

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	0000426855114	TE ISBN	0000426855113
SW ISBN		Grade Level	11
<p>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.)</p>			
<p>Recommended (90% and above) <input type="checkbox"/></p>		<p>Recommended with Reservations (80-89%) <input type="checkbox"/></p>	
		<p>Not Recommended and Not Adopted (below 80%) <input checked="" type="checkbox"/></p>	
			<p>Total Score - Below is the final score for the materials averaged between the team of reviewers.</p>
			Average Score
			69%
<p>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.</p>			
<p>CLR Recognition <input type="checkbox"/></p>			
			Average Score
			31%
Materials take into account cultural perspectives.			
Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):			
<p>The materials do take into account cultural perspectives through the inclusion of pieces by W.E.B. DuBois, Booker T. Washington, Louise Erdrich, and Elie Weisel. Where the texts fall short is in the fact that the pieces are not historically contextualized, failing to give students the cultural events which prompted their creation. The workbooks also do not ask students to find ways to blend their own cultural heritages and traditions into understanding the works. The pieces contained get the same attention as Shakespeare's Hamlet or Woolf's "A Room of One's Own." The tasks simply ask students to find a key concept that relates to one work or a comparison of works, and outline how that concept is revealed throughout the text. There is no accounting for personal connection.</p>			
Materials include a culturally responsive lens.			
Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):			
<p>The materials contain a culturally responsive lens in that students are exposed to important documents regarding the suffrage and abolitionist movements. Students also read part of Elie Wiesel's account of concentration camps in WWII and get a Native American text in Louise Erdrich's "The Red Convertible." There are no references to Hispanic literature in this series. However, the materials fail to have students strive to make personal connections with the text or to have students contextualize the texts within the course of history. The reading of the texts is limited to finding the central idea and defending the idea with evidence from the text. This process does not ask students to challenge their way of thinking or to consider perspectives or world ideas which differ from their own.</p>			

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 mostly address the CCSS standards, particularly with certain reading informational texts and literary texts as well as writing standards. The curriculum map clearly shows the strategic plan for each module to begin with anchor texts, on-demand writing after routine reading and student discussion, followed by synthesized expository or argument writing. Similar to the 9th and 10th grade materials, Module 1 addresses reading literature but also combines informational in the form of argument for writing expository responses; Module 2 focuses strictly on informational passages for expository writing. By the end of the first two modules, students will have developed a strong understanding of rhetorical analysis of arguments. Such skills translate to student readiness to write their own on-demand, paragraph length arguments, which eventually expands to synthesized, research-based writing in Module 3. Module 4 rounds out the writing standards with narrative writing after students write analytical responses to examine narrative techniques of a variety of contemporary texts. Over the course of the four modules, students discuss academic and content language and reflect on student oral responses as well. Students also discuss language standards they will address in relation to their written response. Some of these standards – speaking and listening as well as language -- are not fully addressed, nor assessed in a manner that supports students who may struggle with developing language or populations and need supports in reading and writing. The New Mexico standards for reading literature and informational texts, include “Hispanic and Native American oral and written texts,” however, the materials do not include Hispanic texts nor Native American oral texts.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align to most of the reading standards except for fully addressing one reading literature standard and three reading informational text standards. For example, RI 8 and RI 9 address "seminal U.S. texts" and "seventeenth, eighteenth, and nineteenth century texts," respectfully. The Declaration of Independence excerpt in Module 2 is the only text that satisfies standard 7 and part of standard 8 as there are no additional texts to provide additional options. Also, the materials do not fully address the New Mexico Reading Standards because they do not include Hispanic and Native American oral texts.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The instructional materials reviewed include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate. There are regular, on-demand writings called Quick Writes that include a rubric and a writing checklist. These are used consistently throughout lessons and build to the unit assessments. Each unit includes a mid-unit and end-of-unit assessment, which provide students an opportunity to develop process writing habits that include using evidence from text analysis and information from research or inquiry projects. Graphic organizers, rubrics, and exemplar responses are provided for written responses throughout the units. The instructional materials reviewed partially meet the expectations in that the materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. The distribution of writing assignments can be found in the four modules and the Curriculum Map details what types of writing are available. Students focus on developing expository writing in Modules 1-3 and argumentative/narrative writing in Module 4. Students have the opportunity to practice different text types of writing that are required by the standards; however, the range of practice does not address enough variety of text types. There is a lack of instructional support within the teacher’s manual as it offers limited exemplars and models to support students in the writing process.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The instructional materials reviewed for Grade 11 meet most of the criteria that materials support students’ listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports. Opportunities are presented for students to engage in speaking and listening activities for the texts they are reading and for the chosen area of investigation that they want to research. Students further demonstrate their speaking and listening skills through creating and sharing inquiry questions and engaging in discussion regarding self-created inquiry questions. Throughout the modules, students are given opportunities to respond to higher order questions by utilizing textual evidence as they work in small groups, discussing the materials. Furthermore, students are directed to read and annotate with their peers, take notes, and respond to their peers’ questions and thoughts. Students collaborate with others and revise writings, as needed.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials provide students with handouts on how language conventions work but fail to provide students with adequate practice prior to having to use those skills in a formative assessment. There are several references to annotating the text for vocabulary, and once students reach Module 3, they are encouraged to begin keeping a Vocabulary Journal to track those words they are unfamiliar with. However, the differentiation for students who struggle with these concepts is to simply give them the response or to project the prompt to be viewed. The materials lack in the promotion of student success through independent effort.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

