CSD 6-12 ELA Adoption

Creswell Middle & Creswell High
Spring 2022

Creswell School District 6-12 Adoption Committees

CMS Members:

- Patrick Hartsfield- 8th grade Language Arts Teacher
- Kathi Holst- CMS Special Education Teacher
- Laura Taylor- 7th grade Language Arts Teacher
- Julie Johansen- CMS Principal

CHS Members:

- Jared Wolfsen- CHS Special Education Teacher
- Deborah Handman- CHS ELA Teacher
- Jenny Collins- CHS Principal

Programs Available for Middle/High School Adoption

Publishers that CMS committee reviewed:
- Amplify Education
- Carnegie Learning, Inc (EMC)
- Edgenuity/LearnZillion
- Great Minds PBC
- Houghton Mifflin Harcourt Into Literature
- Inquiry by Design
- McGraw-Hill Study Sync
- OpenUp Resources
- Savvas Learning Company

Houghton Mifflin Harcourt (6-8)

Program Title :
Link to ODE Scorecard *(click link to download)*

1 **HMH Into Literature (Grades 6-8)**

ODE Adoption Criteria:	MEETS*
NN 1: High-Quality Text	3
NN 2: Evidence-Based Discussion in Writing	3
NN 3: Building Knowledge	3
AC 1: Range and Quality of Texts	3
AC 2: Questions, Tasks, and Assignments	3
AC 3: Building Knowledge w/ Texts, Vocab, and Tasks	3
AC 4: Access to Standards for All Students	3
AC 5: Cultural Representation	3
AC 6: Accessibility / Usability	3

* indicates **"exemplary"** program scoring of 100% on Non-Negotiable (NN) metrics as well as >90% on Alignment Criteria (AC) metrics.

Publication Date: 2022

2

Publisher Presentation Video	Q&A Video *(optional)*
Publisher Presentation (63 mins)	**Recording Link (31 mins)**
Time Stamped Notes	Publisher Response to Scoring
Video Notes	**Publisher Response**

3

Review EdReports
Into Literature (2020)

ODE Scoring

3	Meets all criteria	**1**	Partially meets the criteria
2	Meets most of the criteria	**0**	Does not meet the criteria

Clever SSO and Rostering?

(confirming)

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Clever SSO and Rostering?

(confirming)

Houghton Mifflin Harcourt (9-12)

Program Title : Link to ODE Scorecard *(click link to download)*	**1**	**HMH Into Literature (Grades 9-12)**

ODE Adoption Criteria:	MEETS*
NN 1: High-Quality Text	3
NN 2: Evidence-Based Discussion in Writing	3
NN 3: Building Knowledge	3
AC 1: Range and Quality of Texts	3
AC 2: Questions, Tasks, and Assignments	3
AC 3: Building Knowledge w/ Texts, Vocab, and Tasks	3
AC 4: Access to Standards for All Students	3
AC 5: Cultural Representation	3
AC 6: Accessibility / Usability	3

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Publication Date: 2022

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Review EdReports
Into Literature (2020) *not available for 2022 publication*

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Clever SSO and Rostering?

(confirming)

CSD Vision and Mission

CSD Vision Statement:

CSD provides multiple K-12 pathways that give each student the opportunity to reach their full potential through a collaborative approach to teaching and learning that is shaped by student voice, extends beyond the classroom, and draws the world into school.

Rigor: *CSD will provide a rigorous and broad educational experience for academic, career, citizenship, and life at every grade level that meets the educational needs of all students.*

Relevance: *CSD students and educators will collaborate in relevant, challenging, and personalized learning.*

Relationships: *CSD will nurture relationships to develop the intellectual, physical, and social-emotional learning of the whole child.*

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Formative assessments include:
Guided reading questions
Five minute assessment practice at the end of each core reading
Analyzing the text student guide at end of each reading selection
Quick check notes in the teacher's edition

