

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	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358102687	TE ISBN	9780358102472
SW ISBN		Grade Level	9

**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.)

**Recommended**  
(90% and above)



**Recommended with Reservations**  
(80-89%)



**Not Recommended and Not Adopted**  
(below 80%)



**Total Score** - Below is the final score for the materials averaged between the team of reviewers.

Average Score

91%

**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**



Average Score

87%

Materials take into account cultural perspectives.

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

There is a lot of support for English Language Learners throughout the text, including reading support and linguistic support. There are limited opportunities for students to engage with material from Hispanic authors. There is a lack of material from the Native American oral and written texts.

Materials include a culturally responsive lens.

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

In Unit 1 "Finding Common Ground," the Essential Question is "How can we come together despite our differences?" The unit includes a quote from Kofi Annan, the former United Nations Secretary General, that states "We may have different religions, different languages, different colored skin, but we all belong to one human race." This sentiment guides the selections in this unit, setting the tone.

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

Average Score

89%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The text uses the wording of the standards and clearly aligns with the standards. The questioning asks for students to support their responses with evidence from the text. The Analyze the Text questions follow each selection, and these questions are formulated using DOK levels and language.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials are aligned to the reading standards. The text uses the language of the standards to mark and teach the concepts. For example, in *Romeo and Juliet* there is extensive use of footnotes to help both teachers and students find their way through this complex text. Each time a new genre is introduced, the margin notes include information about typical features of the genre, which allows students to strengthen understanding of each genre. For teachers, each selection is presented with qualitative and quantitative measures with the level of difficulty and lexile clearly noted.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials are aligned to the writing standards. The text uses the language of the standards to mark and teach the concepts. There is a variety of graphic organizers to help scaffold writing tasks. Also, the writing tasks give students specific guidance in the mode. For example, in the argument writing, students are led to the final product with questions and tips that guide them the whole way through the writing process. The material is coherent within the unit, in that each selection relates to the end product.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials are aligned to the speaking and listening standards. The text uses the language of the standards to mark and teach the concepts. The resources include a Speaking & Listening Studio, which is a thorough and interesting collection of material for both the student and the teacher. Also, writing assignments regularly include a presentation of some kind, giving students regular opportunities to practice both speaking and listening skills. Most of the speaking and listening tasks include opportunities for collaboration in pairs or small groups.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials are aligned to the language standards. The text uses the language of the standards to mark and teach the concepts. The resources include a Grammar Studio and a Vocabulary Studio, which have extensive tutorials and activities to support student learning in these areas. Each selection has a Language-specific component of the Objectives, and that component is emphasized throughout the selection. Each of the Language Conventions activities specifically tie to the selection, strengthening student understanding of the skill by utilizing the convention in their writing.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

The materials align to New Mexico content standards for ELA. Each selection includes a summary in both English and Spanish, which supports English Language Learners whose native tongue is Spanish. There are only a few Hispanic and Native American oral and written texts, but there were several activities that focus on strengthening language and cultural relevance. There are also some Native American and Hispanic texts in the Independent Reading resources to increase the diversity of the material.

**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:*

There is a high level of cohesion between the selections and the units and the book as a whole. The purpose of a specific selection was not presented in isolation, but used as a springboard for the other skills and ideas in the unit. Each unit is steered by an Essential Question that truly guides the material in that unit. For example, the EQ for the unit that includes "I Have a Dream" is "How do people find freedom in the midst of oppression?" The other selections in that unit come from different time periods (including modern) and different places around the world, providing both thoughtful and timely connections for students.

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 for students always include the requirement for text-specific evidence as support. The TE includes DOK levels for the questions, so teachers can easily track the types of questions asked and adjust instruction accordingly.

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

*Statements of appraisal and supporting evidence:*

Note and Notice signposts are tools to guide students through the text and improve understanding; they are an integral part of this text. This regular feature will aid students of all abilities to comprehend the variety of text. Most of the English Language Learner features include differentiated levels of support (substantial, moderate, and light) that will aid teachers in their efforts to support learning.

**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 coherent and consistent with high school standards that will prepare them for college and career readiness. Teachers have support in planning lessons and modifying them as needed, there are differentiated instruction features throughout, and regular and consistent attention is given to academic and upper-level vocabulary and grammar. There are ACT and SAT helps in the online resources.

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

*Statements of appraisal and supporting evidence:*

There are pacing guides for each selection and unit. The text suggests a variety of techniques to help structure and present each lesson. For example, each unit begins with an "Instructional Overview and Resources" page that includes Instructional Focus, Resources online, English Learner Support, Differentiated Instruction, and Assessment, which enables teachers to effectively design and implement lessons. There are a lot of resources in support of the teacher.

