

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
K-5 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	HMH New Mexico Into Reading Digital Learning Student Resource Package 6-Year Digital Grade 1	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616771	TE ISBN	9780358616795
SW ISBN		Grade Level/Content	Grade 1 ELA

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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
---------------------------------------	-------------------------------------	---	--------------------------	---	--------------------------

Total Score - The final score for the materials is averaged between the team of reviewers.	Average Score
	98%

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.

CLR Recognized	<input checked="" type="checkbox"/>
-----------------------	-------------------------------------

	Average Score
	94%

Materials take into account cultural perspectives.

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

Materials only partially support and account for cultural perspectives. Examples, contexts, illustrations, and exercises are provided for students to make connections to their own real-life experiences through the Inquiry and Research Project; however, evidence is not substantive enough to show that the materials inform culturally linguistically responsive pedagogy by affirming student backgrounds.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens. This is visible in 'Tabletop Mini lessons', which help students grasp the concepts and relate the content area appropriately to diversity in culture and language. Materials address multiple ethnic descriptions, interpretations, and perspectives of events and experiences. For example, The Little Red Riding Hood is presented differently from the traditional version. Overall, materials provide opportunities for students to critically reflect on their own lives through the "Inquiry and Research Project, Celebrate Us! Profiles", where students create and write illustrated profiles about themselves and share them with others.

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.

SL Recognized



Average Score
99%

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 (autofilled from Structured Literacy/ELA Content Appraisal tab):

Materials are informed by and based on the Science of Reading. Throughout the modules, materials reflect evidence based elements of structured literacy by integrating phonological awareness, phonics, fluency, high frequency words, and spelling. For example, students practice connecting decoding/encoding and reinforcing decoding while practicing fluency. Materials also provide direct instruction in the six syllable types and provide practice to support decoding words quickly. For example, students determine which suffix/prefix to use with a word to complete a sentence. Students are taught the progression of language skills and the relationship between oral and written skills. Also, materials reflect evidence-based teaching principles through the provision of instructional sequences within each 'Module at a Glance'. Overall, materials provide a scope and sequence that reflect a systematic reflection of skills along with multisensory/multimodal methods e.g. phonics lessons that incorporate sound spelling cards, letter cards and articulation videos.

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

Average Score

98%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

HMH Into Reading (Grade 1) materials align highly with the ELA standards across Reading, Writing, Speaking & Listening, Language, Grammar and Vocabulary. This is shown through reading tasks where students identify characters and simple story lines from myths and stories from around the world. For writing, students work on producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences by selecting the correct words from the word bank to complete the sentence. For speaking and listening, students listen to the author reading stories followed by collaborative discussions. Lastly, through language, students work through words using verbs, adjectives and common proper and possessive nouns by working through various tasks.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align with the reading standards. The reading materials include various texts that allow students to deepen their comprehension and understanding of reading through informational text, fantasy, historical fiction and various other texts. For example, students are supported in identifying basic similarities and differences between two texts on the same topic in stories. Moreover, students are guided to engage with the 'Genre Study' to listen to the tune and recognize repetition in the words or lines that are repeated.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials align with the writing standards. The writing materials give students the opportunity to plan, write rough drafts, and edit their work through narratives, informational writing, and opinion pieces. For example, students are guided to use materials to support the narrative writing process from the initial brainstorming through graphic organizers to responding to sentence stems so that their writing skills are strengthened. This is also exemplified when students write informative/explanatory texts in which they name a topic, supply facts about the topic, and provide a sense of closure.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials align with the speaking and listening standards. The materials allow for students to have discussions to help them build speaking and listening skills. For example, students ask and answer questions about what a speaker says in order to gather more information about animals. Also, students are reminded to follow agreed upon rules for discussion by listening carefully to others, asking questions to clear up any confusion or to get more information, and thinking about what their peers are saying. Students also use the 'Teaching Pal' book prompts to revisit and answer the Essential Questions.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials align with the language standards. The materials teach students about nouns, verbs, adjectives and other important language terms. For example, students are guided to use personal, possessive, and indefinite pronouns by creating their own list of pronouns in their writer's notebooks. Also, students get guidance on the use of adjectives by describing how things taste, smell, sound, or feel. Students get instruction on using prompts to come up with exclamatory sentences in 'English Learner Support: Scaffolded Support'.