Summative assessments include:
Selection tests
Unit tests
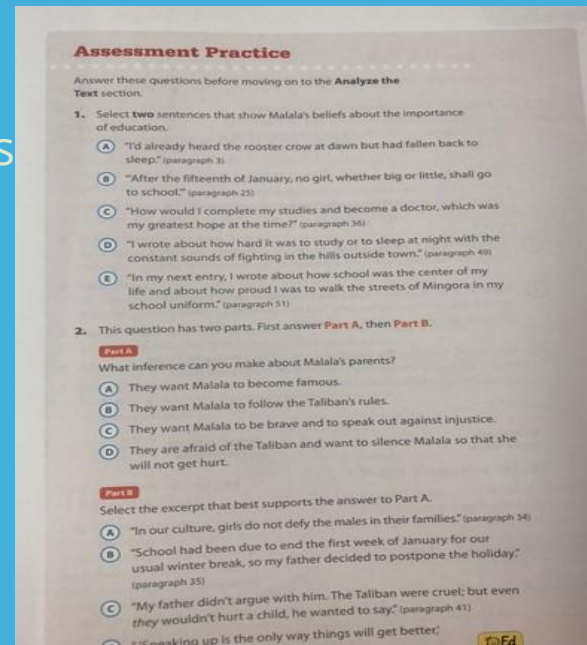Unit planning guide with customizable assessments

Assessments show skills and standards that the students are working on.

Houghton Mifflin Harcourt

Inside each student edition:

- Built in assessments modeled after state assessments and SATs
- Technology enhanced items
- Two part questions with selection and unit tests
- Performance based assessment
- Assessment reports and standards reports

Assessment Practice

Answer these questions before moving on to the **Analyze the Text** section.

1. Select **two** sentences that show Malala's beliefs about the importance of education.

   (A) "I'd already heard the rooster crow at dawn but had fallen back to sleep." (paragraph 3)

   (B) "After the fifteenth of January, no girl, whether big or little, shall go to school." (paragraph 25)

   (C) "How would I complete my studies and become a doctor, which was my greatest hope at the time?" (paragraph 36)

   (D) "I wrote about how hard it was to study or to sleep at night with the constant sounds of fighting in the hills outside town." (paragraph 49)

   (E) "In my next entry, I wrote about how school was the center of my life and about how proud I was to walk the streets of Mingora in my school uniform." (paragraph 51)

2. This question has two parts. First answer **Part A**, then **Part B**.

   Part A

   What inference can you make about Malala's parents?

   (A) They want Malala to become famous.

   (B) They want Malala to follow the Taliban's rules.

   (C) They want Malala to be brave and to speak out against injustice.

   (D) They are afraid of the Taliban and want to silence Malala so that she will not get hurt.

   Part B

   Select the excerpt that best supports the answer to Part A.

   (A) "In our culture, girls do not defy the males in their families." (paragraph 14)

   (B) "School had been due to end the first week of January for our usual winter break, so my father decided to postpone the holiday." (paragraph 35)

   (C) "My father didn't argue with him. The Taliban were cruel; but even they wouldn't hurt a child, he wanted to say." (paragraph 41)

CHS Priorities for LA Curriculum Adoption

Theme 1: Engagement

Theme 2: Culturally Responsive

Theme 3: Accessibility, Scaffolding and Support

Theme 4: Vocabulary and Background Knowledge

Theme 5: Opportunities for Text Interpretation, Analysis & Discussion

Theme 6: Writing

Theme 7: Student Voice/Relevant Student Representation
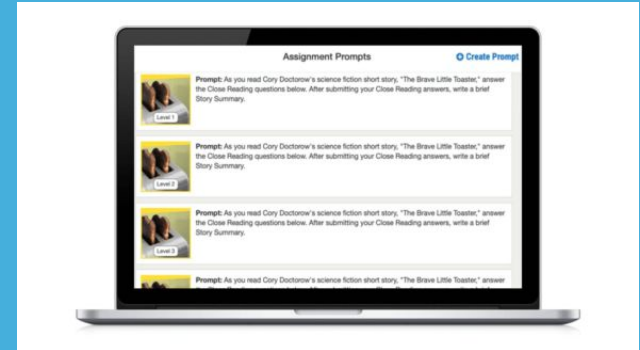
Theme 8: Assessment

**Themes are in no particular order of importance

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Theme 1: Engagement

-Systematic and explicit instruction

- Motivate to be independent learners.

-Tap into background knowledge

-Develop Academic resilience

- Encourages completion

-provides opportunities to apply content to the student's experience

CHS Staff- " Excellent layout and easy to use structure for teachers and students. Engaging texts with good blend between historical and more experiential readings."

"

Houghton Mifflin Harcourt

Theme 2: Culturally Responsive

-Texts from a wide range of cultural perspectives, worldviews, and viewpoints.

-Texts that challenge the reader and promote critical thinking.

