

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 Career Grade 7 Student Bundle	Publisher	PCG/Wiley/Jossey-Bass
SE ISBN	9781119649502	TE ISBN	9781119157335
SW ISBN		Grade Level/Content	Grade 7 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

97%

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

94%

Materials take into account cultural perspectives.

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

Cultural perspective for Hispanic culture are present through the reading of speeches by Cesar Chavez, a Mexican American. Native American culture is not present. Other cultures are present as well and include African American and the indigenous people of Sudan cultures. Students analyze these texts through perspective and purpose.

Materials include a culturally responsive lens.

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

Texts about African American, indigenous Sudan tribes, and Mexican American Culture are seen and allow students to analyze and make text -to-text and text-to-self connections.

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

Average Score

96%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials in the curriculum meet 7th 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 assessment to track student progress and growth. Most student materials contain learning targets and all address the standards clearly. Each individual lesson details which standards are addressed within the teacher's guide. The teacher resource guide has all the necessary materials and directions for lesson preparation and delivery.

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, children's books and short excerpts and passages. Students are also exposed to informational texts in novels, articles, website materials, excerpts and speeches. With each text, students are routinely asked text dependent questions to assess comprehension.

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 7th grade writing standards. Each module contains units that have specific writing tasks and accompanying rubrics and outlines. The materials embed multiple opportunities for students to write through the use of entrance and exit tickets; short responses; citing evidence; and tasks such as narrative, expository, and argument essays. Students are provided supporting graphic organizers, word banks, model essays, and opportunities to peer review and strengthen writing. Students conduct research in every module either using provided texts or the internet.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Students actively engage in speaking and listening tasks. Students are presented a routine of how to discuss in peer groups and triads through the use of rubrics and fishbowl scripts. Students also participate in back to back and face to face discussions. Students practice speaking and listening in assessments, such as gallery walks, research presentations and formulation of claim statements. Peers meet for discussion appointments to ensure that they have diverse feedback.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Students are exposed to adjectives, commas, compound and compound-complex sentences. Students work with affixes, prefixes, suffixes and root words. Students focus on vivid verb choice and use of figurative language, both words and phrases. Students use graphic organizers for important vocabulary and context clues. Students are asked to reflect on strategies they used to determine vocabulary words and phrase meanings.

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 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 7th 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. Anchor texts used are A Long Walk to Water, Lyddie, and Narrative: The Life of Frederick Douglass. Module 4 requires students to read multiple articles about the adolescent brain and technology use.

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 taught to read with a purpose; for each text, students read it three times with a new focus each time they read.

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 are left blank. Examples of essays are given for students to use as models. Discussion structures are modeled and scripts are given to students in "fishbowl" format. In the teacher's guide, each section 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. Vocabulary organizers and strategies are provided and explicitly taught. Some key words have given definitions, while others require students to use resources such as peers, dictionaries and context to form their own definitions.

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

97%

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 7th grade standards. Students are given multiple chances to speak and interact with peers. Students are given a clear model and rubric to follow for essay writing. Students are taught research skills, including learning about plagiarism, and are expected to analyze source credibility. Students are expected to embed pictures digitally and type out essays when technology is available.

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's Guide. The curriculum consists of four modules and is set up to be taught 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 student 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 the 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:

Teachers are given guidance to allow students to use technology in the classroom to research and produce writing. Students are provided research guidelines to complete. Students are also prompted to embed images into documents to show they know how to utilize technology. For example, students identify images of the brain and insert them into a graphic organizer. Students also use technology to publish a children's book.

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 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; to do back to back, face to face talks; to meet in triads; and to discuss and dissect texts. Students use peer groups to make claims, identify evidence, define words and review essays.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Cultural perspective for Hispanic culture are present through the reading of speeches by Cesar Chavez, a Mexican American. Native American culture is not present. Other cultures are present as well and include African American and the indigenous people of Sudan cultures. Students analyze these texts through perspective and purpose.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Texts about African American, indigenous Sudan tribes, and Mexican American Culture are seen and allow students to analyze and make text -to-text and text-to-self connections.

