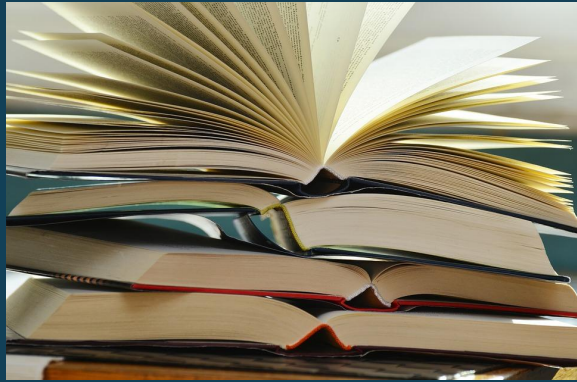




Woodland Middle School English Language Arts Curriculum and Materials Recommendation



May 23, 2017

Three Key Shifts of the Illinois Learning Standards for English Language Arts (ELA)

1. Regular practice with complex texts and their academic language
2. Reading, writing, speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

MS ELA Pilot Team

6th Grade

- Carrie LaPorte
- Chermille Zoglman

7th Grade

- Stephanie Hamrick
- Kayse Lavin

8th Grade

- Kris Driscoll
- Nicole Danielson (FY17)
- Kathy Shinnors (FY16)

6th - 8th Grade ELA Standards and Curriculum Work FY15

English Language Arts - 7th Grade

Year-at-a-Glance - Revised April 2017

Overarching Goals Throughout Each Unit of Study

RL.7.1/RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RL.7.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.7.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter or Unit	Transfer Goal Based on Priority Standards	CCSS ELA Priority Standards Assessed on the Performance Assessment	CCSS ELA Supporting Standards Directly instructed and formatively assessed during the quarter	Performance Task
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Unit 1	Students will be able to read and analyze narrative text citing textual evidence to support their analysis <i>and develop a strong sense of vocabulary</i> . Students will be able to produce clear, coherent narrative writing.	RL 7.1, 7.2, 7.3, 7.4 W 7.3, 7.5	RL 7.5, 7.6, 7.7 RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.7 W 7.4, 7.5, 7.6, 7.9 SL 7.1, 7.6 L 7.1, 7.2, (7.4, 7.5 vocab standards)	Fish Cheeks Narrative Assessment - Read short story and answer vocabulary and analysis questions. - Provide supporting evidence from the text. - Write narrative from a different character's point of view using effective narrative techniques.
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- **Fall FY 15** – Evaluated the Illinois Learning Standards for ELA and identified Priority and Supporting standards for instruction and assessment
- **Winter/Spring FY 15** – Began development of standards driven Year-at-a-Glance documents and performance assessments
 - In-depth review of progressions by an external consultant

Standards and Curriculum Work FY 16 - FY17

- Fall/Winter FY 16 – Priority standards unpacked enables close reading of each standard
- FY 17 – Collaborate and reflect on assessments and data and to adjust lessons and instruction

6th Grade ELA Unpacked Priority Standards - Qtr. 1	
<p style="text-align: center;">CCR Standard (Anchor)</p> <p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p style="text-align: center;">CCSS Standard (Grade-Specific)</p> <p>CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
Concepts and Nouns (What do I want students to know?)	Skills and Verbs (What do I want students to do?)
<ul style="list-style-type: none"> ● Evidence ● Analysis ● Text ● inferences 	<ul style="list-style-type: none"> ● Cite ● Support ● Drawn from
<p style="text-align: center;">Vocabulary for Teaching and Learning - Define academic vocabulary for a common understanding</p>	
<ul style="list-style-type: none"> ● Evidence ● Analysis ● Inferences ● Cite ● Support ● Drawn from ● Explicit 	
<p style="text-align: center;">Learning Targets (I can...)- Student friendly language</p> <p style="text-align: center;">Transfer Goal What we want students to be able to do when they confront new challenges.</p>	
<ul style="list-style-type: none"> ● I can cite textual evidence. ● I can identify deeper meanings in a text by drawing inferences. ● I can use evidence to accurately support the analysis. 	

