

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/>

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|--|---|---|--|---------------|-----|
| Text Title | HMH Into Literature Student Edition plus Resources Online 6-Year | Publisher | Houghton Mifflin Harcourt Publishing Company | | |
| SE ISBN | 9780358102694 | TE ISBN | 9780358102489 | | |
| SW ISBN | | Grade Level | 10 | | |
| <p>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.)</p> | | | | | |
| <p>Recommended (90% and above) <input checked="" type="checkbox"/></p> | | <p>Recommended with Reservations (80-89%) <input type="checkbox"/></p> | <p>Not Recommended and Not Adopted (below 80%) <input type="checkbox"/></p> | | |
| | | | <p>Total Score - Below is the final score for the materials averaged between the team of reviewers.</p> <table border="1"> <tr> <td>Average Score</td> </tr> <tr> <td>95%</td> </tr> </table> | Average Score | 95% |
| Average Score | | | | | |
| 95% | | | | | |
| <p>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.</p> | | | | | |
| <p>CLR Recognition <input checked="" type="checkbox"/></p> | | <table border="1"> <tr> <td>Average Score</td> </tr> <tr> <td>90%</td> </tr> </table> | | Average Score | 90% |
| Average Score | | | | | |
| 90% | | | | | |
| <p>Materials take into account cultural perspectives.</p> | | | | | |
| <p><i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i></p> | | | | | |
| <p>The materials include tools to relate given content appropriately to diversity in culture and language. One of many examples is in the TE pg. 14 "Learning Mindsets". This learning mindset deals with how students "belong" through the research, presentation and discussion of folklore related to their own culture and heritage. Students are encouraged to teach their peers about themselves in Belonging: "Remind students that they are all valuable members of the class and that they should support each other as learners. When researching folk tales, encourage students to share stories that may reflect their family or cultural background. If other students are not familiar with these stories, suggest that they conduct further research and consider how these stories may be similar to or different from stories they already know." Cultural perspectives include New Mexico culture, both Native American and Latino, as well as cultural perspectives of those who have been oppressed in society throughout history. The materials do a lovely job taking into account that social injustices are still occurring. Evidence of this is seen in the TE pg. 232 "Make Personal Connections" - "Throughout this selection, learners are encouraged to speak and write about King's ideas and his ways of expressing them; but the fact that some students are English Learners means that they come from another culture—and perhaps a culture in which similar injustices have occurred or are still occurring. They may also see injustices occurring in American society. Be alert to students who feel stress because they are making a strong personal connection (such as when they study the photograph on this page). Encourage them to free write about their ideas and feelings in their primary language and, if they wish, to share those ideas and feelings during class or small-group discussion."</p> | | | | | |
| <p>Materials include a culturally responsive lens.</p> | | | | | |
| <p><i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i></p> | | | | | |

The materials include a culturally responsive lens. There are different texts and genres written from different cultural lenses. An example is in the TE pg.33- "English Learner Support - Share Connections: It is quite possible that some students won't have to imagine the 'uprootedness' described in the Quick Start activity. As first, or second-generation Americans, they may well understand the challenge of reconciling two cultural settings. Allow such students to express their opinions and feelings about the topic in whatever ways they are most comfortable, and have classmates monitor their understanding of the important details shared." Another example is in the TE pg. 232: "English Learner Support: Make Personal Connections: Throughout this selection, English Learners are encouraged to speak and write about King's ideas and his ways of expressing them; but the fact some students are English Learners means that they come from another culture - and perhaps a culture in which similar injustices have occurred or are still occurring. They may also see injustices occurring in American society. Be alert to students who feel stress because they are making a strong personal connections. Encourage them to free write about their ideas and feelings in their primary language and, if they wish, to share those ideas and feelings during class or small-group discussion." The materials are sensitive and respectful in the way they meet different cultures through the texts and lessons provided and how they encourage students to bring in and utilize their own experiences, views, and the like. This helps to create a truly rich, diverse, learning culture and experience.

