A decorative graphic on the left side of the page features several interlocking gears. The gears are colored in shades of yellow, teal, orange, and blue. The teal gear is the most prominent, positioned in the upper right quadrant of the gear cluster.

# 6-12 ELA Instructional Resource Recommendation

PPS Office of Teaching and Learning

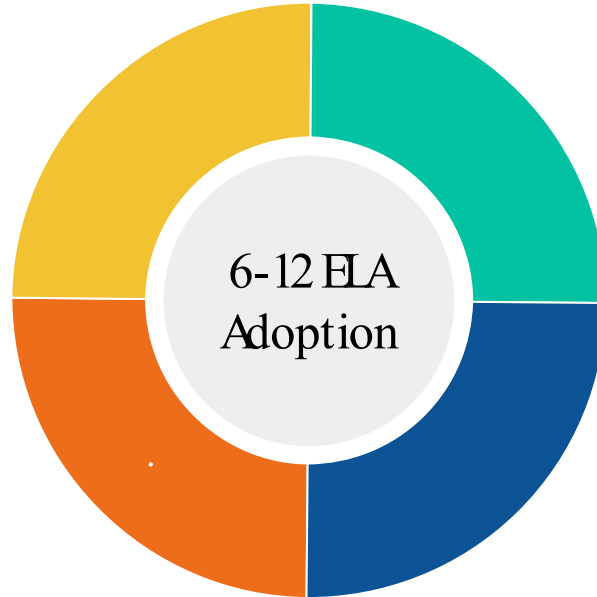
# Agenda

01

Background & Purpose

04

Recommendation  
PD Plan  
Community Engagement



02

AIR Committee  
Involvement

03

Field Testing



# Course-Correcting to the State Adoption Timeline

PPS is engaging in a corrective action plan from the Oregon Department of Education to move PPS on to their state adoption schedule and return to a regular adoption schedule (Dr. Cheryl Proctor, Deputy Superintendent)

Adopted by the [State Board of Education on 2-20-20](#)

- ELA Instructional Materials Evaluation Tool
  - [K- 2 Category](#)
  - [3 - 5 Category](#)
  - [6 - 8 Category](#)
  - [9 - 12 Category](#)

Overall adoption [timeline](#) ODE website

Adoptions	Adoption year <sup>1</sup>	Adopted Materials/Options	Grade Level/Subject
Mathematics	21/22	<a href="#">i-Ready</a>	Grades K-5
	22/23	<a href="#">MidSchoolMath</a>	6th Grade Common Core 7th Grade Common Core Compacted Year 1 8th Grade Common Core Compacted Year 2
	22/23	<a href="#">Illustrative Mathematics</a>	Algebra 1-2 Geometry Algebra 3-4
English Language Arts	22/23 Pending: 5/24/22 Board Meeting Approval	<a href="#">Great Minds: Wit &amp; Wisdom</a> or <a href="#">EL</a>	Grades K-5
	22/23 June Board Meeting Approval	<a href="#">HMH: Into Literature</a> or <a href="#">Amplify ELA</a>	6th Grade Language Arts 7th Grade Language Arts 8th Grade Language Arts
	22/23 June Board Meeting Approval	<a href="#">HMH: Into Literature</a> or <a href="#">Savvas- myPerspectives</a>	English 1-2 English 3-4 English 5-6 English 7-8
Other 21/22 Adoptions Continuing	Rolling adoptions in 19/20, 20/21 and 21/22	Foundations	K-2 Foundational Skills
	21/22	Benchmark Adelante	K-5 Spanish DLI
	21/22	SEPUP 3	6-8 Science
Additional Adoptions: <ul style="list-style-type: none"> <li>K-5 Violence Prevention (pending approval 22/23)</li> <li>9-12 Physical Education (pending approval 22/23)</li> <li>K-5 DLI Programs (internal curriculum creation)</li> <li>K-12 Social Emotional Learning (rolling adoptions in 22/23, 23/24 and 24/25)</li> <li>6-8 World Languages, 6-8 DLI, 9-12 World Languages, and 9-12 Continuing DLI.</li> </ul> Additional Adoptional adoptions will be occurring after the 22/23 school year in all of our remaining core content areas- these include: K-12 Social Sciences (23/24), ESL/ELP (23/24), Visual & Performing Arts (23/24), K-5 Science (planned for 24/25) and additional Health/PE Adoptions.			

<sup>1</sup> Adoption Year refers to the year that materials will be implemented in schools



# Board Goal #3 & ELA Achievement: Grades 6-8

## 3. Eighth Grade Graduate Portrait

Comparison Group	Average Reading Score	Average Math Score	Reading on track for Career and College Readiness	Mathematics on track for Career and College Readiness	Met the Threshold in Both Subjects
Total	2560	2542	59.1%	46.9%	43.9%

American Indian/Alaskan Native, Not Hispanic	2547	2512	42.9%	36.4%	38.1%
Asian, Not Hispanic	2566	2575	63.0%	59.5%	52.5%
Black/African American, Not Hispanic	2414	2361	16.7%	6.9%	5.9%
Hispanic/Latino	2496	2464	36.2%	25.0%	22.9%
Multi-Racial, Not Hispanic	2559	2545	62.2%	48.0%	46.2%
Native Hawaiian/Pacific Islander, Not Hispanic	2511	2463	30.0%	22.2%	19.2%
White, Not Hispanic	2599	2584	71.4%	57.5%	54.0%

**Board Goal 3: By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in ELA and Math (2018 -2019 baseline) to 51% meeting proficiency in both as measured by SBAC.**

# Board Goal#4 & ELA Achievement: Grades 9-12

## 4. Post-Secondary Readiness/ Ready for College & Career

Comparison Group	Passed 3 or More AP Courses with a "C" or Above	Passed 3 or More IB Courses with a "C" or Above	Completed a CTE Pathway	Passed 3 or More Dual Credit Courses with a "C" or Above	Achieved the Seal of Biliteracy	Met One or More of the Criteria
White and Asian	23.6%	26.6%	18.6%	18.6%	<5%	66.3%
Historically Underserved Students of Color	11.2%	9.6%	17.0%	22.1%	7.2%	50.3%
<b>Total</b>	<b>19.0%</b>	<b>20.3%</b>	<b>18.0%</b>	<b>19.9%</b>	<b>5.1%</b>	<b>60.4%</b>

