

**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	Wonders Grade 6 Comprehensive Student Bundle	Publisher	McGraw Hill LLC
SE ISBN	9780076984626	TE ISBN	9780076984619
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

93%

**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

79%

Materials take into account cultural perspectives.

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

Materials integrate world problems that are culturally relevant and balanced, including illustrations and stories that include different races, genders, and family models, depicting members of both sexes in nontraditional roles. Materials provide text, both anchor texts and leveled readers, which represent different cultures and traditions, such as Native American Pottery and compasses from different cultures. At the end of each unit, opportunities are provided for students to discuss any personal or emotional connections to texts they read over the course of each unit. However, they do not address the differences in social norms based on different cultural environments especially specific to NM.

Materials include a culturally responsive lens.

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

Materials provide opportunities for students to explore different views/perspectives to relevant issues (i.e. the Iroquois Confederacy and its connection to American democracy) and how bias can affect the way history is portrayed. They provide activities and illustrations that engage students and offer multiple critical thinking opportunities for analyzing, synthesizing, and applying content and making connections to their own lives/society with diverse cultural perspectives that recognize cultural sensitivity (i.e. cautions about what sensitivities may exist for that specific lesson).

**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.

<b>SL Recognized</b>	<input checked="" type="checkbox"/>	<b>Average Score</b>
		99%

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 tab):*

Materials follow a progression of skills outlined in the ELA 6th grade standards, allowing for interventions for phonemic awareness, phonics, fluency, vocabulary and comprehension. English Language Learners are supported through leveled texts and supports listed in lesson plans daily. Skills are organized in weekly routines and offer online and paper-pencil practice and review in vocabulary, literature and informational text comprehension skills, spelling, syntax, grammar, mechanics and usage, orthography, syllabication, prefixes and suffixes, morphology, semantics, and parts of speech as per the standards. Units follow a systemic pattern that progresses in difficulty. Instruction is explicit, challenging students to grow. All texts are available auditorily and rereading is a routine that supports the connection between oral and written language.

**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:*

Overall, materials presented meet grade level standards. Materials offer a wide range of authors and texts from different genres. Materials provide many examples for the teacher to model to students. Students are asked to complete a variety of tasks to address standards in reading (citing evidence from the text) in whole group, small group and individually. Students have various writing tasks ranging from short note taking to longer research papers. However, there are some specific NM standards that are not met when it comes to New Mexico culture and diversity, such as understanding and cooperation within a variety of cultural settings.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

Materials provide multiple opportunities for students to practice and master reading standards with literature and nonfiction texts. Reading standards spiral throughout the materials, reinforcing skills. Leveled texts are provided for different levels of language learners ranging from beginning to advanced. Materials provide multicultural readings from authors such as Julia Alvarez and texts that deal with Native Americans. Materials provide students with opportunities to compare different texts and teacher materials provide different levels of question to help students deepen their understanding of what they have read.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Materials provide various opportunities for students to master writing standards. Students answer and cite evidence, take notes and annotate materials. Throughout the units students have opportunities to write expository, narrative and argumentative texts. At the end of each unit, students have the opportunity to complete a research project.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

Materials provide students opportunities to master listening and speaking skills within a variety of contexts, with the exception of multicultural settings within the state of New Mexico. Students have many opportunities to master oral language through talking about prompts and small group discussion before they move into reading more complex texts and writing.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Materials align to language standards and offer students multiple opportunities to practice and master material. Students participate in small groups using different levels of questioning. Materials include cognates in Spanish for English academic vocabulary. Students have the option to have text read out loud to them in multiple languages, ensuring equitable access to all students. Finally, the materials offer support and scaffolds for language learners.

**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

99%

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 follow a progression of skills outlined in the ELA 6th grade standards, allowing for interventions for phonemic awareness, phonics, fluency, vocabulary and comprehension. English Language Learners are supported through leveled texts and supports listed in lesson plans daily. Skills are organized in weekly routines and offer online and paper-pencil practice and review in vocabulary, literature and informational text comprehension skills, spelling, syntax, grammar, mechanics and usage, orthography, syllabication, prefixes and suffixes, morphology, semantics, and parts of speech as per the standards. Units follow a systemic pattern that progresses in difficulty. Instruction is explicit, challenging students to grow. All texts are available auditorily and rereading is a routine that supports the connection between oral and written language.

