

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
6-8 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 6	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358608226	TE ISBN	9780358608264
SW ISBN		Grade Level/Content	Grade 6 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 - <i>The final score for the materials is averaged between the team of reviewers.</i>					
				Average Score	
				91%	

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 type="checkbox"/>	Average Score
		85%

Materials take into account cultural perspectives.

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

The materials use world problems that include illustrations to promote racial equity but they do not strongly represent gender equity. They do, however, provide opportunities for students to make connections to their cultural and linguistic backgrounds/experiences and prior knowledge through discussion and partner activities. They include illustrations and examples in different ethnic groups, sometimes depicting members of both sexes in nontraditional roles, along with examples that represent different cultures and traditions through a combination of lessons, anchor texts, leveled readers, and the current events websites.

Materials include a culturally responsive lens.

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

The materials provide graphic organizers, checklists, sentence starters, and read & respond prompts throughout and after reading a text that help relate the content to diversity in classrooms in general. They provide opportunities for students to engage in conversations based on text and illustrations that allow them to explore many perspectives using higher order thinking. They also provide activities that engage students to use higher level thinking skills in creative ways to reflect about their own life and societies, such as creating billboards and writing postcards in other people's points of view. There are multiple opportunities provided for students to express their diverse cultural perspectives, ideas and learning in various ways through end of module projects.

Structured Literacy Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy. Those materials receiving a score of 90% or above on the structured literacy portion of the review are recognized as having high quality support for the components of structured literacy.

SL Recognized



Average Score
99%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

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

Materials address oral and written language skills through the routine of beginning each module with a teacher read aloud which is sometimes a recording students listen to. Skills being taught are modeled by the teacher using one of the texts in the text set for each module. Phonemic awareness, phonetics, orthography, syllable, morphology, semantics, syntax and text structure are addressed sequentially and spiraled through culminating activities like Research and Inquiry projects at the end of modules. Reading skills and strategies are explicitly taught through modeling and direct instruction. These are supported through small group teaching as well. Questioning is high level, asking students to respond with evidence to support their claims. Each module ends with a performance task. Various projects which offer multimodal/sensory opportunities allow for higher level application of skills and group work.

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

Average Score

91%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Overall, the materials align with grade level ELA standards. Lessons are organized in modules consisting of three lessons covered over three weeks. The materials provide instruction using consistent routines that include both large and small group activities as well as independent practice. Students read a range of genres and texts that vary in lexile levels and complexity appropriate for 6th grade.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with reading standards overall. They provide opportunities for students to read a range of literature, annotate, and discuss anchor texts, requiring students to reread and refer back to the anchor text for several lessons. There is a wide range of texts available when using a combination of texts from the lessons, leveled readers, and the "current events" links to adjust content to students' interest and abilities. Supplemental text may be needed to meet the standards and connect with the diverse cultural groups specific to New Mexico. Anchor charts, tabletop charts, graphic organizers, and guided reading questions are provided to assist students with learning strategies for comprehension and tools for analyzing and synthesizing information.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Overall, the materials align with writing standards. Students annotate text and plan for collaborative discussions by responding to questions at the end of each text, citing evidence from the text. In addition, students complete various writing assignments to practice citing evidence from the text in real world situations such as writing job postings, emails, letters, postcards, news articles and press statements. The materials also provide opportunities for students to work on projects over extended time periods, conducting research and evaluating sources for credibility while formatting their writing appropriately for the task.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials align to speaking and listening standards using whole group and partner discussions to provide opportunities for students to express their ideas using vocabulary from the lessons; provide supporting evidence for their statements; and listen and build on others' responses. This also provides opportunities for students to make connections back to their own experiences and backgrounds, but does not specifically address differences in speaking and listening norms for different cultures that may be present in the classroom. While the materials do align with CCSS, they may not meet the standards specific to New Mexico because tips are not provided for teachers to understand the heritage languages common to New Mexico in English speech patterns.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials align with language standards. There are learning objectives specific to language standards listed for each lesson. The materials provide supports, such as graphic organizers, visual vocabulary cards, anchor charts and tabletop displays, to remind/teach students strategies and skills to use to identify figurative language, literary elements, and find meanings of words. Lessons are often taught with guided practice and partner or small group application, leading to independent practice.

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 address oral and written language skills through the routine of beginning each module with a teacher read aloud which is sometimes a recording students listen to. Skills being taught are modeled by the teacher using one of the texts in the text set for each module. Phonemic awareness, phonetics, orthography, syllable, morphology, semantics, syntax and text structure are addressed sequentially and spiraled through culminating activities like Research and Inquiry projects at the end of modules. Reading skills and strategies are explicitly taught through modeling and direct instruction. These are supported through small group teaching as well. Questioning is high level, asking students to respond with evidence to support their claims. Each module ends with a performance task. Various projects which offer multimodal/sensory opportunities allow for higher level application of skills and group work.

