

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 4	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616733	TE ISBN	9780358616757
SW ISBN		Grade Level/Content	Grade 4 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

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



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 by providing reading selections that are culturally and linguistically responsive. Text materials also include questions that get students to think and learn about other ethnic groups and their culture, traditions, customs, heritage, values and beliefs. The materials demonstrate multiple perspectives and includes text and illustrations that are representative of a variety of cultures and societies. English Learner Supports are embedded in the materials to address diversity in culture and language. When introducing critical vocabulary, Spanish Cognates are used to help English Learners make connections to words they already know.

Materials include a culturally responsive lens.

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

Tiered lessons' and 'English Learner Supports' are instructional tools that are incorporated into the materials to relate content to student diversity in culture and language. Tools that demonstrate multiple perspectives in a specific concept are incorporated in the materials through activities such as writing opinion essays. Through the perspective of each student essay, students share their own belief and opinions and with this type of activity multiple perspectives are heard. Students engage in critical reflections about their own lives and societies through project activities that are embedded throughout the materials. Multiple ethnic perspectives of events and experiences, interpretations or descriptions are evident in the HMH materials and therefore is reflective of a culturally 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



Average Score

99%

Materials take into account cultural perspectives.

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

Weekly and daily lesson plans show consistent, integrated instructional design for the whole class and small groups following a research-based scope and sequence. Weekly lesson plans focus on building knowledge, language, vocabulary, foundational skills, communication and writing workshop. Lessons are integrated and build upon previous skills learned. Vocabulary lessons are drawn from students' reading and reinforce academic vocabulary meaning throughout the week. Foundational skills lessons are explicit and systematic based on the science of reading for skills at the 4th grade level. Students work on decoding, fluency and spelling using lessons that are integrated across these three areas.

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:

HMH Reading materials align with the 4th grade ELA CCSS overall, including reading, writing, language, and speaking/listening. Reading is integrated with writing, speaking and listening standards, which are evident in each of the 10 modules. 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. You find literature, informational text, plays, myths, and poetry, as well as instructional videos. Each week is comprised of 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 for success in 4th grade classrooms. Each week, students participate in foundational skill building, vocabulary development, reading, writing, and speaking and listening. Phonics and Fluency are covered in the foundational skills section each week. Students are exposed to many genres to help them improve reading comprehension on a broad scope of texts. Text selections include both literature and informational text covering all the RI and RL standards. The student materials provide students with opportunities to practice skills and reinforce learning. 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 4th grade writing standards. The Writing Workshop has 12 modules that go through the writing process. Modules focus on narrative-personal narrative, informational text-description, argument-opinion essay, narrative-story, informational text-expository essay, correspondence-letter, narrative-imaginative story, argument-opinion essay, informational text-research report, informational text-expository essay, poetry-poem, argument-editorial. 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:

HMH materials align to the speaking and listening standards and contain a variety of opportunities for students to engage in collaborative discussions reflecting the learned content. Throughout the materials, students are encouraged to follow rules for having a good discussion. Materials also afford students with opportunities to give presentations. The materials encompass a vast amount of instruction on how to engage in discussions. Plenty of opportunities are embedded in the materials for students to work in groups to discuss questions and work cooperatively to find details and examples in text to support their answers, take note for their responses and follow rules for polite discussion.

Materials align to language standards.

Statements of appraisal and supporting evidence:

HMH materials align to the 4th grade language standards. Students have many opportunities to practice language skills. Throughout the materials, students learn to differentiate between formal and informal English and situations where they are appropriate. There is a vast amount of opportunities for students to practice using conventions of standard English, such as relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, and adjectives to produce complete sentences. English Language Learner supports are embedded to facilitate language connections for students who need more support in developing English language skills. Teacher models and instruction are included in the materials to reinforce the word meanings.

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:

Weekly and daily lesson plans show consistent, integrated instructional design for the whole class and small groups following a research-based scope and sequence. Weekly lesson plans focus on building knowledge, language, vocabulary, foundational skills, communication and writing workshop. Lessons are integrated and build upon previous skills learned. Vocabulary lessons are drawn from students' reading and reinforce academic vocabulary meaning throughout the week. Foundational skills lessons are explicit and systematic based on the science of reading for skills at the 4th grade level. Students work on decoding, fluency and spelling using lessons that are integrated across these three areas.

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, and fluency. Students read aloud grade-level texts with appropriate rate, automaticity and fluency. Additionally, students apply decoding skills when reading connected texts and comprehend texts using teacher support.

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 student's time and attention. The 'myBook text selections' expose students to many stories that include 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, myths, argumentative text, and fairy tales from a variety of authors. Each module has a focus that all texts in the module focus around.

