

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 5	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358616740	TE ISBN	9780358616764
SW ISBN		Grade Level/Content	Grade 5 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

100%

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 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 include text and illustrations that are representative of a variety of cultures and societies, including those of disability. English Learner Supports are embedded in the materials to address diversity in culture and language. Materials also include activities for students to make connections from text to real-life situations and opportunities for critical reflections about their own lives. The materials contain pedagogical support that includes interdisciplinary connections, reciprocal teaching, and support and tiered lessons for all types of student learners.

Materials include a culturally responsive lens.

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

Best practices to support all learners are included. To create cultural bias-free, stereotype-free, and barrier-free instruction, the materials contain evidence of a balance in a variety of relevant and cultural materials. Tiered lessons and English Learner supports include instructional tools that are incorporated into the materials to relate content to student diversity in culture and language. Critical vocabulary is a technique used throughout the materials. Tools that demonstrate multiple perspectives in a specific concept are incorporated in the materials through activities such as writing opinion essays. Students engage in critical reflections about their own lives and societies through projects that are embedded throughout the materials.

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 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. Vocabulary lessons are drawn from students' reading, and reinforce academic vocabulary meaning throughout the week. Students learn tools to determine meaning on their own by applying vocabulary strategies. Foundational skills lessons are explicit and systematic based on the science of reading for skills at the 5th grade level. Students work on decoding, fluency and spelling, using lessons that are integrated across these three areas. The "Teaching Pal" guides students through shared reading and critical analysis of a "MyBook text" (student book) working on the comprehension skill or strategy.

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 5th grade ELA CCSS, including reading, writing, language, and speaking/listening. Reading is integrated with writing and speaking and listening standards, which are evident in each of the 12 modules. Modules begin with a list of text sets used to address standards, followed by the introduction of an "Inquiry and Research Project" that addresses standards in reading, writing, speaking and listening. The "Inquiry and Research Project" extends over the 3-week module. There is a variety of texts that include literature, informational text, plays, myths, poetry, and fantasy as well as videos that integrate science, social studies and the arts. Each week is comprised of lessons that cover building background, vocabulary, reading, small group differentiated instruction, literacy centers, 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 are comprised of the essential components of reading required for success in grade 5. Students participate in foundational skill building, vocabulary development, reading, writing, and speaking and listening. Phonics and fluency are covered in the foundational skills section. Explicit instruction is used to teach skills, such as decoding multisyllabic words, and then spiral throughout the modules. Both academic and general vocabulary are explicitly taught. Teachers guide the comprehension process using the "Read for Understanding" and "Targeted Close Read" sections located in the margins of the "Teaching Pal Book 1 and 2." The student materials provide students with opportunities to practice skills and reinforce learning. Skills learned are applied within the reading materials and across contents. 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 5th grade writing standards. The Writing Workshop has 12 modules that help students learn and engage with the writing process. Modules focus on essays, stories, letters, editorials, personal narratives, research reports, poetry, and realistic fiction. Each module has 15 lessons starting with a focal text and a focus statement that primes the students 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:

Speaking and listening standards are embedded in the materials through the expectations of projects, presentations and collaborative discussions. Students learn rules regarding the proper way to have a discussion and deliver a presentation. Teaching Guides recommend guidance on how to introduce the skills; provide guided practice with the students; and support students to apply the skills. Collaborative discussions provide students with opportunities to work cooperatively to discuss questions; to share where they have found the evidence to support their responses; and to discuss their own ideas while working with a partner or small group. Students are afforded the opportunity to give presentations using the rules of speaking and tips on how to present with appropriate volume, tone, pace, and expression.

Materials align to language standards.

Statements of appraisal and supporting evidence:

HMH materials align to the 5th grade language standards. There are a variety of materials that afford students the opportunity to practice using formal and informal language. Throughout the materials, students learn to differentiate between formal and informal English and situations, where they are appropriate. They are taught that most forms of writing should use relatively formal language, but in everyday conversations, informal language is acceptable. English Language Learner supports are embedded to facilitate language connections for students. Teacher models and instruction are included in the materials to reinforce word meanings and language development. Materials contain opportunities for students to improve word choice to convey ideas precisely.

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. Vocabulary lessons are drawn from students' reading, and reinforce academic vocabulary meaning throughout the week. Students learn tools to determine meaning on their own by applying vocabulary strategies. Foundational skills lessons are explicit and systematic based on the science of reading for skills at the 5th grade level. Students work on decoding, fluency and spelling, using lessons that are integrated across these three areas. The "Teaching Pal" guides students through shared reading and critical analysis of a "MyBook text" (student book) working on the comprehension skill or strategy.

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 12 modules contain foundational skills that cover the three areas of decoding, spelling, and fluency. The teacher's guide includes two decoding lessons each week. In decoding lessons, the teacher uses a 3 step process to teach (following a gradual release model). Students apply decoding skills when reading connected texts and comprehend texts using teacher support. Reading lessons focus on areas of fluency, accuracy, and self correction using a two-step approach.

