

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	Paths to College and Careers Grade 6 Student Bundle	Publisher	PCG/Wiley/Jossey-Bass
SE ISBN	9781119649434	TE ISBN	9781119157311
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)



**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

92%

**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

89%

Materials take into account cultural perspectives.

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

Texts with cultural perspectives based around Native American and Hispanic cultures are not present within the curriculum. Other cultures such as Asian, African American and Greek Mythology are present and represent some diversity throughout curriculum. Students are able to read texts to understand the perspective of other cultures and high expectations are set.

Materials include a culturally responsive lens.

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

Texts about Asian, African American, and Greek Mythology are present. Other cultures are present and allow students to make text to self and text to text connections. A culturally responsive lens helps children learn about other cultures as well as helping them become proud of their own culture and identity as they are learning of the differences and similarities of the other cultures.

**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:*

The materials in the curriculum meet 6th grade standards overall. There is a clear scope and sequence to follow that outlines where each standard can be found in each module. The materials provide opportunities for reading, writing, speaking and listening in each module and sub-unit. They also contain mid-unit and end-of-unit assessments to track student progress and growth. Most student materials contain a learning target and addressed standard. Each individual lesson details which standards are addressed within the Teacher's Guide.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

Students are exposed to literary fiction and nonfiction in the formats of novels, plays, speeches, poems, and short excerpts and passages. Students are also exposed to informational texts in novels, articles, newspapers, excerpts and speeches. With each text, students are routinely asked text dependent questions to assess comprehension. There are multiple levels of texts along with strategies to support struggling readers to interact with higher level texts such as read alouds and audio books.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Students are asked to write routinely in each lesson in a way that addresses 6th grade writing standards. Each module contains units that have specific writing tasks and accompanying rubrics and outlines. Students are asked to write entrance and exit tickets to reflect on their prior knowledge. Students are provided supporting graphic organizers, word banks, model essays and opportunities to peer review to strengthen writing.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

Students actively engage in speaking and listening routines. Students are presented a routine of how to discuss in peer groups and triads through the use of rubrics and stars and steps protocol. Students practice speaking and listening in assessments such as gallery walks, research presentation and formulation of claim statements.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Students are exposed to pronouns and correct pronoun usage in sentences. Students work with affixes, prefixes, suffixes and root words. Students focus on connotation, denotation and figurative language of words and phrases. There are places for students to catch important vocabulary and use context clues and dictionaries to write definitions. Students are asked to reflect on the strategies they use to determine a word or phrases meaning.

**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

97%

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:*

Texts are high quality and some are award winning grade level appropriate texts. Each module utilizes an anchor text and supporting texts to help students make connections. Anchor texts are considered high interest texts for 6th grade students. There is a wide variety of text types to meet diverse learner interests. Students are provided model essays to read and analyze to aid in writing growth and development. Central texts are The Lightning Thief; Bud, Not Buddy-winner of several awards including the Newbery medal; Dragonwings; and Frightful's Mountain-also a Newbery award winner.

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:*

Questions for texts are broken into sections or chapters and require students to go back and analyze what they have read. Answers come from the text and have to be supported with student evidence. Students are given a Reading Closely: Guiding Questions Chart to approach, question and analyze texts. Students are also provided Question Baskets for certain texts. Questions are addressed at all Bloom's and DOK levels.

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

*Statements of appraisal and supporting evidence:*

Graphic organizers are provided. Some have sentence starters to guide students, others were blank. Examples of essays are given for students to use as models. Discussion structures were modeled and scripts were given to students in "Fishbowl" format. In the teacher's guide, each lesson has a Meeting Students' needs section to help teachers adjust teaching for diverse learners. The lesson plans give clear modeling for students before they are released to work independently and in small groups.

**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

93%

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 meet 6th grade standards. There were not many opportunities for students to work digitally embedded in the Student Journal. Students are taught plagiarism and credibility skills throughout research lessons. Students are given multiple chances in each lesson to speak and interact with peers. Students are given a clear format to follow for essay writing.

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

*Statements of appraisal and supporting evidence:*

Teachers are given a general outline that can be modified based on individual classroom needs within the teacher guide. The curriculum consists of 4 modules and is set up to be taught at the pace of one module per nine weeks.

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

*Statements of appraisal and supporting evidence:*

Each lesson contains an overview for the module, the unit and each individual lesson within the Teacher Guide. There are material lists, teacher notes, meeting student needs, required texts and reference to the resource guide. Lessons also suggest cross content connections and lesson extensions. Standards are provided at the beginning of each unit for the entire unit and are individually presented in each lesson as they occur.

