

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 G9 STDNT CRS 23	Publisher	Open Up Resources
SE ISBN	9798886824438	TE ISBN	9798886824391
SW ISBN		Grade Level	Grade 9

**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	87%	99	87%	89%

**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	73%	98	65%	99	65%	68%

Materials take into account cultural perspectives.

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

Generally, the material does not take into account cultural perspectives. While there are specific units which discuss these perspectives, they are limited both in the amount of exposure given to the students and the types of exposures. Overall, Native American and African American perspectives are only touched upon, and any other cultural perspective is omitted almost entirely. Hispanic culture receives a fair amount of attention, but this is only referenced in three of the units. Some units give students the opportunity to include their own cultural perspectives when exploring prior knowledge.

Materials include a culturally responsive lens.

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

Overall, the materials are not culturally responsive and do not provide students the opportunity to see themselves within the readings. There is some opportunity in the Photojournalism, Global Food Production, and The Book of Unknown Americans for students to engage on a cultural level, but this is not consistent throughout the readings.

**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	93%	98	88%	99	87%	89%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

Evidence of the standards can be found in the supplementary materials (ie DropBox documents and attached PDFs) but are not readily found within the lesson dashboards. Upon reviewing the supplemental materials, it is clear that the standards are addressed and overall this platform does align with mandated standards.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials align with the reading standards. Students are asked to read, analyze, and evaluate complex, grade-level text in all lessons and units. The texts are grade level appropriate and offer challenges to all levels of proficiency from remedial to advanced. There is a variety of reading available, including drama, prose, non-fiction and informational selections. The selections are made available in several formats to accommodate different learning styles.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials align with the writing standards as seen in the progression of the writing assignments with reading varied complex text, citing evidence, analyzing and evaluating and providing a solid conclusion. There are numerous evaluation tools as well as exemplar tools for students' referral. The students keep a Learning Journal throughout their journals in each unit. Units are scaffolded to include the revision process, including peer editing. Small and large group conferencing are additional writing aids available to students.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials align with the speaking and listening standards as seen in the presentations at the end of each culminating task as well as the research projects. Throughout the lessons, there are many discussions required by both small and large group. Presentations focus on developing rudimentary presentation skills, but do not reflect real-world standards and expectations; however, students have opportunities to learn to speak in front of various groups, including peer and community.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials align with the language standards as seen in all of the writing assignments. The vocabulary walls, sorts, and complex vocabulary, as well as working with mentor sentences, helps students to increase their vocabulary and increase their language and writing skills. Students are given access to multiple sets of materials to help expand their understanding and application of the English language.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

The materials partially align with the New Mexico Standards. The standards are not listed with the lessons or units but are listed in the program guide materials. Standards are not explicitly aligned with their activities and the instructor will have to infer which standards are being met based on the material provided in the unit lessons.

**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	94%	99	100%	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 a selection and range of high-quality texts, including but not limited to prose, non-fiction, photography, documentary, film adaptation and drama. The texts are varied and of high interest to the age range addressed. The texts require students to engage in higher order application and critical thinking skills. In addition to the required texts, students are also instructed to engage with independent texts and demonstrate comprehension of the material.

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:*

The materials contain high-quality questioning in all lessons, units, and worksheets to guide students in attaining the desired knowledge. Each unit is accompanied with text-dependent study guide materials to guide student understanding and comprehension. Students are also instructed on how to question independent materials to determine meaning and application.

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

*Statements of appraisal and supporting evidence:*

The materials provide multiple resources for scaffolding within the "Teacher Notes" section of each unit. Students are provided with worksheets and learning logs to maintain notes over time, enhancing the recall and application process. The platform also provides scaffolding materials in the event that it is being used in a fully digital environment.

**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	83%	99	83%	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 follow a logical progression. Scaffolding is evident as each unit moves from lesson to lesson, with jigsaw activities placed throughout to access prior knowledge. Students are engaging with age-appropriate texts accompanied by challenging open-ended questions that force them to utilize the text to prove their understanding. Units offer the opportunity to apply learning to real-world scenarios and challenge students to engage in creative and critical thinking scenarios that they may encounter in a college or career setting.

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

*Statements of appraisal and supporting evidence:*

While the materials are age appropriate and meant to challenge the learner, the sequencing is challenging to follow without significant training. The documents needed to follow a scope are not embedded in the platform but are made available through accessing various links. Once the teacher is familiar with where to go, the challenge greatly reduces; however, this is not the case if the instructor is seeing the platform for the first time without guidance. The pacing guide is not readily aligned with the standards and the timing the instructor should take as they move through the units is left to the discretion of the instructor. Once these challenges are overcome, the sequencing of the units is well-constructed and effective.

