

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 12, Standard Single Bind Set Student Bundle, 6-year print and digital	Publisher	McGraw Hill LLC
SE ISBN	9780077037390	TE ISBN	9780077037963
SW ISBN		Grade Level	12

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

81%

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

85%

Materials take into account cultural perspectives.

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

The materials offer a general overview of cultural perspectives through the curriculum's text selections and lessons. While there are a few Latino and Native American texts provided, the materials fail to reflect the rich, diverse, representation of New Mexico culture, heritage, and language. Generally speaking, the representation of authors and cultural perspectives seem largely that of male Anglos. In order for students to be successful in a global society, they must understand there are a multitude of cultures, each with varying beliefs, experiences, and traditions -- which this curriculum has not provided.

Materials include a culturally responsive lens.

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

The materials give a minimally cultural responsive lens by providing students the opportunity to consider different concepts and themes from more than one perspective. This type of learning is often found in the additional lessons that can be used to enrich thinking, but are not always required. The media used for the digital portion of the materials does represent races, ethnicities, and perspectives, other than those of Anglos. However, the lack of Latina and Latino authors in the digital and print materials means that Latinas and Latinos are not seeing themselves, their experiences, their communities, or their voices as an integral part of the curriculum. Unfortunately, the materials also lack inclusion of contemporary and historical Native American culture, experiences, and historical account told from the Native perspective. This lack of representation does not allow Native students to connect with the curriculum or their learning community. The Native American and Hispanic/Latino texts that are presented do not include bilingual elements needed for students to connect to the linguistic backgrounds associated with a large portion of our New Mexico students.

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

Average Score

73%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials partially address the ELA grade level standards and fall short on the New Mexico Standards. While reading, listening, and language modules are moderately aligned to the standards, writing and speaking standards are not demonstrated in student work. The essential requirement of productive skills (writing and speaking) that rely on student practice and performance as evidence of measurable learning outcomes is limited. The print version lacks a full 'Table of Contents' and 'Index' to help users navigate the program in its linear, printed form. Full readings are not provided as longer texts and students are "strongly recommended to seek out and purchase the whole literary and informational work". Links to sellers are available and an order form is enclosed.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Many modules and lessons, including instructional activities, align with the reading standards. Text selections are the highlight and are spread across varied genres, exposition styles, periods, and themes with a balance of classical and contemporary writing styles (e.g. commencement speeches, podcast episodes, and editorials). The materials lack meaningful reading instruction on textual analysis. The Student Edition lacks activities or tasks related to the wide range of reading skills. There is essentially nothing for students to 'do', other than read through the entirety of texts without any guidance, prompts, or chunked-out practice tasks. This prevents students from interacting with the author's purpose, writing style, or the insightful themes that make these texts a critical part of the ELA learning experience. For example, an annotation in the SE p.303 Unit 2 focuses on the word "rank" to illustrate the famous Shakespearean sarcastic effect in Hamlet through the use of a double entendre. Unfortunately, this is the ONLY annotation available for students to interact with Shakespearean word choice across the 350 lines of Act I, Scene ii. This is one example that excludes the material from meeting the full potential of the reading standards.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials are limited in addressing the writing standards. The materials approach writing as 'knowledge', rather than 'skill', thus limiting the expectation of writing as a productive skill that relies on student practice and performance as its measurable outcome. Writing instruction is little to none, and the instruction of student writing is not an essential consideration or expectation of this material. Students have access to written models and are guided in planning, organizing, drafting, and revising a writing piece through checklists and scoring rubrics. Writing tasks are presented in the form of 'multiple choice questions' that allow an opportunity for students to practice and show their 'knowledge', rather than 'skill' in writing. For example, the SE pp. 346-360 provides a mini handbook on Narrative Writing Process where students are presented with a 'student written model' and a set of 'multiple choice questions' as guidance on planning, organizing, drafting and revising a narrative piece. There is a scoring rubric and a very helpful checklist. However, all these resources do not compensate for instruction on the actual writing process and exclude the material from addressing the writing standards.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials partially address the speaking and listening standards. There is a visible emphasis on the listening aspect of the 'Speaking & Listening' standards. For example, in the unit on 'collaborative conversations', the videos are well-crafted and comprise model conversations focused on academic tasks that help students understand how speech can be adapted to a variety of contexts. However, these few models provide a very limited exposure of listening and are not captured as 'speaking skills practice' towards addressing the speaking part of the SL standards. Also, in the Blast podcast activities, students listen to a podcast and write about it, but do not engage in discussion. These are missed opportunities for any ELA program.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials moderately align to the language standards. Language instruction, particularly morphology, etymology, vocabulary development, functional grammar, and syntax, is featured in the lessons as glossaries, checklists, handouts, models and practice tasks. There is a lack of cross referencing of these resources in the reading, writing, and speaking and listening modules. The materials present some support towards accommodations and modifications in instruction. For example, vocabulary lists are available in each lesson along with images. Prompts and glossaries are provided for learners with learning difficulties. However, the accommodations do not move beyond prompts and vocabulary lists towards pedagogical support for teachers of ELL students and culturally/linguistically diverse student populations.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The materials do not align with the New Mexico Content Standards for ELA (NM B1, NM B2, NM C1, NM C2). The materials include only one Native American text titled "Osceola". This underrepresentation of local and regional texts limits the exposure to the literary characteristics, stylistics, and syntax unique to the rich culture captured by New Mexican literature.

