

**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! Grades 6-8	Publisher	Vista Higher Learning
SE ISBN	9781543316162	TE ISBN	9781543316186
SW ISBN	9781543316209	Grade Level/Content	Grade 6-8 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

94%

**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

99%

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
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100%
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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. Get Ready 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

94%

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 every lesson; however, they do not provide language objectives or take into consideration the levels of English Proficiency. Implied learning objectives are provided in each lesson.

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 such as language arts, math, science, and social studies. They also connect to media and other electives (journalism, PE, etc.) found in grades 6 - 8. All of these areas are connected to the overall theme. Every lesson provides an opportunity to make connections with another content area.

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 each other and scaffolded for language progression. They provide additional supports, such as graphic organizers, word banks, etc., in the lesson to be used as needed by students. A glossary is provided at the end of the student edition to support vocabulary development. Academic vocabulary is highlighted in the text. There is no specific differentiation for language proficiency levels.

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. Every grammar lesson provides a self-reflection for students to complete. Every unit 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 but are referenced as being available in the assessment program. Every unit has a culminating project.

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 word banks, graphic organizers, illustrations/sketches, pictures, grammar charts, labelled diagrams and TPR for student support. The language in action provides role-playing activities for students to practice English.

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 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. Texts are not stereotypical but multicultural. The quality of the text is highly multicultural and based around family and communities. It provides multicultural perspectives throughout each unit. Every unit provides information on people in the real world who have made contributions to society for that content area.

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:*

Cultural notes are given throughout every unit and allow students to share information about their home/culture. Projects involve sharing cultural information with their peers. There are activities provided for students to discuss learning with family members.

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 students with disabilities or proficiency levels.

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 activities allowing opportunities to build from word level to sentence 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

94%

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; however, they are implied in every lesson.

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; 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; however, it does not tell teachers how to assess or interpret the data or how to assess students who are struggling. Pacing guides at the beginning of each unit list given assessments, but do not give examples or tell teachers how to utilize them. Scoring guides are referenced in the assessment program.

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 text and watch provided videos and a section for connecting to media. Text recordings are provided as well as photographs in the lesson. Students have opportunity to use technology for the culminating project.

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 or students with disabilities. At the beginning of the unit, there are general suggestions on how to work with 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. There are opportunities to make cross-curricular connections in every unit. There is a "Why It Matters" section providing real-world connections to the content.

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:*

The curriculum covers the NM ELD Standards and all four language domains in every unit and includes instruction for media and other content classes available in middle school. Materials address and support the instructional purposes that ensure language development. Materials are well designed and provide an organized lesson structure and routine, which is consistent throughout all units. Every lesson/content area is based on the unit and provides students with multiple opportunities to practice English and academic language for each content area. Multiple instructional supports are included for entering/emerging students so they develop and practice English language and academic language of each content area. It is lacking instructional supports for specific English proficiency levels; however, there are other visual supports as well as graphic organizers. The materials provide learners with multiple cultural perspectives and include cultural notes to guide students as they express their ideas when engaging in academic conversations. Videos, which are provided at the beginning of each unit, activate prior knowledge and develop background knowledge of the topic and vocabulary and give all students opportunities to explore key concepts. Formative assessments are provided; however, 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 curriculum covers the NM ELD Standards in every unit and includes instruction for oral language, grammar, phonics, science, math, and social studies. Lessons make intentional connections to multiple content areas (example, connecting math to social studies). Materials address and support the instructional purposes by providing essential questions at the beginning of lessons. Materials are well designed and provide an organized lesson structure and routine, which is consistent throughout all units. Multiple instructional supports are included for scaffolding and amplifying activities to 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. Materials provide multiple opportunities for students to connect background knowledge and cultural experiences when engaging in academic conversations. Formative assessments are provided; however, rubrics and scoring guidance is not offered in the teacher editions.

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. Each unit contains lessons and differentiated supports in the areas of language, phonics, reading, grammar, science, social studies, math, electives, writing, and media. 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 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 provides examples of scaffolds and amplifying (enrichment) for students, but does not break it down based on English language proficiency.