

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 with Waggle 6-Year Digital Grade 3	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358608219	TE ISBN	9780358608257
SW ISBN		Grade Level/Content	Grade 3 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)



Recommended with Reservations (80-89%)



Not Recommended and Not Adopted
(below 80%)



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

Average Score

94%

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



Average Score

97%

Materials take into account cultural perspectives.

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

Materials take into account cultural perspectives by using best instructional practices. English Learner support to elicit participation is provided, but in a superficial manner. Student materials contain cultural bias-free, stereotype-free, and barrier free instruction and have a balanced use of examples and illustrations embedded throughout the selections. Diversity in culture is positively reflected in student materials. Language, traditions, beliefs, values and customs are reflective in a variety of stories throughout the student materials. Real-life experiences to cultural and linguistic backgrounds are demonstrated in stories and examples, contexts, and illustrations. Student activities and tasks are provided to address cultural and linguistic life experiences.

Materials include a culturally responsive lens.

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

Materials take into account cultural perspectives by using best instructional practices to deliver culturally and linguistically responsive pedagogy. English Learner Supports are embedded in the materials to address diversity in culture and language. Moreover, opportunities for critical reflections about students' own lives and societies are embedded in the instructional materials. Also, ethnic descriptions and perspectives of events and experiences are addressed in the materials. All in all, materials are inclusive of a culturally and linguistically responsive lens.

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
		96%

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 provide 10 modules with weekly planning over 3 weeks. Weekly and daily lesson plans show consistent and integrated instructional design for whole class and small groups following a research-based scope and sequence. Weekly lesson plans involve building knowledge, language, vocabulary, foundational skills, communication, and writing workshop. Vocabulary lessons are drawn from students' reading through which academic vocabulary meaning is reinforced throughout the week. Students learn tools to determine meaning on their own by applying vocabulary strategies, for example using context and using knowledge of morphology. Foundational skills lessons are explicit and systematic based on the science of reading for skills at the 3rd grade level. Students work on decoding, fluency, and spelling using lessons that offer instruction across the three sub-skills in an integrated way. For example, when practicing fluency students connect decoding/encoding and reinforce decoding skills.

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

Average Score

93%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

HMH Reading materials align with the 3rd grade ELA CCSS standards overall, including reading, writing, language, and speaking/listening. Each standard was integrated into explicit lessons and spiraled throughout the modules. Reading was integrated with writing and speaking and listening standards, which were evident in each of the 10 modules. Modules begin with a list of text sets that will be used throughout the module to address standards. This is followed by the introduction of an Inquiry and Research Project that addresses standards in reading, writing, speaking and listening. Each module spans 3 weeks and focuses on a specific text type. For example, module 1 focuses on fiction and module 3 on informational text with a connection to social studies. Each week is comprised of 5 lessons that cover building background, vocabulary, reading, small group instruction, foundational skills, communication, and writing.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

HMH reading materials align to the reading standards and contain essential components of reading required in 3rd grade classrooms. Phonics is available each week in the foundational skills section. Fluency is also covered in the foundational skills section each week. Students read and reread printable fluency passages to practice the skill taught, including irregularly spelled words. Vocabulary and comprehension in the reading section cover critical vocabulary students need to know to be successful in reading and understanding the text selections. Also, students are exposed to many genres to help them improve reading comprehension on a broad scope of texts. Teachers guide the comprehension process using the 'Read for Understanding', 'Targeted Close Read', and 'Notice and Note' sections of the 'Teaching Pal' to facilitate comprehension. Text selections include both literature and informational text covering both RI and RL standards. Lessons are delivered in an 'I Do, We Do, You Do' format.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

