

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 8 Student Bundle	Publisher	PCG/Wiley/Jossey-Bass
SE ISBN	9781119649519	TE ISBN	9781119157342
SW ISBN		Grade Level/Content	Grade 8 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

95%

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

91%

Materials take into account cultural perspectives.

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

Cultural perspective for Hispanic and Native American culture is not present within this curriculum. Other cultures that are present include African American, Vietnamese, Japanese, and Japanese American. There are also different cultural perspectives taught through the time period of To Kill a Mockingbird. There are different groups of people with different backgrounds discussed and analyzed through their actions.

Materials include a culturally responsive lens.

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

Texts about Vietnamese, Japanese Americans, Japanese and African Americans are seen and allow students to analyze and make text to text and text to self connections. Students also look at different cultural responses to historical and historical fiction events.

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

Average Score

94%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials in the curriculum meet 8th grade standards overall. There is a clear scope and sequence to follow that outlines where each standard can be found in each module. The material provides opportunities for reading, writing, speaking and listening, and research in each module and sub-unit. They also contain mid unit assessments and end of unit assessments to track student progress and growth. Each individual lesson details which standards are addressed within the teacher's guide. The teacher resource guide has all 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, speeches, poems, short excerpts and passages. Students are exposed to *To Kill a Mockingbird*, a significant work of fiction from the 20th century. Students are also exposed to informational texts in the form of 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 8th grade writing standards. Each module contains units that have specific writing tasks and accompanying rubrics and outlines. Quick Writes are provided for students to reflect on their reading and learning. Students are provided supporting graphic organizers, word banks, model essays, and opportunities to peer review and strengthen writing. Students conduct in-depth research in every module either using provided texts or the Internet. Students are required to analyze characters, perspectives and choices in both fiction and nonfiction writing.

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 speaking and listening assessments, such as gallery walks, research presentations and formulation of claim statements. Peers meet for discussion appointments to ensure that they receive diverse feedback. Students give Stars and Steps in peer groups on written assignments.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Students are exposed to gerunds, verbals, and conjunctive and subjunctive mood. Students use active and passive voice in writing. Students use vivid verbs in their writing. Students work with prefixes, suffixes, affixes. Students analyze figurative language and word choice in regard to tone and meaning. Students use graphic organizers for important vocabulary and context clues. Students are asked to reflect on strategies used to determine vocabulary word meanings. Students work with synonyms.

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 for 8th 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 *Inside Out and Back Again*, *To Kill a Mockingbird*, *Unbroken*, and *Omnivore's Dilemma*. Students also read multiple articles of varying perspectives on topics addressed in each text.

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 and are given different tasks for each re-reading. Each chapter of the anchor texts has a focus question that students are required to answer. Students are given vocabulary work for each section as well to aid in comprehension.

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. Students seek out definitions using context clue strategies and are required to justify their answers using resources such as peers, dictionaries and context. As a differentiation strategy, students are given the opportunity to listen to or read texts.

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 meet 8th 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 and performance tasks. Students are taught research skills such as narrowing down search terms and assessing selected source credibility. Students are taught about plagiarism and credibility skills throughout research lessons. Students are expected to identify and analyze a topic using different mediums. Students are expected to utilize visuals from the Internet and type out essays when technology is available. Students are taught to paraphrase texts correctly and provide appropriate citations.

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 teacher 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, as well as quick writes, to see growth from the beginning to the end of each 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. There are performance tasks assigned for every module.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Students are provided research guidelines to complete. Teachers are given guidance to allow students to use technology in the classroom to research and produce writing. Students are also prompted to use images in documents for presentation purposes to show they know how to utilize technology. For example, students identify images then insert them into a graphic organizer. Students are also taught how to conduct narrowed-down research.

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 Students' Needs section of the teacher guide refers to pairing of native speakers with others that speak the same language to complete assignments.

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; do different types of discussions such as chalk talks; meet in triads; and discuss and dissect texts. Students use peer groups to make claims, identify evidence, define words and review essays. There are many opportunities to practice work independently through independent reading and homework.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Cultural perspective for Hispanic and Native American culture is not present within this curriculum. Other cultures that are present include African American, Vietnamese, Japanese, and Japanese American. There are also different cultural perspectives taught through the time period of *To Kill a Mockingbird*. There are different groups of people with different backgrounds discussed and analyzed through their actions.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Texts about Vietnamese, Japanese Americans, Japanese and African Americans are seen and allow students to analyze and make text to text and text to self connections. Students also look at different cultural responses to historical and historical fiction events.

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:

This curriculum addresses the 8th grade CCSS fully and in-depth. Students are challenged with multiple opportunities to engage with high quality, engaging grade level text that is supported with scaffolding and differentiation to meet the needs of diverse readers. Teachers are offered all the necessary materials needed to teach each lesson, including lists of required and recommended texts, materials, lesson plans, and sections on meeting students' needs when they need something different than what is provided in the general lesson. The lesson plans are explicit and step by step, with opportunities for students to practice independently and in groups. Student journals and teacher resource books with all the student tasks included accompany the teacher guides. There are tasks and assessments to meet each standard. The curriculum teaches many strategies and protocols for learning, adding to resources for teaching diverse groups of students. Students learn many processes for writing, including shorter pieces of writing, such as entrance and exit tickets and quick writes, and longer pieces of writing, including essays, speeches, and scripts. The curriculum is also rich with vocabulary experiences, offering many charts and graphic organizers for students to record vocabulary definitions as well as record items such as context clues, synonyms, and notes on mood and tone to help them understand vocabulary deeply. Cultural diversity is displayed through texts and tasks that discuss the perspectives from African-Americans, Japanese, Japanese Americans, and Vietnamese. Cultural diversity is also discussed and shown through perspectives of different groups within the same ethnic group. Technology is not immense, but it is utilized for word processing as well as imbedding visuals for visual presentations. There are a great deal of assessment opportunities, both formative and summative. Overall, the curriculum is high quality and equitable for all. It presents opportunities for students to think deeply about issues and challenges in our societies.

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 8th 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 through provided Meeting Students' Needs notes throughout the Teacher's Guide. Throughout the materials, there is a wide range of both literary and nonfiction texts for students to use. Each module utilizes an anchor text and provides other fiction and nonfiction texts to support and aid in student comprehension of major topics. Students are taught to research and assess sources independently using the Internet and are expected to conduct short and long research projects and papers. Students compile a final presentation at the end of module 4 that utilizes skills taught throughout the text. This curriculum incorporates texts that represent various cultural perspectives, especially in a historical context. In regard to New Mexico cultural connections, there are not Hispanic or Native American texts present in this grade level. In regard to writing, students are taught and assessed on the major writing tasks for grade 8 (narrative, argumentative and synthesis). Students are provided clear rubrics, models, and criteria to be successful. The materials are set up in a manner that will build on student's college and career readiness through multiple exposures to writing, technology use, 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 8th 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 deep level to enhance student learning and foster mastery of the standard strands of 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. Sources are written by authors with various backgrounds as well. In regard to writing, the materials embed multiple opportunities for students to write through the use of entrance and exit tickets, short response, 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. This is an ELA curriculum that meets the rigorous requirements and instructional shifts of the CCSS.