

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 2	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616788	TE ISBN	9780358616801
SW ISBN		Grade Level/Content	Grade 2 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	
				99%	

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
			99%

Materials take into account cultural perspectives.

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

Materials take into account cultural perspectives through the multicultural representations on the text covers in the 'Teaching with Text Sets' section of the modules. Materials inform culturally and linguistically responsive pedagogy within 'teamwork time inquiry' and 'research project: celebrating our traditions book', where children think about and research their family's heritage and traditions. This is also shown through the story "Abuelo and the Three Bears". This story shows a different take on the story the "Goldilocks and the Three Bears" allowing students to see a different culture.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens by offering activities and illustrations for students to engage in creative thinking in the 'Build Background', using the 'think-pair-share' routine in the student's book. The instructional materials include tools to relate the content area appropriately to the diversity in culture and how students can learn from different people and cultures.

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	<input checked="" type="checkbox"/>		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):

Materials are informed by and based on the Science of Reading as evidenced by small group instruction in which teachers are guided through how to teach these skills while encouraging fluent and accurate word recognition resulting in reading comprehension. The materials reflect evidence-based teaching principles in their provision of a systematic and cumulative reading instruction sequence that progresses from prerequisite skills to more advanced skills, which is shown in the 'Module at a Glance'. Overall, components of structured literacy are effectively distributed throughout the materials.

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

Average Score

99%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Materials align with 2nd grade ELA standards overall. This is evidenced through the examples of instructional materials like the 'Teaching Pal', which gauges children's understanding and has them apply connections. Students read and comprehend literature, including stories and poetry in the grade 2-3 text complexity, with scaffolding as needed at the high end of the range.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The HMH 2nd Grade materials align with the Reading Standards overall. This is seen in reading activities in which students identify the main topic and retell key details. Students read and comprehend the informational text and are guided through "Read for Understanding" prompts to scaffold learning. Students have to know and use various text features to locate key facts and information when reading stories such as "Wilma Rudolph: Against All Odds".

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The HMH 2nd Grade materials align with the Writing Standards overall. This is reflected in the provision of activities in which students are supported in understanding how good writers organize stories by creating a strong beginning, middle, and end. Students begin their draft of their opinion writing piece, they meet to revise, proofread it, then write an opinion writing piece in which they state an opinion, supply reasons, use linking words, and provide a concluding statement.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The HMH 2nd Grade materials align with the Speaking & Listening Standards overall. Opportunities are included in which students build on their academic discussions by completing the 'Turn and Talk' and respond to the questions in the 'Teaching Pal' and 'myBook', using details from the words and pictures as evidence to explain their responses. Students are supported in having a collaborative discussion with a partner where they ask for clarification and further explanation as needed during their discussions.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The HMH 2nd Grade materials align with the Language Standards overall. Activities are included to help students understand that they can use informal language to create a friendly or relaxed tone and formal language to create a serious or polite tone. Students brainstorm when they should use informal language and formal language. Students use a dictionary or a glossary to find out the meaning of words, pronunciation, and spelling with the workbook page titled, "Reference Sources." Students produce, expand, and rearrange complete simple and compound sentences by deciding where the joining words are.

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 as evidenced by small group instruction in which teachers are guided through how to teach these skills while encouraging fluent and accurate word recognition resulting in reading comprehension. The materials reflect evidence-based teaching principles in their provision of a systematic and cumulative reading instruction sequence that progresses from prerequisite skills to more advanced skills, which is shown in the 'Module at a Glance'. Overall, components of structured literacy are effectively distributed throughout the materials.

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 for a full range of foundational skills in reading, writing, listening and speaking, and language as shown through the evidence of routines and guidance of how to instruct fluency in the 'Reinforce Foundational Skills', 'Differentiate Foundational Skills', 'Read Decodable Text' and 'Fluency Focus'. Each lesson has a 'Word Work Warm-Up', providing direct instruction focusing on student engagement; students interact with the skill or pattern being taught. Throughout, the materials include effective instruction for all aspects of foundational skills. This is shown within the literacy centers, which include distributed practice that encourages children to work through word work, a digital station, teamwork, and a reading corner.

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 as shown through the evidence of high-quality texts that are current, relevant and have a wide range of topics in each module's 'Focusing On The Whole Child', where a list of text selections are given under "Connect to Literature" and offer texts related to social awareness. Throughout the materials, informational texts offer a variety of informational text structures and provide a variety of text types. There are also many types of fictional texts, realistic fiction, fairy tales and folktales.