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

97%

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 scored well in the "ELA Content Review," they rarely make use of "complete" high-quality texts. Often, students engage in the utilization of excerpts from exceptional texts through a general process of discussing how a model is annotated. Examples of this are found in the student practice called "Your Turn", where students are asked to show comprehension and practice of skills through the maximum of three multiple choice questions. A typical prompt looks like this: "Reread paragraphs 6–7 of the text, 'Shakespeare: The World As Stage.' Then answer the multiple choice questions that follow." The level of comprehension required to show mastery of skills associated with the provided texts is far below grade level. A few of the texts, including *Gulliver's Travels* and *A long Walk to Freedom*, are primarily used in eighth grade, as seen in numerous middle school curriculum.

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, consistently used for student collaboration, independent writing, and for assessment of how well a student can apply and synthesize the themes and ideas found in written works, require a scant amount of critical thinking. The questions are often already prefaced with the central ideas and themes for students to utilize in the aforementioned various ELA tasks. Students look at models that are already annotated and are asked to discuss the annotations, rather than the excerpt from which the text was found. This process is done at the start of every lesson in all units.

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

Statements of appraisal and supporting evidence:

Materials do provide scaffolding, differentiation, and support for the learning of English Language Arts. The TE, the online platform, and the student edition have built in opportunities for integrating scaffolding and ELL resources. This is also evident in the variety and accessibility of graphic organizers on the technology platform.

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 the high school standards that all students should study in order to be college and career ready. This is evidenced by the "Beyond the Book" activities as well as the various writing assignments. The critical thinking questions within the close read, skills focus areas, and the collaborative conversation skills all contribute in preparing students for college and career readiness.

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 by the thematic pacing guides, the unit overviews, and the technology platform lesson plans. The sequencing in the student workbooks and the technology platform are consistent. The technology platform also offers a graphic organizer tab that is interactive for student use.

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

Statements of appraisal and supporting evidence:

The materials do not fully support teacher planning, learning and understanding of the standards. Unit overviews and teacher pacing guides give limited information. Standards are listed with explanation of how it connects to the "activities" (checklists). The digital program is not user friendly and the overall layout is not appealing.

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

Statements of appraisal and supporting evidence:

The materials do not offer teachers resources and tools to collect ongoing data with student progress on the standards. There is no integrated data collection in the digital materials. The standard data collection of end-of-unit assessments, quizzes and "Your Turn" practice are traditional manual data collection.

