

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 | Mirrors & Windows: Connecting with Literature - Grade 12 | Publisher   | Carnegie Learning, Inc. |
| SE ISBN    | 9781533836694  | TE ISBN     | 9781533836762           |
| SW ISBN    |  | Grade Level | 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.)

|   |                                     |  |                          |   |                          |
|---|-------------------------------------|--|--------------------------|---|--------------------------|
| <b>Recommended</b><br>(90% and above)   | <input checked="" type="checkbox"/> | <b>Recommended with Reservations</b><br>(80-89%) | <input type="checkbox"/> | <b>Not Recommended and Not Adopted</b><br>(below 80%) | <input type="checkbox"/> |
| <b>Total Score</b> - Below is the final score for the materials averaged between the team of reviewers. |                                     |  |                          |   |                          |
| Average Score   |                                     |  |                          |   |                          |
| 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.

|                        |                          |               |
|------------------------|--------------------------|---------------|
| <b>CLR Recognition</b> | <input type="checkbox"/> | Average Score |
|                        |                          | 89%           |

Materials take into account cultural perspectives.

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

Perspectives in the materials are focused primarily on canonical works of British literature, with some Irish and Scottish selections provided. As a result, the materials do not reflect much diversity in culture, languages, or gender and do not meet the expectations of New Mexico standards for creating a culturally and linguistically diverse lens.

Materials include a culturally responsive lens.

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

Despite the intentionally narrow focus on British Literature, the materials provide multiple opportunities for students to reflect on their own culture in response to reading selections. Materials also provide opportunities for students to research and reflect on multiple cultural traditions and customs beyond their own.

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

Average Score

87%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

Materials align with 12th grade standards which include British literature, specifically. Writing workshops include grade level specific types of informative, narrative, and argumentative styles. The materials address the acquisition and use of academic vocabulary at a level appropriate to grade 12. The various applied English skills are addressed in multiple best practice assignments throughout the curriculum. Texts and accompanying learning activities are designed to support and foster student mastery of grade level standards.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials include anchor texts that include the classic British literature selections of Beowulf, Robin Hood, and Macbeth, as well as shorter reading selections such as poetry and informational documents. The scope of materials provide a comprehensive history of the culture and time, and meet reading standards objectives for the content covered. Because of the focus on British literature, the standard of using seminal and foundational U.S., Hispanic, and Native American texts is not met.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials' writing workshops address not only the three specific grade level writing styles of narrative, informative, and argumentative writing, but also research and documentation. The materials offer routine writing practice to support student mastery of writing standards through a varied and comprehensive collection of critical and creative writing strategies designed to improve student writing.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials include speaking and listening workshops that address other skills such as summarizing, research, and argumentation. There are also opportunities for collaborative learning in groups, discussions, and presentations. The materials provide guidance for teachers to create meaningful and intentional practice for all students in the skills necessary to master the speaking and listening standards.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials align to the standards through grammar and style lessons that address vocabulary, prefixes, suffixes, Greek and Latin roots, compound words, and figurative language. The learning activities are aligned to content standards and aimed at having students practice the skills necessary for standards mastery in writing practice.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

New Mexico Standards can be cross-referenced in the online teacher materials in the All Standards tab. Because of the focus on British literature, the materials don't contain Hispanic or Native American reading selections.

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

Average Score

96%

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 variety of reading selections are high quality and include well-known classics of British literature worthy of student time and attention, and are supplemented with historical and cultural connections. The informational texts include important speeches, letters, and reference materials that span Britain's earliest history to the postmodern/present era.

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:*

Using Bloom's taxonomy and Webb's Depth of Knowledge levels, the materials include extensive questioning techniques after each reading selection in the *Refer to Text* and *Reason with Text* exercises. The Teacher Notes also include embedded discussion questions asking students to draw on the text.

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

*Statements of appraisal and supporting evidence:*

The materials contain frequent suggestions for differentiation for special needs, English language learners, and advanced students. In the Teacher Notes and supplemental online workbooks, there are a variety of strategies and techniques used to support and extend students at various levels.

**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.

Average Score

94%

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:*

Materials are consistent with 12th grade standards and contain some applied English concepts and skills to prepare students for college and career readiness, including business and application letters, webpages, and resumes.

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

*Statements of appraisal and supporting evidence:*

Before each unit in the Teacher's Edition, there is a Visual Planning Guide with lesson by lesson resources, a Scope and Sequence Guide, a Vocabulary Guide, and a timeline. These materials help teachers see the overall plan and structure unit lessons.

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

*Statements of appraisal and supporting evidence:*

Online Materials contain pre-made planned lessons and editable lessons, as well as assessments and unit guides. The online curriculum offers additional activities and texts to further support and enhance student learning and mastery of content standard objectives. The textbook contains a scope and sequence for each unit to support teacher planning and pacing. Standards can be cross referenced in the Passport online materials to allow teachers to track standards based learning activities within their instructional design.

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 assessments on the reading selections and unit tests, and there is a tool for tracking reading fluency online. There are online and embedded rubrics for assessing informative, narrative, and argumentative styles, as well as one for more general assignments.

