

LOVE

- I loathe the text choices overall... they are not culturally relevant or high interest. Online teacher component has great additional resources but not user friendly. My new teachers loved it because it gave them a framework
- Yes. We supplement with it. It's awesome - the way it's set up, the ESL supports, it has an online version so you can use virtually if needed. It follows our teks. I'm in Texas. It is easy to follow. Online tests that grade for you. The stories are pretty good too. It's good to pick and choose from.
- It also has videos and vocab supports.
- Not a fan of most of it. Was a fan of a tiny bit when we had the consumables. Now that have a class set of books, not so much at all.
- Individual Readings are really good material.
- We have it and it isn't the worst. I think teachers make or break stories.. if kids think you hate it, they hate it. It's all about delivery... A negative I will say is their online component is not the best and I download and redo every worksheet and test.
- A plus is that there are pretty good embedded close reading questions
- #1 no lesson planning needed; their editable lesson plans made the teacher front end easy. The editable lesson plans might be a a selected portion. It is my understanding that our district purchased a wide range of optional features.
- #2Another strength—many data reports are viewable. Generally speaking, English teachers don't tend to like numbers, so I can't say I found the data beneficial.
- #3 strength—no correcting. All the selection tests & exit tickets were scored digitally in the program.
- #4—I like the remediation worksheets; I offered them to my students to complete at the end of the quarters to raise low-scoring exit tickets.
- #5—I like the curriculum's inclusion of teaching ethos, logos, pathos.

HATE

- Every answer to the student workbook is available on Quizlet. Unit tests are out there too. Google your grade level and my perspectives answers.
- The website is clunky and difficult to use.
- It truly is just a textbook. It is not a curriculum, in my opinion.
 - I agree completely. The same is true of most, if not all, online or print materials. They are not curricula; they are programs and resources.
 - and they are the resources they've had forever. There is nothing to teach in depth writing or literature or grammar.
 - I agree and my students don't care for the stories at all.
 - Mine don't like them neither
- Hated it
- Horrible
- Terrible and the online Component is hard to use and not user-friendly in the least! For eighth grade the stories are old and not relatable to most students these days. It's also heavy and nonfiction for the eighth grade level.
- Not a fan on any level
- I loathe the text choices overall... they are not culturally relevant or high interest.
Online teacher component has great additional resources but not user friendly.
My new teachers loved it because it gave them a framework
- Also, like others have said. Many of the texts are very dry and/or out of date.
- The online component is not user friendly. My students have despised most of the content and we stopped trying to use it awhile ago. After having my administration try to get on as a student, and then again on my side, they gave me full permission to make my own units. We currently use a physical copy to prop up an old shelf in the corner and occasionally use the Brit Lit version as supplement (ok twice.. we used the cartoons in that one twice)
- Not a fan of most of it. **Was a fan of a tiny bit when we had the consumables.**
Now that have a class set of books, not so much at all.
- It's atrocious. It is NOT user friendly and super hard for anyone to navigate at home. The pacing is too fast and the tests are way more in depth than what they have you teach the kids in skill and grammar. Such a waste.
- Our school adopted it this year, and we all feel the same as most others are saying. The book and online site are not teacher friendly at all. The students don't like the stories. They are too long for a basal. If we had to do it again, we would "not" have adopted it. 🙄🙄🙄🙄
- Used it for one year and gave it up.