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

*Statements of appraisal and supporting evidence:*

While the materials provide a general concept of pacing and learning, they do not readily support teaching in creating an effective scope and sequence. The standards are not present in the pacing guide and need to be cross-referenced with the individual unit overviews. The digital platform provides suggestions for differentiation, but does not give specific direction on how these changes should be implemented. The teacher needs to determine how to customize instruction for different learning groups as the materials do not offer assistance on differentiation for ELs, IEP students or gifted students specifically.

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

*Statements of appraisal and supporting evidence:*

The material provides one data collection tool that reviewers are able to locate with which teachers are able to track data to prove growth over time. This document is not readily available and would not be easily found by the average teacher. There are limited formative assessments throughout, making it difficult for the instructor to track progress. Rubrics are made available for the culminating activity, but are general and not customizable. The units do not have summative assessments to ensure students understand the presented material; there are only project-based learning assignments, which do not necessarily incorporate the anchor texts.

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:*

While technology is available for student use in the forms of digital media, including photography and video, it does not require the students to engage in creative or innovative thought. There is one explicit opportunity for students to use graphic media to create a book cover, but the majority of the culminating activities only require use of word processing platforms. Students use technology in the application unit for their final research project, but the use of technology is not a required component. The platform is available to use in a fully online setting if needed.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

It is possible to customize the material for different students; however, the materials are not easily customizable for various learning groups. Students who are in an EL, IEP or gifted situation do not benefit from explicit differentiation. The platform only suggests things the teacher may do in general without addressing the needs of any given group.

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

*Statements of appraisal and supporting evidence:*

The materials give students opportunities to explore key concepts. The units provide an anchor text along with supporting materials to enhance the learning experience. Additionally, each unit comes with a list of independent reading suggestions, which can be found in the text overview documents. Each lesson has activities that are sequenced for the student to explore the topic at hand. Additionally, there are multiple opportunities for students to discuss the material(s) to be exposed to various viewpoints and interpretations. Units include 1 - 13 activities in preparation for the culminating task, which synthesizes the concept(s) taught throughout the unit.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Generally, the material does not take into account cultural perspectives. While there are specific units which discuss these perspectives, they are limited both in the amount of exposure given to the students and the types of exposures. Overall, Native American and African American perspectives are only touched upon, and any other cultural perspective is omitted almost entirely. Hispanic culture receives a fair amount of attention, but this is only referenced in three of the units. Some units give students the opportunity to include their own cultural perspectives when exploring prior knowledge.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Overall, the materials are not culturally responsive and do not provide students the opportunity to see themselves within the readings. There is some opportunity in the Photojournalism, Global Food Production, and *The Book of Unknown Americans* for students to engage on a cultural level, but this is not consistent throughout the readings.

**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 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:*

I do recommend the materials with reservations. The materials are very thorough, offering many different approaches to learning. The materials do align with standards but only in specific places within the materials. The design of the materials is not very visual digitally. Culturally and linguistically, the materials are diverse but do not offer more opportunities to explore other cultures. The teacher edition offers many planning materials that consider the differentiation needed in the classroom environment.

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 a wide-range of texts ranging from prose, drama, and non-fiction to historical documents that prompt students' interest and higher thinking skills. Each section of the materials is supported with materials in the tool box to enhance the students' learning experience. Although the materials reference the skills that align with the NM standards, they are not explicitly stated in the sections of the platform. While the text offers opportunities to show a variety of cultures and perspectives, they are not consistently found throughout 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 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 Art. 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 students and ELs. Reviewer #99 is also a teacher coach, and has mentored first year teachers for the past ten years.

*Professional summary of material:*

The materials presented in this platform do offer students the opportunity to engage on multiple levels and can be adjusted to fit student needs. However, the platform presents as if it is still in the draft stages as there are several broken links, typographical errors and missing materials. The DropBox links provided for review are not readily found if a teacher is in the platform itself, which indicates that they may not be available to instructors using the platform. While the platform does indicate that there are activities that encompass multiculturalism, they are not consistently found throughout the text. The platform does offer opportunities to differentiate for Hispanic ELs, but opportunities for other demographic groups is not present. Instructors choosing to use this platform will need to have ready access to a trainer for the first few months of using it as locating materials is not readily apparent.