



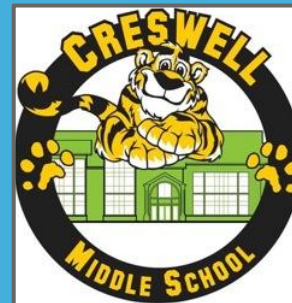
CSD LA Adoption Creswell Middle

Spring 2022

Creswell Middle School Adoption Committee

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



CMS ELA Adoption Timeline

December 15: Intro/goal setting/building the foundation of knowledge

January 19: Building the rubric

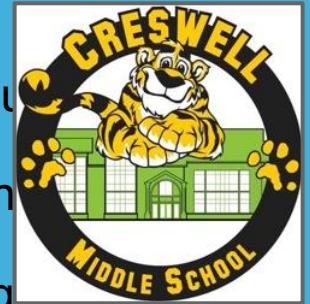
January 28: ESD curriculum review/rating

February 9: Prepping for stakeholder presentations to come February

February 10, 11, 15, 25: Additional prepping for stakeholder presentations

March 2: All CMS Staff Invited to School Presentation and Viewing

March 3: SSC Presentation and Community Viewing Opportunity



Programs Available for Middle 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)

Link to [Notes on Publishers](#)

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

1

[HMH Into Literature \(Grades 6-8\)](#)

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

MEETS*

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 Adoption Criteria:

3

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

ODE Scoring

3 Meets all criteria
Partially meets the criteria

1

2

Meets most of the criteria

0

Does not meet the criteria

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.*



CMS Priorities for ELA Curriculum Adoption

Theme 1: Engagement

Theme 2: Vocabulary

Theme 3: Writing

Theme 4: Additional Multi-tiered Supports

Theme 5: Assessment

Theme 6: User/Learner Friendly

Theme 7: Grammar

**Themes are in no particular order of importance





Themes	Connection to CSD Vision and Mission
Engagement	“learning that is shaped by student voice”
Vocabulary	Rigor: “educational experience for academic career”
Writing	Rigor: “collaborate in relevant, challenging, and personalized learning”
Additional Multi-tiered Supports	“multiple K-12 pathways”
Assessment	“reach their full potential”
User/Learner Friendly	“nurture relationships to develop the intellectual, physical, and social-emotional learning of the whole child”
Grammar	“extends beyond the classroom”



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Theme 1: Engagement

Spark Your Learning

Here's a chance to spark your learning about ideas in **Unit 1: Discovering Your Voice**.



Preview the Texts

Look over the images, titles, and descriptions of the texts in the unit. Highlight the title of the text that interests you most.



from *Brown Girl Dreaming*

Memoir in Verse by Jacqueline Woodson

How did the author find her voice when she was growing up?



from *Selfie: The Changing Face of Self-Portraits*

Informational Text by Susie Brooks

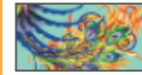
Selfies have been around a lot longer than you have!



What's So Funny, Mr. Scieszka?

Humor by Jon Scieszka

The author remembers getting called out for laughing in elementary school.



A Voice

Poem by Pat Mora

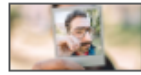
This poem explores the importance of speaking up.



Words Like Freedom

Poem by Langston Hughes

The poet expresses his desire for freedom.



Better Than Words: Say It with a Selfie

Argument by Gloria Chang

Why are selfies so popular?



OMG, Not Another Selfie!

Argument by Shermakaye Bass

Do you think selfies are bad for you? This author does.

I Wonder . . .

Why is it important to discover your own voice and make yourself heard? What feelings do you have that might get in the way?

B I U

Start Typing...



Engage Your Brain

Choose one or more of these activities to start connecting with the memoir you are about to read.

from

Brown Girl Dreaming

Memoir in Verse by Jacqueline Woodson

“When I Grow Up . . .”

Adults sometimes can make children feel that their dreams about life are silly. What would you say to someone who feels that a child’s dream is unrealistic? Share your ideas.

B *I* U ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡

Start Typing...

(You) Dreaming

Think about the title of this selection. What dreams do you have for your own life? Write or sketch a response. Give your answer a title describing you.

Kiddie Book Club

Pick a children’s book that you remember well. Then, with a group—

- share what the book is about
- discuss its importance to you

B *I* U ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡

Start Typing...