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:

The HMH materials that are provided for both teacher and students cover a large range of high-quality texts worthy of student's time and attention. The "myBook" text selections expose students to many stories to include both fiction and informational text from a variety of genres. Explicitly taught lessons throughout the modules help students read and comprehend literature and informational text to meet grade level complexity. Texts include poetry, informational text, narrative nonfiction, narrative fiction, magazine articles, fantasy, adventure, biographies, science fiction, stories, media videos, persuasive texts, plays, 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 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 plenty of opportunities for students to answer high quality and text-specific comprehension questions. Students also have opportunities to answer high-quality text-dependent and text-specific questions in their "myBooks". 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:

The HMH materials provide scaffolding and supports to enable students' learning of the 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. Graphic organizers, display and engage charts, minilessons, and anchor charts are used to teach and reinforce lessons. For struggling students, there are supports to help scaffold students' learning. The small group instruction available each week provides options for differentiation using graphic organizers, Rigby leveled readers, and table top minilessons as well as independent/collaborative work and intervention opportunities. There is a large selection of graphic organizers and minilessons 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

100%

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 mastery for each standard. The materials are rigorous and promote student growth in reading, writing, language, speaking and listening throughout the modules, which is essential for college and career readiness. Skills spiral throughout the year to ensure deep understanding of the standards. 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:

The instructional materials are well designed and build on each other to account for effective lesson structure and pacing. Basic skills are taught first, advancing to more difficult skills. Each of the elements of reading are evident throughout the lessons. Skills spiral throughout the year to ensure deep understand 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 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 Teacher's Edition (4) , Teaching Pal (2), Writers Workshop Teacher's Guide, and numerous online resources that are designed to support teachers when planning, learning, and understanding the standards. The Teacher Edition includes a 'Module at a Glance' and 'Week at a Glance' for each week that helps teachers plan and understand standards that will be covered, enabling teachers to plan and build their own background on the materials and content being taught prior to teaching. The lessons are set up to be explicitly taught following the 'I do', 'We do', 'You do' format following the Science of Reading. 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' progress 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. Screening, diagnostic and progress-monitoring assessments are used to identify areas for intervention, plan flexible groups for teaching, and monitor progress throughout the year. 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. Quizzes are given on selection readings from the students' workbook "MyBook 1 and MyBook 2" to assess comprehension on myBook texts.

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 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 by introducing the topic through a Get Curious video that helps build background knowledge for students. Modules also include inquiry and research projects that integrate the use of technology.

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 group instruction provides differentiated instruction to students to reinforce, extend and intervene. 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 for learners that best targets the needs of English learners. Digital materials also have digital features that provide accessibility for students who have impairments to vision, hearing, cognition or mobility.

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 supports for all 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 progress with an introduction of skills, guided practice, and an apply format. English Language Learners, culturally and linguistically diverse students and other special populations are provided with multiple supports to activate their participation in learning the content. The materials contain text complexity that engage students in learning levels of sophistication appropriate to their grade level and gives them extensive opportunities and support to explore key concepts. Intentionally sequenced skills and concepts are provided in the scope and sequence for guidance in delivering progressive instruction to students.

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 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 include text and illustrations that are representative of a variety of cultures and societies, including those of disability. English Learner Supports are embedded in the materials to address diversity in culture and language. Materials also include activities for students to make connections from text to real-life situations and opportunities for critical reflections about their own lives. The materials contain pedagogical support that includes interdisciplinary connections, reciprocal teaching, and support and tiered lessons for all types of student learners.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Best practices to support all learners are included. To create cultural bias-free, stereotype-free, and barrier-free instruction, the materials contain evidence of a balance in a variety of relevant and cultural materials. Tiered lessons and English Learner supports include instructional tools that are incorporated into the materials to relate content to student diversity in culture and language. Critical vocabulary is a technique used throughout the materials. Tools that demonstrate multiple perspectives in a specific concept are incorporated in the materials through activities such as writing opinion essays. Students engage in critical reflections about their own lives and societies through projects that are embedded throughout the materials.

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 5th 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; English Learner Supports; and Small Group instruction. A balance of reading selections are 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 include historical and scientific grade-level readings as well as leveled readers on social and cultural aspects. Foundational skill building lessons and activities are embedded in the materials and include explicit and direct instruction. All in all, the five big Reading Ideas and English language standards are inclusive in the HMH materials. To create a cultural bias-free, stereotype-free, and barrier-free instruction, the materials contain evidence of a balance in a variety of relevant and cultural materials. Pedagogy to inform cultural and linguistic responsiveness to students' backgrounds are integrated throughout the materials. Materials reflecting English Learner Supports have strong pedagogy and set high expectations for culturally and linguistically diverse students. It also has methods on how to facilitate language connections. Best practices to support all learners are inclusive. Throughout the materials, multiple ethnic perspectives of events and experiences, interpretations or descriptions are evident.

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:

Houghton Mifflin Harcourt grade 5 instructional materials were reviewed and do 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 and are reinforced throughout the year. Students are provided multiple opportunities to work on each standard. The consumable myBook 1 and 2 allow students to write directly in the margins, highlight text evidence, and complete discussion tasks directly in the text. The teacher guides are well developed and easy to follow. The week at a glance makes it easy for teachers to prepare for the week's learning, building their own background as well as that of their students. 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 questions cover varying DOK levels. The instructional supports are provided to all learners, with English language and small group instruction as well as intervention. I like the fact that all lessons follow the "I Do", "We Do", "You Do" approach to teaching. The materials come with Rigby guided reading books, but decodable text along with the leveled readers would benefit students.

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 level standards for 5th 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 take notes, highlight text and use the text for targeted class discussions with the teacher that utilizes 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.