There is some attempt to incorporate writings from Native American and Hispanic authors, but overall, the texts are still heavily slanted towards Caucasian American and European authors, such as Shakespeare, Robert Browning, Elizabeth Cady Stanton and Kate Chopin. There is some incorporation of African-American authors as well. Furthermore, the texts do not ask students to grasp a deeper understanding of culture and heritage. The tasks contained within the workbooks ask students to analyze and interpret the works of other authors, not to make personal connections between the spirit of the work and the student's own personal background and heritage. Works are not contextualized for historical placement.

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

83%

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 include a variety of high-quality texts worthy of students' time and attention, including Shakespeare's *Hamlet*, 19th and 20th century arguments, contemporary literature, contemporary editorials, speeches, and social science essays. The materials, however, lack a variety of poetry or differentiated texts in all genres to provide teachers with special populations additional resources. The materials do not include Hispanic texts nor Native American oral texts. Additionally, the passages for Modules 1, 2, and 4 are located in the Student Journals; however, there is no historical context or author biographical information that may help students contextualize the exigence for the writing piece which further assists student's understanding of the rhetorical purpose. The passages stand alone with no related illustrations, drawings, or photographs to engage student interest. There are no footnotes or focused academic and content language notes useful to students.

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:

Text-dependent and text-specific questions are included throughout the modules and include exemplar responses. Students have varied opportunities to demonstrate understanding in each module and prepare for the culminating task in multiple ways that integrate skills, such as: close reading, annotating, reading independently and in small groups, hosting whole class and small group discussions in multiple formats, and asking and answering questions. There are multiple opportunities for students to engage in evidence-based discussions; however, there are few protocols to support those discussions. Opportunities are presented for students to engage in speaking and listening activities to demonstrate their mastery of content. Materials require students to engage in both on-demand and process writing across a variety of writing types, include frequent opportunities for students to write evidence-based claims relating to various topics, and in response to text sets organized around the topic. 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.

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

Statements of appraisal and supporting evidence:

The Differentiation Considerations within each lesson do not offer much by way of suggestions for scaffolding for struggling students. These considerations include giving struggling students definitions of words or phrases instead of having students look up material, re-reviewing handouts, or projecting the question for students to view. Concepts such as hyphen and colon usage and MLA formatting are presented to students as handouts only, and no practice is given before entering into a formal assessment. The rubrics contained within the TG offers differentiation on how to get a proficient learner to the next level of growth, but struggles to get non-proficient students to the proficient level.

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

55%

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 mostly consistent with the high school standards that all students should study in order to be college and career ready. This series focuses the reading and writing for research around a social science topic; whereas, the Grade 9 and 10 address human rights and scientific technology ethics topics, respectively, for research-based arguments. The quarter-long research offers students the opportunity for an in-depth look into one topic; however, for students who are accelerated readers, additional topic and interdisciplinary options could help support teachers and provide students with options.

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

Statements of appraisal and supporting evidence:

The materials are well designed and mostly take into account effective lesson and structure and pacing, except for the areas of differentiation for special populations. The differentiation considerations offered in the Teacher Guide are generalized and not specific to the different special populations that teachers may have in their classrooms including students who are reading below level, English Language Learners, students with specific learning needs, and accelerated readers. The materials do not offer alternate reading passages, assignments, nor remediation activities necessary to assist students to achieve mastery.

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

Statements of appraisal and supporting evidence:

The materials generally support teachers in planning, learning, and understanding the standards in a predictable structure from module to module and year to year; however, the lack of indices of skills and the At-A-Glance Calendar, that did list standards, but no page numbers, impede efficient planning. For Language standards, there are no handbooks, glossaries, or activities to assist teachers in learning and understanding the standards. There are references to outside sources but these are typically college-level resources such as Purdue Owl Writing Lab, which require Internet access for student use. Lastly, the reading passages, although of high quality, do not provide any lexile or complexity measurement to assist teachers in determining the appropriateness for readers needing additional support or alternate reading options.

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

Statements of appraisal and supporting evidence:

Materials offer regular and systematic opportunities for meaningful, standards-aligned assessment of student progress. High performance indicators and exemplar responses are provided throughout materials, including End-of-Unit Assessments, Module Performance Assessments, and other assessment tools. These indicators provide some guidance for teachers for interpreting student performance; however, there is no guidance that provides suggestions for reteaching. The materials include embedded routines and guidance for ongoing monitoring of student progress. Materials also provide support for teachers as they hold students accountable for self-selected independent reading in service of growing strong, confident, and motivated readers.