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

Average Score

94%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials are substantially aligned with ELA standards and the adopted New Mexico Standards at the Grade 10 level. The overall content with text selections, activities, and assessments thoroughly meets ELA standards for the receptive (reading and listening) and productive (speaking and writing) language competencies. Each unit, along with lessons, provides evidence for alignment with the language standards. Lessons come equipped with standard instructional guidelines and resources enhanced by advice for pacing, lesson modifications, and alternate assessments. The format and organization, across the print and digital versions of the Student Edition and its correlation with the Teacher Edition, is intuitive to a seamless teaching and learning experience. The highlight is the well-integrated technological interface that hosts 'Online Studios' of comprehensive digital resources in Reading, Writing, Speaking & Listening, Grammar, and Vocabulary, as well as 'Media Projects' for online creative assessments and 'Intervention, Review and Extension' peer coach videos. Combined, this supports diverse student populations, including English Language Learners and students with IEPs.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Reading standards are addressed in a comprehensive manner. The text selections represent an array of genres, exposition styles, and themes to support teaching and learning textual analyses in a sophisticated and extensive manner. The materials include instructional activities ranged across the 4 levels of Depth of Knowledge (DOK) along with alignment to the CCSS grade level requirements. Each lesson involves a 'Check for Understanding' followed by an 'Analyze the Text' section that includes a set of prompts and questions. This section focuses on 'identify', 'report' (DOK 1), 'summarize', 'infer' (DOK 2), 'cite evidence', compare, 'draw conclusions' (DOK 3), 'analyze' 'critique', 'evaluate', and 'Notice and Note' (DOK 4). This helps students understand and analyze each text thoroughly. For example, the 'Analyze the Text' section in the Student Edition pg. 38 (Unit 1) is ranged across DOK levels 1, 2, and 4, while the section on pg. 328 (Unit 5) is ranged across DOK levels 2, 3 and 4. These instructional activities also serve as formative assessments extended to selection tests (online and printable), each with 10-12 questions across the four DOK levels with Unit Performance Tests representing a broad thematic purpose summative in nature. Also, the digital interface of the 'Reading Studio' extends the experience of reading diverse text selections through independent reading, as well as online tests and resources. This connects with the most current real-world topics hosted by forefront media entities, such as the Guardian, Newsela, CommonLit, Smithsonian Magazine, National Public Radio, CNN, Time, US News & World Report, and TED Talks.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with the writing standards whereby a broad spectrum of writing activities are included, providing students an exposure to the relatively conventional writing types (e.g. argumentative, narrative, short story, dialogue, poetry, informative, reflective essay, and editorial) along with new age, mix-media writing (e.g. Vlog, Protest Song, Infographic, SketchNote, Public Service Advertisement or PSA, and a Photo Portrait). The digital/online interface of the materials affords an intuitive integration of reading and writing. For example, instructional activities have an intentional sequence that incrementally becomes sophisticated starting from pre-reading response, moving towards an array of analytical questions during reading, and then post-reading 'create and discuss' writing assignments. The online lessons and units come equipped with writing spaces, so that students can efficiently respond to the 'Analyze the Text' prompts (formative assessments) during reading. For example, in the Student Edition Unit 1, the online text version 'A Quilt of a Country' allows students to enter their multiple choice and short written responses in the given spaces. All of the shorter written tasks culminate in the 'End of Unit Performance Tasks' that are lengthier essays. For example, in the Student Edition Unit 2 p. 87, "Write an Explanation" requires "Students to write an explanatory essay of 1-2 paragraphs using domain-specific vocabulary based on the science concepts introduced by Neil deGrasse." Also, summative assessments, such as selection tests and end-of unit writing tasks, are available online along with their printable versions. The lengthier writing tasks in the online section 'Assessments' demonstrate how a partnership of 'Writable' (digital writing software) and integration of 'Turnitin' (plagiarism monitoring software) serves as a critical move towards digital, collaborative writing with built-in plagiarism checks. Moreover, all writing activities provide opportunities to differentiate across advanced learners and struggling learners, including English Language Learners and special needs students.