-Access to and introduces literature from a wide variety of voices/genres.
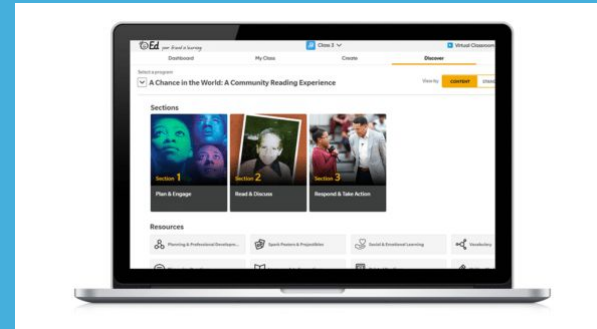
Houghton Mifflin Harcourt

THEME 3: Accessibility, Scaffolding and Support

-Curriculum is easy to navigate: chapters, lessons and supports with in the lesson are clearly lined out.

-Each chapter, unit and lesson provides scaffolding and support for students below/above grade level (differentiation).

-Embedded supports for both students and teachers.

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-Vocabulary explicitly taught within the unit/lesson

-Vocabulary referenced to the greater text, stories, novels, etc.

-Vocabulary used throughout assignments.

-Definitions and strategy clues embedded within the text.

-Identification of root words, prefix, suffix, part of speech is a part of the lesson.
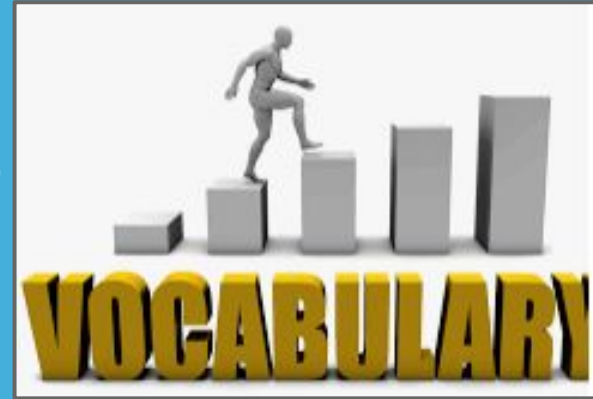
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THEME 5: Opportunities for Text Interpretation, Analysis and Discussion

-Discussion Questions: Rich, Nuanced, Deep and Interesting

-Literary experiences relevant to student lives.

-Text provides leveled questions that provide opportunities for students to enhance understanding, interpretive skills, and literary analysis.

-Text introduces students to literary terms and identifies and explains those in the text.

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THEME 6: Writing

-Writing instruction is embedded and purposeful.

-Developmentally appropriate grammar lessons.

-Sentence structure including verb tense instruction for English Language Learners.

-Includes language structure: Syntax semantics, grammar, sentence types

-Writing assignments connects to the reading.

-Clear instruction.
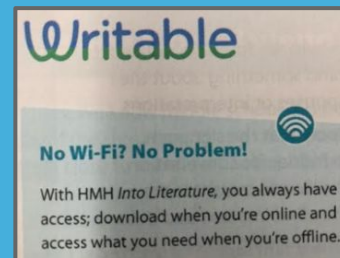
Houghton Mifflin Harcourt
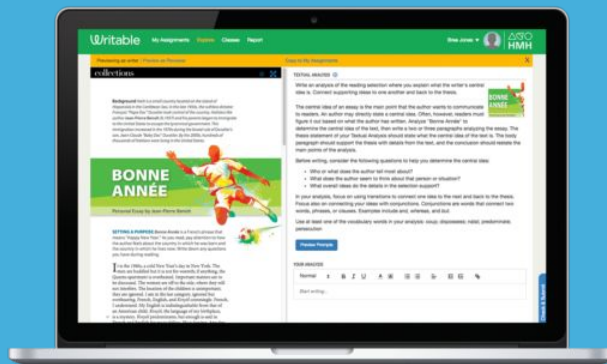
THEME 7: Student Voice/Relevant Student Representation

-The photos are recent and the quotes and graphics relevant and up to date.

-Content is interesting, includes background information, relatable topics, and literary experiences relevant to student lives.

-Activities are engaging with clear directions and discussions prompts.

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THEME 7: Assessment

-Screening and diagnostic tools provided.

-Assessments are appropriate and standards based.

- Assessments require that students demonstrate comprehension, cite-text evidence, consider deeper meaning, and use analysis.

-Assessments provide timely, accurate information with actionable insights.

HMH Components Overview

HMHCO Into Literature Resource Overview

CSD 6-12 LA Curriculum Recommendation

Based on the ODE Rubric, District goals, and the CMS/CHS Priorities Rubric, our committees' recommendation is to adopt the **Houghton Mifflin Harcourt** Language Arts curriculum at CMS and CHS for 6th-12th grades.