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

99%

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 are informed by and based on the Science of Reading. Throughout the modules, materials reflect evidence based elements of structured literacy by integrating phonological awareness, phonics, fluency, high frequency words, and spelling. For example, students practice connecting decoding/encoding and reinforcing decoding while practicing fluency. Materials also provide direct instruction in the six syllable types and provide practice to support decoding words quickly. For example, students determine which suffix/prefix to use with a word to complete a sentence. Students are taught the progression of language skills and the relationship between oral and written skills. Also, materials reflect evidence-based teaching principles through the provision of instructional sequences within each 'Module at a Glance'. Overall, materials provide a scope and sequence that reflect a systematic reflection of skills along with multisensory/multimodal methods e.g. phonics lessons that incorporate sound spelling cards, letter cards and articulation videos.

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

100%

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.

Statements of appraisal and supporting evidence:

Materials provide sequential, cumulative instruction and practice opportunities. This is shown through the materials by allowing step by step learning through letter sound correlation to decoding and then to comprehension. This allows flexibility in supporting all learners. Materials provide a routine to check fluency within the Reinforce Foundational Skills, Read Decodable Text, Fluency Focus: Accuracy and Self-Correction sections of each lesson.

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

Statements of appraisal and supporting evidence:

Materials provide a selection and range of high-quality texts, such as informational, fairy tales, and historical fiction, which are worthy of students' time and attention, exhibiting exceptional craft and thought. Students are presented materials in different formats to spark their interest. For example, each Module has a 'get curious' video. Materials offer a selection of literary and informational texts that are high quality, authentic and tap multiple content standards, for example in the "Essential Skills" section of the modules.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

Questions within the materials are high-quality and text specific and draw student attention to the particulars in the text. Students are guided through DOK level aligned text-dependent questions and tasks that require student to support their responses with evidence from the text. Materials provide opportunities for students to engage with the text in supporting valid inferences.

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

Statements of appraisal and supporting evidence:

Students are provided writing opportunities that are prominent and varied. Materials support all learners, including those who read below grade level and face difficulty in understanding grade level complex texts. For example, the writing instruction is scaffolded into three levels: substantial, moderate, and light to reach all learners as needed for understanding. Screen reader support is also enabled. Materials provide rubrics for DOK aligned questions that serve to support students' learning of English language arts.

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

97%

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:

Materials capture the full intent of the content contained in the standards for all students through mappings like the 'Week at a Glance'. Materials are designed to engage students in content at a level of sophistication according to the text complexity, identified by the lexile measure, guided reading level, or overall rating. Moreover, through support on extended and thoughtful activities such as 'Inquiry and Research Project', students make a video or presentation about how they add to community life. This ties up with skills they will need to be college and career ready.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. This is seen in the Teacher's Edition where learning progressions are presented on the 'Week at a Glance' to provide a researched based scope and sequence progression of skills and concepts. The design is organized and allows teachers to see what they will be teaching each week, focusing on lesson plans that identify skills and concepts targeted for student mastery.

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

Statements of appraisal and supporting evidence:

The materials support teachers in planning and implementing effective learning strategies. For example, the section 'Small Group Instruction' gives options to the teacher for differentiation, independent work, and collaborative work within small groups. Materials include supports such as 'Tabletop Mini Lessons' to reinforce ideas. Materials provide scripted instruction with instructional strategies through the Phonological Awareness Lessons that guide teachers to present the content.

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

Statements of appraisal and supporting evidence:

Materials offer teacher resources and tools to collect ongoing data about student progress on the standards. This is evidenced by the provision of aligned scoring guidelines for assessments such as rubrics. Also, materials provide resources for teachers to evaluate and score students' work. This guides further instruction to support student understanding, differentiation, remediation or acceleration. Materials provide formative and summative assessments, clearly defining what's being assessed in "Assessments at a Glance".

