

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	SpringBoard English Language Arts, English III - 6-Year Digital Access Subscription with free Consumable Student Edition(s).	Publisher	The College Board - SpringBoard
SE ISBN	9781457314025	TE ISBN	9781457312410
SW ISBN	9781457312977	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 checked="" type="checkbox"/></p>		<p>Recommended with Reservations (80-89%) <input type="checkbox"/></p>	
		<p>Not Recommended and Not Adopted (below 80%) <input type="checkbox"/></p>	
			<p>Total Score - Below is the final score for the materials averaged between the team of reviewers.</p>
			<p>Average Score</p>
			<p>96%</p>
<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 checked="" type="checkbox"/></p>		<p>Average Score</p>	
		<p>99%</p>	
<p>Materials take into account cultural perspectives.</p>			
<p><i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i></p>			
<p>The materials contain only one Native American and one Hispanic author; however, there are other cultural perspectives presented including from French, Black, Indian-American, Asian-American, and Jewish- American authors. This will provide diverse views for students to consider throughout a variety of genres, including letters, short stories, a novel, essays, poetry, historical documents, and speeches.</p>			
<p>Materials include a culturally responsive lens.</p>			
<p><i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i></p>			
<p>This text provides opportunities for students to express their own ideas about the American Dream after reading multiple perspectives on the topic from others. They are asked to examine their own culture and society in relation to others. The materials address persuasive writing and rhetoric and give students opportunities to express their opinions in debate, discussion, satire, cartoons, and a letter to the editor. Students reflect on personal experience, as when they write about a difficult time in their own lives after reading a variety of text selections on immigration.</p>			

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

Average Score

95%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials provide both teachers and students with direct and targeted standards that are aligned through learning resources. The materials are highly rigorous and correspond with the upper band of grade 11/12 text complexity. There is a focus on an alignment with AP and SAT preparation for the college bound student. Standards are referenced in each prompt, assessment, and task, as well as in the online teacher resources, which provides a full standards correlation.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Reading selections are at the high end of the 11/12 complexity band, as measured by Lexile ratings provided for each selection. Most of the reading materials are labeled as "difficult" or "high difficult" at the beginning of each reading section. Text Genres include poetry, a high number of informational texts, novel excerpts, seminal US documents, a play, short stories, many speeches and editorials, and a focused section on satire. Most activities use the Returning to Text and Working with the Text sections to practice their close reading and demonstrate comprehension. The close reading exercises also support formation of critical thinking skills and demonstrate mastery of reading standards.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align to writing standards and include the following writing tasks: argumentative, informative/explanatory, and narrative. Students have a variety of resources to support their writing including graphic organizers that guide the writing process and online resources that include a student reader/writer notebook for independent reading. These resources support a deeper understanding of writing that supports student mastery of the writing standards. Researched writing skills are required in both short and more substantial projects. Research instruction also includes assessing sources for credibility as well as how to cite sources in an MLA or other standard format. Using textual evidence to cite and support student's claims and analysis is a key to all the writing assignments. Each embedded assessment included a scoring guide for students to refer to as they prepare and revise their work.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials meet speaking and listening standards through many activities, such as peer-to-peer dialogue, literature circles, discussion groups, debates, Socratic seminars, and presentations. These activities require complex thinking and a high degree of interpersonal skills. The materials are also designed to support ELL students' needs for English support through pairing and small group interaction and collaboration. In each embedded assessment rubric, students are assessed on their mastery of language skills.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials use Language Checkpoints in the text and Language Workshops online to address the language standards. Students work on grammar and usage topics related to the reading selections. Some of the Language Checkpoint topics include placing modifiers, recognizing frequently confused words, writing logical comparisons, punctuating complete sentences, dashes, and sentence types. Each Embedded Assessment rubric includes a language category which helps teachers assess students' mastery of language standards.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The materials are very limited in Hispanic and Native American authors, containing only one literary selection of each. However, there are a wide variety of authors from around the world so that students may discover diverse perspectives in a wide range of genres, including letters, essays, speeches, novels, short stories, and poetry. Some of the cultures and ethnicities include Jewish American, Black, French, Dominican Republic, Native American, Asian American, and Indian American.

