

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 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	OUR ODELL LITERACY G10 STDNT CRS 23	Publisher	Open Up Resources
SE ISBN	9798886824445	TE ISBN	9798886824407
SW ISBN		Grade Level	Grade 10

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 - Below are the total review scores for each reviewer and the final score for the materials averaged between the team of reviewers.

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
97	93%	98	91%	99	85%	90%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for 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 receive this recognition.

CLR Recognition



Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
97	77%	98	69%	99	77%	74%

Materials take into account cultural perspectives.

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

There are multiple cultural perspectives provided in this platform, including British, Greek, Nigerian, Hispanic and African-American. The texts do not offer any Native American perspectives, but students do have the opportunity to insert these perspectives in some of the open discussion activities. Students are asked to share their cultural perspectives at the beginning of units in regard to the topic.

Materials include a culturally responsive lens.

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

Overall, the materials are bias and stereotype-free, allowing students to come to their own conclusions as well as relate the content to their own backgrounds and understanding. There are limited examples of readings and activities that allow students to explore diverse cultures and perspectives. Generally, students are asked to engage in comprehensive strategies as opposed to having discussions surrounding culture and its influence. The activities do not lend towards a culturally responsive lens.

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
97	95%	98	92%	99	86%	91%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Overall, the standards are addressed within the materials for this grade level. This can be seen in culminating tasks as well as in the activities leading up to the final assessments for each unit. Even though there is evidence that the standards are met in the materials, it is not explicitly expressed nor easy for the instructor to find. The standards alignment could be found in the DropBox materials provided to this review by the publisher, but how to find them in the source materials themselves is not stated.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The reading standards are met in these materials. Titles are relevant and diverse and challenge students to upper level thinking and application. The independent reading options offer a variety of opportunities for students to expand upon the topics. Age appropriate content is made available to students, as well as Spanish options for ELs.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Writing tasks are challenging, with a large variety of tasks, such as literary criticism, narratives and rhetorical analysis. Students are also given the opportunity to engage in creative tasks such as photo essays and original songwriting. Writing assessments are scaffolded, with students having to engage in several benchmarks prior to completing the final task. Writing tasks also require students to engage in critical thinking skills. There is a variety of tools provided to assist students in reaching benchmark goals, such as graphic organizers and reference tools.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

There are many opportunities for students to discuss the texts as well as collaborate in teams on research projects. Students are offered the opportunity to become comfortable speaking in both large and small group settings. The final unit requires students to be able to present to their learning communities. Socratic seminars are used for students to share ideas and explore in a safe setting. Tools are provided to assist both the instructor and student in making these interactions successful.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The language standards are addressed in each lesson through the Teacher Notes. While the standards can be inferred, they are not explicitly stated in the notes and the novice teacher may have some difficulty in finding alignment. The culminating tasks address the language standards with tools such as the "Working with Mentor Sentences" and vocabulary handouts.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

New Mexico content standards can be found in the DropBox document, but are not readily available within the material itself. The standards are addressed in multiple units, but the activities to which they align are not expressly stated.

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
97	99%	98	100%	99	94%	98%

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:

There is a large range of opportunity to engage in high-quality texts in both the anchor and supplemental readings. The texts are varied, diverse and are crafted to allow for creative and critical thinking. The independent reading options add extra support in attaining the standards.

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:

Questioning drives the majority of the material and students are given multiple opportunities to engage in both provided and generated questioning. Students are encouraged to develop their own questions for research and development and cite strong textual evidence to support their positions. The Socratic seminar allows students an opportunity to develop text-specific questions to enhance critical thinking skills.

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

Statements of appraisal and supporting evidence:

Each unit contains scaffolding tools such as open-ended study guide questions, vocabulary logs, learning logs and character development tools. Students are encouraged to focus on specific areas of the text in addition to overall comprehension. The implementation guide gives the teacher additional supports for ELs. The Teacher Notes in each lesson address scaffolding for all students, but this information is general in nature and the instructor will need to spend time assessing their specific student needs.

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.

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
97	85%	98	85%	99	80%	83%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

While there are specific tasks (such as the unit on vaccination) that encourage students to understand the importance of civic duty, the concept is not readily seen throughout the platform. Within themselves, each unit is scaffolded with each lesson and activity building upon the previous one, reaching a final task in the culminating activity, which assesses all skills addressed within the unit. The reading is grade level and does require critical thinking. The writing tasks prepare students for writing on a collegiate level, but clear career skills are not addressed.

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

Statements of appraisal and supporting evidence:

Generally, the lessons are well designed and take into account effective structure and pacing. The pacing guide is open to interpretation and does not give a time frame that an instructor should stay within when working on the unit. Each unit follows a similar pattern, and students will quickly find repetition within the units, allowing them to work quickly as they know what is coming in each stage of a unit. The designated unit tools help students to track and monitor progress and help to guarantee a level of success even for reluctant learners. Each lesson is designed to enhance the culminating task.

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

Statements of appraisal and supporting evidence:

The materials provide a loose outline of planning for the teacher with several tools to help them keep on pace with the objectives for each lesson. However, standards are not clearly delineated and the material does not appear to be standards-driven, but objectives-driven. The pacing guide and other materials do provide assistance in structuring each lesson, but the teacher does have a great deal of autonomy when deciding how to cover the objectives.

