

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
6-8 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 Grade 6 - Student Edition	Publisher	College Board
SE ISBN	9781457313974	TE ISBN	9781457312366
SW ISBN		Grade Level/Content	ELA Grade 6

<p>Core Instructional Material Designation <i>(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.)</i></p>		
<p>Recommended (90% and above)</p> <input checked="" type="checkbox"/>	<p>Recommended with Reservations (80-89%)</p> <input type="checkbox"/>	<p>Not Recommended and Not Adopted (below 80%)</p> <input type="checkbox"/>
<p align="center">Total Score - The final score for the materials is averaged between the team of reviewers.</p>		<p align="center">Average Score 91%</p>
<p>Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant 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 are recognized as culturally and linguistically relevant.</p>		
<p>CLR Recognized</p> <input type="checkbox"/>		<p align="center">Average Score 86%</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 provided take cultural perspectives into account. Students read and analyze texts written by diverse authors such as Sandra Cisneros, Francisco Jimenez, Langston Hughes, Walter Dean Myers, Pat Mora, and Gary Soto. While some of the texts describe personal or societal issues of the time period, understanding of culture, language, traditions, values, and customs represented is limited.</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>Cultural pedagogy is not evident throughout and does not maintain consistency with diverse perspectives and literary selections. Texts written by diverse authors do not represent cultural backgrounds, instead supplementing literary concepts in relation to current conflicts.</p>		
<p>Structured Literacy Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy. Those materials receiving a score of 90% or above on the structured literacy portion of the review are recognized as having high quality support for the components of structured literacy.</p>		
<p>SL Recognized</p> <input checked="" type="checkbox"/>		<p align="center">Average Score 90%</p>
<p>Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.</p>		

Statements of appraisal and supporting evidence (autofilled from Structured Literacy/ELA Content Appraisal tab):

Materials provide moderate opportunities for practicing and applying linguistic strategies. Students practice the essential components of reading with targeted activities in phonemic awareness, phonics, word recognition, and fluency. The Foundational Skills Workshop provide lessons in phonemic awareness, phonics, irregular words, multisyllabic words, and fluency. Oral practice of phonemic awareness includes dividing words into word parts. Studying the morphology of words is also practiced. It lacks a cohesive and comprehensive analysis of spelling, and rules to integrate spelling are not evident.

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

Average Score

91%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Students are able to read, write, speak, and listen throughout each lesson. The scope and sequence aligns with CCSS and provides comprehensive learning resources. Lesson and activities demonstrate multimodal learning and variance in the lessons. Steps outlined in the *Teacher Edition* show the progression and recursive nature of reading, writing, listening, and speaking.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with grade level reading standards. Skills students practice include: cite textual evidence; address leveled questions; practice identifying plot; characterization; frequent use of evidence for commentary and/or feedback; synthesize text-dependent questions; and developed and applied tiered vocabulary in oral response. With informational reading, students learn how to analyze visuals to convey meaning and access primary and secondary sources. Additional skills include identifying author's purpose and point of view.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Students are exposed to multiple styles of writing and tasks. These include: personal narrative, short story, informative summaries, debates, plays, poetry, and creative videography. Supports include graphic organizers, outlines, and charts. Writing tasks offer real world applications with limited cultural connections. Frequent feedback and stopping points, *Writing Prompts*, provide structured writing and opportunity for development. Within the writing tasks, editing takes precedence, having students focus on the overall product and making critical connections to material and additional commentary.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

There are ample times for collaboration, along with a natural time to acquire language. Sentence starters are included in the *Teacher Edition* for collaborative discourse. Students are given extensive directions on how to work as a group and conduct effective discourse. There are varied types of strategies, including: Literature Circles, Expert Analysis, Think-Pair-Share, Choral Reading, and Philosophical Chairs.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials provide ample resources for language development and usage. *Frequent Language Checkpoints* and *Language & Writers Craft* are embedded to learn standard English and grammar, along with the supplemental workbook, *Language Development*, that hones in on language development. Word parts are studied utilizing Greek and Latin roots, along with inferential and contextual strategies.

Structured Literacy Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy.