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

95%

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:

Most texts are written by a variety of professionally successful and diverse authors. Issues presented are high interest, many related to Science and Social Studies grade level topics. The wide variety of text features and art are bright and engaging. Genres range from speeches to timelines to plays to more common text types, thus adding to student interest. Lexile levels vary from late fifth grade to high end sixth grade bands. The African American and Hispanic cultures are included. Other than the account of Sacagawea and Clark's journey, the Native American perspective is missing.

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:

High level questioning is provided in the Teacher Pal book, the teacher's edition of the student anthology. In the Teacher Pal, questions are distinguished by the color of the sidebar text box. Questions are both text dependent and text specific. Often students are asked to look at a particular paragraph or phrase in order to analyze meaning. The very first lesson requires students to cite evidence for all of their answers or claims. Later, claim relevance and credibility are assessed as well. The questions require critical thinking. All skills - foundational, comprehension, etc. - are evidenced in the questioning. Skills spiral throughout the text sets. Complexity of the text increases, so the skill practice deepens.

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

Statements of appraisal and supporting evidence:

The materials offer a section in each lesson with substantial, moderate, and light scaffolding for ELL students. The suggestions vary in usefulness and explicitness. Sentence stems are sometimes the only thing offered. Sets of *Display and Engage* cards that address all skills taught in a week as well as a set specific to English Language Learners showcasing images, vocabulary, and mentor paragraphs are available for small group work. These help support vocabulary as well as opportunities for ELL students to practice listening, speaking, reading, and writing skills. This tool offers real support, although time is not built into the lesson to hold the small group ELL sessions. Students are given materials such as anchor charts, graphic organizers, read alouds, ebooks, checklists and rubrics to support learning. Lesson objectives do not always fully align with standards. The materials offer an arrow with graduated supports listed. The supports are vague and do not suggest particular actions.

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

88%

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:

The materials address components of CCSS but may not fully meet the NM specific standards. They provide multiple opportunities for students to fully learn the standards addressed, but some lessons may not clearly align with the objectives. The materials provide real-life scenarios and relevant situations considering student interests. They build knowledge by connecting new content and skills to earlier lessons through the “synthesize and connect” sections at the end of each module.

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

Statements of appraisal and supporting evidence:

There are clear learning progressions but the specific standards for each lesson are not clearly labeled/aligned, making it difficult for teachers to quickly find lessons that address a specific standard. Each lesson has clear language learning statements, but do not describe how the students will show what they are learning. The materials provide “display and engage” support table top charts, vocabulary cards, and anchor charts to support vocabulary acquisition. They maintain consistent layouts with a variety of pictures and models that support student learning and engagement. They also incorporate useful features that provide substantial support, such as anchor charts, highlighted words in text, glossaries, text features, audio, video, tabletop displays, etc.

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

Statements of appraisal and supporting evidence:

The pacing guide provides alignment with specific skills and clear estimated instructional time for each. They provide annotations and clear guidance, including questioning, grouping strategies, and discussions that encourage discourse for teachers to support students' understanding of content. They also provide useful materials and guidance that assist the teacher in presenting the content using both physical materials and digital tools.

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

Statements of appraisal and supporting evidence:

The materials provide multiple opportunities to assess student learning based on CCSS, but may not specifically assess NM specific strands, requiring some supplemental lessons. They provide multiple types of formative and summative assessments, including weekly and module assessments, and embedded targeted skills practice as well as selection quizzes. They also provide some strategies and support for meeting the needs of special populations such as ELL, students with special needs, and accelerated learners. Most lessons provide support for ELL but it seems only small group reading workshop lessons provide additional assessment options for students with special needs and advanced students. The materials provide ongoing review and practice with end of unit wrap-ups and vocabulary spiral reviews enabling students to reflect on their own learning and interests.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials provide videos and interactive activities, such as “Waggle”, along with leveled readers and online supports, including vocabulary cards and anchor charts. They provide online assessments for weekly and module assessments, but do not allow teachers to create their own assessments; they are in fixed form, not adaptive. An option that is provided is rubrics can be completed online to assess student learning and give immediate feedback.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials provide small group lessons and online links to websites with current events that allow teachers to customize lessons/materials for student interest and options for differentiation. They provide scaffold and extend activities, along with ELL support activities and sentence frames. They make clear connections through text, projects and writing to personal experiences within science and social studies, but do not provide connections to math.

