

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 11, Standard Single Bind Set Student Bundle, 6-year print and digital	Publisher	McGraw Hill LLC
SE ISBN	9780077037383	TE ISBN	9780077037925
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.)

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
85%

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
84%

Materials take into account cultural perspectives.

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

The materials offer a variety of cultural perspectives through the text selections and lessons, but they are heavy on Caucasian and African-American authors, and light on Mexican-American, Hispanic, and Native American authors that would represent a range of cultural experiences relevant to New Mexico students. One cultural perspective that is entirely missing is the Latina perspective--the materials do not include any Latina authors. There is not a Native American oral narrative in the materials.

Materials include a culturally responsive lens.

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

The materials include a culturally responsive lens by providing opportunities for students to consider different concepts and themes from more than one perspective through the readings and critical thinking questions. The materials also make good use of the text pairings and writing assignments to achieve this. The videos used for the online course materials represent a variety of races, ethnicities, and perspectives so that students see education and learning as a culturally diverse experience. However, the lack of Latina authors in the materials means that Latinas are not seeing themselves, their experiences, or their voices included in this course. The light amount of contemporary Native American texts that explore contemporary issues and identities also weakens the materials in their ability to reflect the backgrounds and cultural experiences of today's Native American students. The Native American and Hispanic/Latino texts do not include bilingual elements that would connect to the linguistic backgrounds of New Mexico students.

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:

Materials align with grade level standards. This is evidenced by Unit Overviews, Scope and Sequence, and Thematic or Novel Pacing Guides that are offered at the beginning of each unit. The technology platform also offers additional pacing guides with the specific standards listed that are covered in each unit.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align with the reading standards. This is demonstrated by the various tasks students complete in the independent read, close read, and annotation lessons.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials align with the writing standards. This is evidenced by a variety of short and extended writing assignments across genres, disciplines, and purposes.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials sometimes align with the speaking and listening standards. This is evidenced by lessons in which students are taught about criteria from the speaking and listening standards but are not always given the opportunity to apply them.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials align to the language standards. This is evidenced in the active vocabulary tasks, the language review checklists, and the grammar practices and applications that are part of the extended writing assignments.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

Materials align with the New Mexico content standards. This is evidenced by the scope and sequence and pacing guides for each unit.

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

94%

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:

Materials provide a large selection and variety of genres of high-quality texts which exhibit exceptional craft. This is evidenced in the unit overviews, thematic pacing guides, and the novel study units.

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 are high-quality, text-dependent and specific questions. This is evidenced by the Think Questions in the SE, the Skills Focus in the SE, and the Text Talks in the TE. The Writing Prompts and the Collaborative Conversations also demonstrate high-quality text-dependent and specific questions.

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

Statements of appraisal and supporting evidence:

Materials provide scaffolding to support students' learning of English Language Arts. This is evidenced in the interactive tools provided in the technology platform that meet the needs of all students. The TE provides Speaking Frames to scaffold conversation and writing skills. The TE section of the technology piece has a Differentiation tab with multiple strategies.

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

91%

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 the high school standards that all students should study in order to be college and career ready. This is evidenced in the variety of texts, the unit overviews, and scope and sequence that lists the standards that are taught and applied. This is also evidenced by the variety of writing tasks that students complete.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. This is evidenced in the pacing guides, the thematic units with paired readings and in the TE, SE workbook, and technology platform. The sequence of instruction is consistent. The lessons are designed to build skills and spiral throughout the curriculum.

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

Statements of appraisal and supporting evidence:

Materials support teacher planning, learning, and understanding of the standards. This is evidenced in the scope and sequence, unit overviews, and the teacher guide tab on the technology platform. The language of the standards is included in the student lessons as part of instruction.

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

Statements of appraisal and supporting evidence:

Materials offer teachers tools to collect data about student progress with progress monitoring as students go through the course. There are unit assessment reports on student achievement.