HMH Reading materials align with 3rd grade writing standards. 'Writing Workshop' has 12 modules that go through the writing process. Each module has 15 lessons starting with a focal text and a focus statement that primes the student for the writing piece they will write. Students go through the process of prewriting, drafting, revising, editing, publishing and sharing. The student 'Writer's Notebook' supports the writing lessons presented to students by having students set goals, plan, look at models, use graphic organizers to brainstorm ideas and follow rubrics.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials embed a holistic scope of the speaking and listening standards. Projects, presentations, and collaborative discussions at the end of each 'Teaching Pal' lesson involve standards for speaking and listening as well as model projects and presentations. Collaborative discussions in 'My Book 1' provide students with opportunities to work in groups to discuss questions. Additionally, students engage in giving presentations using the rules of speaking with appropriate volume, tone, pace, and expression. A range of these activities are found in 'Speaking and Listening Minilessons'. Students work cooperatively with peers to create a multimedia presentation with visual and audio recording to demonstrate fluid reading at an understandable pace (TE p. T48) and such tasks exemplify how the instruction of language arts skills is presented in an integrated manner.

Materials align to language standards.

Statements of appraisal and supporting evidence:

HMH materials align with 3rd Grade language standards through a variety of methods and resources. To demonstrate command of conventions of standard English grammar, in writing or speaking, students use printable grammar sheets that provide explicit targeted practice following lessons. Also, students practice using correct subject-verb agreement along with pronoun antecedents as they engage in printable grammar sheets. Comparative adjectives and adverbs are used to modify sentences exemplified in printable grammar sheets. Students engage in a writing workshop to add titles to their writing pieces, while teacher displays titles of different books explaining that only important words are capitalized. Throughout the TEs, cognates are listed under the instructional vocabulary section. Additionally, students are taught to use context clues to determine word meaning.

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

96%

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 10 modules with weekly planning over 3 weeks. Weekly and daily lesson plans show consistent and integrated instructional design for whole class and small groups following a research-based scope and sequence. Weekly lesson plans involve building knowledge, language, vocabulary, foundational skills, communication, and writing workshop. Vocabulary lessons are drawn from students' reading through which academic vocabulary meaning is reinforced throughout the week. Students learn tools to determine meaning on their own by applying vocabulary strategies, for example using context and using knowledge of morphology. Foundational skills lessons are explicit and systematic based on the science of reading for skills at the 3rd grade level. Students work on decoding, fluency, and spelling using lessons that offer instruction across the three sub-skills in an integrated way. For example, when practicing fluency students connect decoding/encoding and reinforce decoding skills.

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 using foundational skills. Weekly lessons in all 10 modules contain foundational skills that cover the three areas of decoding, spelling, fluency. In lessons where decoding is involved, the teacher uses a 3 step process to teach: step 1 is 'introduce' the skill; step 2 is 'guided practice' with the teacher; and step 3 is 'apply', where students practice independently. Students are afforded to learn patterns for short vowels and spell words with short vowels and understand their meaning. Students read aloud grade-level texts with appropriate rate, automaticity and fluency.

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 range of high-quality texts worthy of students' time and attention. Text selections in 'my Book' expose students to both fictional and informational text from a variety of genres. Lessons throughout the modules help students read and comprehend literature and informational text to meet grade level complexity. Texts cover poetry, informational text, narrative nonfiction, fantasy, biographies, historical fiction, stories, media videos, legends, folktales and fairy tales from a variety of authors.

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:

Materials contain high-quality text-dependent and text-specific questions in the Teaching Pals 1 and 2. There are 'Depth of Knowledge' level questions on the read for understanding and targeted close reads. Students analyze characters and answer what, who, which, is, how and why questions while citing evidence. Questions are also provided in the respond to text, collaborative discussion throughout the teacher's Teaching Pals. In the 'Know it, Show it' Independent Practice book, there are opportunities to answer high quality and text-specific comprehension questions. The majority of these questions are text-specific and will keep students attention focused on particular texts.

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

Statements of appraisal and supporting evidence:

The materials provide scaffolding and supports to enable students learning of English language arts standards. All students engage in the grade level text selection with supports from the "Supporting All Learners", "English Learner Support" , and "Small Group Differentiation" to help scaffold learning of grade level texts. Scaffolding provides instruction for students of all levels. The small group instruction available each week provides options for differentiation using graphic organizers, rigby leveled readers, and table top mini lessons as well as independent/collaborative work, and intervention opportunities.