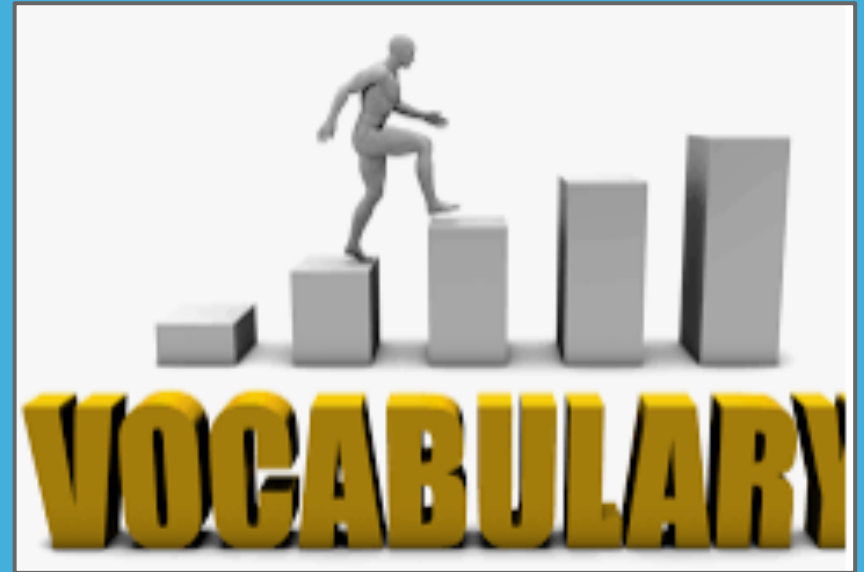
ESSENTIAL QUESTION

?
What are the ways
you can make
yourself heard?

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THEME 2 Vocabulary

- Each lesson includes vocabulary
- Includes figurative language lessons digitally
- Defines vocabulary in an easier way for students
- Explicit instruction of vocabulary words with Varied Practice and teaching roots etc.
- Frequent review

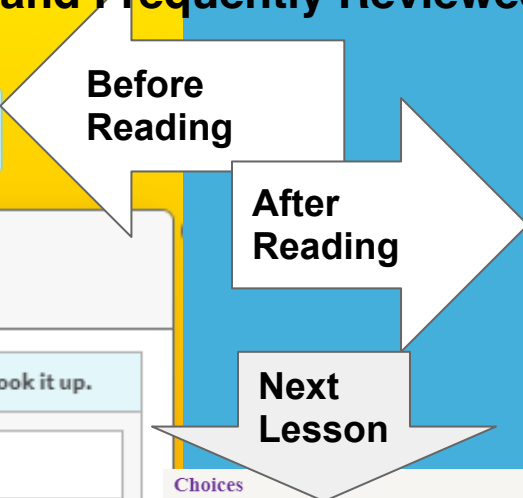


Sound Like an Expert

You can use these Academic Vocabulary words to write about the topics and themes in the unit.

appropriate authority consequence element justify

Academic Vocabulary Specifically Taught and Frequently Reviewed



Here are some other ways to demonstrate your understanding of the ideas in this lesson.

As you write and discuss, be sure to use the **Academic Vocabulary** words.

appropriate authority consequence element justify

How many of these words do you already feel comfortable using when speaking or writing? Type an x in the relevant boxes.

	I can use it!	I understand it.	I'll look it up.
appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
consequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
element	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
justify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After Reading

Next Lesson

Choices

Here are some other ways to demonstrate your understanding of the ideas in this lesson.

As you write and discuss, be sure to use the **Academic Vocabulary** words.

appropriate authority consequence element justify

Writing

So What Did It Mean?

Write a summary of the key ideas in the selection. Your summary should:

- Clearly state the key ideas presented in the selection.
- Support the ideas with evidence from the text, including print and graphic features.
- Exclude personal opinions or judgments.
- Include a variety of sentence types, using commas correctly.

Social & Emotional Learning

Describe a Connection



Write a brief, formal letter or email to Jacqueline Woodson that describes a meaningful connection you found between your life and an idea or event in her memoir.

- 1 Include the date and the name and address of Jacqueline Woodson.
- 2 Use the body of your letter to describe the connection.
- 3 What ideas or events in the memoir are meaningful to you? Provide details that will help Woodson understand the connection.
- 4 Revise and edit your letter to ensure that you've used a formal style. Eliminate slang, spell out any contractions, abbreviations, or "text speak" you may have used, and

Specific Vocabulary Practice with a Variety of Strategies

Vocabulary Strategy

↳ Denotation and Connotation

For More Help

[Interactive Vocabulary Lesson: Denotation and Connotation](#)

The **denotation** of a word is its definition. Words can have multiple denotations. *Feeling*, for example, has multiple meanings:

- He lost the **feeling** in his left toe. (sense of touch)
- She likes the **feeling** of the cool breeze. (a sensation)
- The poem gave her a **feeling** of peace. (an emotion)

The **connotation** of a word, however, is the emotional response or set of associations it evokes. Consider this sentence:

Dürer looks **haughty** and confident. . . .