American Indian/Alaskan Native, Not Hispanic	18.2%	<5%	13.6%	40.9%	<5%	50.0%
Asian, Not Hispanic	22.9%	26.4%	21.3%	26.5%	10.5%	70.4%
Black/African American, Not Hispanic	6.0%	<5%	14.8%	26.2%	<5%	43.6%
Hispanic/Latino	12.7%	10.0%	17.3%	18.8%	12.7%	50.2%
Multi-Racial, Not Hispanic	15.1%	17.4%	20.0%	21.9%	<5%	59.1%
Native Hawaiian/Pacific Islander, Not Hispanic	<5%	<5%	<5%	33.3%	<5%	38.1%
White, Not Hispanic	23.9%	26.8%	18.3%	17.5%	<5%	65.7%

**ELA High School (11th)  
3-year meet rate as  
measured by SBAC  
(2018-19):**

Average: 44.6%

English Learners: 12.5%  
Black/African-American:  
21.9%  
Underserved: 32.4%

**Board Goal 4: By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators**

# A Student Perspective on a Common Curriculum

During field testing, OTL TOSAs conducted a “curriculum tour” in order to give high school stakeholders a convenient opportunity to see the physical materials for each of the publisher finalists. They set up materials at each comprehensive high school for a full day to allow staff and students to pop in, look at the books, and ask questions.

At one high school, a student came in with his teacher and class to look at the curriculum finalists’ displays in his school library. After school, this particular student returned to the library alone and shared the feedback he had wanted to give with two TOSAs.

He told them materials like these are necessary here in order for students to have any kind of structure or exposure to actual work. He told them that he hasn’t read anything this year his English class.



# High-Quality Instructional Materials

Adopting high-quality instructional materials will provide educators with vertically and horizontally aligned resources that are grounded in evidence-based language and literacy practices.

- Teachers are then able to focus on instruction, including differentiation and extension, rather than spending time searching for instructional materials from various books and websites.
- Common ELA materials enable a district-wide shared focus on implementing and expanding rigorous, engaging, and culturally relevant instructional practices through ongoing professional development and using evidence of student work to reflect on the effectiveness of instructional practice.
- Use of formative and summative assessment to reflect on the effectiveness of instructional delivery will allow teachers to work together to hone practices to ensure equitable experiences and access for students in an ongoing, responsive, and relevant manner.
- Common high-quality materials provide a baseline of instructional materials to ensure all students have access to rigorous, coherent, grade-appropriate, and culturally relevant texts and tasks in ELA learning.

# High-Quality Instructional Materials

It is important to recognize that no purchased set of instructional materials will ever provide the full range of support that is needed for daily classroom instruction and differentiation and extension. **Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success** (Hattie, 2008).

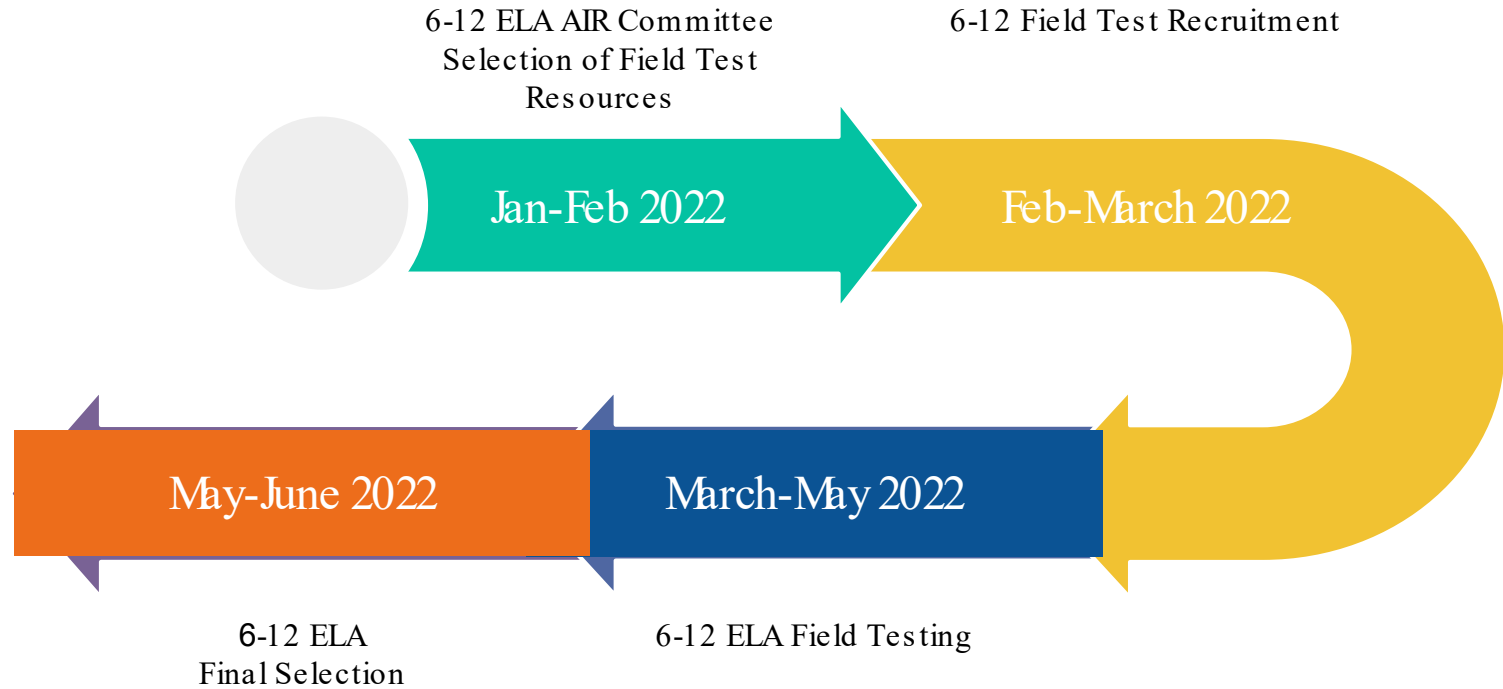
A common 6-12 ELA instructional resource allows for professional development that is strongly focused on shifting instructional practices in order to facilitate access and improved outcomes for all students, especially those who have been historically and persistently underserved. This focus on instructional practice will support the closing of the perpetual achievement gap in PPS.