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:

The materials contain a range of materials at the high end of the complexity band for grades 11/12. They are complex and rigorous, with an emphasis on informational texts that provide relevant, real-world connections for high school students, including abolishing football, raising graduation requirements, and gambling in schools. Many selections focus on persuasive writing found in editorials and speeches, and students are presented with a range of perspectives on topical issues. The anchor texts, *The Crucible* and *Their Eyes Were Watching God*, constitute a majority of the activities for Units 2 and 4, although the materials do not include the anchor texts. There are some poetry and short story selections in each unit to complement the informational and anchor 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:

The majority of the questions found in Returning to the Text and Working from the Text are text-specific and require students to provide examples, analyze word use and meaning, and note literary and rhetorical devices. Students are asked to use text-specific information in writing assignments, debates, discussions, and collaborative, multi-media projects.

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

Statements of appraisal and supporting evidence:

The materials provide suggestions for scaffolding, most prominently for English Language learners. There are Leveled Differentiated Instruction boxes for many lessons, which provide suggestions for students at different levels, from Beginning to Developing to Expanding to Bridging to Supporting to Extending. There are also suggestions for alternate pathways (found online) through each Unit, substituting Foundational Skills Workshops and Language Workshops as needed. Teachers are also provided with direction to support students in demonstrating their understanding of the reading in the Scaffolding the Text Dependent Questions sections. Each Activity begins with learning strategies (explained in more detail in the endmatter) which provide support for and customization of instruction for special education students.

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

98%

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 curriculum is rigorous, focusing on college bound students and aligned with SAT and AP curricula. College and Career Readiness Standards are included at the beginning of each Activity. The informational texts include relevant, real-world issues that will engage students, whether they are career or college bound. Speaking and Listening Activities--like debate, collaborative presentations, and discussion--help foster interpersonal skills. Research skills, combined with instruction on bias, guide students to become informed readers and critical thinkers.

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

Statements of appraisal and supporting evidence:

The Planning the Unit sections provide a detailed pacing guide for teachers. The materials are color-coded for specific sections and skills throughout the text. The teacher wrap is consistently designed and provides a step by step, numbered plan, especially helpful for the beginning teacher. Lessons and tasks build on each other and culminate in two embedded assessments in each Unit.

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

Statements of appraisal and supporting evidence:

The Planning the Unit sections provide an overview of different pathways teachers can choose for targeting specific needs of their students, complete with a pacing guide for each Activity. Independent reading suggestions are provided for teacher information. College and Career Readiness Standards are included in the introduction to each Activity, and a comprehensive Standards Correlation is provided in the online SpringBoard Digital materials. The language of the standards is used in the Learning Targets provided for each Activity.

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

Statements of appraisal and supporting evidence:

The Scoring Guide for each Embedded Assessment provides a way for teachers to collect data about student progress on writing and speaking/listening standards. There are quizzes, assessments, and Language, Close Reading, and Writing Workshops online for further data collection. In the teacher wrap, teachers are given specific direction in assessing understanding for each lesson and then adapting instruction if necessary.

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 materials include the SpringBoard digital platform, which is web-based, so is easily accessible. Digital offerings include use of tools like ZINC Reading Labs and Turnitin Revision Assistant. The text materials sometimes ask students to use technology when publishing or presenting their learning, as with letters to the editor, multi-media presentations, or video recordings.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials suggest alternative instructional pathways to provide language or foundational skills as needed in online workshops for students who demonstrate needs. Teachers are provided with Leveled Differentiated instructions for ELL students. Teachers can choose from two pathways to customize instruction and assessments for ELL students including a collaborative option. Teacher directions include an "Adapt" section for struggling students to provide additional supports. The text includes a menu of instructional strategies for students of different populations.