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

*Statements of appraisal and supporting evidence:*

The standards are integrated in the instruction. The text is consistent in using the language of the standards. The teacher support material also uses the language of the standards, which keeps instruction aligned.

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

*Statements of appraisal and supporting evidence:*

There is a resource called "Data and Reports" on the dashboard of Ed (the online feature). Assessment, Standards, Growth, and Practice reports are available in this section. Additionally there are Adaptive Growth Measures (3 times per year), Unit Assessments (6 times per year), and ongoing feedback for daily classroom activities available for teachers to track student progress.

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 material is available on multiple platforms. The various Studios (Reading, Writing, Speaking and Listening, Grammar, and Vocabulary) in addition to the Intervention Review and Extension feature, provide a lot of information and support and are easily accessible from the home page. Each of the selections have audio and/or video components available. The assessments are available online (which is how the data is collected) and are formative and summative. There is a "Remote Teaching" function on the home page to give information to teachers for implementing online learning.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Materials are easily customized as most of them are available electronically. Instruction can be individually customized based on student needs. Additionally, it is easy to individualize instruction in the sense that some students will need support in one area and other students will need support in completely different areas. This is easy for the teacher to do with the online tools.

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

*Statements of appraisal and supporting evidence:*

Students are provided with a Response Log for each unit, which includes the Essential Question and each selection in the unit and gives a place for students to make notes about each text. These Response Logs are then used to complete the end-of-unit reflections (and can also be referred to for some of the in-unit activities). This kind of support helps students tie key concepts together throughout the course and not just in individual units. In addition, the questions and activities throughout the text support learning opportunities in key concepts.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

There is a lot of support for English Language Learners throughout the text, including reading support and linguistic support. There are limited opportunities for students to engage with material from Hispanic authors. There is a lack of material from the Native American oral and written texts.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

In Unit 1 "Finding Common Ground," the Essential Question is "How can we come together despite our differences?" The unit includes a quote from Kofi Annan, the former United Nations Secretary General, that states "We may have different religions, different languages, different colored skin, but we all belong to one human race." This sentiment guides the selections in this unit, setting the tone.

**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 #: 4

*Background and experience:*

I have taught ELA at the secondary level for 21 years, including grades 8-12. I have taught Advanced Placement English Language for 18 of those years and have been a Reader for the AP English Language exam for the College Board for the past 11 years. I have also taught AP English Literature for three years

*Professional summary of material:*

This text is cohesive and extensive. The online material supports teachers and students. There is variety in both genre and time period, so that students will exit the course well-educated and prepared for the next grade level. I wish there were more culturally-responsive materials used, but there are sufficient opportunities for the teacher to address and create an inclusive environment. The online Studios, and particularly the Writing Studio, are robust and interesting from both the student and the teacher perspective. Overall, I would be excited to use this text in my classroom.

Reviewer #: 5

*Background and experience:*

I have taught high school English for the past 26 years. I have experience in teaching all levels of high school ELA; however, the majority of the 26 years has been teaching 9th and 10th grade English including Pre AP English 9. I taught on the Navajo Reservation for 12 years which created an awareness of the importance of culturally relevant materials in our New Mexico classrooms. Currently I am a literacy coach for our entire district.

*Professional summary of material:*

This material contains an excellent selection of texts suited for ninth grade ELA. There is a planning page for each text that supports teachers with learning objectives, the online resources available as well as ways to differentiate instruction. Throughout each text selection there is guidance for teachers in assisting struggling learners and enhancing the opportunities for advanced learners. All of the text selections and units are cohesive and give teachers excellent guidance and suggestions for grammar, speaking and listening, and writing activities for all levels. In addition, the questioning utilized is aligned to the standards and makes the rigor of the material an excellent choice for teachers.

Reviewer #: 6

*Background and experience:*

I am a Level II licensed teacher with TESOL endorsement. I have been teaching ELA for 10 years. I have been part of a committee responsible for writing New Mexico standards-based ELA prompts.

*Professional summary of material:*

The materials provide an excellent support for student learning and teacher planning. They contain diverse and well-crafted reading selections that are on par with the standards. Each selection is presented with qualitative and quantitative measures with the level of difficulty and grade level lexile. The reading materials facilitate student engagement as they serve as a springboard for all the reading, writing, speaking and listening tasks. One best student practice reflected in the materials is the Analyze the Text questions that always require student responses based in textual evidence. These questions are always formulated using DOK levels and language. The online sources are available on multiple platforms. The various Studios (Reading, Writing, Speaking and Listening, Grammar, and Vocabulary) provide additional information and learning support for the students. There is an attempt to address the culturally and linguistically diverse students by including a summary of each reading selection in both English and Spanish and close read questions that focus on culture preservation/appreciation. However, there are only a few Hispanic and Native American oral and written texts presented in the material, as well as no directed student output.