

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	HMH Into Literature Digital Student Edition plus Resources Online 6-Year Grade 12	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358102717	TE ISBN	9780358102502
SW ISBN		Grade Level	12
<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>
			Average Score
			92%
<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 type="checkbox"/></p>			
			Average Score
			84%
Materials take into account cultural perspectives.			
<i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i>			
<p>The materials include some culturally diverse literature and informational articles. They also reflect gender diversity, through articles focusing on women in the military and on education of girls worldwide. Cultural perspectives are included from Chinese, Portuguese, and African writers, as well as through the core focus on British literature and informational text. As expected in a British Literature text, there is an absence of foundational U.S, Hispanic and Native American texts. Online resources provide a few diverse options for independent reading, but they are not included in the instructional plan.</p>			
Materials include a culturally responsive lens.			
<i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i>			
<p>The Essential Questions and Quick Start prompts allow all students to relate the material to their personal experiences and cultures. The materials present multiple perspectives on a variety of issues (including technology, the military, and healthy eating), and students are encouraged to consider their own cultural perspectives in response. Students are asked to use home language and culture in several activities throughout the materials. Vocabulary exercises address cognates, foreign words, Greek and Latin roots, and similarities between English and Spanish words and language conventions.</p>			

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

Average Score

90%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials align with grade 12 standards. Learning objectives are supplied for each text selection and standards are given with cross-referenced pages online. All strands of the standards are addressed with regular and consistent instruction in vocabulary, grammar, speaking, reading and writing.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials offer a wide variety of genres to include poetry, drama (one Shakespeare play), short stories, novel excerpts, letters, memiors, articles, speeches, and editorials. The cultural relevance is limited to a few selections, including Chinese, African, and Portuguese. The text is arranged as a chronological survey through British literature, and reading selections are embedded in their historical context. Because of the focus on British literature, the materials do not contain foundational U.S., Hispanic, or Native American texts.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

At the end of each unit, a writing task focuses on a grade level writing requirement for the standards--informative, narrative, and argumentative--as well as a research report. There are online writing resources in the Writing Studio to provide supplemental information for any student that needs a refresher on skills. In addition to the major writing tasks, a variety of writing options is presented after each reading selection, including letters, descriptions, summaries, compare and contrast essays, and literary analyses. Creative writing options include eulogies, dramatic scenes, movie scripts, and poetry. Online Level Up exercises provide remediation and review of writing skills for all students.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Student engagement is high throughout this curriculum due to the frequency of collaboration in groups. Collaborative activities include presentations, interviews, discussions, debates, and creative projects. Students are expected to be prepared for such activities by demonstrating knowledge of the text and providing textual evidence. Online resources include a Speaking and Listening Studio with varied topics, such as evaluating a speaker, collaborative discussions, synthesizing media sources, and using media in a presentation.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials include a wide variety of lessons on language skills and conventions in embedded annotations and at the end of each reading selection. Students identify and apply vocabulary (academic and domain-specific), grammar, figurative language, spelling, and other conventions. The online platform includes a Grammar Studio that provides additional lessons on multiple skills for practice and support.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The content standards are partially met. The materials ask students to analyze and compare significant works of literature and informational text. However, because of the focus on British literature, the materials do not contain foundational U.S., Hispanic, or Native American texts.

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 include a wide selection and range of high quality texts, including different genres in both literature and informational text. Examples include poetry, drama (one Shakespeare play), novel excerpts, articles, speeches, letters, and diaries all within a chronological perspective of British literature. Online resources include a Text Library with additional offerings for independent reading and study.

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 questions in the materials are based on Webb's DOK levels and ask students to use the text extensively to show their understanding. The Analyze the Text sections after each reading selection ask students to draw conclusions, predict, infer, analyze, connect, evaluate, and interpret the text through close reading and textual citation. The writing and creative assignments also require students to use the text to inform their writing.

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

Statements of appraisal and supporting evidence:

The materials provide frequent and consistent suggestions for scaffolding, both in the text and online. Embedded teacher notes throughout the text provide strategies for special needs (When Students Struggle...), English learners (English Learner Support), and advanced students (To Challenge Students...). Almost every reading selection is prefaced by a Text X-Ray teacher support strategy to help students at different proficiency levels (light, moderate, and substantial) in the different strands of the standards. Online resources offer additional support through the Level Up exercises, targeting specific skills as needed.

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 are consistent with high school standards for college bound students, often requiring a sophisticated level of analysis and critical thinking. However, the materials offer few options for applied English and career-readiness skills, like resume or cover letter writing. The complexity levels of the texts are challenging, but a bit limited in scope. The materials offer a variety of speaking and listening activities, like debates, discussions and presentations. Students develop technological skills, including multimodal presentations, research skills (assessing website credibility and vetting sources), and podcasts. Students collaborate and problem solve frequently, as preparation for college and real world situations.

