

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	myPerspectives English Language Arts New Mexico Student Edition 2-Volume Hardcover + 6-year Digital Courseware, Grade 10	Publisher	Savvas Learning Company LLC
SE ISBN	9781418337612	TE ISBN	9781418337575
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.)

<b>Recommended</b> (90% and above)	<input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%)	<input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%)	<input type="checkbox"/>
<b>Total Score</b> - Below is the final score for the materials averaged between the team of reviewers.					
<b>Average Score</b>					
92%					

**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.

<b>CLR Recognition</b>	<input checked="" type="checkbox"/>	<b>Average Score</b>
		91%

Materials take into account cultural perspectives.

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

The materials include culturally diverse literature and themes that prompt students to consider issues facing humanity. Some, but not all of the materials, allow for the student to explore key cultural and diverse concepts. For instance, students close read "Civil Peace" by Chinua Achebe (Lexile 820) during whole group learning. Since the knowledge demands are high for comprehension, the materials do make some suggestions for challenging understanding, but they are incomplete for the students being able to access the multiple levels of meaning that include deep conversations about culture. The teacher can easily move the learning in this direction with some additional supports and framing during implementation of instruction.

Materials include a culturally responsive lens.

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

The materials are thoughtful about representing diverse perspectives and backgrounds. The prompts do not include explicit connection and reflection to support New Mexico students' own cultural lens and language development. There is enough culturally responsive and diverse text selections and materials to inspire any teacher to customize the experience for their specific students.

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

Average Score

91%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The Grade 10 materials fully align with the CCSS 9-10 band; however, there are missed opportunities for higher levels of rigor. For example, the writing prompts are sufficient but lack full practical application and analysis. All standards are met and reflected routinely throughout the materials in whole-group, small-group, individual and digital interactions.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials offer a range of diverse texts at varying levels of complexity. The materials accompanying the readings align to the standards in both literature and informational text, lacking sophistication in rigor at times. For example, the materials ask students to find and identify, but not analyze word choices. There are supplemental trade books available online in a digital format, along with numerous resources for differentiation for high-ability, grade level, and struggling readers. Overall, the complete set of materials offer every student avenues to read varied multi-genre selections representing high-quality contemporary and classic authors.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

The materials supply opportunities to practice all forms of writing expected in the standards. There is variety and a selection of more contemporary choices. For instance, students are encouraged to explore interview, podcast, photojournalism, and web-based applications. The materials do not fully address academic honesty and proper citation.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials provide speaking and listening opportunities, both small group and individual, to assess student skills. The materials allow for teacher and student self-direction for planning and improving communication.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials include evidence of the Language standards, with limited opportunities to integrate practice and reinforce into the various assignments and tasks. There are supplemental Language practice exercises available on the digital platform but not in the print materials.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

The materials align to NM content standards. There are texts representing Native American and Hispanic literature. There are also other diverse readings from other cultures that prompt students to consider multicultural perspectives and experiences. The teacher may have to modify some tasks and questions to engage the texts from a cultural perspective reflecting their students' needs and diversity.

**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:*

The materials provide a broad selection of high-quality authors and craft. The Independent Reading student-choice selections are high-quality and create the greatest potential for student interest.

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 text-dependent and draw the student to look at specific lines, conventions, and content that is connected to the overarching essential question and performance-based assessment. Some comprehension questions are vague and do not lead the student directly to important passages. For instance, there are general statements that ask students to self-select important passages and discuss. A student that lacks academic independence might struggle with this type of questioning. However, the Craft and Structure analysis activities excel at prompting students to collaborate and apply higher-levels of text-dependent analysis.

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

*Statements of appraisal and supporting evidence:*

The materials, especially the Teacher Edition, provide guidance for scaffolding and supports that afford every learner opportunities to grow. There are reading summaries in multiple languages, allowing content to remain accessible to all students. The tool kit and glossary in each student edition are tools for supporting students' independent learning and accountability at all levels.

**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

95%

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 designed with practical applications and performance-based assessments. The materials are adequate for a 10th grade experience in English Language Arts even though some of the higher band of the standards are lacking in-depth study opportunities to make the transition to college and career seamless. The strength in this area is the value placed on small-group and independent learning with flexible product options to demonstrate learning.

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

*Statements of appraisal and supporting evidence:*

Unit goals, text, interactions, and activities prepare students for a full-circle experience with a culminating Speaking and Listening and/or writing exercise. The pacing recommendations are flexible and teachers are provided clear guidance for making instructional decisions based on varying levels of student need and proficiency.

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

*Statements of appraisal and supporting evidence:*

The materials provide additional planning pages and instructions in the Teacher Edition that identify and unpack standards for the unit. The "Personalize for Learning" component assists the teacher in making accommodations for differentiated planning. The resources required are also clearly identified throughout so the teacher can take advantage of all that is available to teach the standards well.

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

*Statements of appraisal and supporting evidence:*

The digital platform has an ongoing data collection feature, but the reviewers are unclear about the extent of its capacity to monitor student progress. The Teacher Professional Development Center provides tools and resources for maximizing the use of formative and summative assessment options throughout all of the learning. The materials and assessment options allow the teacher to track standards and skill development of individual students. The student is always included in self-monitoring and reflecting on their progress as well through the use of checklists, rubrics, and other tools.

