key concepts make connections to all content areas. Opportunities are provided to activate prior knowledge and build background knowledge. Student culture is validated through cultural and home-school connections. Cultural notes are provided for teachers to give culturally responsive instruction. Opportunities are provided for students to make text to self and text to world connections.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials provide learners with multiple cultural perspectives and opportunities to make connections to self, home, and society as well as express their ideas when engaging in academic conversations.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials provide opportunities for students to connect with their own culture as well as learn about the cultures of their peers. Many different cultures are represented within the texts.

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 #: 103

Background and experience:

I am a Level III teacher with 15 years of experience in teaching elementary general education, ELD, and Spanish dual/bilingual classes. I have a Master's degree in Elementary Curriculum & Instruction. I hold endorsements in TESOL, Bilingual, and Library Media and am a National Board Certified Teacher.

Professional summary of material:

The curriculum covers the NM ELD Standards and language domains in every unit and includes instruction for oral language, grammar, art, music, and media. Materials address and support the instructional purposes that ensure language development in listening, speaking, reading, and writing as well as with the three features of language. Materials are well designed and provide an organized lesson structure and routine, which is consistent throughout all units. Multiple instructional supports are included for below and advanced students so students develop and practice English language and academic language of each content area. The materials provide learners with multiple cultural perspectives and opportunities to make connections to self, home, and society as well as express their ideas when engaging in academic conversations. Videos are provided at the beginning of each unit to activate prior knowledge and develop background knowledge of the topic and vocabulary, giving all students opportunities and support to explore key concepts. Formative assessments are provided.

Reviewer #: 104

Background and experience:

I have worked as a primary elementary teacher for 21 years. I am a level III teacher with an endorsement in TESOL. I have a Master's degree in Curriculum and Instruction. I have taught as the English component of a 50/50 Dual Language team for 16 years at the primary level.

Professional summary of material:

The lessons in each unit connect to content areas (reading, grammar, math, science, social studies). The units build consistent classroom routines. Opportunities are given for students to be introduced to unit vocabulary in context as well as work in small groups and pairs. Basic scaffolding and amplifying suggestions are given throughout the materials; however, there is no evidence of English proficiency levels. Students are given the opportunity to work in pairs and small groups throughout, which provides peer modeling.

Reviewer #: 105

Background and experience:

I am a Level III licensed teacher with a TESOL endorsement and Master's degree in Curriculum and Instruction with emphasis in Literacy Studies. I have 15 years of teaching experience in first through fifth grade, ELD and the English side of a 50/50 dual language classroom.

Professional summary of material:

The materials provide many opportunities for students to practice listening, speaking, reading and writing through all content areas supported by the New Mexico ELD standards. The structure of each unit is the exact same so all students and teachers know what to expect and what is coming next. The materials provide built-in routines that the students learn and will follow from unit to unit. Each unit contains the reading component and contains sections connecting to language arts, mathematics, science, social studies, music, art and media. Each content area is based around the unit theme so students have many opportunities to practice the academic vocabulary. The lessons provide the students support through differentiated instruction using scaffolds and amplifying, or enriching, the lesson. Students also have the opportunity to work in partners and groups throughout the unit, allowing them to participate in discussions providing supports in developing their academic language. The material does provide examples of scaffolds and amplifying (enrichment) for students, but does not break it down based on English language proficiency.