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Students work on the digital student tool called 'Amira' to assess their understanding and knowledge using technology. The Online Ed tool allows students to interact with content and demonstrate understanding, along with articulation videos that enable students to engage in correct letter sound formation.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Within the Teacher's Edition, there are opportunities for differentiated instruction and activities to meet the needs of all students. An example of this is articulation videos that adapts to students' mistakes by correcting and redirecting students. The Teacher's Edition also provides a component 'Supporting All Learners' to help teachers guide students who need additional support. There are multiple lessons with different approaches for teachers in the "Link To Small Group Instruction, Reinforce Foundational Skills."

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

Statements of appraisal and supporting evidence:

Materials support accommodations and modifications for ELLs, diverse students, and other special student populations by modifying vocabulary through articulation videos, adding more diverse vocabulary, and relating the materials to something they may know. Materials provide additional support for all learners by providing modifications across three supportive levels: substantial, moderate, and light to support student learning. Materials provide English Language Learners with scaffolding support for linguistically diverse student learners with the 'English Learner Support: Build Vocabulary sections'.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials only partially support and account for cultural perspectives. Examples, contexts, illustrations, and exercises are provided for students to make connections to their own real-life experiences through the Inquiry and Research Project; however, evidence is not substantive enough to show that the materials inform culturally linguistically responsive pedagogy by affirming student backgrounds.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens. This is visible in 'Tabletop Mini lessons', which help students grasp the concepts and relate the content area appropriately to diversity in culture and language. Materials address multiple ethnic descriptions, interpretations, and perspectives of events and experiences. For example, *The Little Red Riding Hood* is presented differently from the traditional version. Overall, materials provide opportunities for students to critically reflect on their own lives through the "Inquiry and Research Project, Celebrate Us! Profiles", where students create and write illustrated profiles about themselves and share them with others.

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:

As a New Mexico Teacher Leader, I have had the opportunity to work with teachers throughout the state to advocate for New Mexico Teachers and New Mexico Students across the state. I am a level two teacher with my Bachelor's Degree in Elementary K-8 Education with a minor in Social Studies. I have been a teacher for 8 years, one year in 2nd Grade and seven years in 1st Grade. I am completing my National Board Certification and I am a part of my District ELA Team that has the ability to help in choosing curriculum for our district.

Professional summary of material:

To summarize the review of the material, the HMH Into Reading (Grade 1) materials are engaging and provide multiple opportunities for students to meet the CCSS standards. The materials allow teachers to plan effectively and provide multiple ways for the lessons to be taught with personalization. Teachers are also encouraged through the materials to provide small group instruction and guided instruction. Throughout the materials, students are given opportunities to engage with each other through meaningful discussion about the text.

Reviewer #: 11

Background and experience:

Prior to becoming a reading and data coach for my school district, I was a first grade teacher. I taught first grade for 9 years, second grade for one year and kindergarten for one year. I currently work as a reading and data coach for my district and work with teacher's around my district to support reading intervention and data analysis within the schools and classrooms.

Professional summary of material:

Upon completion of my review of the HMH Into Reading (Grade 1) curriculum, I found that it implements a strong phonics foundation with an emphasis on structured literacy. The materials provide an explicit and systematic approach to instruction and allows equitable learning for the whole child. The materials offer a variety of Science and Social Studies text selections for students to make connections with. The materials offer a variety of support for English Learners and the curriculum also uses technology to instruct and assess students.

Reviewer #: 12

Background and experience:

I'm a level three teacher in the state of New Mexico and this past year I wrapped up my eleventh year in the classroom. I have an undergraduate degree in Elementary Education, a Master's degree in Social Work and I'm currently completing a leadership master's program. I serve on the district leadership team within my school district.

Professional summary of material:

After reviewing the HMH Into Reading (Grade 1) curriculum, I found the materials to be inviting for aspiring readers and writers, English learners, and advanced learners. I feel there is a good balance of instruction and a variety of engagement opportunities, such as online resources and hands on learning practices. The curriculum also provides students time to collaborate with their peers and in small groups. I feel the lessons are engaging and age appropriate for the grade-level expectations and student interests.