

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 Digital Student Edition plus Resources Online 6-Year | Publisher | Houghton Mifflin Harcourt Publishing Company |
| SE ISBN | 9780358102700 | TE ISBN | 9780358102496 |
| SW ISBN | | Grade Level | 11 |

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.)

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|---|-------------------------------------|--|--------------------------|---|--------------------------|
| Recommended (90% and above) | <input checked="" type="checkbox"/> | Recommended with Reservations (80-89%) | <input type="checkbox"/> | Not Recommended and Not Adopted (below 80%) | <input type="checkbox"/> |
| Total Score - Below is the final score for the materials averaged between the team of reviewers. | | | | | |
| Average Score | | | | | |
| 94% | | | | | |

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 | <input type="checkbox"/> | Average Score |
| | | 85% |

Materials take into account cultural perspectives.

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

The materials address some cultural perspectives and reflect acceptable diversity, but Hispanic and Native American texts are limited in number, variety, and depth. The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, but they lack depth and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards.

Materials include a culturally responsive lens.

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

The materials address a small selection of culturally diverse texts, including Indian, African-American, Asian, Hispanic and Native American; however, they provide minimal opportunities for students to connect their culture and personal experience to the material in a meaningful way. In addition, much of the culturally diverse literature is only available online and is not incorporated into instruction except as recommended independent reading.

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

Average Score

93%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials meet 11th grade level standards. At the beginning of each unit, a list of learning objectives is given and an online standards correlation guide is provided as guidance for teachers in lesson planning. Throughout the course of the curriculum, guidance is provided for teachers to attend to standards based instructional expectations while offering students a variety of reading, writing, speaking, and listening activities to help support student mastery of all grade level content standards.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials include a wide variety of selections, ranging from literature to informational texts, drama, poetry, and seminal U.S. texts. The online resources include diagnostic and short cycle assessments to monitor and evaluate students' reading proficiency throughout the year. There is also a Digital Library online to supplement the selections offered in the hard copy texts. Students are routinely asked to dig deeply into the reading, analyzing, evaluating, comparing, and synthesizing of information.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align with grade level writing standards. The "Writing Task" sections focus on best practice strategies, such as annotation, research, and application of the writing process to support student mastery of grade level writing skills. Online "Writing Studios" provide instruction in informative, narrative, and argumentative styles of writing, and the text contains embedded rubrics and revision guides to help students attend to the norms and conventions of writing.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials provide creative assignments for speaking and listening, such as discussions, debates, and presentations, geared toward student mastery with real world applications. Students are given opportunities to work alone and in groups to present their learning. The materials walk them through organizational and presentation strategies.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials address language conventions, vocabulary acquisition, and word analysis throughout the text, with practical applications suggested. Graphic organizers are provided for practice with word families, context clues, and critical/academic vocabulary. Resources are provided throughout the materials to address grammar and usage conventions, including an online "Grammar and Writing Studio."

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, but they lack depth and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards. There are some opportunities for students to reflect upon the text and create meaningful connections to the reading through written assignments and small group discussion. Supplemental reading selections are provided online as independent reading options.

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

100%

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:

Although the materials contain only a few selections of each genre type, the depth and breadth of what is covered is sufficient to meet the learning standards. The reading selections are engaging and relevant to student interest and foster discussion through best practice learning strategies. The materials center on an anchor text for each unit and offer a selection of additional texts that correlate with an essential question examined and analyzed through reading, writing, and speaking/listening activities, which foster student growth and development as readers and writers.

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:

Questions in the materials incorporate Depth of Knowledge (DOK) question stems and require consistent practice in using the text and exploring inferences throughout the reading. Writing tasks routinely require close reading and ask for textual evidence to demonstrate student understanding. Many questions also ask students to reflect on their own learning; the "Essential Questions" provide a cohesive framework for the material in each unit. Similarly, "Quick Start" prompts begin the study of each reading selection and help students orient themselves to the concepts that will be covered in the selection.

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

Statements of appraisal and supporting evidence:

The materials include an "X-Ray the Text" section at the beginning of each unit to support teachers in providing curricular accommodations and modifications through scaffolded strategies at a light/moderate/substantial level to best support all students. Throughout the scope of the curriculum, there are a variety of embedded suggestions for differentiation in the instructional process for English Language Learners, struggling, and advanced learners. There is a section within each unit targeted toward development of a growth mindset to support students in building grit and perseverance when they encounter challenges in the learning journey.

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 materials meet high school standards, but lack coherence in their presentation of career and college readiness skills. The materials contain few opportunities (mostly online) to practice multimedia strategies and technology skills with real-world applications, like resume building. Similarly, resources for verifying online sources and avoiding plagiarism are limited.

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

Statements of appraisal and supporting evidence:

The materials, both print and online, are well designed to facilitate strong lesson plan development with correlation to the CCSS. The materials include planning resources for teachers complete with a color-coded pacing guide.

