

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
K-5 English Language Arts**

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	HMH New Mexico Into Reading Digital Learning Student Resource Package 6-Year Digital Grade K	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358608189	TE ISBN	9780358608233
SW ISBN		Grade Level/Content	Grade K ELA

Core Instructional Material Designation *(Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)*

Recommended (90% and above)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - The final score for the materials is averaged between the team of reviewers.					
				Average Score	
				98%	

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized	<input checked="" type="checkbox"/>	Average Score
		95%

Materials take into account cultural perspectives.

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

Materials take into account cultural perspectives which inform culturally and linguistically responsive pedagogy by affirming students' background. Materials provide examples of real-life experiences and evidence of culture backgrounds. Moreover, materials provide articulation videos with each phonological awareness lesson to include multicultural and multilingual student support in learning the content. Within the materials there are limited examples and references for students to relate to culturally responsive experiences/perspectives.

Materials include a culturally responsive lens.

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

Materials include a culturally responsive lens through enabling engagement in critical reflection about their own lives. An example of this is discussing responsible decision making (Teacher's Guide Volume 9 T209). The materials provide examples of real-life experiences and provide evidence of culture backgrounds. Moreover, the materials engage students in critical reflection through incorporating powerful techniques such as 'Social and Emotional Learning', 'Into Reading', and 'Self-Awareness Anchor Charts'. There are also opportunities for students to gain knowledge from their peers' cultural backgrounds.

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
		98%

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

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

Materials are informed by and based on the Science of Reading. This is operationalized through instructional aims for fluent and accurate word recognition, resulting in reading comprehension. Each lesson 'Read Aloud' aligns with the learning objective and reflects evidence-based teaching principles through student work identifying syllables in a 'syllable salad' (Teacher's Guide Volume 1 T182). The materials provide multiple opportunities for students to work through phonetics, phonology, orthography, syllables, morphology, semantics, syntax and pragmatics. Graphic organizers with pictures and essential questions aid the use of the materials for that week. Materials also reflect evidence based on elements of structured literacy within each unit and provide instructional sequences that progress from foundational skills to advanced skills, illustrated by articulation videos with each phonological awareness lesson to support student learning content (Teacher's Guide Volume 8 T4-5).

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

Average Score

98%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The review team found that the materials align with grade level ELA standards overall.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align to the kindergarten reading standards as shown through the examples within the materials where students are asked to read and then write or draw two key details; blend and segment onsets and rimes of single-syllable spoken words; and work on learning about one to one correspondence when reading (Teacher's Guide Volume 3 T120).

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials align to the kindergarten writing standards as shown through the writing examples within the materials of students using their notes from the 'Organized Ideas Graphic Organizer' to create a draft story by telling the events in order. Students also use checklists to check their writing and use resources to write key details about their research topics (Student 'Writer's Notebook' Page 127).

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials align to the kindergarten speaking and listening standards as shown through the examples of students using the 'Partner Up' strategy to take turns asking and answering questions using multiple exchanges; to using language for greeting people throughout the day; and reviewing the difference between formal and informal language. There are follow-up activities to build on the skills learning where students practice partner-talk, ask for something they need, etc. (Student Printable 'Asking For Help' Build Knowledge and Language Digital Source).

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials align to the kindergarten language standards as shown through the examples of students interacting and engaging with question words for understanding throughout the lessons; using provided picture cards to form regular plural nouns orally; and drawing a picture to show their response to the big idea words (Student 'My Book' Page 6).

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

98%

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

Statements of appraisal and supporting evidence:

Materials are informed by and based on the Science of Reading. This is operationalized through instructional aims for fluent and accurate word recognition, resulting in reading comprehension. Each lesson 'Read Aloud' aligns with the learning objective and reflects evidence-based teaching principles through student work identifying syllables in a 'syllable salad' (Teacher's Guide Volume 1 T182). The materials provide multiple opportunities for students to work through phonetics, phonology, orthography, syllables, morphology, semantics, syntax and pragmatics. Graphic organizers with pictures and essential questions aid the use of the materials for that week. Materials also reflect evidence based on elements of structured literacy within each unit and provide instructional sequences that progress from foundational skills to advanced skills, illustrated by articulation videos with each phonological awareness lesson to support student learning content (Teacher's Guide Volume 8 T4-5).