Aligned Curriculum is a baseline that:

- Contains high-quality instructional materials that promote equity
- Provides structure and guidance for novice teachers
- Defines grade-level work clearly
- Serves as a common anchor for conversations about rigor and expectations
- Uses research-based practices



# 6-12 ELA Adoption Timeline Overview



# 6-12 ELA AIR Committee Participation

Grade Level	Educators from Schools (% HU)
Middle Grades 13	0- 30% (7)
High School 12	31-60% (12) 61 - 90% (4)



Advise on CORE INSTRUCTIONAL RESOURCES for 6  
8 and 9-12 Language Arts (2022)

AIR Committee:  
Purpose

- Narrow choices of state-approved vendors to two finalists to field test
- Engage in field testing and feedback process to contribute to the final recommendation for core program to the school board

Advise on SUPPLEMENTAL INSTRUCTIONAL  
RESOURCES (Fall 2022 and beyond)

- Engage in needs-assessment and recommendations for instructional resources to support and enhance the core programs



# 6-12 AIR Committee Work

Step 1

Review purpose, process,  
and evaluation tools ([ODE](#) & [EdReports](#))

Step 2

Engage in individual materials  
Review & submit evaluations

Step 3

Analyze AIR responses

**Houghton Mifflin Harcourt (9-12)** [Link to lists on Publishers](#)

**HMH Into Literature (Grades 9-12)**

Program Title & Link to ODE Scorecard: [click link in Step 4 on dropdown](#) **1**

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

Publication Date: 2022

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

**2** **Publisher Presentation Video** **3** **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 \(2020\)](#) **not available for 2022 publication**

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

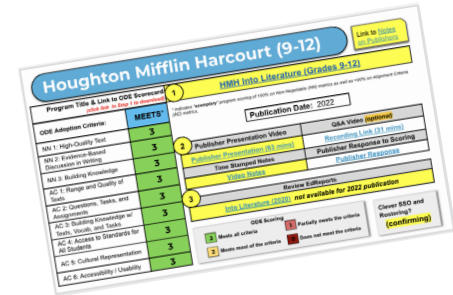
Clever SSO and Rostering? **(confirming!)**



# ODE Adoption Criteria

## For ELA Tier 1 Core

- High -quality texts
- Evidence -based discussion and writing
- Building knowledge
- Range and quality of texts
- Questions, tasks, and assignments
- Building knowledge with texts, vocabulary, and tasks
- Access to standards for all students
- Cultural representation
- Accessibility/usability



Section I: ALIGNMENT TO ENGLISH LANGUAGE ARTS & LITERACY CONTENT	Meets	%
Legal Requirements	YES	
NN1 High-quality text	YES	100.00%
NN2 Evidence-Based Discussion and Writing	YES	100.00%
NN3 Building Knowledge	YES	100.00%
Section II: INSTRUCTIONAL SUPPORT AND ASSESSMENT ALIGNMENT CRITERIA	Meets	%
AC1 Range and Quality of Texts	YES	77.78%
AC2 Questions, Tasks, and Assignments	YES	88.89%
AC3 Building Knowledge with Texts, Vocabulary, and Tasks	YES	88.89%
AC4 Access to Standards for All Students	YES	86.67%
AC5 Cultural Representation	YES	66.67%
AC6 Accessibility/Usability	YES	100.00%
<b>Overall Rating</b>	<b>MEETS</b>	



# EdReports

EdReports is a nonprofit organization that does an independent review of curriculum. A team of classroom educators, with a deep understanding of college- and career-ready standards, meet to examine materials, gather evidence, and come to a consensus on scoring recommendations for each curriculum.

The link on each publisher page takes you to the Summary of Alignment and Usability page. This gives an at-a-glance score in several “gateways.”

If you want to dig deeper into the scores, search for the curriculum and select a grade level to view.

## Refine Results

Narrow your field of results by publisher, subject, or grade

PUBLISHER

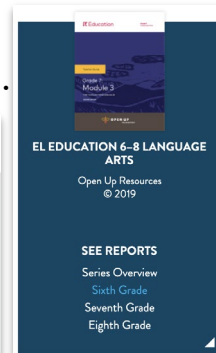
ELA

GRADE

Search by report title, ISBN, or publisher.

ENTER INFORMATION

Reports with enhanced technology information



## Seventh Grade

### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY AND COMPLEXITY

0 18 32 36

35

- 32-36 Meets Expectations
- 19-31 Partially Meets Expectations
- 0-18 Does Not Meet Expectations

#### Gateway 2: BUILDING KNOWLEDGE

0 15 28 32

30

- 28-32 Meets Expectations
- 16-27 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

