

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 12	Publisher	Savvas Learning Company LLC
SE ISBN	9781418337636	TE ISBN	9781418337599
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

87%

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

82%

Materials take into account cultural perspectives.

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

The focus of the materials is on British and World Literature, but the text selections reflect a stronger focus on British Literature. There is only one Latin American author in this course, Isabelle Allende, and her short story is included in a list of options for one of the independent reading sections. There are not any indigenous authors included in the World Literature selections, nor are there any authors from the Middle East. The comprehension questions, close reading questions, and writing assignments provide layers of support for critical thinking about the content of texts and text structures. Consistent opportunity for students to engage with their own background knowledge, cultural, or linguistic experiences as part of the critical thinking process to build meaningful connections between students' lives and literature are not present.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens but the focus of the materials is on British and World Literature, with more of a cultural lens related to British Literature and experiences. The course does not include any Native American or Hispanic texts and there is only one Latin American author in this course, Isabelle Allende. They include five Black British authors as part of the course. There are some opportunities for students to engage their background knowledge, but it is not consistent and does not directly involve engaging their cultural and linguistic histories.

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

Average Score

84%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Materials mostly align with grade level standards. This is evidenced by the connections of the standards to each lesson, the standards in the Teaching and Learning Cycle, and the Standards Overview at the beginning of each student edition book.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align to the reading standards with the exception of the American Literature and the CLR requirements. This is evidenced by the reading support in the Personalized Learning, the Unit Introduction pages, and the Teaching and Learning Cycle.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials mostly align with the writing standards. This is evidenced by the Performance-based Assessments, the Performance Tasks, and the Writing to Sources activities. Every unit also has a summary component and a Quick Write. Due to the lack of foundational and U.S. seminal texts, students could not fully apply 11-12 reading standards to literature and literary nonfiction writing tasks.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials align to speaking and listening standards. This is evidenced by Performance-based Assessments, the variety of tasks for speaking and listening in the small-group learning, and the Launch Activities at the beginning of each unit.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials align to language standards. This is evidenced by the Academic Vocabulary, the concept vocabulary, the Word Study activities, the Convention and Styles at the end of each reading, the Literary Terms Glossary and the Academic/Concept vocabulary are in English and Spanish, and the Grammar Handbook Glossary is available to all students.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

Materials align to New Mexico content standards for ELA with the exception of the foundational and U.S. seminal texts and the CLR components that are required in several standards for grades 11-12. This is evidenced by the standards in the Teaching and Learning Cycle and the Standards Overview at the beginning of each student edition, and in the teacher edition the standards correlations section.

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

99%

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 selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information. This is evidenced by the unit introductions, independent learning section, and the unit overviews. There is also the suggestion of Trade Books for each unit. Students analyze an epic poem and a graphic novel for their similarities and differences which is an example of the variety of genres that are offered.

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 text-specific questions. This is evidenced by the questions in the Launch activities, the comprehension questions, the close reading questions, and performance based writing prompts. For example, students complete comprehension and close reading/analysis questions related to Beowulf. They analyze the craft and structure of the epic and then they complete two culminating research and writing tasks. Students use textual evidence to locate satiric elements and how they relate to the text's tone and style.

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

Statements of appraisal and supporting evidence:

Materials provide scaffolding and supports to enable students' learning of English language arts. This is evidenced by the areas of Personalized for Learning with three different levels for scaffolding, the Reading Support section, and additional scaffolding and tools on the digital platform for teachers and students to utilize.

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

90%

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 Lexile leveled texts, a variety of genres, the inclusion of standards on the lesson pages in the student edition, and the standards correlations section in the teacher edition. There is also a standards overview section in the student editions that allows for students to view the standards that will be attended to in the full course.

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

Statements of appraisal and supporting evidence:

Materials are designed to take into account effective lesson structure and pacing. This is evidenced by the Pacing Plan, the Planning page, Lesson Resources, and the progression of the analysis of the texts from comprehension to analysis. Overview provides: the essential question, and the discussion area from text to topic. The instruction sequence begins with whole-class learning strategies, then progresses to small-group learning, and culminates in independent learning with reteaching opportunities per unit.

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 by the Planning pages, Reading Support pages, and the Standards Support Through Teaching and Learning Cycle pages. The tool kit, the glossaries for academic concept vocabulary, grammar, and literary terms, and the skills index all provide extra support for teacher planning. The digital platform is linked to Google Classroom and teachers can upload their own materials into the program.

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 resources and tools to collect ongoing data about student progress on the standards. This is evidenced on the digital platform with the beginning, middle, and end of the year assessments for data points. There are also unit tests and assessments for the anchor texts. If students complete the unit tests online and demonstrate the need for remediation, the program automatically assigns the work to individual students. There are unit plans and goals that students complete at the beginning and the end. There are rubrics for teachers to use and students to review for the Performance-based Assessments.

