2014 Instructional Material Summer Review Institute

Grade 9-12: English Language Arts; Reading; CORE Reading Intervention; Modern, Classical and Native Languages

**Review Team Appraisal of Title – English Language Arts**

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| Text Title: | Pearson System of Courses, ELA, Grade 11 | Grade Level: | 11 |
| Course: | Language Arts Grade 11 | SE ISBN: | 9780133285024 |
| Publisher: | Pearson Education, Inc. | TE ISBN: |  |

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| **SECTION 1 – Common Core State Standards** |
| Reviewer # and Section 1 Total: 1. #16 TOTAL 308 2. #17 TOTAL 338 3. #18 TOTAL 352  Average Score: 333  Reading Standards for Literature and Informational Text (1-17):  Writing Standards (18-28):  Speaking and Listening Standards (29-34):  Language Standards (35-40):   * Good variety of choices for independent reading. * Nice balance between the canonical and the contemporary. * Excellent build-up, including thinking, discussing, analysis and production of shorter pieces, to the anchor texts for each unit. * High-interest thematic units include “Growing Up Digital” and “Revolution” (which utilizes both Dickens’ *Tale of Two Cities “Hacking as a means of protest”)* with innovative take on a more traditional unit such as “The American Dream”, called “American Dreamers”. * Performance tasks were at the high levels of Bloom’s Taxonomy, e.g., curating and creating a thematic museum exhibit on “Growing Up Digital”. Students with a broad range of learning styles could easily find rigorous and engaging tasks. |
| **SECTION 2.A – Other Relevant Criteria** |
| Reviewer # and Section 2.A Total: 1. #16 TOTAL 232 2. #17 TOTAL 223 3. #18 TOTAL 208  Average Score: 221  Text Selection (42-64):  Construction and Design of Material (68-69):  Student Edition (72-79):  Teacher Edition and Resources (80-89):   * As opposed to the 9th and 10th grade equivalents, the attention to vocabulary is stronger. * Excellent frontloading/scaffolding for the Shakespeare units, in particular. * Reading texts, at least those reviewed, tend to be of the same reading difficulty. * Texts and tasks well-integrated digitally. |
| **SECTION 2.B – Summary Standards** |
| Reviewer # and Section 2.B Total: 1. #16 TOTAL 190 2. #17 TOTAL 223 3. #18 TOTAL 185  Average Score: 187  LITERATURE - Range of Reading/Level of Text Complexity (90):  INFORMATIONAL TEXT - Range of Reading/Level of Text Complexity (91):   * Excellent range of texts, particularly in terms of literary versus informational. * Some nice discoveries in terms of structuring projects, class debates, use of different resources, presentations, etc. * Text complexity amongst the literature selections didn’t seem all that different from the 9th and 10th grade level—a bit of a hum as opposed to trips both up and down the scale. * The tasks for the informational texts were rigorous; the texts themselves, less so. |
| **Reviewer Comments** |
| Reviewer #: 16 Reviewer Background: Seven years teaching, Level II, Speech & Debate, AP L&C, English 10 Comments:   * For the school or district willing to sit still for providing an iPad for every student, we suspect these texts will be a very attractive option. * Many of the units include a PARCC-style assessment, which is a useful tool.   Reviewer #: 17 Reviewer Background: Eight years teaching, Level III, English 11, AP L&C Comments:   * Like the 9th and 10th grade texts, the creativity which went into the creation of projects, and the effort to ensure multiple opportunities for short write/shares and group work, is impressive. * As a small aside, an inexperienced educator would do well to consult those more experienced in productive group work. In crafting group work, the text suggests only that kids group and talk with no framework beyond that, a basis which could result in frustration. * This textbook-averse reviewer has been consistently impressed with the thoughtfulness and creativity of the efforts of this publisher to create not just a text on a digital platform, but also to take advantage of the opportunities the platform offers.   Reviewer #: 18 Reviewer Background: Ten years teaching, Level III, English 11, AP Lang and Lit Comments:   * One difficulty we’ve consistently seen, and which may be addressed in the total text, is the paucity of true world literature. British literature alone won’t do it. * High-interest, rigorous unit design. * Intuitive integration of text, technology and task. |