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 digital platform is customizable and most materials can be downloaded. There are supplemental videos and resources for differentiation, scaffolding, and building student interest. There is also an ELD-specific set of digital resources, although they were not accessible to reviewers. The materials often ask students to go beyond traditional forms of learning to use digital tools such as a notebook and others resources. Students have numerous opportunities for research and production using digital platforms.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Materials, including lessons and assessment, can be easily customized online. For example, the teacher can select test items from a bank to customize an assessment. They can individually assign different materials and leveled text to each student. They can also customize the directions on many of the assignment sheets. Opportunities for customization are not available in the student print edition. The teacher has to lead by connecting the student to available resources online.

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

*Statements of appraisal and supporting evidence:*

The essential questions found in each unit are dependent on exposure to varied texts. The performance-based assessments do provide extensive opportunities to explore key concepts and make decisions that reflect deep engagement. For instance, students may write an informative or argumentative piece, then translate it into an engaging oral presentation that demonstrates the ability to decide what information is the most important for a specific audience.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials include culturally diverse literature and themes that prompt students to consider issues facing humanity. Some, but not all of the materials, allow for the student to explore key cultural and diverse concepts. For instance, students close read "Civil Peace" by Chinua Achebe (Lexile 820) during whole group learning. Since the knowledge demands are high for comprehension, the materials do make some suggestions for challenging understanding, but they are incomplete for the students being able to access the multiple levels of meaning that include deep conversations about culture. The teacher can easily move the learning in this direction with some additional supports and framing during implementation of instruction.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials are thoughtful about representing diverse perspectives and backgrounds. The prompts do not include explicit connection and reflection to support New Mexico students' own cultural lens and language development. There is enough culturally responsive and diverse text selections and materials to inspire any teacher to customize the experience for their specific 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 #: 7

*Background and experience:*

I am a Level III renewed National Board Certified English Teacher and administrator with endorsement 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:*

My Perspectives Grade 10 offers a complete set of materials that attend to the body of standards for this grade level. There is a wealth of variety in terms of diverse and high-quality authors and selections; however, the teacher will have to creatively establish relevance and interest for several of the units as some of the topics may not be engaging at first glance to students. The backward design routine of whole group, small group, individual then performance assessment makes navigation easy and flexible. The materials are exceptional at identifying the standards and which assessments, scaffolds, modifications, and resources can be used to fully implement all that is available. Students are also included in ongoing self-assessment and goal setting to grow their literacy skills. Each unit of the materials is clear, with instructional sequences and customization options; however, cohesion between units is lacking. In order to attend more thoughtfully to diverse cultural perspectives that reflect New Mexico, the teacher will have to supplement the provided prompts and discussion. The online platform alone warrants consideration of the materials due to the resources available in Spanish, progress monitoring, customization, teacher professional development, and blended learning opportunities.

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:*

My Perspectives ELA Grade 10 was put together systematically with the CCSS in mind. The standards and accompanying skills are clearly marked on the pages in both the teacher and student editions. Mixed genre texts from some terrific authors align with the unit topics and go together well; however, the chosen texts may require some coaxing on the part of the teacher to keep students engaged. Unit planning and scaffolding are included on each page in the TE that aligns exactly with the student edition. Each unit begins with a student self-evaluation chart that includes the overarching CCSS in student friendly language and covers the reading, writing, language, and speaking and listening goals for the unit. Students are aware of the purpose for the lessons and can then evaluate their own growth. The activities and assignments within each unit address the interests of today's students by incorporating technology such as videos, podcasts, and multimedia work, but could be more rigorous to fulfill the requirements for 10th grade and better prepare students for 11th grade work. One of the major strengths of this set of materials is how group work is taught and reinforced. Each unit is broken down into "Whole Class Learning," "Small-Group Learning," and "Independent Learning." A school would have to have access to the online platform as the "Independent Learning" sections of the units are only available through the digital materials. The tool kit, indexes, and glossaries in the teacher edition and both volumes of the student edition are extremely helpful in navigating the text and as a quick reference for skills and formatting. Though the "Tool Kit" includes a section on MLA format and citing sources, this was not reinforced throughout the materials as it should have been. Overall, I would recommend this set of materials for 10th grade ELA.

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 am a Level II teacher in the state of NM.

*Professional summary of material:*

The MyPerspectives Grade 10 materials are designed to help instructors teach the standards to differentiated levels of learners. The print books can be used independently, or in conjunction with the digital platform and optional independent learning activities. The units and lessons are all structured and scaffolded well, including whole group, small group, and then independent reading activities. They also include student goal-setting and graphic organizers to track learning and progress. The text provides plenty of real-world creative and varied performance assessments for teachers to assess knowledge of skills and the design aids students and teachers in their progression toward higher levels of rigor and skill. The text also offers additional challenges, frequent research opportunities, and program customization online for ELL and special education students. The unit assessments and multiple choice formative assessments can be assigned to students on the digital platform, and teachers have the option to add their own materials or assign individualized tasks as well to meet the needs of all students. The texts include some Hispanic and Native American literature and minimal informational texts, but the level of rigor and cultural considerations of these materials is not as high or as vast as it should be for analysis at grade 10. The one area of weakness for inclusion of the standards was implementing grammar practice and breaking down the writing process for rigorous writing instruction, especially in the areas of citing sources and developing strong arguments. Otherwise, the materials provides a great sample of instruction and are a good guide for teachers to consider all standards and address all needs in their classrooms.