**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:*

All texts are within the sixth grade lexile band. Texts vary in complexity and "ACT," Accessing Complex Text, support is provided to the teacher in order to scaffold students as necessary. Many texts support sixth grade Social Studies and Science standards, increasing student engagement with high interest topics. Literature selections represent several ethnicities, increasing interest of students of diverse cultures. Topics are up to date and therefore relatable to students. Text to text connections are made routinely. Text to self connections are missing except once or twice a unit through the Culturally Responsive Instruction lessons. Time magazine articles, genre studies and Reader's Theater strengthen learning, offer a break from routines, and are engaging for students.

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:*

All questions are text dependent and the curriculum requires students to cite evidence from the text for every answer. Questions focus on specific skills as denoted in the standards. Depth of Knowledge levels are noted for close reading queries. Questions refer to the text, explicitly asking students to focus on a section of the text for a specific purpose. There are not any factual recall questions. Questions expand to connections between texts. In the student workbook, Reading/Writing Companion, the skill for each question is noted above the question, thus reinforcing to students the skills they are practicing.

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

*Statements of appraisal and supporting evidence:*

Teaching materials provide scaffolding suggestions to the teacher for differentiation between approaching, on-level, and beyond readers during every lesson. English Language Learner scaffolding is available for every lesson and is distinguished by beginning, intermediate and advanced levels. Routines are established, enabling reinforcement of all concepts for learners. Leveled readers are available for approaching, on-level, beyond and ELL students for small group instruction. Academic language is enfolded into every lesson, as are cognates. Content connections are noted in the teacher materials to support learning. The curriculum spirals, thus reinforcing learning. All students have access to visual vocabulary cards. A variety of intervention resources are available, as are numerous informal and formal assessment tools.

**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

88%

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 cover all components of the standards and provide opportunities for students to learn each standard using both formative and summative assessments to evaluate learning. They provide age appropriate content that is relevant to students' lives and interests, building knowledge and linking multiple concepts to earlier lessons.

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

*Statements of appraisal and supporting evidence:*

Materials provide clear learning objectives at the beginning of each lesson, with opportunities for differentiated instruction that are tied to the learning objectives. They provide multiple opportunities for teacher modeling, choral reading, fluency practice, writing, and differentiated instruction that focuses on language objectives.

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

*Statements of appraisal and supporting evidence:*

Materials provide instructional strategies such as ELL supports, small group instruction, and guiding questions that are clearly identified in the materials to help teachers plan learning experiences that focus on students' academic development and understanding of the materials. They also provide digital tools, such as visual vocabulary cards, small group leveled readers with audio, and interactive student binders, that support large group lessons.

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

*Statements of appraisal and supporting evidence:*

Materials provide multiple opportunities to assess student learning based on CCSS but may not specifically assess NM specific strands. They provide both formal and informal assessment throughout units and end of unit assessments, including placement and diagnostic, fluency, running records, progress monitoring, and unit and benchmark assessments with various performance-based tasks, questions, and research and inquiry projects. Answer keys with rationale and rubrics with exemplars are provided to guide teachers in evaluating and interpreting student performance.

Materials support effective use of technology to enhance student learning.

*Statements of appraisal and supporting evidence:*

Materials provide digital foundational skills activities, online leveled readers with audio and interactive binders, videos, an online writer's notebook, and a digital resource toolkit with interactive read alouds, visual vocabulary cards, and interactive graphic organizers. They provide online assessments for both formative and summative assessments with analysis reports that include recommendations for reteaching and enrichment opportunities.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Materials provide both core and optional cross-curricular activities along with small group instruction, including leveled readers chosen by students to customize the curriculum to meet the needs and interests of various student populations. They provide strategies for ELL (beginning, intermediate, and advanced), Differentiated writing (approaching level, beyond level, and ELL) and small group differentiated instruction (approaching, on level, beyond level including Gifted and Talented strategies, and ELL).