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 7th grade Pathways curriculum meets all standards for 7th grade instruction in reading, writing, speaking and listening, and language. Students read a wide variety of texts, both fictional and informational. Each module has students read an anchor text, some novels and some informational articles. There are also accompanying texts to the anchor text and recommended texts for all levels of readers. Students interact fully with the text, completing activities that include answering text-dependent questions in written responses with evidence cited as well as answering orally. Discussion is prevalent in all lessons and includes opportunities for students to participate in whole group discussion as well as a variety of small group and partner discussion using different discussion protocols. Students have multiple opportunities to practice each standard in varying ways. Each unit includes practice activities as well as assessments in the beginning, middle, and end and a performance task at the end of each module. The performance tasks allow students to complete an assessment that relates to real-life and has a hands-on interactive component. Technology is embedded throughout the 7th grade curriculum and students type written responses as well as use technology for research and publishing materials, such as brochures and children's books. Teachers are given clear plans for each lesson, with necessary materials and texts, as well as teacher notes to help them prepare. Each lesson has 1-3 sections called "Meeting Student's Needs" that provide teachers with guidance for how to differentiate and extend the lessons for students that are diverse learners, including students in special education or ELL students, and students who are working at advanced levels. Although there is not much content that is specific to Hispanic culture and no content that offers the Native American voice, there is diversity in culture exhibited throughout the texts and materials. This curriculum is teacher friendly and student friendly and will allow students to meet the rigorous demands of the standards at the 7th grade level in a scaffolded manner.

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:

This curriculum covers all 7th grade CCSS clearly and has materials and resources that are appropriate and accessible for all students. The structure of the text is designed in 4 coherent modules that can be taught one per nine weeks. Modules and units are adjustable to meet teacher and student needs. Throughout the materials, there is a wide range of both literary and nonfiction texts for students to use. Each module 1-3 utilizes an anchor text that students read. Supporting texts are provided for the purpose of comparing and contrasting, explaining historical events, and helping students comprehend materials. In module 4, students are presented with many research-based articles and photos to aid in compiling a final presentation. Students are also taught how to conduct independent research and assess source types and credibility on their own. There are opportunities embedded, especially in module 4, for students to use technology for research and to publish final products of their work. This curriculum also incorporates multiple cultural perspectives into the lessons. There are Hispanic American texts, Sudanese texts, and African American texts as well as sources written by authors with varied backgrounds. The materials embed multiple opportunities for students to write through the use of entrance and exit tickets, short responses, citing evidence and culminating performance tasks (narrative, argumentative, and expository). Students are provided clear rubrics, models and criteria to be successful. The materials are set up in a manner that will build on a student's college and career readiness through multiple exposures to writing, technology use (for research), reading, speaking and listening.

Reviewer #: 69

Background and experience:

Level III educator with 17 years of experience teaching ELA, English Language Learners, Grades 6-12. Master's Degree in Secondary Education. Endorsed in ELA, TESOL, Special Education, and Administration.

Professional summary of material:

The curriculum covers the 7th grade 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). There are opportunities embedded for students to use technology for research and to publish final products of their work. CLR is addressed through incorporation of multiple cultural perspectives into the lessons (e.g. Hispanic American texts, Sudanese texts, and African American texts). Sources are written by authors with various backgrounds. In regards to writing, the materials embed multiple opportunities for students to write through the use of entrance and exit tickets, short responses, citing evidence and tasks such as narrative, expository, and argument essays. Rubrics, and graphic organizers are provided to help make expectations clear and concise for teachers and students. 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. Differentiation is addressed throughout the curriculum as well, with meeting the needs of students with special needs or meeting the needs of students with language barriers. It is a comprehensive ELA curriculum that meets the rigorous requirements and instructional shifts of the CCSS.