### USABILITY | Meets Expectations

#### Gateway 3: USABILITY

0 15 23 25

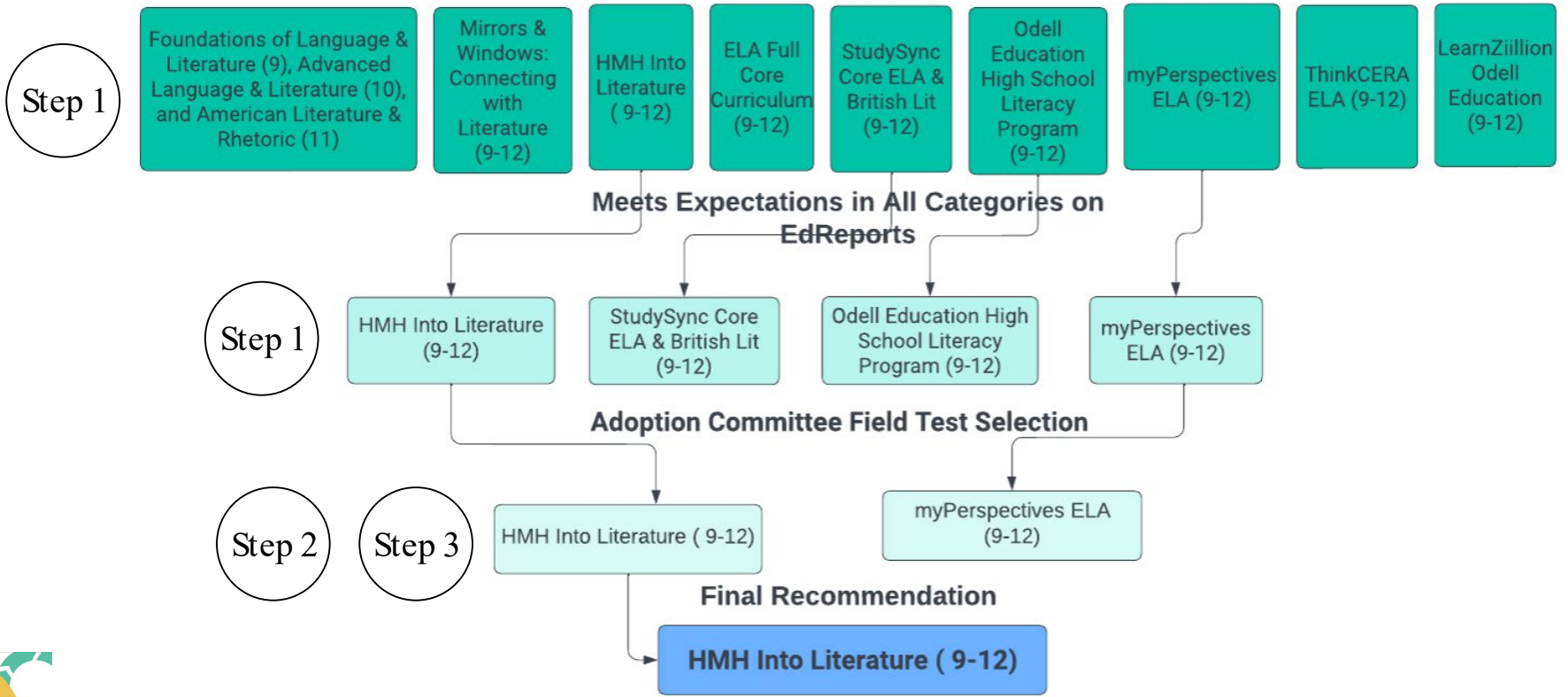
23

- 23-25 Meets Expectations
- 16-22 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