- Our school adopted this text book last year... not one of our middle school ELA teachers has even taken them off the shelf. HUGE waste of funds! It's not user friendly, text choices are awful, and the way it incorporates grammar is ridiculous
- Don't. If you have kids who struggle at all it offers nothing but a slightly easier version of the already challenging passage and no other differentiation. As you know, that differentiation part is a challenge, especially for new teachers.
- The ELL support is limited to only Spanish and assumes your students can read fluently in their native language.
- The pacing is unrealistic.
- It assumes an middle to upper middle class background and that students have foundational knowledge about a wide array of world events in order to contextualize the passage. In other words, be prepared to spent 2+ class periods every time teaching social studies in order for the kids to understand the authors purpose.
- It is also one of the few big companies that aren't offering additional, continuously updating informational text passages. Savvas hasn't updated their text selections in at least 10 years. We've been using it for 6 in our district and we previewed the new book... Same passages.
 - Can confirm. We got our (unwanted) samples yesterday, and yes, it's the same book we've been using for 5 years.
- There is little to no writing support.
- Run away as fast as you can! It's extremely difficult to navigate and most of the texts are dry and unengaging (admit there are a couple of good ones). Our school adopted it, but we ended up making copies of things from our old text books because they were better stories.
- FYI, the new "2020" copyright is basically a lie. They allegedly made some updates to their online platform, but the textbook is 100% the same as it has always been.
- Our school adopted it as well and hate it. Exactly what everyone is saying about it. Not user friendly at all! Go elsewhere!!
- Every answer to every question in the student notebook for grades 6-12 is available on Quizlet. It's broken down by unit, story, and page number. Savvas/Pearson sold this info to Quizlet.
- - The texts / topics are outdated. (6th grade has technology articles written from 2014)
- -The lessons don't always make sense with the PBA.
- -Our school has had to make a lot of adjustments as to what we are teaching and why. Need a take force to look at the structure and take things out
- - Unit tests are VERY difficult.

- - Does spend enough time building up to writing and grammar. You as teachers will have to build it in.
- For writing there is quick writes, summaries, responding to text questions and PBAs. As far as writing pieces. There is one page of grammar for most of the sections and that is it. You have to build the mini lesson that explains it more. I hardly use the book for that I take the concepts and create my own lessons (which is fine). The grammar is advanced when I lot of kids don't get basic skills. (Ex: appositives, interjections) They don't have anywhere they have kids apply grammar skills to there own writing and it is not required in the PBA. There is no build up of length in paragraphs to PBA. It goes from answering questions to full on paragraphs. Sometimes the evidence log does not even make sense with what they need for the PBA.
- There is not a huge use of building academic vocabulary.
- **We have it and it isn't the worst. I think teachers make or break stories.. if kids think you hate it, they hate it. It's all about delivery...** A negative I will say is their online component is not the best and I download and redo every worksheet and test.
 - I adjust margins, formatting and some questions. To keep kids from cheating I also rearrange questions and answers.
- 8th grade had very little fiction (and almost no poetry) and what is there isn't super engaging to my student population. It's so easy to pull supplemental non fiction from the world around us, we need solid, diverse fiction resources.
- It's not user friendly at all. Not in the teacher side or the student side. It doesn't jive well with Google classroom if you use that. We got it and HATE IT. We don't use it at all!
- Not user friendly and most texts are not engaging!
 - there are a few good ones, but overall most of them would be a hard sell for my kids.
- The texts are not highly engaging-very hard to use with readers below grade-level
- The website is clunky and difficult to navigate, the texts aren't engaging, it's the same routine over and over and the kids get bored with it, it assumes a lot of prior knowledge so you have to do a lot of frontloading, and it's too hard for most students.
- ✓ Readings are dull ✓ online textbook is click heavy ✓ outdated tech articles ✓ scant poetry ✓ excerpts are poor ✓ online textbook has an annoying banner that takes up 1/3 of the screen ✓ not enough culturally relevant material as in mostly white authors
- The writing components in each unit don't begin at the basics—making those sections useless and worthless!