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:

Materials support use of technology to enhance student learning through the technology platform. The use of technology can be seen in the "Beyond the Book" and "Your Turn" activities, student-centered videos to demonstrate skills, and videos to introduce texts.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized in the scaffolding and differentiation modifications offered in the TE and technology platform.

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

Statements of appraisal and supporting evidence:

Materials give all students extensive opportunities to explore key concepts in the "Beyond the Book" activities and the extended writing projects. The connection of the think questions and the skills focus questions supports the exploration of key concepts through critical thinking.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials offer a variety of cultural perspectives through the text selections and lessons, but they are heavy on Caucasian and African-American authors, and light on Mexican-American, Hispanic, and Native American authors that would represent a range of cultural experiences relevant to New Mexico students. One cultural perspective that is entirely missing is the Latina perspective--the materials do not include any Latina authors. There is not a Native American oral narrative in the materials.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials include a culturally responsive lens by providing opportunities for students to consider different concepts and themes from more than one perspective through the readings and critical thinking questions. The materials also make good use of the text pairings and writing assignments to achieve this. The videos used for the online course materials represent a variety of races, ethnicities, and perspectives so that students see education and learning as a culturally diverse experience. However, the lack of Latina authors in the materials means that Latinas are not seeing themselves, their experiences, or their voices included in this course. The light amount of contemporary Native American texts that explore contemporary issues and identities also weakens the materials in their ability to reflect the backgrounds and cultural experiences of today's Native American students. The Native American and Hispanic/Latino texts do not include bilingual elements that would connect to the linguistic backgrounds of New Mexico students.

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 #: 1

Background and experience:

I have taught English Language Arts for 23 years.

Professional summary of material:

I believe the material is of high quality. The materials have various traditional and non-traditional texts. The teacher edition has easily accessible built-in, scaffolding and opportunities for differentiation of instruction. The technology platform has numerous components to actively engage students in learning and affords timely feedback of various tasks. The offerings of Hispanic and Native American oral and written texts are minimal or non-existent.

Reviewer #: 2

Background and experience:

I have taught English Language Arts for 13 years. I am a Level III Teacher with a PhD in Curriculum, Instruction, & Assessment.

Professional summary of material:

The TE, SE, and the technology platforms are of high quality with a logical scope and sequence for students to trace American Literature. There is a lack of cultural relevance for Native American and Hispanic cultures. It is interactive and allows students numerous opportunities to explore key concepts.

Reviewer #: 3

Background and experience:

I have taught English Language Arts 9-12 for eleven years.

Professional summary of material:

I believe these materials are of high professional quality and offer a variety of instructional approaches to the course as a whole and to the individual units. The units are well-organized in all of the presented formats: student workbook, teacher edition textbook, and the online program. The alignment to standards is very clear in all formats of the course. The units are thematically organized, with engaging texts and content, and come complete with text pairings and possible novel additions. Lessons are designed to build skills and they frequently circle back to reinforce skills. The course provides a lot of scaffolding and differentiation options, and does make use of some multimedia programming through videos. I think that could be expanded for our very digitally-oriented youth populations to include podcasts, tweets, blog readings, etc. The writing assignments offer a variety of meaningful prompts across all genres. There are many features in the online program that are useful-- and this can at first feel overwhelming to navigate and sort through. The teacher edition textbook is also overwhelming because of the amount of text and options for instruction per page, but there are useful materials for instruction, planning, scaffolding, and differentiation, so it's worth taking the time to really look at what's there. While there are many Caucasian and African-American authors included in this course, it is light on Native American and Hispanic/Latinx authors--specifically Mexican-American. There is only one female Native American author represented, Louise Erdrich, so there is not a range of experiences for young Native American females to relate to. Also, there is not a single Latina author in the entire course, and that is a huge problem in terms of the cultural relevance for New Mexico. There are only 2-3 Latino authors, which is problematic. Every unit should include at least one Latinx and at least one Native American text option in order to make it culturally relevant for New Mexico students. I would also like to see more in terms of texts that include bilingual elements to connect more to the linguistically relevant piece of our New Mexico standards.