

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	StudySync Grade 10, Standard Single Bind Student Bundle, 6-year print and digital	Publisher	McGraw Hill LLC
SE ISBN	9780077037376	TE ISBN	9780077037918
SW ISBN		Grade Level	10

**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

84%

**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

90%

Materials take into account cultural perspectives.

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

The materials purposefully focus on taking into account diverse cultural perspectives across all six units of the materials.

Materials include a culturally responsive lens.

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

The materials include a rich culturally responsive lens worthy of merit.

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

Average Score

82%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

Overall the Grade 10 materials align to most grade level standards with some inconsistencies in the areas of Speaking and Listening, Writing, and Language.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The standards for Reading Literature and Informational text are the strength of the materials. There is a wide range of selections representing diverse authors and perspectives.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

All writing standards are reflected in the materials; however, most of the exercises are literary analysis and do not provide sufficient opportunities for authentic and creative writing.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The teacher materials provide some speaking and listening exercises aligned to the standards, but the same level of importance does not appear in the student materials. Students must rely on the teacher for direction and integration of practice.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials provide sporadic experiences with the language standards. The skills do not build on one another or require integration with assignments and prompts. The online platform does provide a bit more practice but still does not integrate language practice into the reading or writing.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

The materials reflect attention to the inclusion of diverse authors from Native American and Hispanic backgrounds as well as other world literature. Students have opportunities to interact with multiple works and perspectives to deepen their understanding of culture and identity.

**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

89%

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 grade 10 materials do provide an appropriate range of high-quality texts from a range of authors and genres.

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:*

There is consistent integration of text-dependent and text-specific questions that require students to study the text for evidence reflecting a range of skills.

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

*Statements of appraisal and supporting evidence:*

Scaffolding and supports are evident in the materials; however, the suggestions are routine and do not offer enough differentiation to adequately support all students.

**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

87%

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 coherent; however, the writing expectations fall short of the level of practice needed for college and career readiness.

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

*Statements of appraisal and supporting evidence:*

The online platform provides more diverse lesson design, structure, and pacing guidance. There is a dissonance between the teacher edition, digital platform, and student text that would make it difficult for teachers to design and plan lessons.

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

*Statements of appraisal and supporting evidence:*

The materials support teaching planning and learning; however, it is difficult to align lessons to the standards because the referencing is inconsistent across the materials.

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

*Statements of appraisal and supporting evidence:*

The online platform offers the most resources and tools to collect data about student progress; however, the review did not provide the opportunity to see what it looks like in practice.

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 online platform offers extensive access to supplemental materials and resources to enhance student learning. It is unclear how students gain access to the resources and which platforms are compatible.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Some customization is available but not to the full extent many New Mexico students will need.

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

*Statements of appraisal and supporting evidence:*

The units are cohesive and offer a rich experience with relevant and key learning concepts.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials purposefully focus on taking into account diverse cultural perspectives across all six units of the materials.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials include a rich culturally responsive lens worthy of merit.

**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 #: 7

*Background and experience:*

I am a Level III renewed National Board Certified English Teacher and administrator with endorsements in gifted, reading, and TESOL. I have nine years of diverse New Mexico classroom experience in grades 6-11. I have taught English in early college and comprehensive high school settings. I also have eight years of university teaching experience. I am currently serving as a high school English Language Arts Content Specialist in my district's Instruction division. I earned a PhD in Curriculum and Instruction with emphasis in Critical Pedagogies and Gifted Education. I also hold a Master of Arts degree in Reading.

*Professional summary of material:*

The StudySync materials reflect high quality authors from a range of genres and text complexity with high regard for exposure to diverse perspectives, personal, cultural, and some historical connections. The close reading and writing routines make navigating the materials predictable, and possibly boring for the student. However, the Teacher's Edition includes plenty of guidance to use the materials effectively. I especially find the "Beyond the Book" exercises relevant with promise to engage all learners. The reading prompts for deeper understanding afford students opportunities to think critically about the text, themes, self, and community. The writing prompts are generally thoughtful, clear and rigorous. The integration of Speaking and Listening exercises is more clear in the teacher materials leading to a concern that students will have less ownership and exposure to these standards. The Language standards are fully addressed in the materials, but not routinely. The teacher will have to supplement Language skill-practice beyond the materials to encourage retention and regular usage of more advanced conventions. The digital platform is where the most supplemental resources for diverse learners, assessment, and instruction exist. To maximize the potential of these materials, access to the digital platform is a must. This might be a limitation for some districts. Overall, the materials for Grade 10 are worthy of consideration with careful attention to accessibility factors.

Reviewer #: 8

*Background and experience:*

I am a Level III Certified English Teacher with TESOL endorsement. I have two years of experience teaching ELD and 9th grade ELA in New Mexico and two years of experience teaching Dual Enrollment and AP Language and Composition in Texas and Virginia. I also have ten years of university experience teaching Composition, Business Writing, World Literature, Public Speaking, and Women's Studies courses. I am currently a member of my district's ELA Advisory Team and Curriculum Mapping Team. I hold a Master of Arts degree in English.

*Professional summary of material:*

I would recommend the StudySync 10th grade curriculum. This program does a good job of not only incorporating texts from various genres and cultures, but also works well at integrating them and having students look to multiple texts as they work with the materials. The readings reach 10th grade rigor and beyond and though the student text follows a routine format, the writing assignments offer diversity and creativity. The online Novel Study Unit Options integrate the texts in the student edition nicely with longer, extended readings of anchor texts and provide additional assignments linking the anchor text to the unit. Areas that I find need improvement are the student edition hard copy text and the Speaking and Listening/Language standards. The student edition text, though quite large, does not include a general table of contents, an index, or a glossary of academic terms. These items would make the text much more user friendly and provide students with need-to-know information at their fingertips rather than making them search through the 1033 page text for the information. Speaking and Listening is addressed and encouraged in the teacher's edition, but not explicitly enough in the student edition. Several collaborative discussion assignments throughout the student edition, perhaps as a "Skill" item would benefit students more than merely being directed by the teacher. Language skills are sprinkled throughout the materials. There is a drop down menu for various reading levels and a differentiation tab in the online teachers' manual as well as differentiation indicators in the TE hard copy. All of these resources include standard scaffolding measures. Because language skills and scaffolding are both things teachers do daily and build on, it would be beneficial if lessons and assignments that begin at a lower level and continue to build on each other, incorporating previously learned skills, were provided rather than showing up in isolation here and there.

Reviewer #: 9

*Background and experience:*

Over the course of eight years, I have taught grades 9-12 English including honors, Pre-AP, and SPED inclusion courses in three different states, so my experience is vast in different curriculums, systems, texts, and programs both district and content-wise. I am currently finishing a MA in English and a Level II teacher in the state of NM.

*Professional summary of material:*

The text provides strong diverse literature and writing opportunities for students, as well as online supplements and suggestions to extend the student learning. The literature incorporates a variety of questions and writing prompts to engage the students and have them study different components at an appropriate grade level. The units do provide some extended writing, speaking and listening opportunities, but need to be incorporated more in the student edition and student materials for students to have adequate practice at the 10th grade level. The materials also lack incorporating some creative assessments and differentiation for all students to show their knowledge without having to demonstrate reading and writing skills. The navigation between the online platform and print editions may be too difficult for some educators who are not technologically savvy. The digital platform provides many requirements not found in the print versions of the textbook, so these materials are not recommended for schools who do not have technology for each student every day, or the full extent of the curriculum will not be reached.