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Speaking and listening standards are represented in the materials. There are well-ranged speaking and listening opportunities available to students, particularly in the online 'Speaking & Listening studio'. The activities include listening to model conversations, creating podcasts, participating in paired discussions, small group discussions, and interacting with model presentations. For example, based on the memoir "The Hawk Can Soar", students discuss the prompt "In what way the author is striving for freedom?" in a small group, based on prior preparation of ideas and gathering evidence from the memoir. Another example activity is when students listen to model conversations in the online guide, titled "Adding Substance to your Discussion". This provides best practice in citing evidence, particularly using facts, quotations, anecdotes, or examples from research to clarify, verify or challenge ideas and conclusions. Students also examine the use of rhetorical devices (diction, allusion, rhetorical question, repetition, alliteration, assonance, and parallelism) in John F. Kennedy's 1961 inaugural address and respond to questions based on evaluating point of view and reasoning in specific excerpts. This encourages students to understand the ways credible sources of information in varied media and formats can be integrated to improve a presentation. All instructional activities and oral assessments are integrated with reading activities and writing prompts based on the seed texts. This provides a holistic language learning experience to students through practice of advanced skills, such as making claims, posing counter claims, reasoning, and presenting ideas.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials meet the language standards with both print and online resources (Vocabulary Studio and Grammar Studio) focused on morphology, etymology, vocabulary development, functional grammar, and syntax. The materials capitalize on the well-ranged selection of representative texts across varied genres and exposition styles to teach grammar points and support vocabulary development ('Language Conventions'). Glossaries are included for critical and academic vocabulary, along with strategies to learn unfamiliar words by using Greek and Latin roots. Moreover, the materials provide good support towards accommodations and modifications in instruction. For example, 'Word Networks' are available in each lesson and have been modified for English Language Learners. Prompts are provided for students with learning difficulties and pedagogical support guidelines are given for teachers engaging with ELL students and culturally/linguistically diverse student populations.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The materials include significant works of literature, along with Hispanic and Native American written texts and oral tradition. Lessons and activities incorporate the adopted NM standards to include citing strong textual evidence and analyzing the common literary characteristics, stylistics, and syntax unique to the rich tradition of New Mexico's Hispanic and Native American literary cultures. All unit overviews include a 'Cultural References' section, which opens up discussions on cultural vocabulary, phrases, historical events and historical figures. For example, this is seen in the Teacher Edition on page 90C, "Cultural References: The following cultural references may be unfamiliar to some students: Aztecs (paragraph 6); early people who lived during the 14th century in what is now central Mexico, the Aztecs built a large, powerful empire. They were known for practicing human sacrifice or killing a person to appeal to a god." The following are texts within the materials authored by Hispanic and Native American writers or have references to Hispanic and Native American culture:

- Without Title - Poem by Diane Glancy (Cherokee descent)
- The Night Face Up - Short Story by Julio Cortazar (Argentinean, Aztec)
- Wolves - Short Story (online) by Jose Luis Zarate (Mexico)
- Cloudy Day - Poem by Jimmy Santiago Baca (Hispanic)
- Starfish - Poem (online) by Lorna Dee Cervantes (Hispanic)

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

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 range of high-quality grade-level texts that will gain student interest. A sample of the texts are "A Sound of Thunder" by Ray Bradbury, "What, of This Goldfish, Would You Wish?" by Etgar Keret, American Flag Stands for Tolerance by Ronald J. Allen, "Mirror" by Sylvia Plath, "The Seventh Man" by Haruki Murakami, "Letter from Birmingham Jail" by Martin Luther King Jr., and "The Tragedy of Macbeth" by William Shakespeare. Examples from the Teachers Edition include: TE pg. T30 "Annotated Student Edition Table of Contents", which lists Unit Texts broken down into sections by "Analyze and Apply - Notice and Note Reading Model", "Collaborate and Compare - Compare Across Genres", Key Learning Objectives, Independent Reading suggestions, Novel Connection Suggestion, and Unit Task and Reflection. Examples from the Student Edition include: SE pg. 62 "Reader's Choice" Chart of Reading literature: Stories, Poems, and Plays with Anchor Questions and Lesson page numbers and the Chart of Reading Nonfiction: Essays, Articles, and Arguments with Anchor Questions and Lesson page numbers.

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 offer high-quality text-dependent and text-specific questions. The material is thorough when addressing text-dependent questions and requiring cited evidence. For example, in the Student Edition pg. 14 "Analyze the Text" 1. Analyze- "Consider how Sergei reacts when Yoni comes to his door. Does his response seem reasonable? How does Sergei's cultural experience help explain his reaction? Support your responses with evidence from the text". 2. Infer- "When you infer, you use details in a text to draw a conclusion about something that the author does not state directly. What can you infer about Sergei's character based on the way he used his first two wishes? Support your responses with evidence from the text". Another example in the Student Edition is on pg. 204 "Analyze the Texts - #4. Compare- "Reread the biographies of Murakami and Hogan. How might their cultural backgrounds—Japanese and Native American, respectively—or geography have shaped their attitudes toward the topic of nature"? Questions such as these are text-dependent and text-specific.

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

Statements of appraisal and supporting evidence:

The materials, both digital and physical, provide scaffolding and supports to afford ALL students rigorous materials and the opportunity to learn each standard at a "high level." An example of support for struggling students appears in the TE pg. 116 - "When Students Struggle- Discuss Motives. Read aloud the text and student notes in the Annotation Models. Ask: What type of information does the infographic contain? (facts about drinking water) What might be the designer's motive for telling people that 13 out of 100 people do not have safe water to drink? (perhaps to make readers more aware of other people and their needs). Tell students that asking and answering similar questions will help them analyze and understand the designer's motives." On the other side of the learning spectrum, support for advanced students can be seen in this example in the TE pg. 110 - "To Challenge Students- Connect "Mirror" to Folklore. Tell students that some cultures believe that mirrors can be a portal for souls. For that reason, people may cover mirrors when a person dies, lest the person's soul become trapped in the mirror or wait there until it can possess a living person. Present these questions regarding "Mirror": "In what sense could it be said that a soul has entered the mirror? (a "young girl" - the woman's younger self- has "drowned" in the mirror.) In what sense could it be said that a soul is lurking within the mirror? (An "old woman" in the mirror - the woman's future self- is rising toward the woman, wanting to overtake her.)" The materials also provide both physical and online support to furnish a unique system of addressing the varying levels of English Language Learners, which range from "light - substantial." This demonstrates an understanding of the progression of English Language Learners. An example of ELL support is seen in the TE pg. 15- "Present a Fable Use the following supports with students at varying proficiency levels:

- Help students identify two or three key events or ideas in their fables. Then have them create visuals or practice gestures that illustrate those events or ideas. SUBSTANTIAL
- Pair up students to practice reading their fables. Ask students to reread key sections, changing their pace and expression. Have students discuss whether these changes improve or take away from the content. MODERATE
- Ask students to read their fables to a small group. See if the group can state the lesson of the fable and receive help as needed from the author to identify it. LIGHT

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:

The Unit Overviews provide teachers with a scope and sequence that demonstrates how the curriculum works coherently to prepare students to become adept in the application of the tenth grade ELA CCSS. These Unit Overviews use strategies to prepare students for college and a career. Collaborate & Compare is designed to support individual accountability, as well as team aptitude. This practice requires students to read and annotate texts and compare their responses in small groups. Peer Review is an essential practice used within scientific and other professional communities. Researchers must have peer reviews done of their work's implications prior to publication. Learning Mindset notes and strategies are designed to facilitate students in acquiring the attitude of perseverance needed to successfully negotiate learning obstacles. This skill is utilized in the workplace to produce productive and successful outcomes both collaboratively and independently. Students are taught how to problem solve in a manner that emulates what they will encounter in college and the workplace.