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

99%

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.

Statements of appraisal and supporting evidence:

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. The 'Scope and Sequence' reflects a cumulative progression of skills from simple to complex, and the materials provide ample opportunities for students to learn and interact with the progression of language skills. Throughout the materials, lessons allow for flexibility in meeting the needs of a range of students. Lessons address abilities of all students by providing teacher tips such as "encourage children to pay attention to every letter and enunciate the words separately" (Teacher's Guide Volume 6 T184-185).

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought as well as providing useful information. This is evidenced through explicit instruction, clear modeling, and guided practice with instructional routines. There are ample opportunities for students to learn from and interact with the progression of language skills specifically where the materials contain a sequence or collection of anchor texts of grade level complexity (Teacher's Guide Volume 3 T8-9).

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. Predominantly, these questions are text-specific and draw students' attention to the particulars in the text. Students build and deepen their knowledge of specific topics through reading and discussing appropriate grade-level complexity texts. The materials provide questions and tasks that assess the depth and complexity required by the standards by having students listen to stories and think-pair-share responding to questions (Teacher's Guide Volume 3 T169).

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 through a strong multisensory method of instruction where small group instruction provides differentiated instruction to reinforce, extend, and intervene for students' needs. Students are given extensive opportunities to encounter and comprehend grade-level texts (Teacher's Guide Volume 8 T163). In lessons, the teacher is directed to guide students, for example, to point to show their understanding of the text. Materials provide a variety of reading levels through the 'Texts in Text Complexity' section and gives 'Lexile Levels' and 'Guided Reading Levels'.

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

96%

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 that all students should study in order to be college and career ready. This is evidenced across units and lessons in 'Module at glance' and 'Teaching with text sets', where students fully learn each standard throughout each module (Teacher's Guide Volume 9 T22-23). In each module, materials attend to the full intent of the content for all standards by presenting all of the lessons, resources, and interventions for the weeks, and modules outline essential skills to be taught, which in turn allow standards to be fully enabled.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing through the evidence of the learning objectives, which are posted at the top side panel of each lesson. For example, the Teacher Editions present learning progressions in each module in the 'Module at a Glance' section, which provides appropriate pacing throughout the Modules (Teacher's Guide Volume 9 T22-23).

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

Statements of appraisal and supporting evidence:

Materials support teacher planning, learning, and understanding of the standards through a clearly laid out format for foundational skills practicing decoding; guided reading groups; and targeted language development. Each week a lesson plan is presented with learning progression providing an overview of the scope and sequence of the skills and concepts. Suggested daily times are also provided to stay on task with intentional sequence and teacher tips in each lesson support instructional strategies. Moreover, there are options for differentiation with objectives (Teacher's Guide Volume 5 T156-157).

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. Students are provided with formative and summative performance based tasks such as launch the project, research and plan, take action, and reflect and celebrate (Teacher's Guide Volume 5 T12-13). The material includes brief formative assessments that focus on a target skill for a particular strand. The 'Small Group' instruction allows teachers to observe as children blend phonemes into words. Materials provide guided reading benchmark assessments kits for each benchmark leveled reader. These kits measure student progress and provide students ongoing review and practice with the 'Wrap Up the Topic' sections of each week. There are 'Inquiry and Research Projects' available to provide a good understanding to teachers about student progress.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Materials support effective use of technology to enhance student learning through a consistent use of digital learning. For example, there are videos to wrap up the units and weekly online assessments to assess student understanding and knowledge of the comprehension and foundational skills reviewed (Teacher's Guide Volume 1 T258).