# 9-12 ELA Curriculum

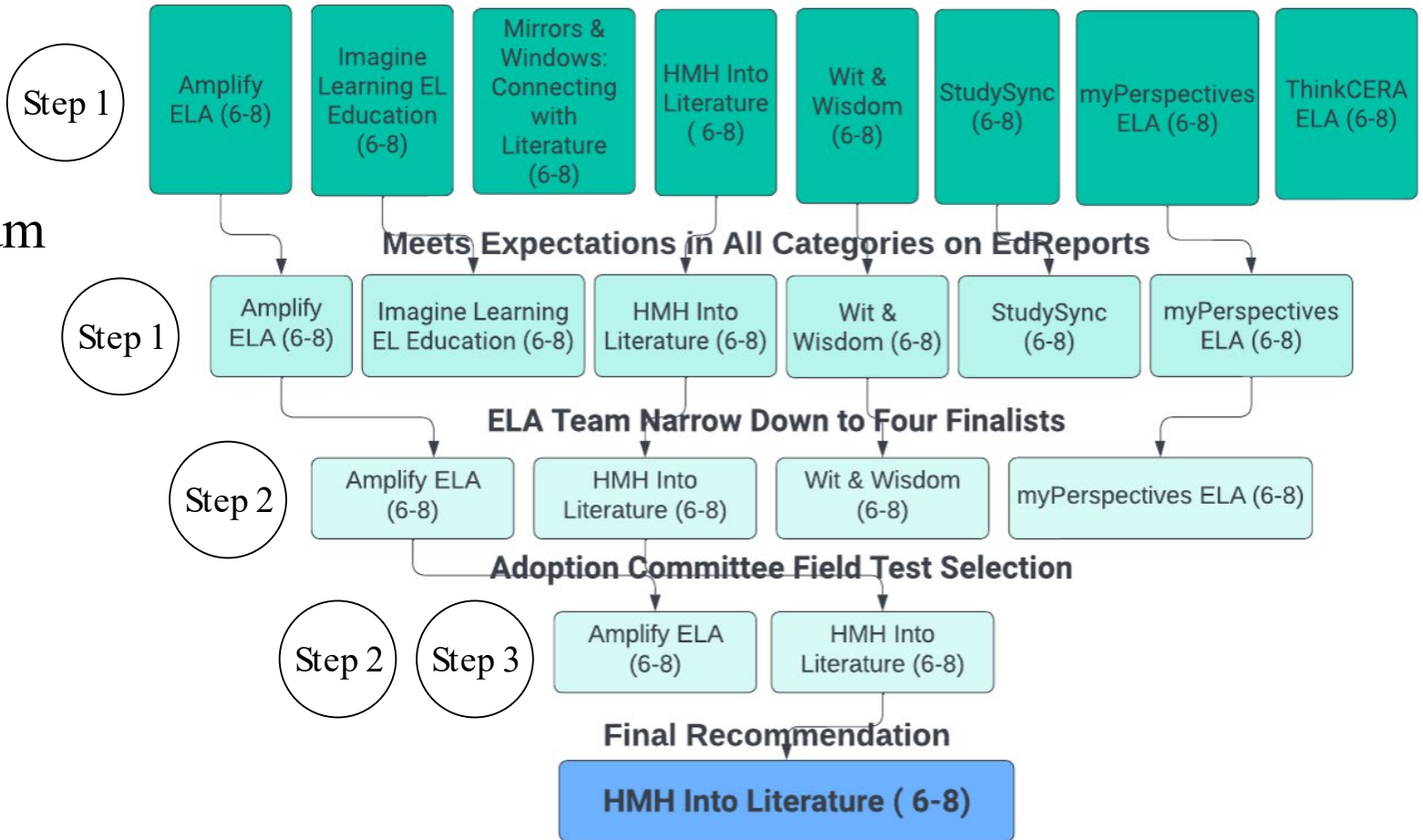
## Review

### ODE Approved 9-12 English Language Arts Curriculum



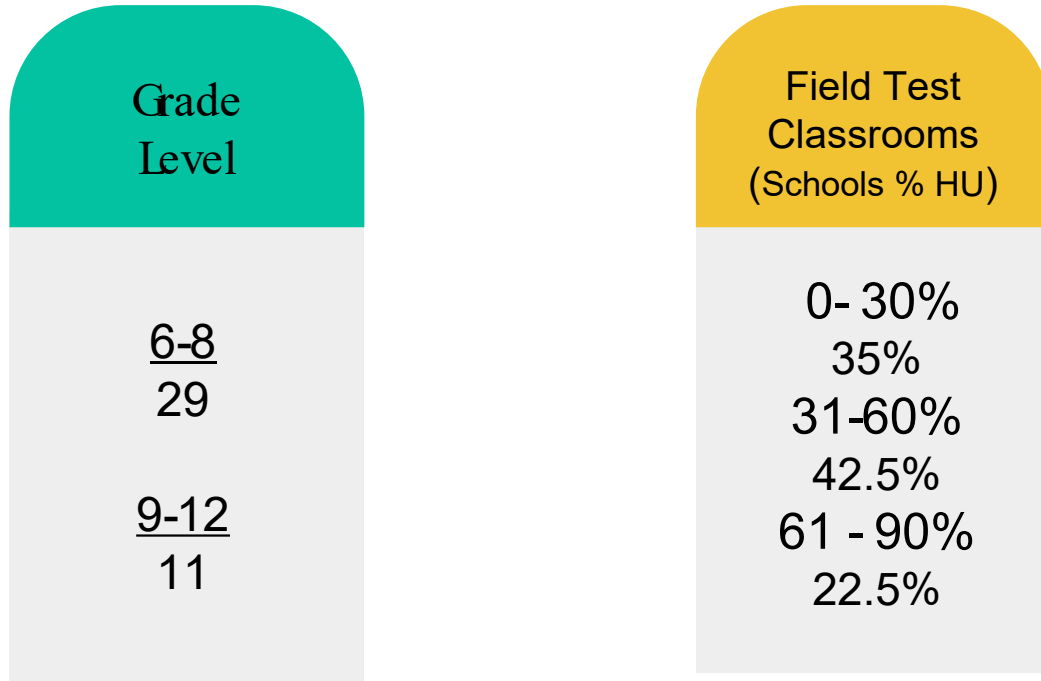
# ODE Approved 6-8 English Language Arts Curriculum (Meets All Criteria)

## 6-8 Curriculum Review





# 6-12 ELA Field Test Participation



# Field Test Teacher Professional Development

6-12 ELA  
Adoption

01

Kickoff PD led by each vendor

March

02

Weekly follow-up PD and open office hours hosted by vendors & PPS ELA Department

April- May

03

Individualized in-person support from vendors and PPS team as requested

April- May

04

Individualized asynchronous and virtual support from vendors and PPS team as requested