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

Statements of appraisal and supporting evidence:

Additional supports on key concepts are provided for struggling students online through the Language and Foundational Skills Workshops. Key literary genres and activities guide students to an understanding and comprehension of concepts. The endmatter includes an extensive Graphic Organizer section that can support students with close reading, writing support and organization, comparisons, and sequencing arguments. Pre-AP Instructional strategies such as SOAPStone, SMELL, TP-CASTT, and RAFT help students analyze reading selections and plan writing tasks.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials contain only one Native American and one Hispanic author; however, there are other cultural perspectives presented including from French, Black, Indian-American, Asian-American, and Jewish- American authors. This will provide diverse views for students to consider throughout a variety of genres, including letters, short stories, a novel, essays, poetry, historical documents, and speeches.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

This text provides opportunities for students to express their own ideas about the American Dream after reading multiple perspectives on the topic from others. They are asked to examine their own culture and society in relation to others. The materials address persuasive writing and rhetoric and give students opportunities to express their opinions in debate, discussion, satire, cartoons, and a letter to the editor. Students reflect on personal experience, as when they write about a difficult time in their own lives after reading a variety of text selections on immigration.

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 #: 13

Background and experience:

Reviewer is a Level III teacher with a masters degree in Curriculum and Instruction with 20 years experience teaching English and History in grades 7-12.

Professional summary of material:

This curriculum is designed to provide students with an in-depth study in American Literature. The text is aligned to the common core standards with heavy focus on rigorous reading and writing practice. Materials for the curriculum are split into four units of study that are anchored in classic American texts and focused around a central idea or theme of study that is aligned to American ideals/idealism. The scope of each lesson/activity begins with an introduction to the unit, followed by a series of texts that students read/annotate and evaluate. Each lesson provides students with a study in reading, language/usage, vocabulary, writing, and wraps up with an embedded assessment. It's important to note that all of the activities or lessons connected to each text are designed to prepare students for the end of unit assessment. Students are provided with important annotations in the text to help clarify difficult sections in the reading, are given an opportunity for enriching their learning through the "Knowledge Quest" activities, and are supported in the independent reading process through questions/activities that connect their independent reading to the readings in each unit. The online resources for students offer additional supports for enhancing/enriching learning. Students who struggle in the content area due to language barriers or learning challenges are offered scaffolds to better support their learning. The printed text for students is a consumable book to aid in easy assignment completion for classroom learning. A complete digital copy of the text is offered to every student to provide easier access for those students who prefer digital learning. Teachers are richly supported in the instructional planning through this curriculum. Each unit of study provides a scope and sequence for lesson planning that is fully aligned and correlated to the content standards. The digital resources offered to teachers only serve to enrich the printed materials given with this curriculum. Teachers are provided with a "wrap" around each page in the text that offers guidance, annotations, differentiation strategies, enrichment focuses, suggestions for creating greater student engagement, and correlation to the standards and SAT/AP guidelines for instruction. Iconic American anchor texts like "A Raisin in the Sun," "The Crucible," and "Their Eyes Were Watching God" provide a rich and challenging literary study that is fully supported through nonfiction/informational analysis in texts like "The Preamble and Declaration of Independence," Barack Obama's Keynote address to the DNC, "The Gettysburg Address" by Abraham Lincoln, and a detailed study into the historic era of the Harlem Renaissance through a wide variety of readings. The curriculum spans the full breadth of genres including fiction, nonfiction, drama, poetry, and the research process for students to engage in as emerging literate citizens. The curriculum is rigorous and complex, meeting the expectations of an AP curriculum, but it does offer a multitude of supports for differentiation for teachers and students alike in the learning process through a "split" pathway for instructional design; one for general education students, and one for students with special needs. Overall, this curriculum offers a rich and complex set of student learning activities and instructional guidance and resources for teachers for an American Literature course.

Reviewer #: 14

Background and experience:

Reviewer is a Level III Masters Degree teacher with a National Board Certification and 20 years of experience in both Middle and High School English Language Arts, History, and Special education.