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 do support effective use of technology to enhance student learning. This is evidenced by the extended writing projects, the Beyond the Book activities, the Blasts on the technology platform, and the videos to introduce readings and skills. There are interactive videos for speaking and listening skills. There is also a digital library that students have access to that is updated regularly.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized for individual learners. This is evidenced by progress monitoring, differentiation and scaffolding strategies offered in the TE and online. The proficiency drop-down menu allows modified lessons for proficiency levels for individual students. The graphic organizers on the technology platform can be used to customize lessons for individual students.

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

Statements of appraisal and supporting evidence:

The materials do not give all students extensive opportunities and support to explore key concepts. There is insufficient differentiation for English Language Learners, struggling students and/or advanced students. The lessons and activities are very sparse. They are checklists and guided questioning. There are limited learning activities or options for learning.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials offer a general overview of cultural perspectives through the curriculum's text selections and lessons. While there are a few Latino and Native American texts provided, the materials fail to reflect the rich, diverse, representation of New Mexico culture, heritage, and language. Generally speaking, the representation of authors and cultural perspectives seem largely that of male Anglos. In order for students to be successful in a global society, they must understand there are a multitude of cultures, each with varying beliefs, experiences, and traditions -- which this curriculum has not provided.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials give a minimally cultural responsive lens by providing students the opportunity to consider different concepts and themes from more than one perspective. This type of learning is often found in the additional lessons that *can* be used to enrich thinking, but are *not* always required. The media used for the digital portion of the materials does represent races, ethnicities, and perspectives, other than those of Anglos. However, the lack of Latina and Latino authors in the digital and print materials means that Latinas and Latinos are not seeing themselves, their experiences, their communities, or their voices as an integral part of the curriculum. Unfortunately, the materials also lack inclusion of contemporary and historical Native American culture, experiences, and historical account told from the Native perspective. This lack of representation does not allow Native students to connect with the curriculum or their learning community. The Native American and Hispanic/Latino texts that are presented do not include bilingual elements needed for students to connect to the linguistic backgrounds associated with a large portion of our 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 at the high school level for 23 years.

Professional summary of material:

I believe the material is of good 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. There was a weakness in the writing and speaking standards as the citations the publisher offered for review were often the only times the standards were met. The offerings of Hispanic and Native American oral and written texts are minimal or non-existent.

Reviewer #: 2

Background and experience:

Level III, English Language Arts Teacher for 13 years 9 - 12 and a PhD in Curriculum, Instruction, & Assessment.

Professional summary of material:

The TE, SE, and technology platform materials are of high quality. The scope and sequence does not meet teachers' needs because so many texts do not match up with the standards. There is a lack of cultural relevance in the texts for the Native American and Hispanic students. The materials are interactive, innovative, creative, and make real-life connections for students.

Reviewer #: 3

Background and experience:

I have taught English Language Arts 9-12 for 11 years and have a level II license.

Professional summary of material:

The materials are of high professional quality and offer opportunities for students to explore learning through various methods and platforms: close readings, critical thinking, critical writing, creative writing, podcasts, research, investigation, social media blast writings, discussion and collaborative conversation. The course is designed thematically and includes both paired texts within each unit and a novel study pathway. The technological platform for students and teachers is well-organized and provides options for scaffolding, differentiation, and additional components for each lesson. The lesson plan options on the technology platform are also well-organized and easy to use--I recommend looking at these. Some of the more interesting activities are in the Beyond the Book sections of the TE online columns that can be accessed alongside the lessons, and they are listed as optional for the course, but I recommend including them as much as possible. There are many suggestions for scaffolding and differentiation in both the TE textbook and the TE online columns. The TE textbook is overwhelming in terms of the amount of information and options per page--it takes some patience to sort through it. The Scope and Sequence document that refers teachers to where standards are being met in each unit can be misleading, which makes it not very useful. For New Mexico, the CLR standards are not fully met by the materials. There is only one Latino author in the course of instruction, and there are only three Native American authors. For New Mexico, it would not provide enough opportunity for NM students to see themselves, their cultures, or the communities in the texts--especially since there are no Mexican-American authors included.