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

Statements of appraisal and supporting evidence:

The materials provide effective lesson structure and pacing for teachers. The Teacher Edition gives a "Suggested Pacing: 30 Days" in each unit's "Instructional Overview and Resources Sections". Examples are found in the TE page 1A and 142A. Each "Plan" section refers to how the standards are met for each criteria within a given unit: Speaking, Reading, Writing, Listening, Collaboration and Cultural References. Embedded in each unit are varying modalities for learning which are structured to keep the complete range of a diverse classroom population moving forward together. Lessons build on each other and provide opportunities for students to apply and synthesize content, in order to fully master the standards for 10th grade. Students should be able to finish between 90 and 100 percent of the materials provided in one academic school year barring the teacher uses the curriculum as it is designed.

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

Statements of appraisal and supporting evidence:

Every unit has a Plan section that discusses how the standards are met within the unit. The materials include a well-defined micro and macro level mapping of the learning content and learning resources (physical and digital) that are aligned to the ELA standards. Examples of this are seen in the TE pgs. 394C-D and in the Learning Objectives sections of the Plan on pg. 144A.

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

Statements of appraisal and supporting evidence:

The materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration. An example of how rubrics are used is found in the TE p. 70: "Have students read the scoring guide. Encourage them to ask any questions they may have about terms or ideas they do not understand. Ask partners to exchange their final personal essays and score them using the scoring guide. Have each peer reviewer write a paragraph explaining the reason for the score he or she awarded for each of the three major categories." The rubric, that both students and teachers use, is based on a "4" point scale of three criteria: Organization/Progression, Development of ideas, and Use of Language and Conventions. Other forms of assessments that allow teachers to collect data about student progress include ongoing Diagnostic Screening Tests (multiple areas), Unit Tests, Selection Tests to assess skills taught in each lesson, and Summative Assessments.

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:

All materials for both the teacher and the student are available and accessible in multiple platforms and enhance all teaching and learning. The use of HMH digital platforms are embedded in all units to meet the overarching CC's of Reading, Writing, Speaking and Listening, and Language Conventions. The use of lesson customization, through the enhancement of technology, enables teachers to work with students in small groups or 1:1. The design of the materials allows for "at home" learning to be seamless, if the need were to arise to go completely digital. All units utilize technology for the advancement of in depth learning of content. This is done through online research, which is used purposefully to teach students how to do so responsibly and productively to meet a learning objective or address the unit's "essential question." The TE and SE have research tips that are imparted to students in a real life application, rather than just an aside learning objective or "lesson." An example of the coupling of research and technology is found in the SE pg. 126, where students engage in the following: "Choose one statistical category from the infographic to explore further. Determine if your research matches Hagley's infographic or if the conditions have changed in the years since he created the graphic. Be sure to credit the source of the information you use." Students are then given research tips on how to meet the learning goal. The Writing Studio has identification and practice for using text citations properly. This technology enhances student learning in many ways.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The digital and physical materials provide customization options for the wide scope of differentiation, scaffolding, and supports needed to meet the needs of ALL students, including struggling students, English Language Learners, and those who need to be challenged. Customization is easily done through the use of digital platforms called Studios, namely the Reading Studio, Writing Studio, Speaking and Listening Studio, Vocabulary Studio and Grammar Studio. The physical materials provide examples of how and when to use the aforementioned digital platforms through the embedded "online" links. This includes accompanying instruction for how to meet differentiation/accommodation for each lesson and, in some cases, chunk lessons. An example of digital customization include "Level Up, Tutorials" found in the Reading Studio in the TE pg. 168: "For additional support, go the Reading Studio and assign the following Level Up Tutorial: Connotations and Denotations. An example of an oral assessment that could be used in place of a written one looks like the one found in the TE on pg. 165: "Oral Assessment Use the following questions to assess students' comprehension and speaking skills. Ask students to respond in short, complete sentences. 1. How are ideas presented in the essay? (*Facts are followed by the author's own ideas.*)". Students also do custom research, and there are "free choice" Independent Reading (IR) selections that pair with each Unit. Reading selections all have an "audio" option for students who can benefit from auditory support.

