

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! Soar	Publisher	Vista Higher Learning
SE ISBN	9781543335552	TE ISBN	9781543335576
SW ISBN	9781543340952	Grade Level/Content	Grades 4-6 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

89%

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 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 incorporated 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. They provide 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 focus on speaking, listening, and reading activities with a writing activity in each unit 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

87%

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 with a focus on English language acquisition for the newcomer student or entering and emerging proficiency level. They also connect to grammar, phonics, and media. All of these areas are connected to the overall theme. Materials are not grade level or age appropriate. Activities, illustrations/photographs and other content are designed for students in the primary elementary grades (K-2).

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, and reading. A writing lesson is provided at the end of each unit. The materials have strategies to support students working in groups. Lessons build one upon another and scaffolded for language progression. They provide additional supports in the lesson to be used as needed by students. A picture dictionary is provided at the end of the student edition. Academic vocabulary in each lesson is written in bold lettering. There is no specific differentiation for language proficiency levels. Materials are basic and geared for the lower English language proficiency levels (entering and emerging).

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

Statements of appraisal and supporting evidence:

There are opportunities for students to work in small groups or independently to assess. Each lesson provides a formative assessment consisting of multiple choice, circle the answer, and yes/no questions. The materials do not provide opportunities for various assessment types and are not balanced across all the language domains. The majority of writing opportunities provided are found in the Connect to Writing lesson in each unit. The unit assessments are not available in the teacher edition but are referred to through an assessment program.

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.

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 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 sentence 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. Cultural notes are provided for teachers as guidance for cultural awareness. 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. 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 but not for specific proficiency levels. At the beginning of every unit, guidance is provided for supporting students with disabilities.

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 Connect to language, allowing opportunities to develop functional chunks of language. Every lesson begins with vocabulary and builds knowledge for students to participate in academic conversations, including in their home language. 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

91%

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 & instruction, language arts, mathematics, science and social studies.

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. Activities in Get Ready Soar are not aligned to grade-level content standards.

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 discussing content so teachers can gather evidence; however, no grade level or ELD standards and objectives are provided. There is an assessment piece that provides numerous activities for students in the built-in routines section at the beginning of each unit. This section allows for student observation and the collection of 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.

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 for each lesson.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Differentiation is provided for scaffold and amplify and provides photographs, illustrations, and sentence frames for different language proficiency levels or students with disabilities.

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 the real world and their own lives through cultural connections and home-school 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 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 incorporated 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:

Get Ready: Soar is a curriculum specifically created for newcomer and students with the proficiency level of entering/emerging. The curriculum covers the NM ELD Standards and language domains in every unit and includes instruction for language, grammar, phonics, and media. Materials address and support the instructional purposes that ensure English language development in most of the language domains. The curriculum has 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 but there are photographs, illustrations, and other supports provided to help a variety of proficiency levels. The materials provide learners with opportunities to make connections to home and society as well as use their home language when working in small groups. Formative assessments are provided; however, rubrics and scoring guidance are not offered in the teacher editions. This material is not developmentally appropriate for the grade levels for which it was written. The main focus for each lesson is the acquisition of language not grade level content.

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:

Get Ready: Soar is a curriculum specifically created for newcomer and students with the proficiency level of entering/emerging. The curriculum covers the NM ELD Standards and language domains in every unit and includes instruction for oral language, grammar, phonics, and media. The program takes into consideration student background and home experience. Multiple opportunities are provided to make connections to background knowledge, home and culture. Activities also take into account students' primary home language and allow for use of the home language when discussing content. Visuals are multicultural and text brings in information about other cultures. Differentiated instructional suggestions are given in order to allow practice for language proficiency. Activities allow for students to work in small group and with partners in order to have academic discussions. Photographs and highlighted unit vocabulary support students' language learning. Each lesson begins with an essential question, which sets the purpose for learning; the essential question is revisited in partners or small groups at the end of the lesson. While there are many opportunities and support for language acquisition, language objectives and levels are not present in the teacher's edition. The program allows ample support and practice for language learning, but many of the lessons are not grade/age level appropriate. Students are not working on grade-level standards in the content areas. Concepts are at a lower content level with a focus on building English as a second language for emerging learners.

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. Get Ready Soar! is designed for students that are at the entering and emerging levels of English language proficiency. 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 sections connecting to language arts, mathematics, science, social studies, 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. There are opportunities for teachers to connect with the student's culture through cultural connections, cultural notes and home school connections.