Average Score

90%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence:

Materials provide moderate opportunities for practicing and applying linguistic strategies. Students practice the essential components of reading with targeted activities in phonemic awareness, phonics, word recognition, and fluency. The *Foundational Skills Workshop* provide lessons in phonemic awareness, phonics, irregular words, multisyllabic words, and fluency. Oral practice of phonemic awareness includes dividing words into word parts. Studying the morphology of words is also practiced. It lacks a cohesive and comprehensive analysis of spelling, and rules to integrate spelling are not evident.

ELA Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

94%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

Materials in *SpringBoard* are of high quality, robust, and rigorous. The collection of texts include informational pieces, narrative texts, poetry, plays, science, and historical documents. Materials are age-appropriate for young adolescents and highlight relevant issues such as use of technology and debating the necessity of homework. Tasks encourage students to focus on real-life scenarios such as overcoming obstacles and challenging exceptionalities. Throughout the book, *Knowledge Quests* invoke applying how issues may impact students personally or on how a topic affects society. An example is when students find the challenges that children of migrant workers might face.

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:

Leveled questions aligned to CCSS, *Returning to the Text*, are found at the end of activities to aid in overall comprehension of what is read, studied, and analyzed. Questions are provided to direct students to revisit the text and recall information. Questions are focused on using skills such as including textual evidence or details to support responses. Not only do students address the questions, they add commentary and synthesize information by making personal connections. The cognitive demand of the text-dependent questions are leveled and become complex as the students progress.

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

Statements of appraisal and supporting evidence:

Scaffolding and supports are noted in the *Teacher Edition* under *Leveled Differentiated Instruction*. Provided are guidance and recommendations to help students that need the support. While this is available throughout the *Teacher Edition*, support for English learners is limited. This support is also not included in the student consumable; therefore, students cannot reference this learning as needed. For example, the *Leveled Differentiated Instruction* provide sentence stems for writing and/or classroom dialogue. The teacher provides the sentence stems, but the sentences stems are not accessible in the student consumable.

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

91%

Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

Standards listed align with College and Career Readiness and provide connected documentation to ACT and SAT entrance exams. Noted focus standards at the beginning of activities address college and career readiness. Task and pacing mimic college and career expectations. Focused writing and assessments demonstrate progression towards applicable collegiate models. For example, Embedded Assessments call for students to conduct research that they are most passionate about, including a bibliography as reference material.

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

Statements of appraisal and supporting evidence:

Each unit begins with a *Planning the Unit*, which represents an overview of the unit. Included within the planning are instructional sequence; vocabulary; literacy practices; standards; assessment objectives and desired outcomes; and an interconnected nature of reading, writing, speaking, and listening.

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

Statements of appraisal and supporting evidence:

The *Planning the Unit*, at the beginning of each unit in the *Teacher Edition*, supports in planning and understanding the standards. Standards are further deconstructed within the text-dependent questions and scaffolded responses to extend learning. Reading selection and writing prompts or activities are standards aligned. *Teacher Steps* provided in the margins support clear guidance on what and how to teach.

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

Statements of appraisal and supporting evidence:

There is limited extension and reflection for students not meeting grade-level standards. Furthermore, there is minimal guidance for frontloading and preparing units and activities for students not meeting grade-level standards. *Online Progress Reports* provide a way to track student progress.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Research projects and writing are geared towards utilizing multimedia techniques. For example, students generate a claim and find sources to support their position or reasoning. However, there are limited opportunities throughout text for using resources other than the consumable. The planning pages provide suggested resources for supplementing online but do not provide directly taught retrieval skills.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Leveled Differentiated Instruction provides instruction for Language Learners, but students that learn multi-modally, i.e. tactilely and kinesthetically, are limited in offerings.

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

Statements of appraisal and supporting evidence:

Based on the high expectations set for all students, concepts and opportunities are limited within the scope of ability and demonstration of the standards. More opportunities presented are geared for students extending beyond learning but not to support conceptual development with students who have not met grade-level standards.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials provided take cultural perspectives into account. Students read and analyze texts written by diverse authors such as Sandra Cisneros, Francisco Jimenez, Langston Hughes, Walter Dean Myers, Pat Mora, and Gary Soto. While some of the texts describe personal or societal issues of the time period, understanding of culture, language, traditions, values, and customs represented is limited.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Cultural pedagogy is not evident throughout and does not maintain consistency with diverse perspectives and literary selections. Texts written by diverse authors do not represent cultural backgrounds, instead supplementing literary concepts in relation to current conflicts.