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

*Statements of appraisal and supporting evidence:*

Teachers are given rubrics for assessing written responses. There are speaking and listening rubrics for peer interactions to assess conversations. Lessons contain entrance and exit tickets to see growth from beginning to end of a unit. Each unit contains a mid-unit and end-of-unit assessment to assess student growth before the final essay. Options for formative and summative assessment are found throughout the modules.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

There is a webquest for students to complete. Teachers are given guidance to allow students to use technology if it is available in the classroom to research and produce writing.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Teachers have access to graphic organizers, sentence frames, fishbowl strategies, and example essays. Outlines are provided for long written responses. The Meeting Student Needs section of the teacher guide references pairing of native speakers and other supportive practices for individual learners.

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

*Statements of appraisal and supporting evidence:*

Students are given multiple opportunities to meet with peers as they plan their work to think-pair-share, meet in triads, and discuss and dissect texts. Students use peer groups to make claims, identify evidence, define words and peer review essays.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Texts with cultural perspectives based around Native American and Hispanic cultures are not present within the curriculum. Other cultures such as Asian, African American and Greek Mythology are present and represent some diversity throughout curriculum. Students are able to read texts to understand the perspective of other cultures and high expectations are set.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Texts about Asian, African American, and Greek Mythology are present. Other cultures are present and allow students to make text to self and text to text connections. A culturally responsive lens helps children learn about other cultures as well as helping them become proud of their own culture and identity as they are learning of the differences and similarities of the other cultures.

**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 #: 67

*Background and experience:*

Level II Teacher with 10 years experience teaching K-8 special education and reading intervention with an emphasis on structured literacy. Master's Degree in Educational Leadership. Curriculum Coordinator for school.

*Professional summary of material:*

The curriculum addresses the overall 6th grade standards fully and in depth. Students are challenged with high-quality, engaging text that is supported with scaffolding and differentiation to meet the needs of diverse readers. Teachers are offered lists of recommended texts to supplement both in the classroom and at home. Teachers have access to explicit, step by step plans for every module, unit, and lesson that support them with their pre-planning needs as well as instructions for meeting all student's needs during each lesson. Student materials accompany each lesson in an easy to navigate student workbook with any other supplemental materials presented to students from a teacher resource book. Students have many opportunities to work independently, in pairs, and in triads on a variety of group activities, discussion, presentation and feedback. The curriculum allows students to learn many techniques, strategies for, and forms of writing. Students learn the value and process for writing multiple drafts of a writing piece. The curriculum also offers many language tools including word catchers, vocabulary instruction, strategies for determining meaning, and other language supports. The materials and text do not have any perspectives from Native American or Hispanic authors or characters but do show some other cultural diversity in the text and in the activities. Technology is mentioned as an option for students to use for written responses but is not regularly implemented. Assessment is offered in each lesson in different ways, with mid-point assessments and end of unit assessments. Overall, the curriculum is high quality with many universal design strategies and expeditionary learning strategies to make the curriculum accessible to all learners.

Reviewer #: 68

*Background and experience:*

Level II teacher with 8 years experience teaching Honors, Inclusion and General ELA in grades 6 and 7. Endorsed in ELA and SS. Assists in creating and modifying materials and pacing guides at the district level. Master's Degree in Business Administration. ELA Department Lead.

*Professional summary of material:*

The curriculum addresses 6th grade CCSS in a layout that is achievable within an academic year. Each module fits with a 9 weeks lesson planning period and addresses anchor standards that students need to meet in a logical and clear order. The curriculum utilizes grade level appropriate texts that are of high interest and attainability for all learners. Throughout the lessons, guiding questions are embedded and students are given guidance on how to be successful close readers that question texts. The language standards of reading, writing, speaking and listening are present in each lesson and encourage students to use their peers, teacher and Student Journal as resources to help them be successful. Models are provided and give students clear expectations of what peer interactions and feedback should sound like. Although there are no Hispanic or native American Texts present, students are exposed to diversity through texts by various authors. Asian, Greek and African American cultures are present and opportunities for students to make connections to these cultures are present. The writing tasks at the end of each module wrap up all skills taught in the module and allow students to demonstrate proficiency of skills. Rubrics are clear and concise. Portions of the rubrics are broken down to make the overall scoring clear for peer groups.

Reviewer #: 69

*Background and experience:*

Title III teacher with 17 years of experience teaching English, ELA, English Language Learners Grades 6-12. Master's Degree in Secondary Education /Administration. Licensed in ELA, TESOL, Secondary Education, and Administration.

*Professional summary of material:*

The curriculum covers the standards efficiently through a wide variety of print resources for both teacher and student use. The selection of literary and nonfiction materials are covered at a very deep level to enhance student learning and foster mastery of the standard strands (reading/writing/speaking/Listening, and Language Conventions). Thorough attention is given to meeting all of the necessary skills needed for college and career readiness through a significant collection of best practice activities. It is a comprehensive ELA curriculum that meets the rigorous requirements and instructional shifts of the CCSS. Rubrics and graphic organizers are provided to help make expectations clear and concise for teachers and students throughout the unit. There is a writing task at the end of each module where students put the skills they have learned into practice.