

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 G12 STDNT CRS 23	Publisher	Open Up Resources
SE ISBN	9798886824469	TE ISBN	9798886824421
SW ISBN		Grade Level	Grade 12

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	92%	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	81%	99	81%	79%

Materials take into account cultural perspectives.

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

The materials take into account some cultural perspectives as seen in the complex, cultural text presented. There are few Native American and Spanish texts in these materials. The diversity presented in the real-life units expands upon cultural perspectives and events that lead to current conditions so students can trace the history of a cultural experience. British, Asian, American, and African American cultural perspectives are addressed in the materials.

Materials include a culturally responsive lens.

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

The materials include a cultural and responsive lens. The cultures represented are British, African American, Asian, and American without a Native American or Spanish critical lens being represented. The culturally responsive lens can be seen in units that are directed toward a societal, global experience. The materials allow for students to contribute to a culturally responsive lens at the beginning of each unit by accessing prior knowledge in the cultural area of study and by sharing experiences.

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	96%	98	93%	99	86%	92%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials align with the grade level standards. The pacing guide supports the application of the standards. The lesson goals provide objectives as a guidance for the teacher and students. The materials guide provides the standards alignment. The standards are not present in the lesson plan or the unit design for easy teacher application, but can be found in the dropdown materials. While each unit's standards are present, it is not clear which activity will align with which standard.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with the reading standards and there is complex text available for students to apply critical thinking. The Text Overviews provide readings that are in addition to the lesson plans and the independent reading selections allow for students to expand upon the topics. Students are exposed to several different types of texts, including but not limited to novels and novellas, poetry, drama and various non-fiction selections. Students also have opportunities to engage in collegiate level research in the foundational and application units that bookend the materials.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with the writing standards. The lessons provide for both long and short cycle writing assignments and the culminating tasks include multiple opportunities to write critically. The research paper unit is extensive and is group oriented. Students are exposed to different types of writing, including expository, analytic, literary criticism, and narrative. In each culminating task, the revision process is reviewed and students analyze through peer review and teacher conferencing the writing style and conventions to finish their final projects.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials align with the speaking and listening standards. They include multiple opportunities in the lessons to discuss the topic and then, in the culminating projects, the students collaborate to produce a final product. The research paper is group oriented and includes speaking and listening. The activities presented within each unit give opportunities for large and small group discussion, where students must be receptive to the perspectives and backgrounds of their peers. Additionally, units give students the option to present their findings in a community setting.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials align with the language standards. They are in the lesson plans as well as the culminating tasks. The implementation guide includes the general language standards. The language activities are in the reference materials rather than embedded within the lessons. Language standards are most often found in the guides and tools for peer editing and revision. Specific language standards are addressed but instruction is loosely provided in the materials and much is left to teacher discretion.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The materials partially align with the New Mexico content standards for ELA and are mentioned in the support materials but are not available for teacher reference in the units or lessons. Students are not given an opportunity to make connections with the standards on a daily basis. The materials do not present opportunities to engage with Hispanic American or Native American cultures within the texts, but students can present their own backgrounds to make connections.

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	97%	99	94%	97%

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 a large range of high-quality texts that exhibit craft and thought for the material being addressed. Each unit is provided with an anchor text and supplementary texts that jigsaw with the concept being taught in the unit. The independent reading allows other opportunities for students to extend critical thinking in different aspects of the assignments. Students are also taught how to assess research materials for quality and validity, adding to their academic abilities.

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 anchor text is provided with an extensive study guide that includes text-dependent questions. Students are asked to use inferencing to draw conclusions regarding complex concepts and ideas. The materials are grade level appropriate and challenging, and students are asked to engage with the texts in both written and oral formats. At the end of each unit, students have a deeper understanding of the literary devices used within the texts to provide meaning.

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

Statements of appraisal and supporting evidence:

The Teacher Notes in each activity provide suggestions for scaffolding and supports. The suggestions are generic with some specific direction but give the teacher ideas of how to incorporate scaffolding to enable students' learning of English language arts. Supports are provided for Spanish speaking ELs through alternative Spanish texts, but no other language demographic group is addressed. There are supports provided for SPED and ELs, but they are limited when it comes to advanced or gifted students.

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	79%	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 are coherent and consistent with the high school standards and offer a unit in college and career readiness. The standards are not readily available for teachers and students to consistently review within the lessons. The materials contain complex text that is preparing students for college readiness and requires critical thinking skills. The unit on College and Career Readiness prepares students for portfolio requirements in the state of New Mexico as well as life after high school. It is explicit and addresses the college and career readiness standards.