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 in the materials are high-quality, text-dependent and text-specific as evidenced by the variety of informational text structures through the Teaching with Text Sets section of each module; each week's texts are displayed and offer read alouds that are also digital. Materials provide scaffolding and supports to enable students' learning of English Language Arts through the variety of DOK knowledge levels through the questions that are given to the students in the Shared Reading lessons. Students are asked to "connect, apply and engage" in various texts. Materials also provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text.

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

Statements of appraisal and supporting evidence:

Materials provide 'Options for Differentiation' to engage in independent and collaborative work in order for students to learn all aspects of foundational reading. Materials also provide all students (ELLs, special needs students, and culturally diverse students) with extensive opportunities to encounter and comprehend grade-level texts as required by the standards. This is shown through the 'Link to Small-Group Instruction'; students work through decoding to help them understand the words they are reading.

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

99%

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 are coherent and consistent with 2nd Grade standards evidenced in each week's "Week at a Glance." Materials provide evidence of scenarios that consist of real-life situations for students at the grade level band through the Literacy Centers in the reading corner. The writing workshop teacher's guide holds the blueprint for each day's lesson, with different features allowing students to fully learn each standard. All activities in which student collaboration is forefront contribute towards skills that all students need in order 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 lesson structure and pacing as shown. The standards are listed with matching resources from the grade level in the online component Ed Online. Each module has a 'Module at a Glance' with scope and sequence attending to the standards for all students. Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies, such as options for one on one, independent, and collaborative work, to guide students' academic development. The teacher's edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. Moreover, the design of the assignments is not haphazard; tasks are given in intentional sequences.

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

Statements of appraisal and supporting evidence:

Materials support teacher planning, learning, and understanding of the 2nd grade standards as shown through the evidence of opportunities for instructional strategies to support teachers in planning in the English Learner Support sections of each lesson. The materials provide annotations and suggestions on how to present the content in the student edition. The annotations assist teachers in guiding students, gathering students' ideas, and brainstorming and planning suggestions. There are also specific suggestions for incorporating technology to support and enhance student learning about text features and skills aligned with the standards.

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. Assessments that measure student progress in the area of content standards are found in the "Assessments at a Glance." Materials present inquiry and research projects in each module, providing multiple embedded formative assessments and summative assessments throughout the weeks of instruction. Throughout the materials, there are aligned scoring rubrics that provide teachers with guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Materials support effective use of technology to enhance student learning through digital platforms that assess students' understanding and knowledge using technology. This is effectively implemented within the literacy centers where students are working in the digital station on Amira.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized for the individual needs of learners within the lessons offering different approaches to customize lessons through suggestions provided in 'Small Group Instruction' and 'Options for Differentiation'. The TE provides an online resource called 'Waggle' that allows materials to be assigned online for independent practice to address skills and cultural diversity in the classroom.

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

Statements of appraisal and supporting evidence:

Materials give all students extensive opportunities to support and explore key concepts. This is made possible through the connection with home language and culture by activities such as 'Inquiry and Research Project: Celebrating Our Traditions' in which students research different cultures, including their own. Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations. Materials also include opportunities to encourage and support creative thinking within in the literacy centers where students get to work through readers' theatre and act out the story 'The Buddy Problem'.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials take into account cultural perspectives through the multicultural representations on the text covers in the 'Teaching with Text Sets' section of the modules. Materials inform culturally and linguistically responsive pedagogy within 'teamwork time inquiry' and 'research project: celebrating our traditions book', where children think about and research their family's heritage and traditions. This is also shown through the story "Abuelo and the Three Bears". This story shows a different take on the story the "Goldilocks and the Three Bears" allowing students to see a different culture.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens by offering activities and illustrations for students to engage in creative thinking in the 'Build Background', using the 'think-pair-share' routine in the student's book. The instructional materials include tools to relate the content area appropriately to the diversity in culture and how students can learn from different people and cultures.

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:

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:

After an extensive review of the HMH 2nd grade materials, I found that the curriculum offers a wide variety of texts that are culturally relevant and engaging for all students. One of the stories includes a reference to White Sands National Monument in New Mexico. The materials also provide teachers with support to engage students in structured literacy. This will help as New Mexico progresses in supporting all K-5 teachers in learning structured literacy to close learning gaps. The layout and consistency of the materials is important because it gives teachers an expectation of what comes next and supports lesson planning.

Reviewer #: 11

Background and experience:

Prior to becoming a reading and data coach for my school district, I taught first grade for 9 years, second grade for one year and kindergarten for one year. I participated in the district's dyslexia task force to start our state's shift toward structured literacy and the initiative to start dyslexia screening within our school district. I currently work as a reading and data coach for my district and work with teachers 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 second grade 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 Second Grade Reading 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.