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

*Statements of appraisal and supporting evidence:*

Materials provide ELL scaffolding (beginning, intermediate, and advanced), vocabulary, language support to access the text, and small group instruction (beginning, intermediate, and advanced), along with multiple research and inquiry projects. Online text provides summaries of the anchor text for each unit in 10 different languages including English, Spanish, Arabic, Chinese (Cantonese and Mandarin), Hmong, Korean, Tagalog, Urdu and Vietnamese.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Materials integrate world problems that are culturally relevant and balanced, including illustrations and stories that include different races, genders, and family models, depicting members of both sexes in nontraditional roles. Materials provide text, both anchor texts and leveled readers, which represent different cultures and traditions, such as Native American Pottery and compasses from different cultures. At the end of each unit, opportunities are provided for students to discuss any personal or emotional connections to texts they read over the course of each unit. However, they do not address the differences in social norms based on different cultural environments especially specific to NM.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Materials provide opportunities for students to explore different views/perspectives to relevant issues (i.e. the Iroquois Confederacy and its connection to American democracy) and how bias can affect the way history is portrayed. They provide activities and illustrations that engage students and offer multiple critical thinking opportunities for analyzing, synthesizing, and applying content and making connections to their own lives/society with diverse cultural perspectives that recognize cultural sensitivity (i.e. cautions about what sensitivities may exist for that specific lesson).

**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 #: 70

*Background and experience:*

My license is for K-12 with Gifted and TESOL endorsements. I am currently working on my Reading master's degree. I have been teaching grades 5-8 for 25 years. Currently I teach ELA and Social Studies to 6th graders.

*Professional summary of material:*

The Wonders curriculum addresses all CCSS with the exception of NM state standards regarding utilizing students' heritage language to leverage learning and representing Native American people in the texts. Its strengths lie in its attention to high level questions, close reading, routines for learning, spiraling skills and practice, built in differentiation, variety of genres, small group materials, attention to ELL cognates and academic language, and attention to equitable access by making texts available in several languages through recorded readings. It is visually engaging with up-to-date topics. Culturally, peoples are represented well except for the Native American culture. Opportunities are missed for students to relate the texts to their own lives. Culturally Responsive lessons are available once or twice a unit where students do get the chance to express their own views. Questions are almost always text based, requiring citation of evidence.

Reviewer #: 71

*Background and experience:*

I have been teaching for 13 years at the middle school level at 6-8th grades. I am endorsed in Secondary Ed, ELA and have TESOL. I am currently teaching ELD and ELA in a Dual Language program.

*Professional summary of material:*

Overall, this is a well planned curriculum. Materials provide teachers with direct instruction and specific examples for students and teachers. Students are offered many opportunities to use oral language to support the acquisition of reading and writing academic language within the whole group, small group, and individually. Material offers different levels of texts to meet the needs of all students. Scaffolds are in place to help emergent bilinguals, such as English/Spanish cognates. Formative and summative assessments are given to help guide the teacher. There is also a test bank of assessments to use with language learners.

Reviewer #: 72

*Background and experience:*

I have been teaching for 11 years and hold a dual licensure in B-3rd and K-8 with ELA, Gifted and TESOL endorsements. In addition, I have a Master's in Education and am National Board Certified in Literacy: Reading-Language Arts/Early Childhood. I currently teach 8th grade Language Arts but I have taught all grades from K-8, mostly in full inclusive classroom environments.

*Professional summary of material:*

Overall, this is a very comprehensive curriculum that provides multiple opportunities for students to engage in discussions and critical thinking activities. It provides structured routines and clear instructions for differentiated instruction, providing many opportunities for teacher modeling, working in groups, and individual activities. There are many interactive digital supports for both students and teachers, including different options for assessment, visual vocabulary cards, small group leveled readers with audio (summaries available in multiple languages), and interactive digital binders. Students review, extend, and assess their learning through a self-assessment at the end of each unit. Each unit integrates world problems that are culturally relevant and well balanced but may not completely meet cultural and linguistic standards specific to New Mexico.