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

Statements of appraisal and supporting evidence:

The materials are well designed and displayed. A color-coded pacing guide is used in each unit that corresponds with each selection in the unit. Each selection contains a Plan, Teach, Apply section to help teachers organize their lesson planning and build an effective instructional plan for the course of the year. Each unit begins with an Instructional Overview and Resources guide and Essential Questions which help frame the concepts and material in a unified way. Mentor texts and independent reading selections are suggested at the beginning of each unit, and teachers can plan for the end-of-unit writing task. All of the materials are placed in their historical context, and illustrative timelines and descriptions of the era are included to introduce each unit and help foster student engagement and connection. The assessment activities that follow each reading selection are consistent and predictable, containing vocabulary, grammar, analytical text-dependent questions, collaborative options, and a writing task or creative project.

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

Statements of appraisal and supporting evidence:

The materials include an online cross-referencing of standards to support teacher planning. Each unit begins with a clear visual guide that details the instructional focus, resources, English Learner Support, Differentiated Instruction, Assessment, and links to the online resources. Each reading selection begins with a planning guide that includes learning objectives correlated to the standards, summaries in both English and Spanish, measures of text complexity, small group options, and a Text X-Ray section that assist teacher planning and differentiation. Supplemental exercises in the writing, grammar, vocabulary, and speaking/listening studios are available online for reteaching and review of skills.

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 assessments, both online and in the text. Ongoing formative data is collected from student activities at the end of each reading selection. Online selection and unit tests provide summative data and can be administered either online or in printed version. Diagnostic screening tests are available online in reading, grammar, usage, and mechanics and can be given three times a year to assess student progress and mastery of skills. The materials address student progress in writing standards through six main writing tasks--one each unit-- which cover argumentative, informative, and narrative writing styles and include a research report. Each unit contains multiple smaller writing tasks specific to the content covered in each lesson.

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:

Technology is addressed in several ways both in the text and online. Students are frequently asked to research topics related to reading selections. The materials provide suggestions for effective internet research, including how to assess a source or website for credibility and bias. There are multiple opportunities for students to engage with technology through a variety of media projects such as creating a podcast, giving a multimodal presentation, creating a movie trailer, and online publishing of their writing. Online resources include lessons on using media in presentations in the Speaking and Listening Studio and instruction (for teachers and students) in creating media projects. The digital materials are accessible in multiple platforms, such as Windows and Mac.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials can be customized for learners through differentiation strategies provided in Text X-Ray sections and embedded differentiation strategies throughout. These include modifications for struggling students, English learners, and advanced students. Assessments can also be modified for different student learning populations as needed through the To Challenge Students learning activities/projects, the Level Up activities online, and the embedded differentiation suggestions in the text, such as oral assessments, writing summaries, using graphic organizers, research tasks, and discussion techniques.

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

Statements of appraisal and supporting evidence:

The materials provide opportunities for all students to explore key concepts through their use of Essential Questions and Quick Start prompts. These provide a conceptual thread through each unit and allow each student to answer at their own level. The Essential Questions also provide opportunities for student-student and teacher-student discussion to delve more deeply into the concepts in each unit. Additionally, at the end of each unit, there is a guided self-reflection activity where students can make deeper connections between previously studied texts and the materials within the unit to deepen their understandings.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials include some culturally diverse literature and informational articles. They also reflect gender diversity, through articles focusing on women in the military and on education of girls worldwide. Cultural perspectives are included from Chinese, Portuguese, and African writers, as well as through the core focus on British literature and informational text. As expected in a British Literature text, there is an absence of foundational U.S., Hispanic and Native American texts. Online resources provide a few diverse options for independent reading, but they are not included in the instructional plan.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The Essential Questions and Quick Start prompts allow all students to relate the material to their personal experiences and cultures. The materials present multiple perspectives on a variety of issues (including technology, the military, and healthy eating), and students are encouraged to consider their own cultural perspectives in response. Students are asked to use home language and culture in several activities throughout the materials. Vocabulary exercises address cognates, foreign words, Greek and Latin roots, and similarities between English and Spanish words and language conventions.

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 teaching English, Pre-AP English, Honors English, US History, NM History, and Intervention Lab at the middle and high school level. Masters degree in Instructional Design and Pedagogy. Currently serving as a Dean of School Culture in a middle school charter school.