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

Statements of appraisal and supporting evidence:

The materials provide supports and accommodations for ELL, students with special needs, and advanced students, including visual tools, illustrations, videos, and extension activities for 6 different languages. In addition, they provide guidance on how to create a culturally responsive environment by embracing differences, honoring home languages, showing a variety of good representations, learning about cultural differences, being mindful of gender considerations, and pointing out bias. They provide opportunities for students to select different projects and approach them creatively by solving problems and communicating in creative ways and by allowing students to work collaboratively while taking on leadership roles.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials use world problems that include illustrations to promote racial equity but they do not strongly represent gender equity. They do, however, provide opportunities for students to make connections to their cultural and linguistic backgrounds/experiences and prior knowledge through discussion and partner activities. They include illustrations and examples in different ethnic groups, sometimes depicting members of both sexes in nontraditional roles, along with examples that represent different cultures and traditions through a combination of lessons, anchor texts, leveled readers, and the current events websites.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials provide graphic organizers, checklists, sentence starters, and read & respond prompts throughout and after reading a text that help relate the content to diversity in classrooms in general. They provide opportunities for students to engage in conversations based on text and illustrations that allow them to explore many perspectives using higher order thinking. They also provide activities that engage students to use higher level thinking skills in creative ways to reflect about their own life and societies, such as creating billboards and writing postcards in other people's points of view. There are multiple opportunities provided for students to express their diverse cultural perspectives, ideas and learning in various ways through end of module projects.

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 #: 70

Background and experience:

My license is for K-12 with Gifted and TESOL endorsements. I am currently working on my Reading master's degree. I have been teaching grades 5-8 for 25 years. Currently I teach ELA and Social Studies to 6th graders.

Professional summary of material:

The materials teach the CCSS standards thoroughly, but they may not be clearly stated. NM state standards regarding culturally and linguistically relevant learning are only partially addressed. Different perspectives are represented in the text sets. Questioning is high level and text specific/dependent. Citing evidence is always required. Lesson routines are established and instruction in both whole group and small group is focused on *Display and Engage* cards as visuals. ELL support is noted on each lesson. An ELL *Display and Engage* card set is very useful to support comprehension. Modules end with a group activity that requires creativity and higher level thinking; these are multimodal and are very engaging and unique. The writing program is integrated fully with reading lessons. Students write in varying lengths for varying amounts of time, building on the themes in the text sets. A variety of reading and writing genres keep students' interest. The online website materials are difficult to navigate and require time to locate resources. This curriculum teaches the standards with rigor and is engaging with high interest texts and creative projects.

Reviewer #: 71

Background and experience:

I have been teaching for 13 years at the middle school level. I am endorsed in Secondary ED, ELA and have TESOL. I have BA in Comparative Literature and Spanish and a Master's in Bilingual Education. I am currently teaching 6th grade ELD and ELA in a Dual Language program.

Professional summary of material:

Overall, this is a comprehensive curriculum. Materials provide teachers with many opportunities for direct instruction with specific examples for students and teachers. Material offers examples of discourse between students and teachers. Students are offered many opportunities to use oral language to support the acquisition of reading and writing academic language within the whole group, small group, and individually. These skills are spiraled throughout the material. Material offers different levels of authentic texts of high interest to meet the needs of all students. Materials present students with many opportunities to develop writing skills. Writing tasks have students write in different tones, genres, and styles, ranging from informal notes to formal research reports. Materials provide opportunities for scaffolds and options for differentiation to support all writers in their individual stages of development. Scaffolds and options for differentiation are in place to support emergent bilinguals and students with special needs. Assessment options include digital and print versions and offer performance tasks for students to show how they have mastered content. Materials are not always organized in a user friendly way. CCSS are not listed in lesson plans. Objectives do not always address the full standard. Additionally, to meet NM specific standards, teachers would have to supplement with additional materials.

Reviewer #: 72

Background and experience:

I have been teaching for 11 years and hold a dual licensure in B-3rd and K-8 with ELA, Gifted and TESOL endorsements. In addition, I have a Master's in Education and am National Board Certified in Literacy: Reading-Language Arts/Early Childhood. I currently teach 8th grade Language Arts but I have taught all grades from K-8, mostly in full inclusive classroom environments.

Professional summary of material:

Overall the curriculum is comprehensive and provides many supports for teachers and students. The lessons incorporate useful features that provide substantial support, such as anchor charts, highlighted words in text, glossaries, text features, audio, video, tabletop displays, etc. The materials provide real-life scenarios with relevant situations in text ranging in genre, interests, and complexity. There are ample writing opportunities including guided questions throughout the anchor texts, performance tasks, and end of unit inquiry projects that require writing for shorter and/or extended periods of time completing the full writing process. The materials provide annotations and clear guidance including questioning, grouping strategies, and discussions that encourage discourse for teachers to support students' understanding of content. They also provide some strategies and support for meeting the needs of special populations such as ELL, students with special needs, and accelerated learners. There are a lot of materials that make it hard to keep track and the organization of the lessons that refer to many different resources may make it difficult for a first year teacher. The online environment is hard to navigate because oftentimes searches will not provide the needed lessons that match the standards.