

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	Paths to College and Career in English Language Arts Digital Student Edition (Online Platform/Digital and Print Curriculum)	Publisher	Wiley/Jossey-Bass
SE ISBN	0000426855104	TE ISBN	0000426855103
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

70%

**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

41%

Materials take into account cultural perspectives.

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

The materials take into account cultural perspectives from African-Americans, Asians, Hispanics and Middle Easterners. The works contained within the units ask students to become familiar with struggles for equality and freedom based on race, gender and demographic. However, students are not asked to analyze the impact of multiculturalism on community; rather, they are asked to identify common themes within the works and defend the fact that the theme exists and that it crosses over titles. The materials are lacking in references to Native American work and does not account for an individual's history or culture.

Materials include a culturally responsive lens.

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

This title attempts to include a culturally responsive lens. In these materials, the publisher has included works from Martin Luther King, Jr., Malala, Julia Alvarez, and Amy Tan, showing a wide range of cultural diversity. However, the exercises contained within the modules do not ask students to consider the history or perspectives which caused the authors to write. The tasks ask students to find a central idea and then identify how that is presented within the texts utilizing supporting evidence. The tasks are generic and do not ask students to question their perspectives or way of thinking.

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

Average Score

72%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The materials align with many of the grade level standards but not all. For those which the series does address and assess, the materials attempt to align and provide the rigor and intent of the state's Common Core standards while providing a strategic plan to group literary fiction works in the first and fourth modules, then non-fiction in the second, third, and fourth modules. There is an emphasis on deep reading, analyzing, discussion, gathering of evidence to draft written expository quick writes and longer essays. According to the the Grade 10 Standards Map located at the front of all four modules, the following standards were addressed but not assessed: RL 1, L4a, L4b, L4c, L5a, L5b. The Standards Map indicates that the following were not addressed at all: W3a, W3b, W3c, W3d, W3e, W6, SL2, and SL3. For RI 9, "analyze seminal U.S. documents of historical and literary significance," the standard is not fully addressed. The material's inclusion of Martin Luther King's "Letter from Birmingham Jail," is a document of "literary significance." There are no other "seminal U.S. documents of historical significance." For SL2 and SL3, the Review team found these standards were met at varying aspects of completeness.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials moderately align to the reading standards. The Grade 10 Standards Map states that the RL 1 standard for citing textual evidence is addressed but not assessed; however, many of the writing tasks about fiction passages require students to support their response with textual evidence. The 10.1.1 End of Unit Text Analysis Rubric does not include RL1 although it does require students determine a central idea RL2. All of the assessment rubrics in the student journals related to writing about fiction do not include RL1. RI9, "Analyze seminal U.S. documents of historical and literary significance- is not addressed. According to the Grade 10 Standards Map, RL6-analyze a particular point of view or cultural experience reflected in a work of literature" is not assessed. For New Mexico Literature and Informational text, the materials do not align because they do not include "Hispanic and Native American oral and written texts."

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

This set of curriculum is founded on the belief that students are more engaged and write more effectively when they write about a topic they know. Therefore, each unit includes model texts that are accessible to students across grades 9-12. Students analyze craft and structure in the model texts before they are required to write in a variety of modes for a variety of purposes, as they are guided by anchor and supporting texts in their annotations of textual evidence, making inferences, formatting claims and counterclaims. Additionally they are guided through sustained, inquiry-based research in which student learning is assessed based on demonstrated skill in planning, drafting, revising, and editing. The writing unit as a whole strives to engage students as active participants in their learning at every stage of the writing process. An online narrative teachers guide is offered, which includes approximately 20 lessons to scaffold students from simple quick writes to fully developed essays. Since instruction is not broken down between grades 9-12 some important writing standards are missed through the progression of units as individual teachers are tasked with folding the writing units into the curriculum.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