Professional summary of material:

The materials in this curriculum are well designed and effectively aligned to the CCSS learning strands so as to make instructional design for teachers and student learning purposeful. The materials provide consistent alignment to the learning standards and offer unit by unit scope and sequencing guides to support effective instructional planning and student assessment of learning. Over the course of the materials, students read and analyze rigorous, high quality texts and are provided questions and tasks that support close reading and critical analysis. The materials support knowledge building, as well as attending to growing vocabulary and independence in literacy skills. Teachers are provided guidance to support differentiation and implementation of the materials to ensure all student learning groups can find success in the learning process. Rigorous, engaging texts are high quality and are organized to be the central focus of lessons while supporting student knowledge building. The materials support student growth in reading, writing, speaking and listening, and developing language skills over the course of the school year, with attention to close reading and analysis of texts, topics, and themes. The instructional materials provide routine opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills in all learners. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly, while sets of high-quality sequences of text-dependent/specific questions and tasks build to a culminating task that fosters a synthesis of literacy skills. The materials provide frequent opportunities for evidence-based small and whole group discussions that encourage the modeling and use of academic vocabulary and syntax, while also supporting student listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and supports. The materials include a mix of on-demand and process writing and short, focused projects, incorporating digital resources where appropriate. The materials provide opportunities for students to address different types of writing required by the standards and include frequent opportunities for evidence-based writing to support careful analysis, well-defended claims, and clear information appropriate for the grade level. The materials also include explicit instruction of the grade-level grammar and conventions standards as applied in increasingly sophisticated tasks, with opportunities for application both in and out of context. Within the Teacher's Edition, like the Student Edition, there are colored tabs at the top of the pages that indicate different sections for easy moving throughout and within the textbook; these match the Student Edition so that instructors may see and connect directly with what students are seeing to make instruction and learning more meaningful and seamless.

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, and Business. National Board Certified teacher in Early Adolescence English Language Arts.

Professional summary of material:

The materials present strong scope and sequence and pacing guides that support teacher planning and grade 12 standards. The textbook is highly organized with color coded tabs for each selection in the unit that contain teaching, planning, and application components. The pages are well laid out with engaging illustrations, margin notes, text selections, and end of selection lessons that are consistent throughout the text. Students are tasked to read and write, question, analyze and respond, communicate through groupwork, discussions, and presentation, research, explore technology in relation to task, and work on language conventions, vocabulary and grammar. The program comes with an online platform that provides diagnostic testing for reading, grammar usage and mechanics, selection and unit assessments. Online resources also contain "Level Up" support for struggling students, a writing and reading studio with supplemental resources, and a Text Library for independent reading. Each selection has a Text X-ray plan to provide scaffolding at a light, moderate, or substantial level for listening, speaking, reading and writing. The text provides embedded "Check your Understanding", "Check your Comprehension" and "Analyze the Text" questions for students to assess student progress regularly. Embedded strategies are provided for teachers to support English Language learners, special needs, and advanced students. To keep students engaged, the organization of the text offers opportunity for students to work collaboratively on tasks and projects as well as engage in student-student and student-teacher discussions based on "Essential Questions" and "Quick Start" question prompts at the beginning of each unit. The materials also incorporate a "Learning Mindset" approach that encourages students to set goals, obtain grit and resilience, become problem solvers, and seek out information due to curiosity, wonder, and challenge. Each of the 6 units are set chronologically and contain a history-based connection to the real world of that era. Each unit contains a mentor text and variety of different genres of literature and non-fiction, as well as different levels of writing assignments, group work, and technological projects (such as creating a podcast and a multi-modal presentation) to support student growth and learning. Cultural references are focused primarily on British literature, but some references are made to other cultures. However, there are no foundational U.S., Native American, and Hispanic selections in the text. The online selections, found in the Text Library, have a few selections of literature on other cultures for independent reading. College and career readiness is addressed primarily through collaborative activities that prepare students for group work and real world application of skills.

Reviewer #: 15

Background and experience:

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

Professional summary of material:

This curriculum is comprehensive and covers the standards thoroughly. While its focus is British literature, there is an attempt to include diverse voices and perspectives, although they occur mostly in shorter, supplemental pieces. The bulk of the reading material consists of canonical British literature, including poetry, one Shakespeare play, short stories, and excerpts from Victorian novels. Informational texts include speeches, letters, and articles documenting historical periods or events or commenting on and connecting to the literature. The materials are clearly organized and address all aspects of the standards, including vocabulary, grammar, writing, speaking and listening. After each reading selection, students are asked a series of questions designed on Depth of Knowledge levels and are offered a variety of creative ways to show their understanding and mastery of skills, including writing assignments, presentations, artistic projects, monologues, debates, and discussions. Major "Writing Tasks" cover narrative, informative, and argumentative writing styles and include a research report. Frequent vocabulary lessons focus on academic and domain-specific language and are supplemented with extensive online resources in the "Vocabulary Studio." Similar "Studios" offer online resources related to writing, grammar, reading, and speaking/listening skills. The chronological units in the text are linked thematically with "Essential Questions" and "Quick Start" prompts. Students are asked to respond to the Questions after each reading selection, threading common ideas through each unit. The materials provide extensive opportunities and suggestions for differentiation, most notably through the "Text X-Ray" sections, which provide scaffolding exercises aligned with each strand of the standards. Embedded suggestions for differentiation are also provided in marginal notes throughout the text for ELL, struggling and advanced students. "Level Up" exercises online offer targeted review and practice of essential skills.