

**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	Get Ready! Sail	Publisher	Vista Higher Learning
SE ISBN	9781543335545	TE ISBN	9781543335569
SW ISBN	9781543330884	Grade Level/Content	Grades 1-3 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.*)

<b>Recommended</b> (90% and above)	<input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%)	<input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%)	<input type="checkbox"/>
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<b>Total Score</b> - <i>The final score for the materials is averaged between the team of reviewers.</i>	<b>Average Score</b>
	91%

**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.*

<b>CLR Recognized</b>	<input checked="" type="checkbox"/>	
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	<b>Average Score</b>
	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 in whole group discussions.

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 incorporated within the provided photographs and illustrations.

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

Average Score
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100%
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Materials align with the English Language Development Standards.

*Statements of appraisal and supporting evidence:*

Get Ready Sail Materials provides instruction for all 5 ELD standards: Language of social & instruction, language arts, mathematics, science and social studies. Get Ready Sail 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

91%

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

*Statements of appraisal and supporting evidence:*

Materials provide goals at the beginning of the unit. Essential questions are given at the beginning of the lesson and revisited again at the end of the lesson. They do not provide language objectives or content standards and do not 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 language, phonics, words and media. Each unit has a project that can be completed. 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 student work in groups. Lessons build upon one another and are scaffolded for language progression. They provide additional supports, such as sentence frames, pictures, flashcards, etc., in the lesson to be used as needed by students. There is no specific differentiation for language proficiency levels. This program provides guidance on modeling for the teacher.

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

*Statements of appraisal and supporting evidence:*

Materials provide activities for students to listen, speak and read but there are few opportunities to write. Most of the writing activities consisted of circling a choice or tracing letters. There are opportunities for students to work in small groups or independently to assess. Each lesson provides a formative assessment. The materials do not provide opportunities for various assessment types and do not include all language domains. Unit assessments are not available in the teacher edition.

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, but do not provide specific supports for each individual proficiency level. The materials provide sentence frames, graphic organizers, illustrations/sketches, pictures, and TPR for student support. The materials provide explicit guidance for teacher modeling.

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, and partner activities 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 sentence level. Students have frequent opportunities to echo and repeat during the lessons.

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. Texts are culturally and linguistically responsive. Opportunities are provided for families to be involved in sharing their culture. Materials provide cultural connections and notes to help teachers be culturally sensitive. Students are able to communicate in their home language with their peers.

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. Lessons include opportunities to share with families or gather information from families to share with their peers. Cultural connections and notes allow students to share information about their home/culture. Opportunities are provided for families to be involved in sharing their culture. Students are able to communicate in their home language with their peers.

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, but do not give specific differentiation for proficiency levels. Materials offer multiple instructional supports through visual aids, sentence frames, TPR, flashcard, and opportunities to draw, sketch, and label. At the beginning of each unit, information about students with disabilities is provided with ideas for different areas, such as visual-spatial, processing, fine motor skills, social-emotional functioning, etc.

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 lesson on language, words and phonics, allowing opportunities to build from word level to sentence level. Every lesson begins with vocabulary and builds knowledge for students to practice academic language. Engaging activities are provided for students to enter at their 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

90%

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.

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. There is no evidence of specific ELD or grade-level content standards or objectives. There is explicit guidance on how to model language for students.

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

*Statements of appraisal and supporting evidence:*

This section allows for teachers to observe and collect data, but it does not tell teachers how to assess or interpret the data or how to assess students who are struggling. Pacing guides list given assessments, but do not give examples or tell teachers what to do or how to use it to assess students. No grade level or ELD standards and objectives are provided

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

The materials provide opportunities for students to watch provided videos and listen to audio recordings where students can repeat language after listening.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Differentiation is provided for scaffold and amplify but does not provide specific supports for each language proficiency level. Teacher modeling, visual aids, and being able to communicate with others in their home language are explicitly embedded in the lessons. Home-School Connections are provided for students to make connections with academic content.

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 and students explore them by making connections to their home, peers, and society.

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 in whole group discussions.

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 incorporated within the provided photographs and illustrations.

**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 in every unit for all content areas including instruction for language, phonics, grammar, reading, and media for newcomers and students at the proficiency levels for entering/emerging. Materials address and support the instructional purposes that ensure language development in listening, speaking, reading, and writing. 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. It is lacking instructional supports for specific English proficiency levels and students with disabilities. The materials provide learners with opportunities to make connections with home and culture as well as express their ideas. Videos are provided at the beginning of each unit to activate prior knowledge and develop background knowledge of the topic and vocabulary and audio recordings. These give all students opportunities and support to explore key concepts. Formative assessments are provided for mostly listening and speaking domains for one proficiency level and do not provide guidance for modifications for other proficiency levels. Rubrics and scoring guidance are not offered in the teacher editions.

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 materials provide many opportunities for students to practice listening, speaking, reading and writing through all content areas. The units are structured with built-in routines, providing students and teachers with structure. Each unit begins with language development and has sections connecting to language in action, word practice, mathematics, science, social studies, and media. Each content area is based around the unit theme, allowing students many opportunities to practice the academic vocabulary. Lessons take into consideration student background and provides opportunity to make connections to background knowledge. Visuals are multicultural. Teachers also have multiple opportunities to model expectations prior to students working in pairs or independently. Whole group, small group, and partner activities are embedded throughout the unit to allow all students to participate at their language proficiency. The material does provide examples of scaffolds and amplifying (enrichment) for students, but does not break it down based on English language proficiency levels. The assessments do not provide support or guidance on scoring or using the assessments to support students that need reteaching or enriching.

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 support students in the four domains of listening, speaking, reading and writing. The materials also support the NM ELD standards in all areas throughout each unit through language, reading, math, science, social studies, writing, projects and media. They provide many opportunities for students to participate in whole group, small group and partner discussions around a given topic throughout each unit. The units are structured in a way to provide consistency for the students and the teachers through built-in routines and lessons. The lessons are all structured the same where the students start off with exploring and learning the topic, practicing the topic and then communicating about the topic. Each lesson provides differentiated options for scaffolding (below level) and amplifying (advanced levels) within the classroom. The materials also provide many other supports for students, such as visual aids, picture clues, explicit teacher modeling, sentence frames, projects, videos and graphic organizers. Each lesson provides a formative assessment that assesses within the domains of listening, speaking, reading and writing. The assessments do not provide the students with many opportunities to write, as most are done by either circling the answer or communicating orally. The teacher's edition does not provide any support for the assessments, such as scoring rubrics or guidance on how to score. They do not provide suggestions or guidance on what to do next after the assessments are completed.