

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 Literature Digital Learning Student Resource Package Plus 6-Year Grade 6	Publisher	Houghton Mifflin Harcourt Publishing Company
SE ISBN	9780358609667	TE ISBN	9780358609674
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"/>
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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 checked="" type="checkbox"/>
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Average Score
98%

Materials take into account cultural perspectives.

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

The materials provide tools for students to relate content to cultural diversity. The materials provide cultural perspectives from a diversity of cultures; there are several different texts and genres that represent a diverse cultural perspective. They also include a few suggested additional readings: "Esperanza Rising" by Pam Muñoz Ryan, "Julie of the Wolves" on Hispanic and Native American Culture that support the New Mexico standards.

Materials include a culturally responsive lens.

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

The materials include culturally responsive readings. The TE provides opportunities for a culturally responsive lens throughout. Each unit has a planning guide that provides additional instruction for English Learners. Teachers are provided with additional instructions on how to build background and students analyze the figurative language in poems and analyze personification and imagery, providing additional understanding of background and culturally sensitive awareness.

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

Average Score

88%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials are at the appropriate grade-level text complexity and are accompanied by quality tasks aligned to the Common Core State Standards of reading, writing, speaking, listening, and language literacy skills. Each unit begins with a list of learning objectives and the online component offers a standards correlation guide to assist teachers in unit/lesson planning. Throughout the course of the curriculum, guidance is provided for teachers to attend to standards-based instructional expectations while offering students a variety of reading, writing, speaking, and listening activities to help support students' mastery of all grade level content standards.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

From the perspective of reading standards, the materials comprise a wide variety of text selections which include: science fiction, poetry, editorials, memoirs, dramas, informational articles, and folktales. Anchor texts and the series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement at the grade level, affording students the opportunity to read a diverse range of texts and genres throughout the school year. The Response Log at the end of each text is used to gather relevant details that connect to the essential questions in each unit. Students practice a variety of reading skills, including but not limited to analyzing, inferring, predicting and citing evidence, which enable students to master the grade level appropriate standards.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The unit materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes of writing that reflect the distribution required by the standards. Students write arguments, informative/explanatory and narrative responses. These opportunities are often connected to text types and/or topics students have explored throughout the unit. Teachers and students can monitor their writing skills through writing tasks following the readings and the use of rubrics and checklists. Materials are aligned to the writing standards, specifically in terms of providing evidence-based opportunities for development of strong writing skills.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Material is partially aligned to the speaking and listening standards. There are limited activities for a full range of speaking and listening skills, with a majority of the activities focused on real world applications such as presentations, debates, and discussions. There are opportunities for students to work as individuals, pairs, and small groups in these activities supported by clear and concise step-by-step learning points to walk students through each of these tasks. However, it is lacking in tasks that require interpreting information proposed and examined in diverse media (Standard SL 2) and does not provide clear guidelines and expectations for speaking and listening as outlined in Standard SL 1B "Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed."

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials meet the language standards through both print and online resources. Glossaries and "Expand Your Vocabulary" are included in each Unit. The Teacher Edition provides teachers with planning and instruction on applying activities to encourage students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading content. The materials provide frequent opportunities for evidence-based language learning that encourages the use of academic vocabulary. The materials also include explicit instruction on the grade-level grammar and conventions standards. This explicit instruction is included in the Teacher's Edition.

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

92%

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 meet the criterion; texts are worthy of students' time and attention, are of quality and are rigorous, and meet the text complexity criteria for Grade 6. Anchor texts consider a range of student interests and reflect various text types and genres required by the standards, specifically works from award-winning authors as well as traditional classics. Thematically, they consider a range of student interests, including but not limited to surviving disaster and using your voice for social change. Texts include works by such authors as Pat Mora, Langston Hughes, Linda Sue Park, and Sherry Garland that are thought provoking, challenging, and are well presented with strong themes and connections to culture.

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:

The instructional materials include questions, tasks, and assignments that are text-dependent over the course of the school year. 'Notice & Note Signposts Activities' such as contrast and contradiction activities are included throughout the units that guide students and assist them to analyze works of fiction and nonfiction. Also culminating projects, both oral and written, require students to draw from readings and notations to support their final assessments with evidence. Text-dependent questions, tasks, and assignments consistently support students' literacy growth over the course of the school year.

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

Statements of appraisal and supporting evidence:

The materials provide scaffolding and support with materials and opportunities for all students to enable learning of each standard at their level with supportive materials such as "Differentiated Instruction-When Students Struggle", "Scaffolding for English Language Learners", and "To Challenge Students". There are sections such as "Differentiated Instruction to Challenge Students", which aids students in identifying important concepts in the text. The materials also provide physical and online support to address varying levels of English Language Learners and Special Education Students. The sections called "Monitor Comprehension" are designed to help English Learners visualize the events in the text to improve comprehension.

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

98%

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 meet the expectations of alignment with the standards. Rigorous, engaging texts are high quality and are organized to be the central focus of lessons while supporting students' knowledge building. The materials support student growth in reading, writing, speaking and listening, and developing language skills over the course of the school year, with attention to close reading and analysis of texts, topics, and themes. The materials also meet the expectations for instructional supports and usability, with guidance for differentiation and program design for implementation of grade level standards based learning.