April-May

05

Field test teachers are able to use materials until the end of the year

April- June

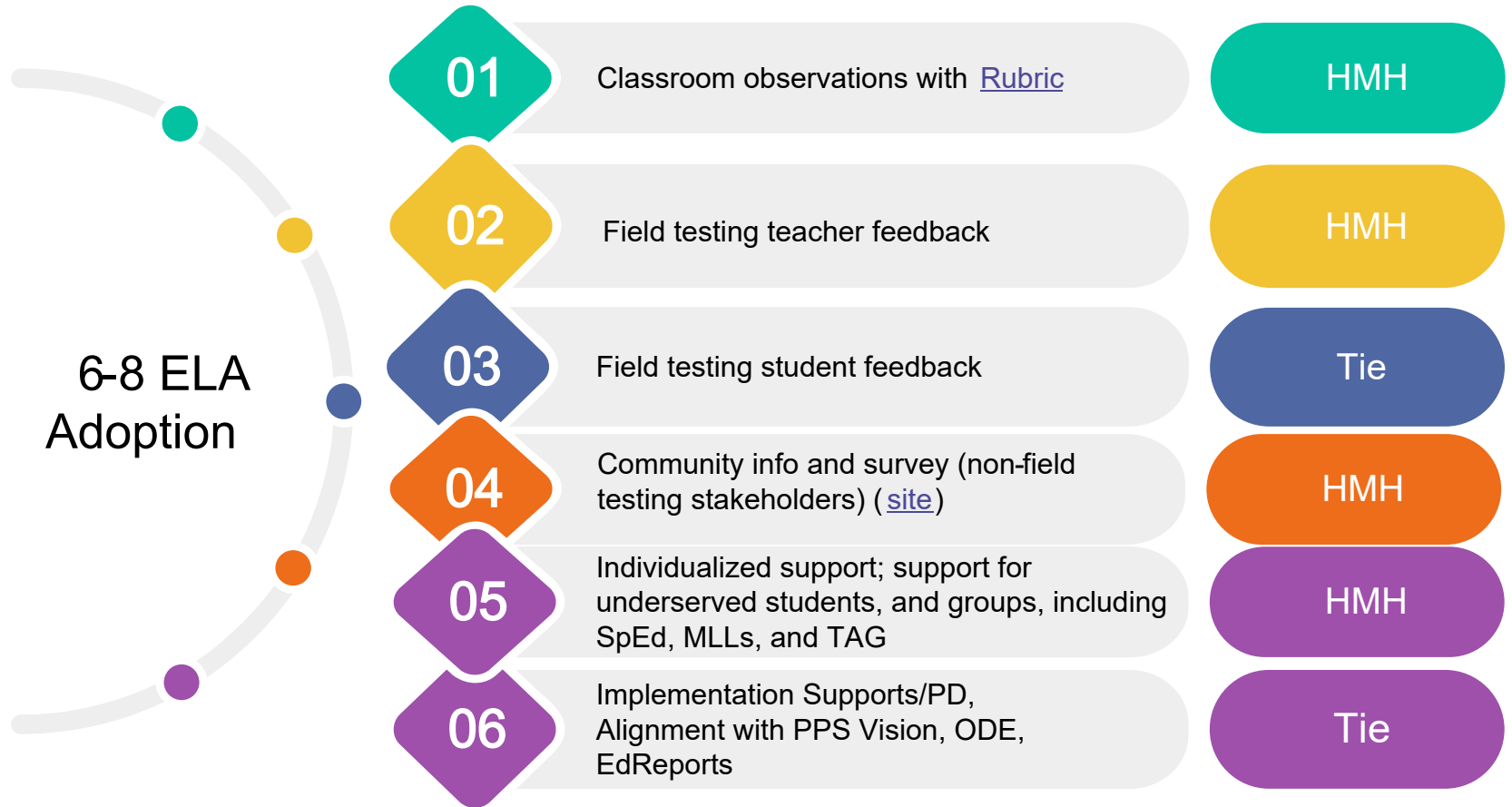


# Outreach for AIR, Field Testing, Input

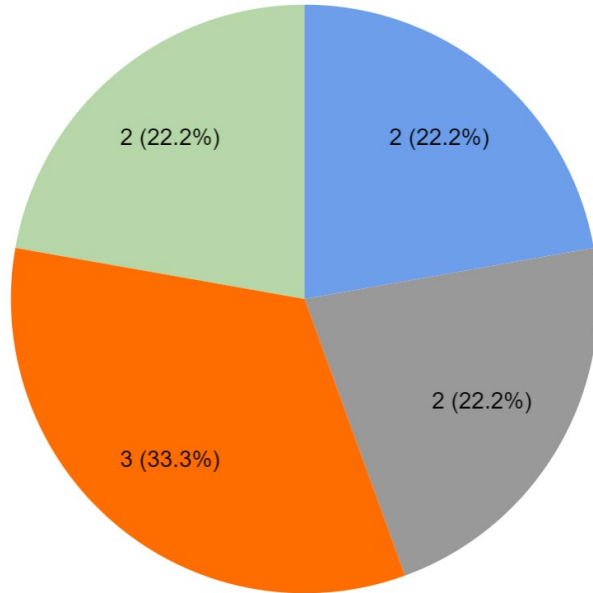
- Outreach to engage and recruit AIR members
  - Teacher comms, Admin Portal, email to ELA teacher lists
- Outreach to engage and recruit field testers
  - Teacher comms, Admin Portal, email to ELA teacher lists
- PPS outreach to invite to community night and non-field tester review (all comms)
- Personal outreach to all district RESJ partners to invite to the community night and to review materials on the district [page](#)
- Evening community night May 11 ([flier](#))
  - Each finalist vendor presented and then hosted individual breakout Q & A open to all
    - Recordings, review info, and surveys [posted](#)
- OTL TOSA “curriculum tour” to each comprehensive high school with materials displayed all day in the school library for stakeholders to view



# 6-8 Data Collection & Data Analysis Results

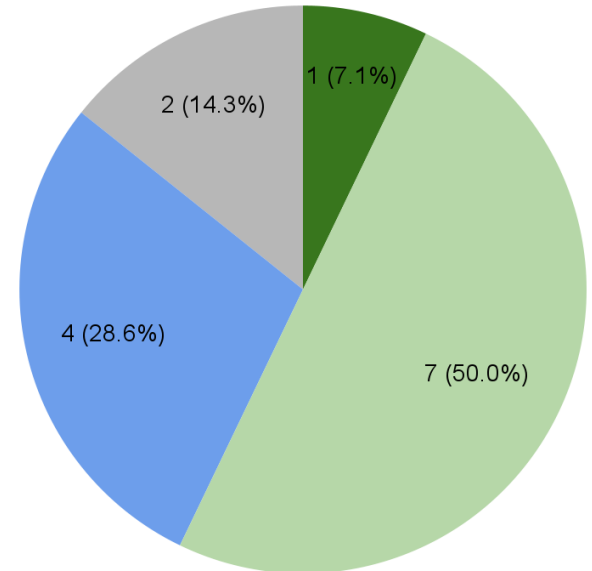


6-8 FIELD TEST TEACHER FEEDBACK: Overall, how would you rate these instructional materials COMPARED to other ELACore (Tier 1) instructional materials for English Language Arts that have been available to you in the past? (Ex: Inquiry by Design, EMC, Holt Elements of Lit...)



6-8 Amplify

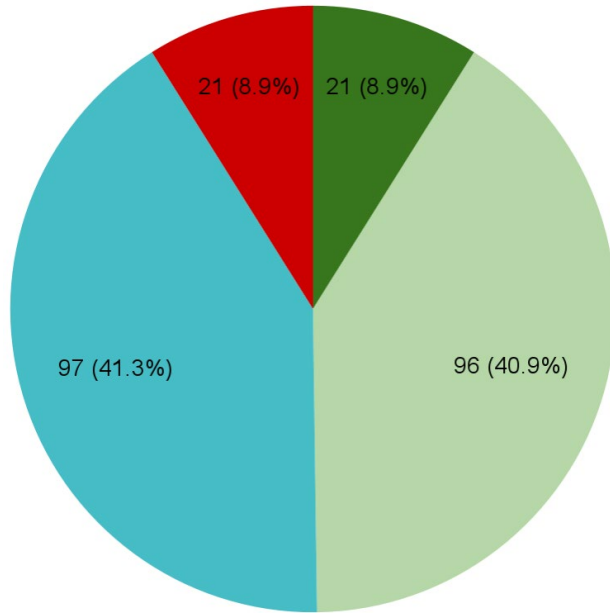
- Much better
- Somewhat Better
- The Same
- I have not had access to any other core instructional materials for English Language Arts
- Worse