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 the use of technology to enhance student learning. This is evidenced by the pages in the student edition that can be scanned on their own devices for a link to multimedia, the Digital Perspectives and Research to Explore, the research necessary to complete writing projects, and the introduction videos that accompany the texts on the digital platform. The speaking and listening activities encourage students to create their own videos or multimedia presentations.

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 the Personalized Learning areas where support is offered for English Language learners, Strategic Support, and Challenge activities. The digital platform offers opportunities for remediation and scaffolding.

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

Statements of appraisal and supporting evidence:

Materials give students opportunities and support to explore key concepts. This is evidenced by the Personalized Learning, the scaffolding suggestions during Word Study activities within the lessons, and the Research to Explore that encourage extended exploration of key concepts. The small-group sections of each lesson offer various creative exploration opportunities of key concepts.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The focus of the materials is on British and World Literature, but the text selections reflect a stronger focus on British Literature. There is only one Latin American author in this course, Isabelle Allende, and her short story is included in a list of options for one of the independent reading sections. There are not any indigenous authors included in the World Literature selections, nor are there any authors from the Middle East. The comprehension questions, close reading questions, and writing assignments provide layers of support for critical thinking about the content of texts and text structures. Consistent opportunity for students to engage with their own background knowledge, cultural, or linguistic experiences as part of the critical thinking process to build meaningful connections between students' lives and literature are not present.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens but the focus of the materials is on British and World Literature, with more of a cultural lens related to British Literature and experiences. The course does not include any Native American or Hispanic texts and there is only one Latin American author in this course, Isabelle Allende. They include five Black British authors as part of the course. There are some opportunities for students to engage their background knowledge, but it is not consistent and does not directly involve engaging their cultural and linguistic histories.

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 high school English for 23 years. I hold a level IIIA license in Secondary Education and a level IIIB license in Educational Management and Development.

Professional summary of material:

I believe the materials are of high quality. The teacher's edition offers color-coded pages for: an overview of the unit, teaching of each text, planning and lesson resource guides that include online components, text-complexity rubrics with reading support strategies and a teaching and learning cycle for the standards support of each text. Scaffolding and differentiation opportunities are available but do not always include all students, all the time. Student editions have a unique component with the opportunity for students to scan the multimedia symbols in the text on their own devices to take them to interactive tasks. The online platform easily connects to Google Classroom for ease in assigning tasks for students and keeping track of students' grades. Overall, the online platform is a bit cumbersome to navigate but does offer tools and resources for teachers and students alike. Students have access to an interactive notebook for answering questions that analyze the text. Students also have an ongoing evidence log on the digital platform that they can access and add to at any time while studying a unit. The offerings of Hispanic and Native American oral and written texts are minimal or non-existent

Reviewer #: 2

Background and experience:

Level 3 High School English Teacher 9-12; Special Education Teacher; PhD. Curriculum, Instruction, & Assessment

Professional summary of material:

The Teacher Edition, Student Edition, and the Online Technology Platform offer teachers and students high quality materials that are innovative, creative, and prepare students to be 21st Century learners. The pacing plans and lessons are all inclusive and sequential offering a variety of genres and text with diverse lexile levels, scaffolding, and differentiation for students who have special needs. There is not enough Native American or Hispanic text available to meet the cultural responsive lens.

Reviewer #: 3

Background and experience:

I have been teaching ELA 11/12 for eleven years and hold a level II teaching license.

Professional summary of material:

The materials are of high professional quality and provide teachers with tools for scaffolding, differentiation, pacing, and expansion of the units and individual lessons. The technology platform for this course provides ample opportunities for standards based assessments, monitoring student progress, and test preparation for the SAT and ACT. It also includes a home letter for each unit that is written in both English and Spanish to inform families of the content and essential questions of each unit of study. Students will definitely receive skills instruction and application across all of the language domains. Many of the speaking and listening activities offer creative options to synthesize, expand knowledge, and further explore the content. The focus of the materials is on British and World Literature, but the text selections reflect a stronger focus on British Literature. There is only one Latin American author in this course, Isabelle Allende, and her short story is included in a list of options for one of the independent reading sections. There are not any indigenous authors included in the World Literature selections, nor are there any authors from the Middle East. The comprehension questions, close reading questions, and writing assignments provide layers of support for critical thinking about the content of texts and text structures, but they do not consistently provide the opportunity for students to engage with their own background knowledge, cultural, or linguistic experiences as part of the critical thinking process to build meaningful connections between students' lives and literature.