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 offer web addresses where appropriate and include film segments during multiple lessons. Some texts are accessible online to build background knowledge and can be used to supplement the anchor texts. Text Sets include limited options beyond print, such as videos, audio, images, and timelines. All digital materials included in the program are web-based, platform neutral, and work with a variety of browsers. Effective use of technology is supported and draws students back to evidence and texts. The materials do not allow for personalization or customization for students using adaptive devices. The materials do not provide a digital collaboration space for students and teachers.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The instructional materials reviewed for Grade 11 meet the criteria that materials can be customized for individual learners. The Module Overview provides a map of the entire module. This give teachers the information needed to make decisions about adapting or changing activities to customize learning. The overview includes an introduction, the literacy skills and habits, the outcomes, and standards addressed. This also includes a description of the final Module Performance Assessment and a Module-at-a Glance Calendar that shows key features of the units. Materials also include a Unit Overview that gives recommended actions for preparing for instructional, materials required, and recommended technology. Lessons also include percentage of time estimates for each section of the lesson, to better help teachers plan and adjust for customizing lessons. Each of these overviews allows teachers to plan and adjust materials as necessary; however, the material does not provide guidance for teachers to offer true support of those 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:

Every unit within the modules has students delve deeply into the selected texts. Students are asked to explore the texts independently, and then in relation to each other. Graphic organizers help students to gather and rate evidence, organize their thoughts, and draft multiple writing assessments. However, the materials do not give students the opportunity to explore and understand concepts related to rhetoric or the rhetorical triangle, conventions of writing, or the incorporation of technology standards.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials do take into account cultural perspectives through the inclusion of pieces by W.E.B. DuBois, Booker T. Washington, Louise Erdrich, and Elie Weisel. Where the texts fall short is in the fact that the pieces are not historically contextualized, failing to give students the cultural events which prompted their creation. The workbooks also do not ask students to find ways to blend their own cultural heritages and traditions into understanding the works. The pieces contained get the same attention as Shakespeare's *Hamlet* or Woolf's "A Room of One's Own." The tasks simply ask students to find a key concept that relates to one work or a comparison of works, and outline how that concept is revealed throughout the text. There is no accounting for personal connection.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials contain a culturally responsive lens in that students are exposed to important documents regarding the suffrage and abolitionist movements. Students also read part of Elie Wiesel's account of concentration camps in WWII and get a Native American text in Louise Erdrich's "The Red Convertible." There are no references to Hispanic literature in this series. However, the materials fail to have students strive to make personal connections with the text or to have students contextualize the texts within the course of history. The reading of the texts is limited to finding the central idea and defending the idea with evidence from the text. This process does not ask students to challenge their way of thinking or to consider perspectives or world ideas which differ from their own.

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 endorsements in TESOL and Classical Modern Language (Spanish); 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 previously served as ELA Department Chairperson and as a District Curriculum Writer for 11th grade.

Professional summary of material:

The materials for Grade 11 meet 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 that address specific standards. The texts are varied and offer a variety of pre-20th century passages as well as contemporary "real world" social science related sources that are used for careful analysis of author's purpose and rhetorical techniques. These are then used 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 for Module 3 offers a creative, interactive opportunity to create a video presentation with a specific audience in mind. However, there are specific components lacking to assist teachers and students. The quarter-long research offers students the opportunity for an in-depth look into one topic; however, for students who are accelerated readers, additional topic and interdisciplinary options could help support teachers and provide students with options. The materials lack typical grammar handbooks that may help support teachers and students in the review of more basic skills or remediation. The passages do not include footnotes, historical context, sufficient photographs, illustrations, and drawings, nor author biographies to engage student interest and support understanding, especially for struggling readers and English Language Learners. 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 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 unannotated examples in their student materials for reflection; for this Grade 11 series, there was only one unannotated high performance student research-based argument paper found in the Module 3 Student Journal. All other unannotated performance examples are in the Teacher Guide. Lastly, the Table of Contents lists Lesson numbers with pages but no brief explanation of titles or skill (s) for each lesson to assist with planning or referencing. Personally, navigating through the materials was labor-intensive as the materials do not include glossaries of literary terms nor indices for quick location of titles, authors, or skills. I had to search through the pdf versions online and consult the Standards Map to locate specific content. Overall, the materials offer an effective, well-planned set up of modules that can be enhanced with additional navigation and reference tools and supports for students and teachers.

Reviewer #: 11

Background and experience:

Teacher holds a Level II license and has been a high school level ELA 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:

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 as required in 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 give students continued practice in becoming effective writers. There are several activities which ask students to identify a claim, collect evidence to support the claim, and craft strong body paragraphs from that evidence. The material is lacking in the construction of introductions and conclusions. There is a lack of effective scaffolding for SPED, ELL and struggling students, but there is scaffolding to help proficient students reach higher levels of analysis. Technology integration is limited to simple research and a video project, and students are not encouraged to create online content. The material is missing references to seminal documents in US history, but does make use of diverse authors from African-American, Native American, feminist and Hispanic works. The narrative workbook does give students the opportunity to re-write published material in a different narrative format, but does not allow for any creative or introspective writing.