6-8 HMH Into Literature

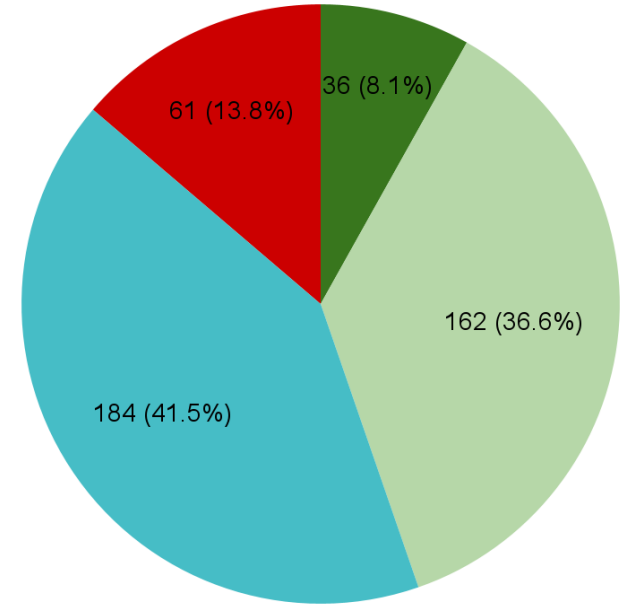


## 6-8 FIELD TEST STUDENT FEEDBACK: What is your overall rating of the instructional materials?



6-8 Amplify

- Excellent - Meets the vast majority of criteria, I really think you should buy this.
- Good - Meets most of the criteria, I think you should buy this.
- Fair - Meets some criteria, I only kind of think you should buy this.
- Poor - Does not meet the criteria, I do not think you should buy this.

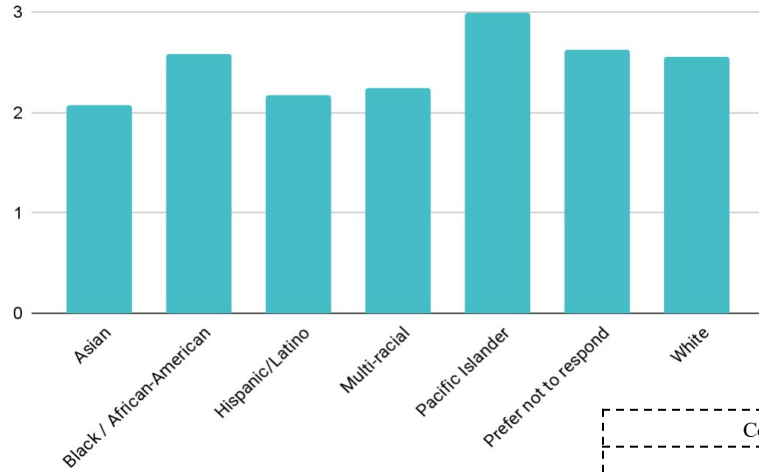


6-8 HMH Into Literature



## 6-8 FIELD TEST STUDENT FEEDBACK

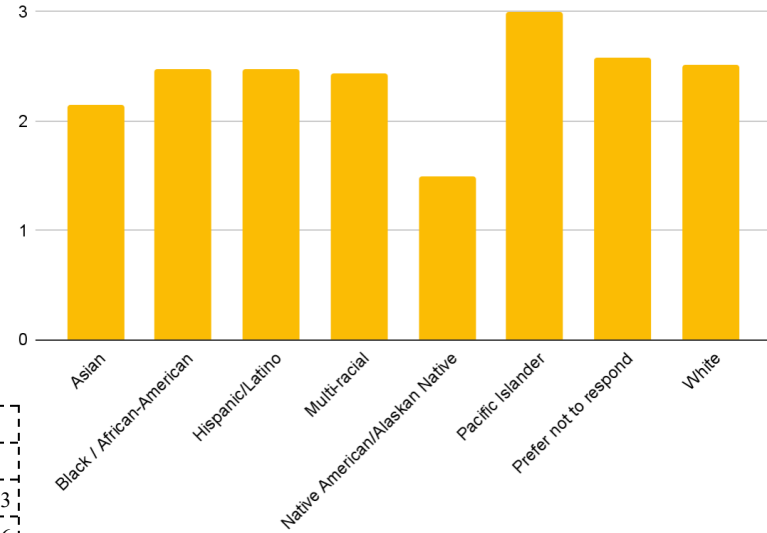
Representation: I see myself and community represented in the curriculum.



6-8 Amplify

Count by Respondent		
	Amplify	HMH
Asian	16	13
Black / African-American	29	36
Hispanic/Latino	11	95
Multi-racial	58	82
Native American/Alaskan Native	0	2
Pacific Islander	1	4
Prefer not to respond	8	20
White	112	191

4=Strongly Agree  
3=Agree  
2=Disagree  
1=Strongly Disagree



6-8 HMH Into Literature

# 6-8 HMH & Amplify Community Engagement

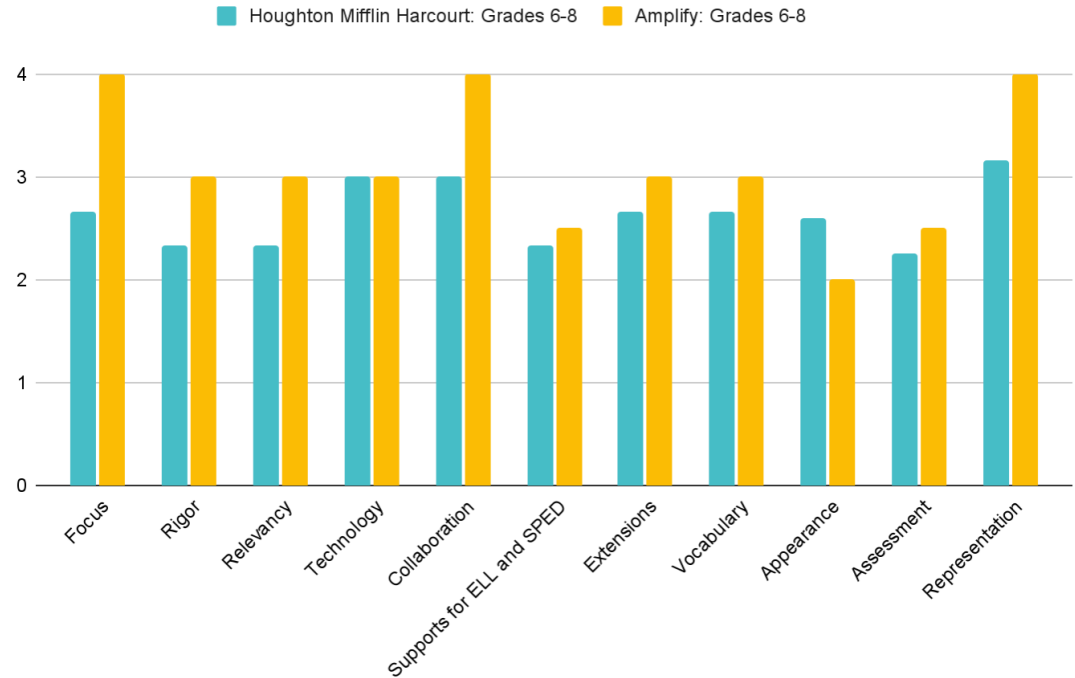
How much do you agree with the areas below being part of each curriculum?

