

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	myPerspectives English Language Arts Print Consumable Student Edition 6-year access + 6-year Digital Courseware + 6-year Revision Assistant, Grade 6	Publisher	Savvas Learning Company LLC
SE ISBN	9781418366483	TE ISBN	9781418371029
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"/>
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	<input checked="" type="checkbox"/>		Average Score
			92%

Materials take into account cultural perspectives.

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

The texts include diverse experiences and voices. The materials encourage students to integrate their own experiences and perspectives.

Materials include a culturally responsive lens.

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

While materials provide diverse experiences and voices, and ask students to integrate their own perspectives, students are not asked to engage in meaningful conversations about their own culture or the cultures of others.

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.

SL Recognized	<input checked="" type="checkbox"/>		Average Score
			96%

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 include grade-level appropriate word studies that involve the teaching of Greek and Latin roots and affixes. The progression of language skills is well supported and reflective of differing reading levels.

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

Average Score

92%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

Materials align with grade level standards, and standards appear multiple times throughout the units.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align to reading standards. All reading informational and reading literature standards are addressed through texts that represent a range of text complexities and approaches.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Writing standards are taught multiple times throughout the five units. They are scaffolded to support student success.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

In the materials, students are required to engage in a variety of speaking and listening tasks though partner work, small group conversations, and performance tasks.

Materials align to language standards.

Statements of appraisal and supporting evidence:

In the materials, the language standards were scaffolded through a mentor text, provided space for students to practice with the standard in isolation, then utilized the standard in the context of a larger piece of writing.

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

96%

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 include grade-level appropriate word studies that involve the teaching of Greek and Latin roots and affixes. The progression of language skills is well supported and reflective of differing reading levels.

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:

There are a wide range of texts and noteworthy authors represented including memoirs, poetry, comic strips, magazine articles, blogs, short stories and novel options to interest a variety of readers. The text selections are also a balance between canonical and modern works.

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:

Text-dependent questions ask students to connect, infer, interpret and synthesize information from the text, supporting their ideas with evidence.

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

Statements of appraisal and supporting evidence:

Materials provide a variety of charts, handouts, and graphic organizers at varying levels to scaffold students' learning of English language arts.

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

94%

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 align smoothly with the standards for this grade level. The themes are vertically aligned 6-12, challenging students to think critically about varying perspectives and preparing them for the future.

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

Statements of appraisal and supporting evidence:

All units are consistently designed, following the gradual release model of whole class learning, small group learning, and independent learning. The units are also designed to integrate the language standards, writing, and speaking and listening into each section of each unit. A suggested pacing guide supports educators in planning instruction for each unit.

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

Statements of appraisal and supporting evidence:

Each page of the teacher's guide includes resource to support varying student levels related to the lesson. Prior to teaching each text, strategies are included to support above and below level learners. The "Decide and Plan" section of each unit provides a cyclical look at each unit providing teaching strategies, analysis, and identifying the need to reteach or move forward.

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

Statements of appraisal and supporting evidence:

The units include performance tasks, and performance-based assessments are integrated into the whole class, small group, and independent sections of the units. Assessments for each selection are included in the Realize online platform, as well as standards-based assessments for each unit, beginning-of-year, middle-of-year, and end-of-year assessments.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

There are many opportunities for technology integration into both the lessons, projects, and assessments. The materials offer extension activities that also require students to integrate technology. The Realize platform offers the entire text in a digital format, which allows students to annotate text and take notes in the text.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The teacher's manual offers suggestions for customizing instruction for individual learners. The assessments are also customizable so teachers can get the data they need to drive instruction. During independent learning, students can self-select texts. Trade books are easily integrated into the design of each unit.

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

Statements of appraisal and supporting evidence:

Units are scaffolded to release responsibility for the learning to the student, providing all students with multiple opportunities to explore a variety of concepts.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The texts include diverse experiences and voices. The materials encourage students to integrate their own experiences and perspectives.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

While materials provide diverse experiences and voices, and ask students to integrate their own perspectives, students are not asked to engage in meaningful conversations about their own culture or the cultures of others.