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

Statements of appraisal and supporting evidence:

Students are afforded extensive opportunities to explore key concepts thoroughly through the repetitive practice of skills associated with Writing, Inquiry, Reading, Organization, and Collaboration. These skills include researching to further internalize and/or synthesize the comprehension of a topic or theme, analyzing and interpreting multiple mediums (ie, poems, physical art, media, drama, etc), reading independently with the use of literature circles, reciprocal teaching, think-pair-share, the production of informative brochures, and many more.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials include tools to relate given content appropriately to diversity in culture and language. One of many examples is in the TE pg. 14 "Learning Mindsets". This learning mindset deals with how students "belong" through the research, presentation and discussion of folklore related to their own culture and heritage. Students are encouraged to teach their peers about themselves in Belonging: "Remind students that they are all valuable members of the class and that they should support each other as learners. When researching folk tales, encourage students to share stories that may reflect their family or cultural background. If other students are not familiar with these stories, suggest that they conduct further research and consider how these stories may be similar to or different from stories they already know." Cultural perspectives include New Mexico culture, both Native American and Latino, as well as cultural perspectives of those who have been oppressed in society throughout history. The materials do a lovely job taking into account that social injustices are still occurring. Evidence of this is seen in the TE pg. 232 "Make Personal Connections" - "Throughout this selection, learners are encouraged to speak and write about King's ideas and his ways of expressing them; but the fact that some students are English Learners means that they come from another culture—and perhaps a culture in which similar injustices have occurred or are still occurring. They may also see injustices occurring in American society. Be alert to students who feel stress because they are making a strong personal connection (such as when they study the photograph on this page). Encourage them to free write about their ideas and feelings in their primary language and, if they wish, to share those ideas and feelings during class or small-group discussion."

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials include a culturally responsive lens. There are different texts and genres written from different cultural lenses. An example is in the TE pg.33- "English Learner Support - Share Connections: It is quite possible that some students won't have to imagine the 'uprootedness' described in the Quick Start activity. As first, or second-generation Americans, they may well understand the challenge of reconciling two cultural settings. Allow such students to express their opinions and feelings about the topic in whatever ways they are most comfortable, and have classmates monitor their understanding of the important details shared." Another example is in the TE pg. 232: "English Learner Support: Make Personal Connections: Throughout this selection, English Learners are encouraged to speak and write about King's ideas and his ways of expressing them; but the fact some students are English Learners means that they come from another culture - and perhaps a culture in which similar injustices have occurred or are still occurring. They may also see injustices occurring in American society. Be alert to students who feel stress because they are making a strong personal connections. Encourage them to free write about their ideas and feelings in their primary language and, if they wish, to share those ideas and feelings during class or small-group discussion." The materials are sensitive and respectful in the way they meet different cultures through the texts and lessons provided and how they encourage students to bring in and utilize their own experiences, views, and the like. This helps to create a truly rich, diverse, learning culture and experience.

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 #: 48

Background and experience:

Ph.D. Education Sciences (USA); * Masters in Research (UK); * Masters in English Linguistics (UK)
Level 3 Secondary NM Teaching License (endorsements; ELA, Reading, Ed Tech Coordinator)

Experience:

2 years- High School ELA Grade 12
2 years- Project Head, Educational Research
6 years- University Faculty (English Language Pedagogy)

Professional summary of material:

Houghton and Mifflin Harcourt's Into Literature (Grade 10) is an excellent curriculum and I recommend it for the New Mexico classrooms without any reservations.