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 #: 64

Background and experience:

Reviewer is a Level III teacher endorsed in Language arts, social studies, and TESOL with 13 years teaching experience at the middle school level. Core subjects taught include 6th grade English language arts, 7th grade English language Arts, 6th grade social studies, and 7th grade social studies. Currently, Reviewer 64 is the Content Specialist for the district. Reviewer holds a National Board Certification in English Language Arts/Early Adolescence, and earned a Masters from New Mexico State University in Curriculum and Instruction.

Professional summary of material:

SpringBoard English Language Arts, Grade 6 is an extensive reading to write curriculum composed of four units. In each unit, students read literature, read informational texts, read to gather research, read poetry, read plays, etc. While reading, students close read and annotate the text to learn the author's craft and purpose. Students practice analytical and critical thinking skills when addressing text-dependent questions. Students also highlight writing skills particular to the writing task at the end of each unit. To conclude each unit, students generate a writing task (Embedded Assessment), and apply the skills learned and analyzed throughout the unit. To acquire language, activities promote whole class and small group discourse underscoring tier II and tier III vocabulary. Features of the *Teacher Edition* include recommendations to support English learners and diverse learners. The standards addressed and assessed throughout the unit are noted in the planning pages as well as at the beginning of each activity. Other features include scaffolding of text-dependent questions, which provide additional questions to ensure that students are able to address the purpose for reading. Supplemental materials included with *SpringBoard* include the *SpringBoard Language Workshop, Grade 6* and the *SpringBoard Foundational Workshop*. The *SpringBoard Language Workshop, Grade 6* emphasizes language development and practice the use of language. The *Foundational Skills Workshop* provide support in phonological awareness, phonics, irregular word reading, multisyllabic word reading, and vocabulary development. In all, the activities in *SpringBoard English Language Arts, Grade 6* are recursive, and students practice reading to write multiple times to ensure that writing skills are learned and developed.

Reviewer #: 65

Background and experience:

Reviewer 65 is a Level III special education teacher with a master's degree in special education. Currently reviewer 65 teaches self-contained English Language Arts and Social Studies at the middle school level. The reviewer has 13 years teaching experience, eleven years in self-contained and two years in a fifth grade setting.

Professional summary of material:

SpringBoard English Language Arts, Grade 6 is an extensive reading and writing curriculum for students who are at grade level and beyond. Common Core Standards are included in the *Teacher Edition* for each activity. Each section begins with a unit plan and the CCSS that are addressed in the given unit. Each unit contains *Previewing the Unit*, which include *Learning Targets*, *Making Connections* (which encourage students to make personal connections to the text,) *Essential Questions*, and *Vocabulary*. The texts are rigorous, as are many of the questions at the end of each section. The texts are written from a variety of authors from different backgrounds such as Walter Dean Myers, Gary Soto, and Temple Grandin. While the authors hail from a variety of places, a focus on various cultures is not specifically mentioned in their texts. A lined column for notes is provided on each page of the texts for students to take their own notes; however, specific questions are not included in the columns to guide students who are working below grade-level. This is aligned to CCSS, AP, and SAT and is helpful for those who are college bound.

Reviewer #: 66

Background and experience:

Reviewer 66 is a level II instructor with 7 years experience. All 7 years experience occurred at the middle school level. Reviewer 66 has worked with students ranging from Special Education to Gifted students. Currently, Reviewer 66 is a team leader within the Language Arts Department, and acquired a Master's Degree from University of New Mexico in Language, Literacy, and Social Literacy.

Professional summary of material:

SpringBoard English Language Arts, Grade 6 sets a comprehensive design for students to fluidly generate ideas, expand knowledge and skills, and perform multiple writing tasks. Within the framework of the material, *SpringBoard English Language Arts, Grade 6* tasks students to think critically and activate prior knowledge, particularly at the beginning of an activity. There are varied amounts of literature: poems, drama, opinion pieces, and occasional graphics. The book highlights text-based evidence and research, propelling students to utilize multiple forms of tools. *Embedded Assessments* provide step by step instructions to gaining and reviewing knowledge through the whole standard. *SpringBoard English Language Arts, Grade 6* lacks specific cultural examples for regions or groups, along with full supports for struggling and or special education students.