

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 G11 STDNT CRS 23	Publisher	Open Up Resources
SE ISBN	9798886824452	TE ISBN	9798886824414
SW ISBN		Grade Level	Grade 11

**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	91%	98	88%	99	81%	86%

**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	79%	98	81%	99	73%	78%

Materials take into account cultural perspectives.

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

Students are asked at the beginning of each unit to reflect on their own cultural experiences and how they apply to the concepts being presented in the anchor texts. Students are also encouraged to share these experiences with their peers to gain a wider range of understanding. However, presented cultural experiences in the texts are limited and do not provide for the Hispanic or Native American experience.

Materials include a culturally responsive lens.

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

Materials are presented in a bias-free and stereotype-free manner. Students are encouraged to share cultural perspectives and learn from their peers. However, the materials are lacking in Hispanic and Native American representation, limiting student experiences as set forth in the NM standards for 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	91%	98	86%	99	81%	86%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The pacing and standards guides align with grade level standards. The guides are limited, however, in that they do not let the instructor or student know which activities are addressing which standards. All standards are addressed to some degree, allowing for a well-rounded experience for the student and the instructor. The Course At A Glance materials provide standards guidance for the instructor.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The texts are varied and challenging and align with the reading standards. All anchor texts are grade-level appropriate and the supplemental and independent reading texts assist in deeper understanding of the topics presented. Alignment with US seminal documents is limited in this level, with minimal referencing to foundational texts.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Every section of the units includes opportunities for students to engage in short cycle writing, with the culminating task engaging students in a sustained writing task. Writing tasks are scaffolded and the materials provide students with supports to assist with the editing and revision processes. Writing tasks align with the standards.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

There are opportunities for students to engage in small and large group discussion to present ideas and concepts and to listen to the ideas and concepts presented by their peers. Students are given an opportunity in the culminating task to present their research findings to large groups. Socratic Seminars allow students to present in small group settings. Additionally, the materials provide supports for students in gathering facts, organizing ideas, and taking notes on the commentary of their classmates as well as providing feedback. The materials align with the speaking and listening standards.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Guides are present in the materials to assist in the instruction of language standards. However, there is little to no direct instruction provided to help students make connections between the theory of the standard and its application in context. Conventional worksheets, word walls, mentor sentence worksheets, and vocabulary journals are available for students to utilize as they work with these materials.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

Overall, the materials align with New Mexico standards for ELA. However, there is limited representation of Hispanic and Native American texts within this level. Students have the ability to engage with texts that outline the African American experience. The availability of the standards is not easily accessed by the instructor.

**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	100%	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:*

The materials provide varied and complex texts worthy of student engagement. The supplemental materials jigsaw with the anchor texts, providing an immersive experience for the student. In addition to print materials, students have the opportunity to engage in podcasts and documentary shorts to assist with the understanding of presented concepts. The independent reading offers a variety of opportunities for the student to expand on the topics.

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:*

Each activity provides high quality study guide materials that encourage students to cite the text to defend their responses to questions. The questions presented in the study guides are text-specific and deal with specific concepts or events as outlined in the anchor texts. Students are encouraged to engage with literary devices and their role within the texts.

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

*Statements of appraisal and supporting evidence:*

The materials provide scaffolded materials to Spanish speaking ELs in the form of Spanish-language versions of the texts, tools, and differentiated guides. However, students who do not fall within this EL category do not receive any sort of support or scaffolding. The Teacher Notes provide a loose guide on how to address struggling students with reading comprehension and decoding strategies.

**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	86%	98	87%	99	76%	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:*

The materials give students opportunity to engage with collegiate level reading and writing practice. However, students are not given the opportunity to engage in activities that would assist them in entering a career-based track. Students are taught how to research and organize effectively and to present their findings in written and oral formats.