Professional summary of material:

The curriculum is set up in four major units with a foundational skill or theme for each unit. Unit one is about "The American Dream" and includes informative, seminal, and literary selections. Embedded assessments include writing a definition essay and synthesizing the American dream. In this unit students are exposed to a wide variety of cultures and learn about Ellis Island and read an excerpt from "Raisin in the Sun". In unit two "The Power of Persuasion" the foundational text of "The Crucible" is read along with several other supporting documents about the same topic. However, the novel is not in the text and would have to be provided for the students. Students are assessed on their performance of a dramatic scene and writing a persuasive speech. Unit three is about "American Forums: The Marketplace of ideas. The main emphasis in this unit is editorials and satire. Students are assessed on creating an Op-Ed news project and writing a satirical piece. Unit four is "An American Journey" and focuses on the Harlem Renaissance and the novel "Their Eyes Were Watching God" however again the novel would have to be provided for students. Embedded assessments include presenting a literary movement about the Harlem Renaissance and writing an analytical essay. Throughout the text language and grammar, vocabulary, and research both short and longer projects are explored. The curriculum has two pathways for each unit to support both the general student and those struggling in the English language. Additional online workshops are provided for remedial support and online assessments are available for each activity and unit. In the teacher edition a step-by-step teacher wrap provides support for the beginning teacher in their "plan, teach, assess, and adapt sections. Additional sections in the teacher wrap are: Leveled Differentiated instruction for ELL students, AP and SAT connections, Teacher to Teacher, college and career readiness standards, Materials needed for each activity, and text complexity rating scores. At the beginning of each unit is a clear and organized planning the unit guide that provides the sequence, pacing, supports, assessments, vocabulary, language development pathway, a suggested independent reading list, and a list of activity workshops to develop skills. The differentiated materials are geared to support ELL students rather than special education students. The text complexity is higher than grade average making this an excellent text for AP or honors classes. The visual impression is rather drab and may not engage students. Finally, the student edition is perforated and expected to be a consumable. The end-matter contains a reading log, learning strategies, graphic organizers, and English-Spanish Glossary, and index of skills, author, and titles.

Reviewer #: 15

Background and experience:

Level 3 teacher, with 30+ years of experience teaching English to regular, honors, and AP students. MA in English; MEd. in Education; TESOL certified. Currently teaching 9th and 12th English and serving as Humanities Department Coordinator at a public charter school.

Professional summary of material:

SpringBoard ELA for English III is an American literature curriculum, with an extensive focus on informational text, argument, and persuasive writing. The Units are arranged thematically. Unit 1: The American Dream contains reading selections addressing the immigrant experience and explores what it means to be American. The reading selections include speeches, essays and poetry. Students write expository essays, defining terms and synthesizing information. Unit 2: The Power of Persuasion contains the anchor text "The Crucible," although the complete text is not included in the materials. Students read informational documents placing the play in historical context. The second half of the unit focuses on rhetorical strategies used in persuasive speaking; students perform a scene from "The Crucible" and write a persuasive speech. Unit 3: American Forums: The Marketplace of Ideas focuses on editorial writing and satire. Students create an op-ed news project and write a satirical piece. Finally, Unit 4: An American Journey uses "Their Eyes Were Watching God," also not included in the materials, as its anchor text. The unit includes a focused study of the Harlem Renaissance, using historical documents, poetry, and artwork; students create a multi-media presenting the literary movement of the Harlem Renaissance. The second half of the unit delves into Hurston's novel, and students write a literary analysis essay as the culmination of the unit and the curriculum. In addition to the major Embedded Assessments mentioned above, the text provides frequent text-dependent exercises and activities, as well as collaborative discussions and group projects. The materials include tools to help students access the content and organize their thinking in the form of graphic organizers (there is an extensive library of graphic organizers included as an appendix), charts, tables, Venn diagrams, prewriting /revising exercises, and rubrics. Language Checkpoints throughout the units provide grammar/usage instruction, and the online SpringBoard Digital materials provide even more focused study of foundational English language skills. Students are encouraged to read independently and to keep a Reader/Writer Notebook. The materials seem best suited for college-bound students, with a focus on AP and SAT skills, although there are suggestions for differentiation and modification of activities and assessments. I found myself wanting a more diverse selection of reading, as well as more representation of the multiple ethnic perspectives that form the American experience. However, this is a complete and challenging curriculum that addresses the standards adequately.