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 #: 52

Background and experience:

I am a Level III teacher with endorsements in Reading, Language Arts, and TESOL. For 12 years, I taught reading intervention in middle school, as well as 8th and 9th grade English Language Arts. For the last three years, I have been the English Language Arts Content Specialist for my district, supporting teachers K-12 in literacy and language arts instruction. I hold two graduate degrees in Curriculum & Instruction with an emphasis in Language, Literacy, and Culture, and study discourse and culture in literature for young adults.

Professional summary of material:

Savas Learning Company's myPerspectives is a comprehensive program that addresses all of the standards through texts representing both canonical and modern perspectives. The program is designed so students engage in writing on a daily basis, and provides anchor and mentor texts for the integration of grammar instruction in the context of writing instruction. Vocabulary lessons not only provide opportunities for students to learn new words, but also to analyze the effects of said language on the piece as a whole. The text selections are varied in cultural representation and perspective. While students are sometimes ask to consider the perspectives of the authors in the text, they are not asked to have deep, rich conversations about culture and cultural perspectives consistently. For the teacher, the materials provide instructional supports for whole class learning, facilitation of independent learning, and providing feedback during independent learning. They also provide teachers with robust suggestions for differentiation for students who are English Learners, students who are on grade level, students who need additional support, and students who are in need of acceleration.

Reviewer #: 53

Background and experience:

After working in different career fields, including nursing and cost accounting, I changed direction 13 years ago and was asked to teach college English at my alma mater. After several years, I became drawn to the idea of preparing students for college and working with them in their more crucially formative years of high school. I am currently a Level III teacher with a 7-12th grade Language Arts license and TESOL endorsement teaching 9th Grade Pre-AP English, and AVID. Next year, I will be combining my previous professional work experience as a nurse with my love of teaching English by designing and teaching an 11th/12th grade English course specifically for LPN Dual Enrollment students. This is my second year on the Materials Review Team.

Professional summary of material:

The Perspectives English Language Arts materials and online platform for 6th grade is a well-structured, consistent plan that is conscious of how the grade-level standards integrate and progress throughout the curriculum. A high level of rigor is established in the first unit and progressively increases throughout the materials, which also offer teachers the opportunity to challenge advanced students if necessary. Scaffolds for English Language Learners or students at differing reading levels are also incorporated throughout the teacher's manual to assist teachers in maintaining rigor at all levels of learning. The texts chosen for each unit are varied and engaging. They exemplify varied cultural perspectives. While students are encouraged to reflect on their own lives and personal histories, activities and assignments do not literally engage students in cultural conversations.

Reviewer #: 54

Background and experience:

I am a Level II teacher in my 8th year of teaching in 5th and 6th grade. I am TESOL endorsed and currently completing my Masters in Education at the University of New Mexico in Language, Literacy and Sociocultural Studies. I have worked with my district on curriculum mapping and development over the past few years.

Professional summary of material:

This curriculum is a strong choice for teachers looking for a well structured and cohesive model for learning. Units are planned thematically to be highly engaging and rigorous for students, and ample opportunities are provided for students to practice key writing standards as well as speaking and listening standards. Reading standards are well taught and recur throughout the program for multiple chances for learning. Multimedia presentations are incorporated as an opportunity to integrate learning and technology. The Teacher's Edition provides extensions for every lesson as well as supports for all learners including many scaffolds for English Learners. The texts include selections from well known authors with diverse voices. While students are often asked to connect the texts to their own lives, there are few opportunities for facilitated discussions or learning around cultural perspectives. I would suggest previewing the text selection *Lewis and Clark* from Unit 5 before sharing with students to ensure that the topic and discussion on exploration will be appropriate for the students in your classroom.