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized for individual learners. This is evidenced by providing extra support to meet the needs of different student populations (Teacher's Guide Volume 6 T151). There are references to online resources for articulation videos and the materials provide three different teaching guides--substantial, moderate, and light--to meet the needs of individual learners. Teacher editions provide differentiated instruction for small groups.

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 through providing multiple ways for the teacher to support accommodations and modifications for ELLs and other diverse students (Teacher's Guide Volume 5 T89). The materials provide a balanced use of examples and illustrations in the book 'Being Different Rocks' that focuses on embracing culture. Materials include research projects like CLASS PROJECT: BUILD A COMMUNITY that make connections with personal experiences.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials take into account cultural perspectives which inform culturally and linguistically responsive pedagogy by affirming students' background. Materials provide examples of real-life experiences and evidence of culture backgrounds. Moreover, materials provide articulation videos with each phonological awareness lesson to include multicultural and multilingual student support in learning the content. Within the materials there are limited examples and references for students to relate to culturally responsive experiences/perspectives.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens through enabling engagement in critical reflection about their own lives. An example of this is discussing responsible decision making (Teacher's Guide Volume 9 T209). The materials provide examples of real-life experiences and provide evidence of culture backgrounds. Moreover, the materials engage students in critical reflection through incorporating powerful techniques such as 'Social and Emotional Learning', 'Into Reading', and 'Self-Awareness Anchor Charts'. There are also opportunities for students to gain knowledge from their peers' cultural backgrounds.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 10

Background and experience:

As a New Mexico Teacher Leader, I have had the opportunity to work with teachers throughout the state to advocate for New Mexico Teachers and New Mexico Students across the state. I am a level two teacher with my Bachelor's Degree in Elementary K-8 Education with a minor in Social Studies. I have been a teacher for 8 years, one year in 2nd Grade and seven years in 1st Grade. I am completing my National Board Certification and I am a part of my District ELA Team that has the ability to help in choosing curriculum for our district.

Professional summary of material:

After reviewing the HMH Kindergarten Curriculum, I found that it is well rounded and cohesive. The teacher materials are easy to follow and they flow sequentially, allowing the students to learn the common core standards in a cohesive, fun way. Teachers are shown how to teach the materials through digital resources and students are held to high expectations throughout. I love that there are workbooks that have students work on their writing, phonics, and reading responses.

Reviewer #: 11

Background and experience:

Prior to becoming a reading and data coach for my school district, I was a first grade teacher. I taught first grade for 9 years, second grade for one year and kindergarten for one year. I currently work as a reading and data coach for my district and work with teacher's around my district to support reading intervention and data analysis within the schools and classrooms.

Professional summary of material:

Upon completion of my review of the HMH Kindergarten Curriculum, I found that the curriculum implements a strong phonics foundation with an emphasis on structured literacy. The materials provide an explicit and systematic approach to instruction and allow equitable learning for the whole child. The materials offer a variety of Science and Social Studies text selections for students to make connections with. The materials offer a variety of support for English Learners and the curriculum also uses technology to instruct and assess students.

Reviewer #: 12

Background and experience:

I'm a level three teacher in the state of New Mexico and this past year I wrapped up my eleventh year in the classroom. I have an undergraduate degree in Elementary Education, a Master's degree in Social Work and I'm currently completing a leadership master's program. I serve on the district leadership team within my school district.

Professional summary of material:

After reviewing the HMH Kindergarten Reading Curriculum, I found the materials to be inviting for aspiring readers and writers, English learners, and advanced learners. I feel there is a good balance of instruction and a variety of engagement opportunities, such as online resources and hands on learning practices. The curriculum also provides students time to collaborate with their peers and small groups. I feel the lessons are engaging and age appropriate for the grade-level expectations and student interests. As an educator, I appreciate the embedded support guidance, easily accessible data, and integrated social & emotional learning impacting student success.