- We currently are using it. We are not impressed.
- It is scripted and NOT intuitive.
 - I wouldn't call it scripted. There's no script. There's no instruction. It's a list of passages and some tests. Nothing in between. They call it a curriculum framework because it's not meant to be a one stop shop.
- It is not user friendly online. It is repetitive assignments with no real variation. The independent stories are not in the student consumables. You have to open a million tabs to get to the online version. The space for graphic organizers is very limited when it comes to the student consumables. we get new consumables every year for the kids. If not and they can only use the online version, it is not like Springboard. You can't see each student book online, you can only see when you assign them something and when they actually submit it to you.
 - the book itself is a consumable. What's new this year is a consumable student workbook with 4 copies of each graphic organizer and a student grammar workbook. The addition of these tools doesn't outweigh the my perspectives shit show.
- My biggest complaint is the gigantic consumable with units that aren't easy to rip out (something on the back.. etc). Irritating. Kids aren't willing to lug it home, and I'm not willing to let them.
- Online platform is also difficult to navigate.
- If you have on-demand writing on your state test, it in no way prepares students for that. The writing doesn't necessarily have lessons or build up to a final piece (like working on hooks, incorporating evidence, etc.), but just kind of assumes kids will know how to do most of that. My students are mostly at or below grade level, and it is impossible to use as a scripted curriculum. I pull certain stories or units and modify them, add in my own questions and activities, etc. The independent practice texts are not included in the text and as we were not one-to-one until last year, they were basically impossible to use.
- I teach 8th and I feel like there are some big standards that are not hit very well, specifically most fiction standards.
- It has no differentiation built in. They give you a passage and the test and nothing in between. This is fine for your teachers who know what they are doing, but new teachers or those struggling will be lost.
- Your special education population will suffer. The accessible level texts are ok to help them understand the passage, but they will not be able to pass the selection test with reading those alone.
- The pacing is unrealistic unless you have above grade level students. On grade level students will struggle with the pace. Once again, students in inclusion classes WILL FAIL if the teachers keep to the suggested pace.

- As far as ELL population: they assume the ELL students speak AND READ fluently in Spanish only. There is not support for any other language. The support they do offer, again, assumes they can read in Spanish. It is just grammar and does not give support in helping the students learn English with the passages.
- It assumes the students come from a middle to upper middle class background and have context for most of the passages. Your teachers will have to spend 1-2 days giving context to the passages before reading. My students asked why they had to take social studies because we did so much history and geography in English.
- They are one of the few companies that do NOT offer a constantly updating list of high interest passages. StudySynch and HMH offer hundreds of passages that aren't included in the paper textbook. They have not updated their passage offerings in 10 years, at least at the middle school level.
- Please let me know if you need more information about his terrible product.
- I am going to FIGHT for our district to adopt HMH. They have the notice and note signposts as part of the curriculum, plus multiple levels of scaffolded questions. It also has significant teacher support for in person and virtual instruction.
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Pros

There are different learning sections that break it into whole group, small group, and independent learning.

There is a common theme tying all the stories in a unit together so it makes it easy to compare them.

The ability to highlight and take notes in the text allows for everything to stay together and not get lost or disorganized.

Each unit focuses on a different type of essay writing.

Cons

Whole group learning stories are not available in a Spanish version.

Savvas is not easy to navigate. Extremely hard to find certain things.

Videos are not available as a stand alone. They are found in a sidebar of the story which can make it difficult to locate.

Story audio is also not available as a stand alone.

To access audio and video we have to log in. By the time I need it next class I have been logged out and have to take the time to log back in. This means I can't have it pulled up and ready for a sub to use easily.

The performance tasks are redundant.

The pacing that is laid out is not one that we can follow. Cutting out a large portion of the unit we will still only cover one unit a quarter.

Assignments are not easily modified for the large scale of students we have.

Curriculum assumes students can read a definition and complete an activity about it without spending time seeing examples and practicing the skill (point of view, symbolism, theme, etc.)

Tests cover skills that students have not been given adequate practice or time to master (because it's only covered once, briefly, in the curriculum unit).

Can't have a student take notes / answer questions in the book when they forget it at home.

Grammar is all over the place. Students are learning adverbs before they learn verbs, etc.

Not enough space for students to complete work in their book. Have to utilize notebook or something else. Makes them unorganized having to juggle two to three things.

Have made packets to clarify, modify, build upon, and keep students organized.