Expand Your Vocabulary

Which vocabulary words do you feel comfortable using when speaking or writing?

reflection haughty span prim

Use as many vocabulary words as you can in a paragraph about taking selfies.

B I U ≡ ∷ ≣ T A Ω

Start Typing...

As you read *Selfie*, use the glossary definitions to learn the vocabulary words you don't already know.

Expand Your Vocabulary

PRACTICE AND APPLY

Complete each sentence to show the vocabulary word's meaning.

1. The **reflection** in the car's rearview mirror showed

B I U ≡ ∷ ≣ T A Ω

The reflection in the car's rear-view mirror showed

2. A **haughty** salesperson is less likely to make a sale because

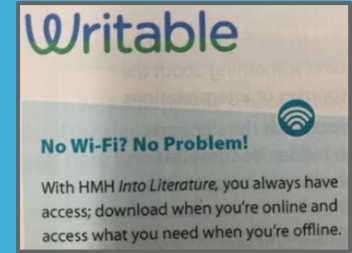
B I U ≡ ∷ ≣ T A Ω

A haughty salesperson is less likely to make a sale because

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THEME 3 Writing

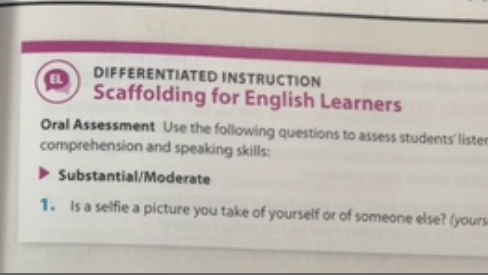
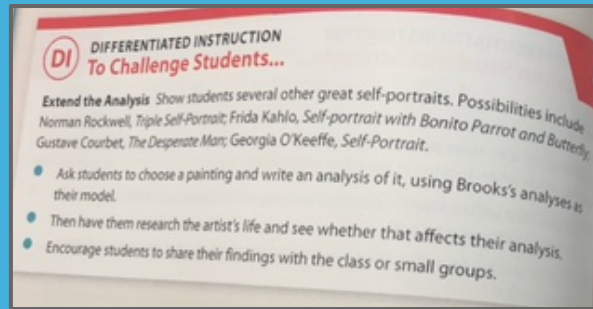
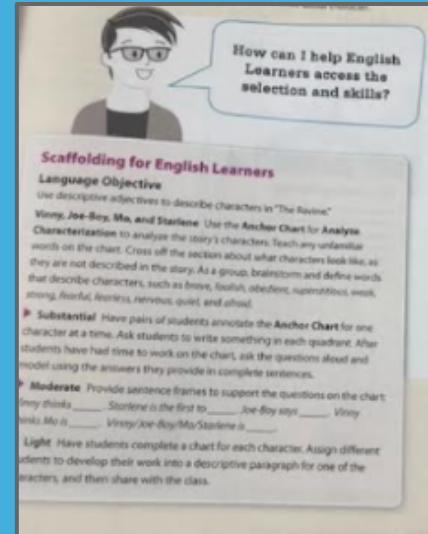
- Many opportunities of a variety of writing styles are provided.
- Graphic organizers and writing aids are included.
- Note-taking is taught as a skill.



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THEME 4 Additional Multi-Tiered Supports

- For students who for whom reading is a challenge:
 - Guided skill practice their appropriate lexile score.
 - Audio read along with highlights available for online articles
 - Graphic organizers that help students track events in a text
- For English as a second language learners:
 - Many texts and teaching are provide in both English and Spanish
 - Multilingual glossaries are provided
- For students who need extra challenges:
 - More rigorous texts are provided
 - More difficult assignments