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 are coherent and consistent with the standards for all students to be successful. Texts are from many authors and genres to engage all students in a variety of lessons to meet the level of each standard. The materials are rigorous and will promote student growth in reading, writing, language, speaking and listening throughout the modules. Skills are spiraled throughout the year to ensure deep understanding of the standards that are necessary for college and career readiness. Instructional supports are in place to help all students be successful.

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

Statements of appraisal and supporting evidence:

There are 10 modules, each spanning across 3 weeks. The instructional materials are well designed and build on each other. Basic skills are taught first, advancing to more difficult skills. Skills spiral throughout the year to ensure deep understanding of each standard. Each week contains lessons in foundational skills, reading, communication, vocabulary, and writing. There are both whole group and small group lessons with ample opportunities for students to work both independently and cooperatively with peers. Lessons are delivered explicitly following the I do (Connect and Teach), We do (Apply) , You do (Engage and Respond) format.

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

Statements of appraisal and supporting evidence:

The instructional materials include teachers editions, Teaching Pal, Writers Workshop Teachers Guide, and numerous online resources that will support teacher when planning, learning, and understanding the standards. The Teachers Edition includes a 'Week at a Glance' for each week that helps teachers plan and understand standards that will be covered. Information is provided in the sidelines of both the teacher edition and Teaching Pal that will help guide the teacher in both planning and facilitation of lessons. Resources are listed so that teachers know what is available to them as well as what assessments they have access to. Each week also has a 'Preview Lesson Text' that provides background for the teacher so that he/she can best support students in making connections and understanding key ideas.

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 students that is meaningful by providing multiple ways to observe, measure and understand student data. Multiple assessments and tools are provided to collect student data and drive instruction. Each Module has an assessment that is formative/summative to assess understanding of major reading and writing skills in each module. Within each module weekly formative assessments are given to monitor students' understanding of key skills taught each week and determine small-group placement to reteach skills as needed.

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 by providing online resources. Students can access all program materials and complete and submit assignments and assessments using the digital component of the curriculum. The student digital component also tracks progress. Teachers have access to all program materials to plan lessons, assign materials, view assessment reports and group students using the digital component of the curriculum. Each module also uses technology by introducing the topic by showing a Get Curious video that helps build background knowledge for students.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized for individual learners to provide the appropriate level of support. In whole group reading lessons, Supporting All Learners notes are in the teacher edition to scaffold instruction. Small groups use tabletop mini lessons to teach a skill or strategy from the shared reading. Guided Reading groups provide leveled readers that match students' instructional levels and target specific reading behaviors in small groups. In whole group reading lessons in the teacher edition there is English Learner Support with substantial, moderate and light level of support for learners.

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

Statements of appraisal and supporting evidence:

Materials give all students extensive opportunities and support to explore key concepts by providing pedagogy and supports for all learners including English learners, and options for differentiation through small group instruction and literacy centers. Each Module begins with a module launch that activates prior knowledge and builds background. Lessons continue with a teach, guided practice, and apply format. Lessons on foundational skills, vocabulary, reading, communication, writing, and grammar are found within each module. Lessons spiral throughout the year, providing students multiple opportunities to practice skills and concepts. Materials call for students to engage in rigorous and higher order thinking levels of learning that are grade-level appropriate.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials take into account cultural perspectives by using best instructional practices. English Learner support to elicit participation is provided, but in a superficial manner. Student materials contain cultural bias-free, stereotype-free, and barrier free instruction and have a balanced use of examples and illustrations embedded throughout the selections. Diversity in culture is positively reflected in student materials. Language, traditions, beliefs, values and customs are reflective in a variety of stories throughout the student materials. Real-life experiences to cultural and linguistic backgrounds are demonstrated in stories and examples, contexts, and illustrations. Student activities and tasks are provided to address cultural and linguistic life experiences.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials take into account cultural perspectives by using best instructional practices to deliver culturally and linguistically responsive pedagogy. English Learner Supports are embedded in the materials to address diversity in culture and language. Moreover, opportunities for critical reflections about students' own lives and societies are embedded in the instructional materials. Also, ethnic descriptions and perspectives of events and experiences are addressed in the materials. All in all, materials are inclusive of a culturally and linguistically responsive lens.