Materials Selection Process

- **Winter FY 15** – Teaching and Learning began to meet with publishers and organized presentations for teachers to begin February 2015
- **Spring FY 15** – Pilot team reviewed Instructional Materials Evaluation Tool (IMET) and began using this tool to determine pilots: Pearson *Literature*, McGraw Hill *StudySync*, and HMH *Collections*
- **FY 16 – FY 17** – Pilot, review and evaluation of products

Materials Recommendation

collections



Houghton Mifflin Harcourt's – *Collections* © 2017




A Quilt of a Country

Argument by Anna Quindlen

AS YOU READ Pay attention to how the details in the text support the idea of America as "an improbable idea." Write down any questions you generate during the reading.

Shutterstock/Getty Images



America is an improbable nation built of ever-changing disparate parts held together by a notion, the notion that all men are created equal, though everyone knows that most men consider themselves better than someone. "Of all

Strengths of *Collections @ 2017*



- Rigorously aligned to the ILS for ELA
- Includes a variety of high interest reading passages
- Text complexity for each story is explained, and a variety of genres are used
- Specific language skills aligned with standards are focused on in each text
- Writing tasks are authentic Close Reading applications to engage students and have them read for a specific purpose

Strengths of *Collections @ 2017*



- Online annotation tools allow students to make meaning and draw conclusions supported by text evidence
- Informational text is linked to each collection and continually updated
- Supplemental English Workshop and GrammarNotes lessons provide additional support and instructional tools
- Variety of media lessons (news reports, ads, videos and websites) that reinforce critical analysis

Differentiation Options

- **Language Workshop** – support for ELLs
- **English Workshop** – low and high ability students
- **Xplor Magazine** – scaffolded high-interest text
- **Text in Focus Videos** – struggling readers
- **Interactive, Customizable Lessons** – low and high ability students
- **Various Assessments** – formative and summative to inform instruction and assess student needs
- **Wide Range of Teacher Resources**

39 Illinois Elem/Unit Districts Using HMH Collections 2017

Carthage Elementary SD 317

Homewood School Dist 153

Crystal Lake Cmty Sch Dist 47

Pleasantdale School Dist 107

Elmhurst Cmty Unit SD 205

What students will receive in print

Students in our regular language arts classes:

- On-grade-level textbook anthology
- On-grade-level Close Reader Consumable Workbook
- On-grade-level Performance Assessment Consumable

Students in our advanced language arts classes:

- One grade-level up textbook anthology (7th - 9th)
- One grade-level up Close Reader Consumable Workbook
- One grade-level up Performance Assessment Consumable Workbook



Cost to the District

- 6 year print/digital access for all students and teachers
- Student anthology and consumables in print and online
- Initial Professional Development (1 day)
- 10% off all materials
- **One time Total Cost – \$207,844.39**
(Budget projection is \$260,000)

Next Steps

- **May 23rd** – Present curriculum and materials to the Board of Education for review
- **June 27th** – Request the Board of Education approve the recommended curriculum and materials
- **August 15th** – Full-day of HMH implementation training for all teachers
- **FY 17 & FY 18** – Ongoing, as needed, PD from HMH including “Differentiating in a Digital Environment” and “Personalized Coaching”



In closing...

QUESTIONS

A wooden Scrabble rack is positioned diagonally across the frame, containing the word "QUESTIONS" in black letters. Each letter tile has a small number indicating its point value: Q (10), U (1), E (1), S (1), T (1), I (1), O (1), N (1), and S (1). The rack is set on a light-colored wooden surface. Scattered around the rack are several other wooden tiles with letters and numbers: 'L' (1), 'G' (2), 'C' (3), 'H' (4), 'R' (1), and 'A' (1). The background is a warm, natural wood grain.