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

*Statements of appraisal and supporting evidence:*

The materials are grade level appropriate and scaffold well with the ancillary texts provided in each unit. The overviews and teacher notes provide some suggestions to teachers on how to plan their lessons. The pacing guide is missing deadlines and anticipated lesson length indicators.

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

*Statements of appraisal and supporting evidence:*

The guides provide a framework for how to plan and support student learning. These guides are loosely structured, giving teachers autonomy in their classroom. The novice teacher may find the frameworks challenging, as they are broadly constructed and provide suggestions as opposed to direct instruction for the teacher and do not provide direct references to the standards being addressed in each unit.

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

*Statements of appraisal and supporting evidence:*

The materials provide tools to track student progress, such as checklists and guides. However, there are no tools to compile student data and measure student progress for decision making and planning.

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:*

The digital materials are accessible and available in all major web browsers. Use of technology is limited to web browsing for articles and videos, and word processing to presenting findings. Technology use is limited in the learning process, and there are only suggestions for student use of technology in a non-traditional format; there are no direct tasks that would enhance their ability to use technology in meaningful ways.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials are challenging for teachers to customize to the individual student. There are suggestions presented in the teacher notes for differentiation, as well as in the Implementation Guide, but the documents are not editable to provide for that differentiation. Teacher supports are limited and are often presented as suggestions as opposed to direction.

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

*Statements of appraisal and supporting evidence:*

The materials allow for students to explore key concepts as well as ideas that they find personally engaging. Each culminating task allows students to present their own understanding of concepts, and the Foundation and Application units allow students to take on tasks that they find personally challenging and engaging. The independent reading and supplemental texts allow students to delve deeper into presented concepts for deeper understanding. Tasks allow for extended peer interaction when exploring and developing concepts.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Students are asked at the beginning of each unit to reflect on their own cultural experiences and how they apply to the concepts being presented in the anchor texts. Students are also encouraged to share these experiences with their peers to gain a wider range of understanding. However, presented cultural experiences in the texts are limited and do not provide for the Hispanic or Native American experience.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Materials are presented in a bias-free and stereotype-free manner. Students are encouraged to share cultural perspectives and learn from their peers. However, the materials are lacking in Hispanic and Native American representation, limiting student experiences as set forth in the NM standards for 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: a PhD in Curriculum, Instruction & Assessment; an ME in 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 a dual credit class. 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 to New Mexico Teachers with some reservations. The teacher materials provide guidance for planning and implementation but do not adhere to customization for specific student needs. The digital platform lacks a visual presentation that would be appealing to students. The complexity and the questioning of the text is exemplary, although they do not provide Hispanic and Native American texts to give the student a full cultural lens experience. The unit and lesson design is easy to follow and straightforward, always working toward the Culminating Project, and is engaging for the students with lots of opportunity for peer interaction.

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 collection of texts in the materials are high-quality, which caters to student interest and critical thinking skills. Each section of the materials is supported with reference guides (i.e. vocabulary guide, language conventions guide, referencing guide, annotations guide, etc.) from the Literacy Tool Box. The text-dependent questions in each lesson enhance the students' learning experience and understanding of the anchor texts. Although the materials reference the skills that align with the New Mexico standards, they are not explicitly stated in the sections of the platform. While the material offer rich and relevant literature, they lack inclusion of Hispanic and Native American oral or written texts. Also, while the materials offer suggestions to differentiate for ELs, the activities are not customizable and there are limited opportunities for other student populations not addressed. I recommend this material if these 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 well at addressing the academic standards. Students are asked to engage in scaffolded tasks, which help them to dive deep into higher order thinking. However, the presentation of the materials, while patterned as the student moves from unit to unit, is generally not engaging, containing only text and lacking multimedia. This level does not address the Native American or Hispanic experience, but African American and gender specific experiences can be found within the text. The anchor texts are grade appropriate and challenging. The resources are not easily located within the materials unless the instructor is made aware ahead of time where to look. Differentiation strategies are limited and most differentiation is left to teacher discretion.