This curriculum is built around the idea that masterful reading of whole texts or excerpts (by the teacher or through audio clips) model fluent reading for students and gives students opportunities to hear complex text with appropriate emphasis, tone, and pronunciation. The idea behind this is that masterful reading will not only bring students into the text more confidently but also assist in developing their ability to read more fluently. Masterful reading can be paired with small group reading practice and even independent reading to accommodate individual student needs. Collaborative learning and the sharing of understanding is further built throughout this unit by students listening to their peers present ideas and support their positions.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials provided show a desire to enhance the writing ability of each student. Students are expected to be able to engage in various writing tasks and are given scaffolding materials such as graphic organizers to help them successfully complete these tasks. Where the materials fall short is in their instruction regarding writing conventions. Students are given handouts to review concepts such as colon and semicolon use, parallel structure, and clauses and phrases, and while these topics are listed in the rubrics for successful final essays, the student is given no ability to practice these skills before having to use them within the tasks.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

The content given in the Teacher Guides and Student Journals offer many opportunities for students to become better writers. The activities assist students on multiple levels in regards to identifying central claims, supporting evidence and defense. However, the materials fall short in scaffolding activities to engage lower level, SPED and ELLs, as well as giving students the opportunity to practice language mechanics such as punctuation, clauses and phrases prior to using them in their writing. Additionally, while this title does well in incorporating works from African-American, Asian and Hispanic authors, it falls short in its address of Native American writers as well as having students understand the works from a cultural perspective.

**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

82%

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 selection and range of high-quality texts from various genres and time periods. The 10th grade materials include Shakespeare's *Macbeth* and Machiavelli's *The Prince* as well as three poems, two which are pre-18th century and one 20th century poem. Module 2 offers a variety of informational texts from various countries and perspectives related to human rights. Module 3 offers interdisciplinary connections about bioethical topics and contemporary online essays and articles. For some genres, there are limited choices offered. For example, for poetry, there are three poems in total for the entire Grade 10. There is one Hispanic text by Julia Alvarez who is American-Dominican; the materials do not include additional Hispanic authors who are representative of New Mexico's Hispanic culture. There are no Native American oral and written texts.

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:*

This curriculum strives to engage students in thinking, talking, and writing about the texts they are exposed to. In each lesson, text-based questions build from comprehension to deeper analysis questions exploring how the text works and what the text means. A central feature of achieving a depth of understanding built into this unit involves annotating text. Students explore author's craft, as well as key details. Students examine the effectiveness and impact of an author's purpose, word choice, and use of figurative language, in order to derive meaning from texts. Key ideas, craft and structure are present within each question set. Question sets build upon one another to push students to higher order thinking. The student materials contain text-dependent questions that support student analysis across the text and guides students in building skills in working with evidence based analysis and synthesizing related central ideas over the course of a module.

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

*Statements of appraisal and supporting evidence:*

In many of the assignments included in the Teacher Guides, a section called "Differentiation Consideration" is included. These subsections give the teacher an idea of how they might provide scaffolding for struggling learners. However, the suggested scaffolding consists of a simple projection and re-review of the prompt or for the teacher to provide the missing information. This method does not foster student engagement, nor does it promote independence or self-advocating. The text also provides for scaffolding successful learners to upper-level answers. Scaffolding for SPED or ELLs is missing.

**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

60%

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 and consistent with the high school standards that are addressed. The modules are consistent in guiding students to gather information through note taking, discussion, quick writes and then longer essay writing to address expository and argumentative writing for various genres. However, for the Grade 10 Standards Map states that certain standards are "addressed" RL 1, L4a, L4b, L4c, L5a, L5b but not assessed. Finally, the Standards Map indicates that certain standards are not addressed at all: RI9, W3a, W3b, W3c, W3d, W3e, W6, SL2, and SL3. Please note that for RI 9, "analyze seminal U.S. documents of historical and literary significance", the score is "partially meets" because of the inclusion of Martin Luther King's "Letter from Birmingham Jail", which is a document of "literary significance". There are no "seminal U.S. documents of historical...significance".

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

*Statements of appraisal and supporting evidence:*

The materials are well-designed in setting up Modules by topics and then units that scaffold learning through lessons that build practice. However, the structure and pacing does not address inclusion of instructional strategies to assist struggling readers, English Language Learners, and gifted or advanced readers. The structure does not offer alternative assessments nor remediation to assist teachers with pacing to assist students who did not reach mastery.