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 (DOK) level questions on the 'read for understanding' and 'targeted close reads'. Students also have opportunities to answer high-quality text-dependent and text-specific questions in their 'myBooks'. The majority of these questions are text-specific and student engagement with these questions will keep the students' attention on texts. Collaborative discussion questions can be answered through the ebook platform providing multisensory and multimodal methods to keep student engagement, interest and attention on texts and content.

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

Statements of appraisal and supporting evidence:

Materials provide scaffolding and supports to enable students' learning of English language Arts standards. All students engage in the grade level text selection each week, with supports from the "Supporting All Learners", "English Learner Support" and Small Group Differentiation to help scaffold the learning. For struggling students, teachers find effective supports to help scaffold the student learning. 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. There is a large selection of graphic organizers and mini lessons to help reinforce skills.

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:

Texts represent a varied selection of authors and genres to engage all student in a variety of lessons to meet the level of mastery for each standard. The materials are rigorous and promote student growth in reading, writing, language, speaking and listening throughout the modules. Skills spiral throughout the year to ensure a 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 contain both reinforcing lessons and opportunities to challenge students.

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

Statements of appraisal and supporting evidence:

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 a 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 following the *Science of Reading*.

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

Statements of appraisal and supporting evidence:

The instructional materials include Teacher's Edition, Teaching Pal, Writers Workshop Teacher's Guide, and numerous online resources that support teachers when planning, learning, and understanding the standards. The Teacher's Edition includes a 'Module at a Glance' and 'Week at a Glance' for each week that helps teachers plan and understand the standards that will be covered. 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. 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. Running records are used during small guided reading groups using leveled readers to record students' reading behavior and understanding to provide targeted instruction.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

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 and are able to plan lessons, assign materials, view assessment reports, and group students using the digital component of the curriculum. Each module also uses technology to introduce the topic by showing a 'Get Curious' video that helps build background knowledge and interest 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 an 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 reteach 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 the whole group reading lessons in the teacher edition, there is 'English Learner Support' with substantial, moderate and light levels of support to differentiate learners' support.

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

Statements of appraisal and supporting evidence:

Materials give students extensive opportunities and support to explore key concepts by providing pedagogy and supports for all learners, 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 an introduction of skills, guided practice, and apply format. Lessons on foundational skills, vocabulary, reading, communication, writing, and grammar are found within each module.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials take into account cultural perspectives by providing reading selections that are culturally and linguistically responsive. Text materials also include questions that get students to think and learn about other ethnic groups and their culture, traditions, customs, heritage, values and beliefs. The materials demonstrate multiple perspectives and includes text and illustrations that are representative of a variety of cultures and societies. English Learner Supports are embedded in the materials to address diversity in culture and language. When introducing critical vocabulary, Spanish Cognates are used to help English Learners make connections to words they already know.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Tiered lessons' and 'English Learner Supports' are instructional tools that are incorporated into the materials to relate content to student diversity in culture and language. Tools that demonstrate multiple perspectives in a specific concept are incorporated in the materials through activities such as writing opinion essays. Through the perspective of each student essay, students share their own belief and opinions and with this type of activity multiple perspectives are heard. Students engage in critical reflections about their own lives and societies through project activities that are embedded throughout the materials. Multiple ethnic perspectives of events and experiences, interpretations or descriptions are evident in the HMH materials and therefore is reflective of a culturally 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 4th 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, and contractions; to work with compound words; and to recognize and read high-frequency words. Students also read on-level text with purpose and understanding as well as read on-level text orally with accuracy, appropriate rate, and expression, along with the use of context to confirm or self-correct word recognition and understanding. Reading selections address multiple grade-level content standards. A variety of informational text selections include historical and scientific grade-level readings and leveled readers on social and cultural aspects (eg. Selections: Yes! We are Latinos, In the Days of King Adobe, Now You're Cooking, The Year of the Rat, Blind Ambition, The Game of Silence, Rent Party Jazz, My Diary from Here to There, Seeds of Change & Cooper's Lesson). All in all, the five big Reading Ideas and English Language standards are inclusive in the HMH materials.

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 reviewed HMH instructional materials 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 on level texts contain both literature and informational texts that will interest the students and are available in a consumable MyBook. The consumable myBook allows students to write directly in the margins, highlight text evidence, and complete collaborative discussion tasks. The teacher guides are well developed and easy to follow, allowing consistency in instruction. The Teaching Pal that contains the stories from the myBook provide an easy guide for teachers to plan for close reading using the Targeted Close Read and Read for Understanding questions in the margins. This is a huge plus, since questioning is often an area of struggle for some teachers. The Targeted Close Read and Read for Understanding cover questions from varying DOK levels. The instructional supports provide support for all learners to include English language supports and small group instruction as well as targeted 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 4th grade. The curriculum has all the components of a comprehensive reading, writing and language program. Lessons are consistent and have integrated instructional design for the 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.