Reviewer #: 48

Background and experience:

Ph.D. Education Sciences (USA), Masters in Research (UK), Masters in English Linguistics (UK)
Level 3 NM Secondary Teaching License (endorsements: ELA, Reading, Educational Tech Coordinator)
Experience:
2 yrs- High School ELA Grade 12
2yrs- Project Head, Educational Research
6 yrs- University Faculty ELA Pedagogy

Professional summary of material:

McGraw Hill Study Sync for Grade 12 does not align with the ELA standards and gravely misses the mark in all aspects of ELA curricular thought and development. At this point, this curriculum cannot be recommended.

Despite an admirable spread of diverse, stimulating, and engaging text selections that could have been utilized to create effective teaching and learning opportunities in ELA, the material falls considerably short in addressing ELA Standards and New Mexico Standards. Particularly, the material stands as average in addressing the Reading, Listening, and Language standards. However, its visible misadventure lies in its perception of writing and speaking as 'knowledge' instead of 'skills'. This perception undermines the need for continuous student practice as a measurable outcome of these productive skills.

In my opinion, the high-gloss technological interface serves more as a distraction than a means to enable a sophisticated student-centered, collaborative learning experience. Also, the print and digital formats are at odds with each other, making it a frustrating feat to look up specific content. The print version comes across as a rushed attempt at putting together varied text selections without a full 'Table of Contents' and 'Index' to help users navigate the program in its linear, printed form. Full readings are not provided to longer texts and students are "strongly recommended to seek out and purchase the whole literary and informational work". This inadequacy of the 'Student Edition' and its lack of correlation with the 'Teacher Edition' stand counterintuitive to the overall purpose of a seamless, high quality, and accessible ELA program for New Mexico students.

My biggest concern is that the low-quality accommodations and modifications provided through 'scaffolds' (speech and writing frames, references to visual glossary) disregard the intelligence and learning expectations of ELLs and do not account for culturally and linguistically diverse student populations including students with IEPs.

Reviewer #: 49

Background and experience:

Bachelor's Degree

Level 2 NM Elementary and Secondary Teaching License with endorsements in Business Education and Reading

7 years - ELA 6th grade

1 year - ELA 7th grade

1 year - ELA 9th-12 grade

Professional summary of material:

McGraw Hill StudySync Grade 12 is not a recommended material. At first glance, the materials seemed great, but with deeper analysis, I would not recommend the materials. There is a digital program, but it is not user-friendly. The layout doesn't allow users to search for specific skills or concepts. It is even hard to search for specific lessons and activities. The digital format and the printed format have no glossaries or reference pages. The unit overviews give limited information. Searching through the book for specific items proves difficult and inefficient. There are little to no useful scaffolding and differentiation for ELL, high performance, or low proficiency students. The lessons and activities are really just "checklists" (guided questions). There are no substantial learning activities for students. The "Your Turn" activities consist of 2-3 multiple choice questions. Writing prompts are vague with no true guidance. The adopted NM standards are not met. There are Hispanic and Native American texts, but they are in the "Independent Reading" portions of the digital program only.

Reviewer #: 50

Background and experience:

MA -- Curriculum and Instruction, BS --Psychology/Agriculture

Level 3 NM PreK-12 Specialty Teaching License with endorsements in ELA, TESOL, Psychology, Agriculture, and Science

Experience:

Teacher of ELA for 9 years

Currently, ELA Department Head - Freshman ELA and AVID teacher

Professional summary of material:

Upon first examination of the materials, it appeared as if they were designed to be a remedial program for students who had not fully met the skills and ELA CCSS required of freshman. As examination of the materials continued, a scant number of lessons and content were uncovered that adequately prepare students to be college and/or career ready. There were two instances when the curriculum requirements were those associated with grade 8 CCSS. One such lesson was supposed to meet the NM.W1A Standard for grades 11-12, it only required students to evaluate the effectiveness of a model regarding how well a thesis statement was used in an introduction. The lesson required students to answer basic questions regarding the model. This is associated with the introduction to CCSS.ELA-LITERACY.W.8.9.B. The curriculum attempts to provide a diverse cultural experience for students to engage in, but misses the mark when it comes to providing students with New Mexico culture, heritage and language content.