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

*Statements of appraisal and supporting evidence:*

The materials support teacher planning, learning, and understanding of the standards, for standards addressed multiple times through all modules, and for non-fiction texts. For example, RI2, "determine a central idea of a text" is addressed and assessed in every module. RI6, "determine an author's point of view or purpose...and how an author uses rhetoric to advance that purpose" and expository writing are also addressed through the four modules. Both teachers and students get extensive practice with understanding these standards. However, other standards, particularly with Language standards, are limited. For example, L10b, "use various types of phrases and clauses" and L2, "demonstrate command of conventions of ...standard punctuation" require that students know basic sentence structure; however, there is no grammar handbook to assist teachers who may have students who need to review parts of speech and basic sentences. The Grade 10 Curriculum Map and the Grade 10 Standards Map indicate when standards are addressed by occurrence of the standard but not by lesson. There is no cross reference to locate pages in which standards are addressed. There is no index to locate skills as a possible way to locate the standards. The Table of Contents lists lesson numbers with pages, but the lessons are not titled.

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

*Statements of appraisal and supporting evidence:*

This set of materials includes rubrics and other tools that give teachers data that may assist them in driving instruction. It includes frequent opportunities for them to assess student learning and track individual progress. These assessments can be used for formative or summative purposes; however, teachers may choose to select specific assessments to use in determining individual student progress. Each module consists of a section in which students view the upcoming standards, rate their understanding of them, and, upon completion of the unit, return to review personal progress towards mastery.

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:*

Overall this set of materials strives to support effective use of technology to enhance student learning. The materials offer web addresses embedded in lessons where appropriate and include film segments or audio recordings during multiple lessons. Some student texts are accessible online to build background knowledge and can be used to supplement the anchor texts. The text sets offered in this curriculum include a variety of options beyond print, such as videos, audio, images, and timelines. The curriculum modules can all be downloaded from the Wiley: Paths to College and Career Website. This includes the Teacher Guide, Teacher Resource Book, Student Journal and Teacher Guide Narrative Writing.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials provide structured lessons with supports noted within each lesson. The Teacher Guide includes differentiation considerations printed in orange ink and indicated with a distinct icon. All students engage in the same complex text. Scaffolds are provided so that all students can access the complex texts and meet or exceed grade-level standards as they build strength in reading; however, teachers are not directed or given guidance to support ELL students. The materials strive to offer a range of opportunities for students to collaborate while reading, writing, speaking, and listening. Students work independently, in pairs, in small groups, and in large groups throughout the lessons. Grouping suggestions are explicitly stated within materials, however they are set up to address the needs of the average learner and the struggling student. The material does not provide guidance for teachers to offer true support for students performing above grade level, English Language Learners, and students with disabilities.

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

*Statements of appraisal and supporting evidence:*

The material gives students opportunities to explore key concepts. Before each writing task, students are encouraged to engage in a number of pre-writing and evidence gathering activities to ensure their complete understanding of a text. Students are also encouraged in each unit to engage in small and large group discussion (normally Activity 4 in the units) to enhance learning of a particular point or concept. It does, however, fall on the teacher to make accommodations for SPED, ELL and struggling students, as differentiation and scaffolding on graphic organizers and discussion points are not provided.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials take into account cultural perspectives from African-Americans, Asians, Hispanics and Middle Easterners. The works contained within the units ask students to become familiar with struggles for equality and freedom based on race, gender and demographic. However, students are not asked to analyze the impact of multiculturalism on community; rather, they are asked to identify common themes within the works and defend the fact that the theme exists and that it crosses over titles. The materials are lacking in references to Native American work and does not account for an individual's history or culture.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

This title attempts to include a culturally responsive lens. In these materials, the publisher has included works from Martin Luther King, Jr., Malala, Julia Alvarez, and Amy Tan, showing a wide range of cultural diversity. However, the exercises contained within the modules do not ask students to consider the history or perspectives which caused the authors to write. The tasks ask students to find a central idea and then identify how that is presented within the texts utilizing supporting evidence. The tasks are generic and do not ask students to question their perspectives or way of thinking.