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

Statements of appraisal and supporting evidence:

Teacher resources for collecting data are available in the culminating tasks, but are not easily found in the lessons and activities themselves. While there is evidence that progress tracking is embedded in the platform, how to find it will be challenging for the average teacher. There are no rubrics readily available for instructors to use in order to track student progress.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

There are limited opportunities for students to engage in technology as a part of student learning outside of the standard instructional materials' setup. For the majority of the material, students are engaging in traditional essay writing as part of the culminating task. The platform does work well on all internet browsers and would be available to students in the event of having to go to a fully remote learning situation. Online material is provided. The research project provides students the opportunity to explore web-based research as a group.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Although the teacher notes are provided in each lesson, they are not easily customizable for the individual learner. There is limited opportunity for advanced learners, but there are suggestions for ELs and SPED learners. The Implementation Guide and the Online Guide give additional supports to customize the materials for individual learners. The materials provide alternative texts for Spanish ELs and suggestions for independent reading. The lessons do provide suggestion for differentiation, but to the novice teacher, they are more suggestive as opposed to definitive.

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

Statements of appraisal and supporting evidence:

The instructional materials allow extensive opportunities for exploration and research of key concepts. Students are encouraged to develop their own research questions surrounding key themes and concepts, enhancing student interest.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are multiple cultural perspectives provided in this platform, including British, Greek, Nigerian, Hispanic and African-American. The texts do not offer any Native American perspectives, but students do have the opportunity to insert these perspectives in some of the open discussion activities. Students are asked to share their cultural perspectives at the beginning of units in regard to the topic.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Overall, the materials are bias and stereotype-free, allowing students to come to their own conclusions as well as relate the content to their own backgrounds and understanding. There are limited examples of readings and activities that allow students to explore diverse cultures and perspectives. Generally, students are asked to engage in comprehensive strategies as opposed to having discussions surrounding culture and its influence. The activities do not lend towards a culturally responsive lens.

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 #: 97

Background and experience:

I am a Level III teacher in New Mexico with 15 years experience. I hold the following degrees: PhD in Curriculum, Instruction & Assessment; ME Curriculum, Instruction, & Assessment; and a BA in English Secondary Teaching. I have taught AP Language & Composition, Intro to Teaching, Special Education Basics, English I-IV, and a College Success Class as dual credit. I am a Special Education Specialist who also participated in the writing of the NMPED Social Studies Standards and Instructional Scope.

Professional summary of material:

The materials are recommended for use in New Mexico classrooms. The pacing and sequencing of lessons allow for the teachers to approach the material and design it to meet the needs of individual classrooms. The Implementation guide and Online Learning segments offer supports if the students were to go online, and offer suggestions for EL, SPED and some advanced modifications and accommodations to meet the needs of individual students. The reading text is of grade level and does prepare students for the critical thinking skills and diversity necessary for college and career readiness. Diverse texts are offered with the exception of Native American texts.

Reviewer #: 98

Background and experience:

I am a Nationally Board certified and New Mexico Level III licensed teacher. I hold a master's degree in Communication majoring in Applied Media Studies and a bachelor's degree in Secondary Education majoring in English. I am currently finishing my PhD in Education. I have been teaching English Language Arts for 14 years and have been an instructional material reviewer for 5 years.

Professional summary of material:

The materials provide engaging and higher level texts ranging from prose, drama, and non-fiction to historical documents that prompt students' interest and higher thinking skills. These texts not only enhance student analytical thinking but also engage them in exploring social issues and multiple perspectives as well. Each section of the materials is supported with materials in the Tool Box (i.e. vocabulary guide, language conventions guide, referencing guide, annotations guide, etc.) to enhance the students' learning experience. Also, there is implementation support provided in the material resources to guide teachers in understanding, internalizing and implementing the material. Although the materials reference the skills that align with the New Mexico standards, they are not explicitly stated in the sections or unit cycles. While the material offers opportunities to show a variety of cultures and perspectives, they are not consistently found throughout all the sections of the materials. Also, while the materials offer suggestions to differentiate for ELs, the activities are not customizable and there are limited opportunities to accommodate the needs of other student populations. I recommend this material if these minor concerns are addressed.

Reviewer #: 99

Background and experience:

Reviewer #99 is a Level-III Instructional Leader with endorsements in ELA, Social Studies and Visual Arts. They have been teaching for 23 years in multiple states and have been a part of the review process for the last four years. Reviewer #99 has taught on both the high school and college levels and is familiar with expectations for college readiness. They teach all levels of ELA from grades 9-12, and their classes include both advanced and EL students. Reviewer #99 is also a teacher coach, and has mentored first year teachers for the past ten years.

Professional summary of material:

Overall, the materials do a good job of meeting the standards. The format of the online materials, while consistent, lacks graphics and links to create a more engaging experience for the student. This level incorporates multicultural lenses for Hispanic, Greek, Nigerian, and African American demographics, but does not address topics of Native American interest. The non-fiction selections are challenging and require students to see themselves in the context of cancer treatment and vaccine policy. There are several errors in ELA mechanics and grammar, such as spelling, punctuation, capitalization, and awkward sentence structure, which suggests this platform may still be in its draft stages. There are opportunities for creative thought and use of digital media in presentations. Access to instructor materials is difficult to find if the individual does not know where to look, and the standards are not clearly aligned with their lessons. The material's suggestions for differentiation are generic and general, and would not be helpful to the novice instructor.