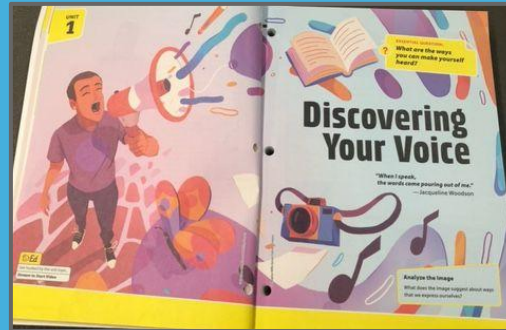
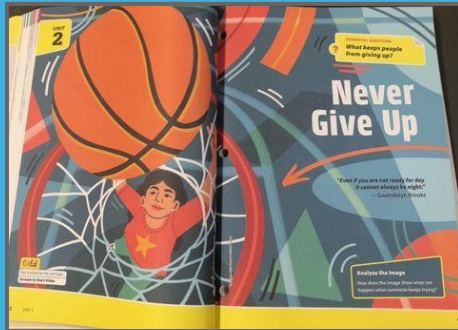




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THEME 5 Assessment

- Online quizzes
- Auto graded reading quizzes
- Multiple choice assessments that are short
- Includes 3 different types of diagnostics



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 1)
 - 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 40)
 - 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 11)
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 10)
 - 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)

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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

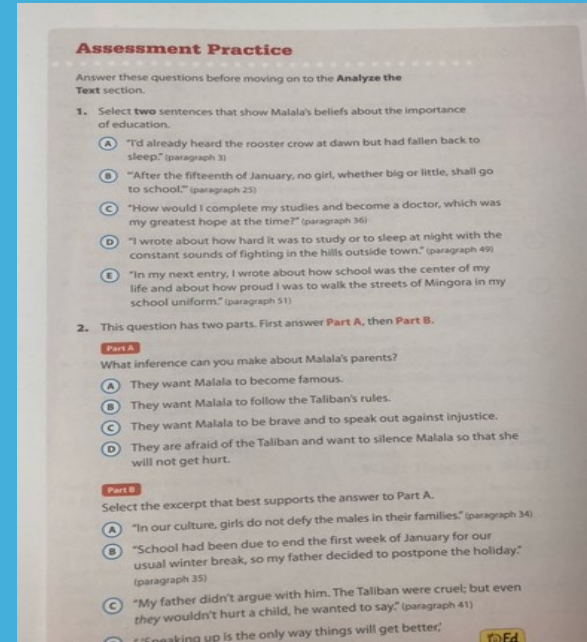
Unit planning guide with customizable assessments

Assessments show skills and standards that the students are working on

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Inside each student edition;

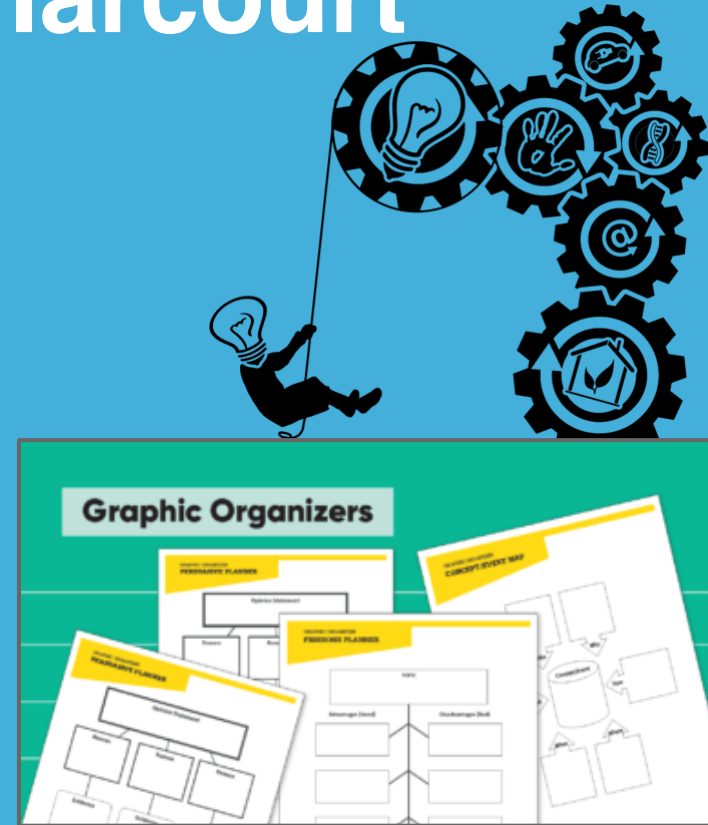
- Built in assessments modeled after state assessments and SATs
- Technology enhanced items
- Two part questions with selection and unit tests
- Performance based assessment
- Assessment reports and standards reports



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THEME 6 User/Learner Friendly