**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 #: 10

*Background and experience:*

The teacher holds a Level II license in English Language Arts with TESOL and Classical Modern Language (Spanish) endorsements; teacher has taught high school ELA and ESOL for 14 years and middle school for 7. Teacher has taught AP Literature and AP Language. Teacher has served as ELA Department Chairperson and as a District Curriculum Writer for 11th grade.

*Professional summary of material:*

The materials for Paths to College and Career English Language Arts for Grade 10 meets alignment to most of the New Mexico CCSS. The modules are well organized with specific reading and writing goals; within the modules, units are also thematically organized. The materials present the end of unit prompt assessments to provide students with an understanding of the summative assessment expectations. The texts are varied and offer a variety of classical, pre-20th century passages, as well as contemporary "real world" science related sources for careful analysis of author's purpose and rhetorical techniques for synthesized expository or argument responses of short then progressively longer extended essays. The nearly daily evidence-supported Quick Writes develop student stamina over the course of the program. The activities also include opportunities for daily student discussion. The final performance module offers a creative, interactive opportunity to create a podcast with a specific audience in mind. However, there are specific components lacking to assist teachers and students. The materials lack typical grammar handbooks that may help support teachers and students for review of more basic skills or for remediation. The materials also do not include glossaries of literary terms nor indices for quick location of titles, authors, or skills. The passages do not include footnotes, historical context, sufficient photographs, illustrations, and drawings, nor author biographies to engage student interest and support understanding. As a teacher of many years and having worked with students with diverse needs including special education, English Language Learners, and Gifted students, I emphatically recommend annotated examples and helpful word lists in the student materials to help students gain or expand the academic vocabulary to express their ideas such as author's purpose verbs, tone lists, character traits examples, rhetorical terms defined with examples, etc. For writing tasks, students benefit from annotated and non-annotated examples in their student materials for reflection; for Paths to College and Career English Language Arts for Grade 10 performance examples were solely in the Teacher Guide. Finally, the Table of Contents lists lesson numbers with pages but no brief explanation of titles or skill for each lesson to assist with planning or referencing.

Reviewer #: 11

*Background and experience:*

Teacher holds a Level II license and has been an ELA high school teacher for 7 years. Teaching experience includes Honors 9-10, PreAP 9-10, AP Language and Composition as well as AP Literature and Composition. Teacher has served on their district's Core Curriculum Team for the past two years.

*Professional summary of material:*

The Paths to College and Career English Language Arts materials for Grade 10 aligns to most of the expectations of the standards. The anchor texts, supporting tasks, and activities provided by the materials provide the opportunities for students to become proficient readers, writers, and speakers over the course of the year. Text-connected writing, speaking, research, and listening tasks build students' content knowledge while strengthening their literacy skills to prepare them for increasingly more complex texts and tasks. Texts are of high quality and worthy of students' time and attention. Students are supported in their growth as readers through questions and tasks that build in sophistication throughout the year to help students demonstrate their acquisition of knowledge and skills. There are opportunities for students to engage in evidence-based discussions about the texts and topics under study. The materials provide varied and frequent writing opportunities to build student skills in both on-demand and process writing and require students to support their writing with evidence from the texts they are reading. There are limited opportunities for students to receive explicit instruction in grammar and conventions, though the students are held accountable for this knowledge on the writing rubrics.

Reviewer #: 12

*Background and experience:*

Teacher holds a Level III license and has 18 years of experience on both the high school and college levels. Teacher has taught a variety of ELA courses, including Creative Writing, Journalism and AP Language and Composition as well as AP Literature and Composition. Teacher is the ELA department chair in district and is part of the technology integration team.

*Professional summary of material:*

Overall, the materials strive to make students better readers and writers. The works contained within the text represent a variety of cultures and backgrounds, and students are challenged to synthesize concepts and ideas. There is an attempt to make students more aware of rhetoric and rhetorical strategies; however, practice in these are underdeveloped as students are only given handouts which explain the concepts with little opportunity to practice. The focus in writing is on developing and defending a central focus or claim, which is present in each "End of Unit Assessment." Texts could better incorporate concepts such as, cross curricular activities and widening of the cultural lens. Materials could also offer more opportunities for technology interaction, as the only required task in this unit was the creation of a podcast.