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 address technology through Media Literacy activities that include internet research and creation of web pages and multimedia presentations. The online materials are accessed through both Windows and Mac platforms.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials include workbooks for differentiated instruction and assessment and embedded suggestions for differentiation strategies for ELL, special needs, and advanced students. Customizable lesson plans and assessments can be created online.

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

*Statements of appraisal and supporting evidence:*

The materials provide multiple opportunities for students to express understanding of key concepts, including figurative language, vocabulary, and rhetorical techniques, especially in the *Extend the Text* sections. Suggestions for differentiation are frequent and varied, supporting all student needs.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Perspectives in the materials are focused primarily on canonical works of British literature, with some Irish and Scottish selections provided. As a result, the materials do not reflect much diversity in culture, languages, or gender and do not meet the expectations of New Mexico standards for creating a culturally and linguistically diverse lens.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Despite the intentionally narrow focus on British Literature, the materials provide multiple opportunities for students to reflect on their own culture in response to reading selections. Materials also provide opportunities for students to research and reflect on multiple cultural traditions and customs beyond their own.

**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 #: 13

*Background and experience:*

Level III teacher with 20 years of experience teaching English Language Arts, Social Studies, and History in grades 7-12. Masters degree in pedagogy and curriculum design with endorsements in English, History, Economics, Government. and TESOL.

*Professional summary of material:*

The materials are effectively designed to present learning content in a cohesive manner affording both teacher and student with CCSS aligned and scaffolded tools to enhance and support an optimal instructional and learning experience across the scope of the curriculum. The online digital resources afford multiple supports to further extend and improve the learning experience for students and offer teachers a variety of useful tools to help create meaningful and individualized learning experiences for all students. The materials offer a broad range of British literature text selections aimed at a deep exploration of the history and society of that culture. Important literary selections begin with foundational texts like Beowulf, Grendel, and The Canterbury Tales, include Shakespeare and Dickens, and move into the more modern texts from Orwell, Thomas, and Atwood. This provides students with a cohesive learning experience centered on British Literature. Strategies and tools to assist in the instructional process range from close reading practices to text dependent questions to independent reading and writing activities. Teachers are provided unit by unit scope and sequencing guidelines to best support instructional design, lesson planning, and alignment with content and learning standards. Students are routinely expected to read, refer, reason with, and write about text in a variety of critically centered and creative forms. Because this curriculum is designed to inform learners of the history and culture of British literature, cultural diversity and attention to Native American and Hispanic texts are missing within the curriculum. However, strategies for connections across cultural perspectives do afford teachers with guidance for creating that lens.

Reviewer #: 14

*Background and experience:*

Level III teacher with 20 years of experience in both Middle School and High School English Language Arts and Social Studies. Licensed for both special education and general education. Endorsed in ELA, SS, Business. National Board Certified teacher (original and renewed.)

*Professional summary of material:*

The materials offer a variety of European language selections with a focus on British culture, but includes some Irish, Scottish selections as well. The online material is excellent and extensive covering audio books, teacher guides for lesson planning, differentiated instruction, unit by unit guides, writing rubrics, close reading, graphic organizers, and assessments, to name but a few. The online platform has many supplemental materials that support this text, so the online platform must be purchased as part of the package. Excellent use of Bloom's Taxonomy and Webb's DOK are used in each unit through question stems, especially the Refer and Reason with text sections. Guidance is given to teachers in how to teach a selection as well as a planning with a scope and sequence for each unit. The use of timelines at the beginning of each unit provide a great resource for classroom discussion and KWL activities. Reading selections range from many non-fiction articles to classics like Beowulf and Grendel, Robin Hood, and Shakespeare, Irish and Scottish text and poems, and finally ending with Postmodern era writings like those of George Orwell. Writing, grammar and speaking and listening workshops provide skill based instruction that will support students with college and career readiness skills. Writing workshops are focused on 12th grade skills, such as narrative, informative, and argument writing styles. The Differentiated instruction for special needs, ELL, and advanced students offer more practical and engaging strategies than most text. Overall, I would recommend this book understanding that the Hispanic and American cultures are not addressed.

Reviewer #: 15

*Background and experience:*

Level III teacher with 30 years of experience teaching high school ELA, including ELD, honors and AP classes. Master's degrees in English and Education. Currently teaching 9th and 12th grade and serving as Humanities Department Chair.

*Professional summary of material:*

This is an effective curriculum with extensive online resources. Because of its focus on British Literature, the reading selections are limited in diversity. However, the materials do attempt to find connections among cultures and allow multiple opportunities for students to connect their personal experiences with the reading. The format includes extensive guidance for teachers, including editable lesson plans; suggestions for discussion questions; vocabulary lessons and lists, writing workshops focused on informative, argumentative, and narrative writing, and a wide variety of questions and activities following each reading selection. There are many supplemental materials online, including workbooks for ELL, enrichment, and reading proficiency differentiation, eBook titles for independent reading; assessments, rubrics, and lesson plans. Each lesson includes suggestions for differentiating instruction, as well as connections to historical and cultural documents and opportunities to incorporate digital resources and media literacy skills.