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

Statements of appraisal and supporting evidence:

The materials strongly support teachers in the planning and instruction of each unit through a variety of resources and strategies. Guidance related to the standards includes "Quick Starts," historical context, "Essential Questions," and frequent marginal notes for teachers. Teachers can find an online resource which correlates standards to each activity, and the language used in questions and prompts aligns to the language 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 a variety of tools and resources for assessing student progress through the online platform and Teacher's Edition. These include diagnostic assessments for reading and for grammar, usage and mechanics. Selection and Unit Tests are also included online, while frequent comprehension checks and writing tasks are offered in the hard copy text. Each text has a series of formative and summative assessments in reading comprehension, writing, and collaborative learning to check and monitor student growth and learning.

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 the digital materials are accessible and available in multiple platforms, the text materials do not effectively use technology to support student mastery of media literacy skills. The online resources offer a wider variety of media projects and practices, but teachers would be responsible for incorporating these materials into the instructional plan to fully meet this criteria.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Accommodations and modifications are embedded in teacher marginal notes and supplied in the "X-Ray the Text" sections provided in each unit for ELL, struggling, and advanced learners. There are multiple online learning studios (reading/writing/media/language) that provide a wide variety of supplemental learning supports and enrichment activities to engage all students at every level of the learning journey.

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

Statements of appraisal and supporting evidence:

All students are given opportunities to explore understanding of key concepts through discussions, "Essential Questions," and "Quick Start" exercises. The materials attend to the context of each reading selection and provide compare and contrast exercises to help students see connections between texts.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials address some cultural perspectives and reflect acceptable diversity, but Hispanic and Native American texts are limited in number, variety, and depth. The materials address New Mexico standards with a narrow selection of Native American and Hispanic texts, but they lack depth and breadth of cultural literature, perspective, text-to-text, and text-to-self connections to fully meet New Mexico standards.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials address a small selection of culturally diverse texts, including Indian, African-American, Asian, Hispanic and Native American; however, they provide minimal opportunities for students to connect their culture and personal experience to the material in a meaningful way. In addition, much of the culturally diverse literature is only available online and is not incorporated into instruction except as recommended independent reading.

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 experience in teaching ELA, English, and American History in grades 7-12. Masters degree in Pedagogy and Curriculum design with NISL certification.

Professional summary of material:

The curriculum attends to and covers the standards efficiently through a wide variety of print and online resources for both teacher and student use. The selection of literary and nonfiction materials, while not large in quantity, are covered at a very deep level to enhance student learning and foster mastery of the standard strands (reading/writing/language conventions/speaking and listening). The online source materials are thorough and provide teachers with aligned guidance through the State Standards Correlation Studio and multiple reading/writing/presentation guides to assist in lesson planning and instructional design. Students are given online resources that build and document continuous learning and foster critical thinking and deep self-reflection. A variety of cultures and perspectives are considered through study of significant works from Native American, Hispanic, and African American authors/cultures. Thorough attention is given to meeting all of the necessary skills needed for college and career readiness through a significant collection of best practice activities.

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:

This curriculum covers the CCSS standards very well with a reasonable level and variety of materials to cover during the year, as well as online literature selections for independent reading or extending the breadth of cultural material. A cross-referenced list of standards is given online and objectives at the beginning of each unit address standards met for that unit. Some of the text selections are poetry, dramas, informational works, autobiographies, short stories, articles, and mentor texts. The scope and sequence and planning guide in the text are well designed and support teachers in lesson planning. One of the more helpful aspects of the text is the color coding that easily assists teachers when planning. The online platforms contain more teacher support with assessments, unit in-depth planning, and a teacher's guide for media and writing projects. The text is organized into units based on an overarching theme that moves chronologically through literature. There are multiple layers of support for English Language Learners, special needs, and advanced students through the "Text X-Ray" and embedded strategies for all students. On the online platform "Level Up", support is given to address any deficiency in student skills. The curriculum also contains the growth mindset concept that shows up in each section with focused ideas like setting goals, learning from mistakes, and problem solving. Different cultures are addressed through Native American storytelling myths, as well as some Hispanic and African American selections. However, the majority of the text is related to American literature. Seminal selections focus on government pieces, like the Declaration of Independence and some of Martin Luther King's speeches, as on the Vietnam war. The writing task at the end of each unit is excellent with a step-by-step writing process guide that includes informative, narrative, argumentative, and research writing styles.

Reviewer #: 15

Background and experience:

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

Professional summary of material:

These instructional materials are comprehensive and thoroughly attempt to address the standards. The format of the hard-copy texts and the online resources is clear and accessible. The range of reading material is not as diverse or plentiful as it could be, although more options are offered online. Study of each reading selection is thorough and provides many opportunities for differentiation and extension. Speaking and listening skills are addressed through debates, discussions, and presentations; vocabulary and grammar skills are addressed through lessons, graphic organizers, and annotations in the text. Online "Studio" resources provide extensive instruction in each of these areas as well. Writing workshops at the end of each unit provide instruction in argumentative, informative, and narrative writing, with a focus on the writing process, revision, and editing. While the materials contain some diverse literature, there is very little Hispanic or Native American literature. Teachers can find more resources online, but may have to make an effort to diversify the reading selections. Similarly, there are not many occasions when the materials highlight connections between cultures or allow students to make cultural comparisons or use home language. Those reservations aside, these materials provide a solid option for ELA instruction.