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

Statements of appraisal and supporting evidence:

The curriculum is made up of six units. There is a planning guide at the beginning of each unit that is color-coded by skill and resource. Materials are well-designed and offer effective lesson structure and pacing. Within each unit, instruction is divided into Analyze & Apply, Collaborate & Compare, Reader's Choice, and Unit Tasks. Guidance for teachers in explaining Notice & Note Signposts are integrated into each unit, as well as flexible short and long read options.

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

Statements of appraisal and supporting evidence:

The instructional materials contain a Teacher's Edition with annotations and suggestions on how to present the content in the Student Edition and in the online materials. This set of materials include teacher guidance for the use of embedded technology to support and enhance student learning. The materials contain explanations of the instructional approaches of the program and identification of the research based strategies.

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 resources and tools for teachers to collect ongoing data on student progress toward standards. Tools include assessments, assessment practice sheets, rubrics, and online activities that can be scored. As activities align to standards, teachers are able to track progress towards mastery of standards. If a student fails to master the standard material, there are opportunities outlined in the online edition for reteaching of skills and re-assessment of mastery.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The materials provide an online edition of all materials for use by students and teachers. The online components have activities that are both core instruction and supplemental in nature and activities align to grade level standards. Each of these activities is indicated by an "Ed" in the lessons, which indicate that there is an online component that corresponds to the lesson.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The curriculum is made up of six units. There is a planning guide at the beginning of each unit that is color-coded by skill and resource. Materials are well-designed and offer effective lesson structure and pacing. Within each unit, instruction is divided into Analyze & Apply, Collaborate & Compare, Reader's Choice, and Unit Tasks. Guidance for teachers in explaining Notice & Note Signposts are integrated into each unit as well as flexible short and long read options.

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

Statements of appraisal and supporting evidence:

Students are provided opportunities to explore key concepts in the text through repetition and practice of the skills associated with Reading, Writing, Analytical Thinking, Organizing, and Collaboration in pairs, small group and/or whole group discussions. Students are encouraged to analyze readings and make inferences about the meaning of words and phrases. These skills include researching the material to increase comprehension of the topic or central idea and analyzing and interpreting meaning through various forms of media. Students are encouraged to read independently, then are paired to deepen the understanding of the text.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials provide tools for students to relate content to cultural diversity. The materials provide cultural perspectives from a diversity of cultures; there are several different texts and genres that represent a diverse cultural perspective. They also include a few suggested additional readings: "Esperanza Rising" by Pam Muñoz Ryan, "Julie of the Wolves" on Hispanic and Native American Culture that support the New Mexico standards.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials include culturally responsive readings. The TE provides opportunities for a culturally responsive lens throughout. Each unit has a planning guide that provides additional instruction for English Learners. Teachers are provided with additional instructions on how to build background and students analyze the figurative language in poems and analyze personification and imagery, providing additional understanding of background and culturally sensitive awareness.

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 #: 16

Background and experience:

Level II teacher in NM public schools for 8 years. Master's degree in PreK-12 Reading with 6-12 Secondary Endorsements in Language Arts and Business Education. Teaching experience includes ELA grades 9 - 12 honors, preAP, AP Language & Composition, and AP Literature & Composition.

Professional summary of material:

The instructional materials reviewed for Grade 6 meet the expectations of alignment. Rigorous, engaging, student-friendly texts are high quality and are organized to be the central focus of lessons while supporting students' knowledge building. The materials support student growth in reading, writing, speaking and listening, and developing language skills over the course of the school year, with attention to close reading and analysis of texts, topics, and themes. The materials also meet the expectations for instructional supports and usability, with guidance for differentiation and program design for implementation.

Reviewer #: 17

Background and experience:

Level III NM Teacher. Ed.D in Curriculum and Instruction, MS Special Education, Licensed in K-8 Elementary Education, PreK-12th Special Education and TESOL Endorsements. Teaching Experience includes: Middle School ELA, ESL, Math, Health, and Special Education. Also includes Elementary ELD, Special Education, and 4th and 5th grade all content. Currently serves as MTSS Coordinator for last 2 years.

Professional summary of material:

The instructional materials provide rigorous and engaging materials for students in the 6th grade. Materials address all 4 domains of Reading, Listening, Speaking, and Writing and provide meaningful, explicit instruction in all areas. Students are provided materials in both hard copies as well as online materials with extension activities to further learning and explore new ideas and concepts. There are clear suggestions for differentiation for ELLs, high needs students, and students who are in need of a challenge.

Reviewer #: R18

Background and experience:

MA in Public Administration. BA in University Studies. Level III Administrator License; Level III 6-12 Secondary; Endorsements in Social Studies, Language Arts, Business Education, Health, Gifted, Physical Education, TESOL, Science, Psychology and Reading. Currently teaching high school Chemistry, Healthcare Occupations, Dual Credit First Year Experience. Previously taught English Language Arts, Social Studies, Drama, Health, Physical Education, Business Education. Teacher in NM Public Schools for 6 years.

Professional summary of material:

I recommend Houghton Mifflin Harcourt's Into Literature Teacher/Student Edition Grade 6, plus the online Teacher/Student Edition. The curriculum meets CCSS standards and provides students with opportunities to meet grade-level expectations. The Teacher Edition/Student Edition textbook is easy to read and follow. The online book provides additional resources for students to do thorough research and inquiry, while providing activities for reading and writing for students who are struggling or are English Language Learners. In the Planning Guide portion of the text, the teacher is provided scope and sequence ideas to scaffold the instructional material to increase student understanding. The text provides Differentiated Instruction for each reading and writing activity, with extensions to meet each individual level of student learning in the classroom. This book would be a great addition to any classroom.