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

Statements of appraisal and supporting evidence:

The materials are well designed as seen in the pacing guide and there is effective lesson structure and pacing. This structure makes it easy for students to follow regularly. The Program Guide and the Course at a Glance allow teachers opportunities to consistently refer to the pacing of the units to make connections. The alignment of the lessons is consistent and leads students to easily complete the culminating projects. The Program Guide helps teachers understand the total perspective and outline of the materials. It also provides prospective on how they relate to today's society and addresses the skills needed to be successful in the 21st Century.

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

Statements of appraisal and supporting evidence:

The materials support teacher planning through the unit design. The Implementation Guide gives teachers additional supports. If it were necessary to go fully online, the online platform would still prepare students. The standards are available in drop-down menus but not readily available in the lessons or units for teacher or student use. The dropbox materials aid the teacher in the learning and understanding of the standards and how they are applicable within the lessons, thus increasing the understanding of the standards.

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

Statements of appraisal and supporting evidence:

The materials offer teacher's resources and tools to collect ongoing data in the culminating tasks. Student progress forms are not readily available for students or teachers to track progress on a daily or weekly basis. There are checklists for the culminating projects and research projects. Standards of measure are subjective. The dropbox materials offer resources for collecting and tracking 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:

The materials support effective use of technology in each lesson. There are links that allow for expansion of the text. The digital materials are available in various platforms and the materials allow for an online platform if needed. The presentation of the materials is available in many different forms such as podcasts, You Tube videos, etc. The final projects are digitally developed and presented by students online, usually in groups.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The Implementation Guide provides materials for teachers to address learning styles but not individual learners. The documents are presented in PDF form and not readily customizable. The Teacher Notes, which are within each lesson and unit, give general suggestions on customizing for EL, SPED, and advanced students but do not really address specific customization. The numerous reference materials provide scaffolding techniques for students.

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

Statements of appraisal and supporting evidence:

The materials give all students extensive opportunities to explore key concepts through the exploration of complex text. The concepts are explored in detail, leading students to come to real life conclusions. There are opportunities for students to explore on their own in the independent reading texts as well as projects. The application unit, which is a research project, allows students to explore (in groups) answers to student-generated research questions, thus giving them opportunities to explore the key concepts.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials take into account some cultural perspectives as seen in the complex, cultural text presented. There are few Native American and Spanish texts in these materials. The diversity presented in the real-life units expands upon cultural perspectives and events that lead to current conditions so students can trace the history of a cultural experience. British, Asian, American, and African American cultural perspectives are addressed in the materials.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials include a cultural and responsive lens. The cultures represented are British, African American, Asian, and American without a Native American or Spanish critical lens being represented. The culturally responsive lens can be seen in units that are directed toward a societal, global experience. The materials allow for students to contribute to a culturally responsive lens at the beginning of each unit by accessing prior knowledge in the cultural area of study and by sharing experiences.

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 has also participated in the writing of the NMPED Social Studies Standards and Instructional Scope.

Professional summary of material:

The materials are recommended with reservations for New Mexico teachers. The pacing guide and scope and sequence do aid teachers in planning. The Implementation guides provide teachers with the suggestions and scaffolding ideas to address all learners within the classroom setting. The Program Guide and the Course at a Glance aid teachers in the overall premise of the course design. The units and lessons are consistent and lead to a culminating task. The online platform allows for teachers to be prepared in case of moving to an online environment. The materials generally are not visually attractive, making it difficult for student engagement.

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 is rigorous and highly-challenging, which caters to students' analytical and critical thinking skills. There are relevant societal issues incorporated in the selection that enable students to make meaningful reflections of society. Each section of the materials is supported with a linked materials literacy toolbox (i.e. vocabulary guide, language conventions guide, referencing guide, annotations guide, etc.) as well as a Culminating Task checklist and progress tracker. The text-dependent questions guide the progression of the lesson, which 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 materials. While the material offers rich and relevant literature, it does not include 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 who are not addressed. I recommend this material if these concerns are addressed.

Reviewer #: 99

Background and experience:

Review #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 high school 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:

The materials are appropriately challenging and engaging for the grade level band. They offer opportunities for twelfth grade students to begin to contemplate where they will belong in society post graduation and begin planning for life after high school. There is a clear scope and sequence with scaffolding within the units. The materials have mistakes in grammar, capitalization and punctuation, which can be distracting to the reader. The materials are limited in cultural diversity, but students do get the opportunity to find themselves within the texts. The ancillary materials, such as scope and sequence and pacing guides, are not easily located for novice teachers. Generally, students do not have many opportunities to learn digitally, with most technology being limited to web-based research and word processing. The materials are easily accessible to students in a digital format.