The curriculum fares exceptionally well with both receptive (reading and listening) and productive (writing and speaking) competencies. In fact, a lot of effort is invested to provide a holistic language learning experience by integrating the four language competencies through seed texts, instructional activities, and embedded assessments. Particularly, the Teacher Edition stands out as an example of pedagogy in the four language skills coming together in a purposeful manner.

The curriculum promotes an inclusive, interdisciplinary, and rigorous learning experience through digital resources, such as peer coach videos, for students with diverse cultural and linguistic backgrounds, including ELLs and IEP students. Sincere attention is given to NM standards through the inclusion of local and regional text selections with instructional support to analyze and understand common literary characteristics, stylistics, and syntax unique to the rich literary tradition of New Mexico.

The highlight of this curriculum is its well-integrated technological interface across 'Student and Teacher Editions' that hosts 'Online Studios' of comprehensive digital resources in Reading, Writing, Speaking & Listening, Grammar, and Vocabulary. Technological affordances support creative, multimodal assignments through 'Media Projects' and quick reference connections with the most current real-world topics hosted by forefront media entities, such as the Guardian, Smithsonian Magazine, National Public Radio, CNN, Time, and TED Talks. Also, the partnership with 'Writable' and integration of 'Turnitin' make it a solid promise towards collaborative writing with checks for plagiarism, thus enabling readiness for college-level academics.

Moreover, with its technological affordance and comprehensive collection of online resources including online assessments, the curriculum is an asset in the current global scenario where teaching may exclusively or partially move towards online platforms.

Reviewer #: 49

Background and experience:

Bachelor's Degree
Level 2 Elementary and Secondary NM Teaching License; endorsements in Business Education and Reading
7 years- ELA 6th grade
1 year - ELA 7th grade
1 year- ELA 9th-12th grades/ Edgenuity

Professional summary of material:

I highly recommend the HMH Into Literature Student Edition plus Resources Online 6-Year curriculum. Reviewing this material was refreshing. The amount of resources, both online and print, are phenomenal. The variety of texts cover multiple genres and cultures, as well as incorporating English Language Learner support and extensions for every unit/lesson. The book is user friendly and aesthetically pleasing. The online program offers interactive learning and data collection, as well as additional resources/activities not found in the printed version. Importantly, New Mexico adopted standards are addressed in numerous texts and activities. In my professional opinion, this book would be an excellent curriculum to use in New Mexico classrooms.

Reviewer #: 50

Background and experience:

MA -- Curriculum and Instruction, BA -- Psychology and Animal Science
Level 3, PreK-12 Specialty NM Teacher License with endorsements in ELA, TESOL, Psychology, Science and Agriculture
Currently: High School ELA Department Head -- Freshman Honors ELA and AVID Teacher
Teacher in the NM Public Schools for 9 years

Professional summary of material:

Houghton and Mifflin Harcourt's Into Literature (Grade 10) is a well versed curriculum. I would highly recommend this curriculum to any New Mexico School district looking for a curriculum that DOES NOT require supplementation. The scope and sequence of this curriculum fosters a "Learning Mindset" which is an absolute necessity to be a productive member of a learning community. The high level of rigor in this curriculum is designed to have all types of students learn at the highest level possible. The applications of college and career based skills, coupled with the way the curriculum embeds a culturally responsive lens in all of the materials, gives students an edge over those who are taught by rote or memorization. The materials provide the most comprehensive ELL support system I've seen in a curriculum, and has a multitude of scaffolding and support for students with disabilities and advanced learners. Lastly, the digital programs and platforms embedded in this curriculum give all students the opportunity to fully meet the range of ELA CCSS needed for tenth grade mastery.