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:

I am a Level III Teacher with 21 years of experience at the elementary level. I have taught grade k, 2, 3, 5, and Title I Reading and Language Arts. I have a master's degree in Special Education and bachelor's degree in Elementary Education, with a minor in bilingual education. I currently hold a Level III-A Teaching License and a Level III-Admin PK-12 License. I have endorsements in TESOL, Reading, Bilingual Education and Modern and Classical Languages.

Professional summary of material:

HMH into Reading materials for 3rd grade were reviewed and meet grade level standards for all components of Language Arts; reading, writing, language, and speaking and listening. Lessons are systematic and explicitly taught. There are supports for all types of learners, including English Language Learners. Materials contain a variety of differentiated instruction for student needs to support all learners. Materials include tiered supports: Access, Challenge, Interventions, and English Learner Supports; small group instruction; and whole group instruction. Materials include opportunities for students to decode words with patterns and digraphs for long vowels, short vowels, contractions, and compound words and recognize and read high-frequency words. Students also have opportunities to read on-level text with purpose and understanding, as well as read on-level text orally with accuracy, appropriate rate, and expression, with the use of context to confirm or self-correct word recognition and understanding. A balance of reading selections is referenced in the table of contents and include realistic fiction, fantasy, text/informal letter, realistic fiction letters, poems, memoir, informational text, narrative fiction, opinion text, plays and tall tales, classic tales, myths, and narrative nonfiction. Reading selections address multiple grade-level content standards. A variety of informational text selections such as historical and scientific grade-level readings and leveled readers on social and cultural aspects (eg. Cesar Chavez, Rosa Parks).

Reviewer #: 14

Background and experience:

I am a Level III teacher with 19 years of teaching experience at both the elementary and secondary level. I have a master's in elementary education and a second master's in School Administration. I hold a K-8 teaching license with endorsements in Language Arts, Family Consumer Science, Physical Education, and Reading. I also hold a K-12 administrators license. I am currently working as the Teacher Development Consultant for my district as well as an ELA content specialist.

Professional summary of material:

The instructional materials reviewed were HMH 3rd grade and meet the grade level standards for reading, writing, language, and speaking and listening. The materials reviewed follow the science of reading and contain explicitly taught lessons that spiral throughout the year. Students are provided multiple opportunities to work on each standard. The consumable my Book that students are able to write directly in the margins, highlight text evidence, and complete discussion tasks is a positive. The teacher guides are well developed and easy to follow. The Teaching Pal that contains the stories from the myBook provides an easy guide for teachers to plan for close reading using the Targeted Close Read and Read for Understanding questions in the margins. The Targeted Close Read and Read for Understanding cover questions from varying DOK levels. The instructional supports provide support to all learners with English language supports and small group instruction as well as intervention.

Reviewer #: 15

Background and experience:

I am a Level II teacher with 22 years of teaching experience at the elementary level, kindergarten to 5th grade. I have a master's degree in Interdisciplinary Studies with focus areas in Reading and SPED. I have a bachelor's degree in Elementary Education with endorsements in Language Arts and Science.

Professional summary of material:

The HMH Into Reading curriculum has been reviewed and meets grade levels standards for 3rd grade. The curriculum has all the components of a comprehensive reading, writing and language program. Lessons are consistent, and have integrated instructional design for whole class and small groups following the science of reading. Lessons spiral as students' progress through the curriculum, building upon skills. Students are provided consumables that allow them to work directly with text in shared reading lessons. In the student consumable MyBook 1 and 2, students are to take notes, highlight text and use the text for targeted class discussions with the teacher that use multiple levels of DOK. The teacher's guide provides detailed, easy to follow lessons with multiple ways to meet students' learning needs. Along with the teacher's guide is the Teaching Pal Book 1 and 2 that is used to target specific skills in the shared reading. Differentiated instruction is provided throughout the teacher guides, with lessons to meet and support learner needs through whole group, small group or paired instruction.