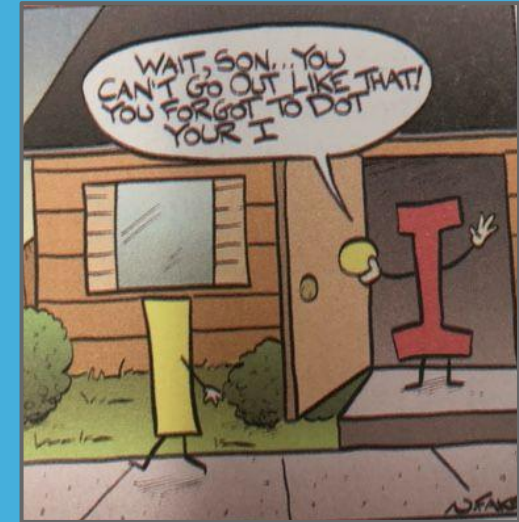
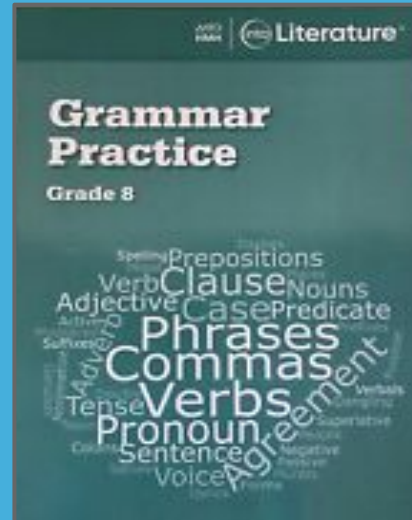
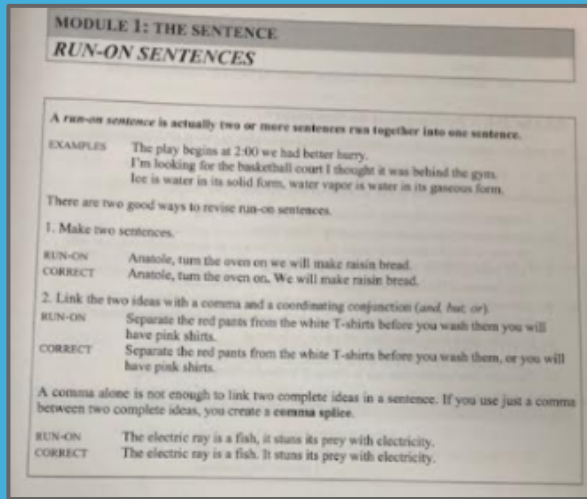
- Has a teaching pacing guide—realistic and allows you to customize.
- The curriculum allows for some flexibility of what is used (novels, short stories aligned to theme, online options and current events)--helps you to integrate novels and independent texts for whole group and small group reading.
- The online piece easily links to Google Classroom
- Teacher manuals give informative information and skills to do with students.
 - Online Teacher's Corner with information and tutorials for teachers
- Electronic version, consumable, and hardback text



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THEME 7 Grammar

- Stand alone Grammar Practice book that reviews and introduces grammar
- Grammar book and grammar practice throughout student editions
- Connect with the anchor text.
- Covers a wide variety of concepts



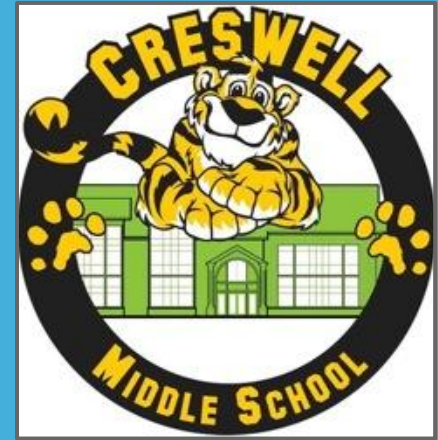
CMS ELA Curriculum Recommendation

Based on the ODE Rubric, District goals, and the CMS Priorities Rubric, our committee's recommendation is to adopt the **Houghton Mifflin Harcourt** English Language Arts curriculum at CMS for 6th-8th grades.



Where do we go from here:

1. Gather [feedback](#) from staff and community members
 - March 3 SSC Meeting on Zoom @ 6:00-6:45
 - March 3 In-person @ 6:45-7:15, CMS Cafeteria
 - Email from CMS including links to slides
2. Make a proposal to the Creswell School Board



Thank you for viewing the CMS language arts curriculum adoption recommendation

Please provide feedback and questions through this [short survey](#):

Additional Questions: (541)895-6090
jjohansen@creswell.k12.or.us