## Engagement Opportunities

- Virtual vendor presentations: May 11, 2022
- [Asynchronous](#) recorded vendor presentations, demo log-in information, Novel text review, etc.: May 12, 2022 to May 25, 2022
- Instructional Material Review Form

Respondents:  
2- Parents  
3- Teachers

4=Strongly agree  
3=Agree  
2=Disagree  
1=Strongly disagree





# 9-12 Data Collection & Data Analysis Results

## 9-12 ELA Adoption

01

Classroom observations with [Rubric](#)

HMH

02

Field testing teacher feedback

HMH

03

Field testing student feedback

HMH

04

Community info & feedback (non-field testing stakeholders) ([site](#))

HMH

05

Individualized support; support for underserved students, and groups, including SpEd, MLLs, and TAG

HMH

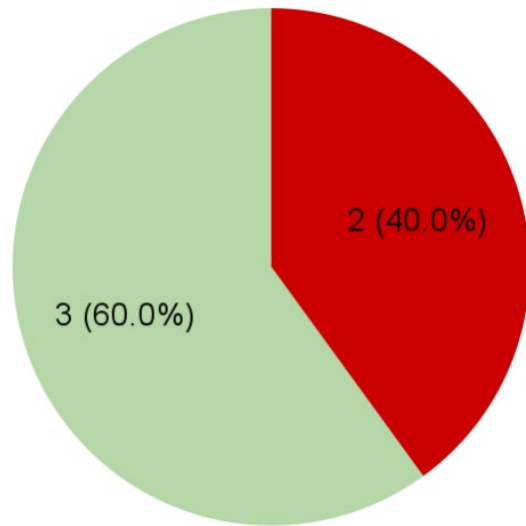
06

Implementation Supports/PD, Alignment with PPS Vision, ODE, EdReports

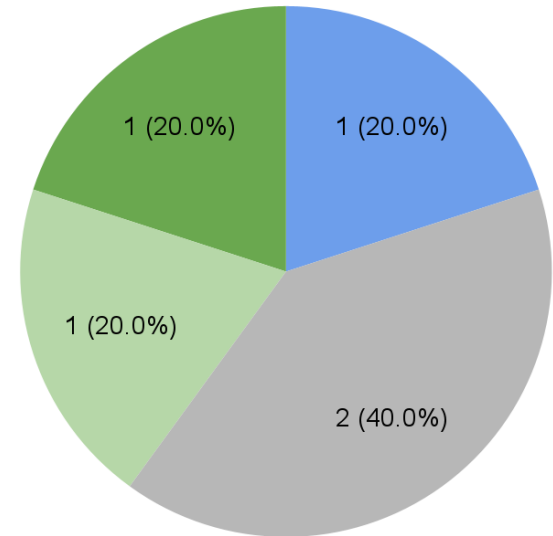
Tie



9-12 FIELD TEST TEACHER FEEDBACK: Overall, how would you rate these instructional materials COMPARED to other ELA Core (Tier 1) instructional materials for English Language Arts that have been available to you in the past? (Ex: Inquiry by Design, EMC, Holt Elements of Lit...)



- The Same
- I have not had access to any other core instructional materials for English Language Arts
- Somewhat Better
- Much better
- Much Worse

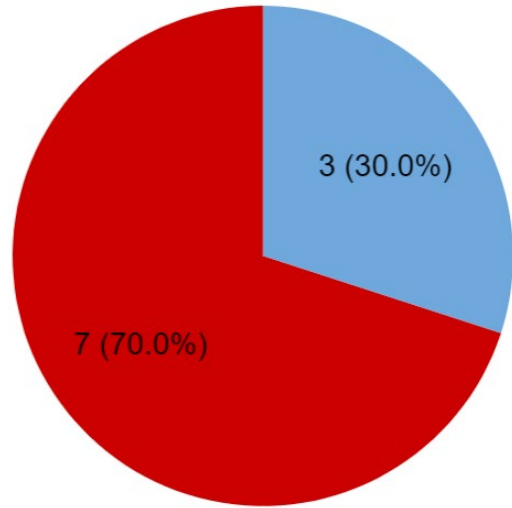


9-12 Savvas: myPerspectives

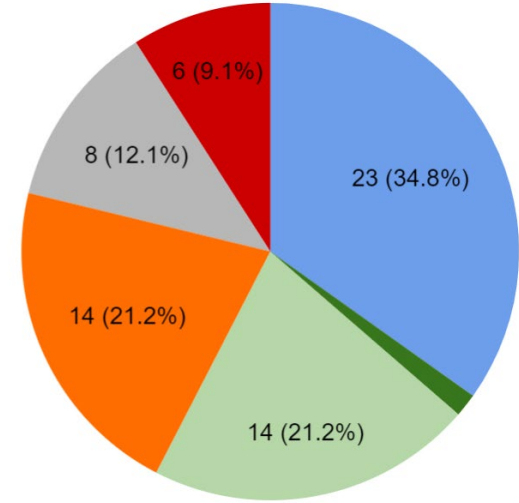
9-12 HMH Into Literature



9-12 FIELD TEST STUDENT FEEDBACK: Overall, how would you rate these instructional materials COMPARED to other ELA Core (Tier 1) instructional materials for English Language Arts that have been available to you in the past? (Ex: Inquiry by Design, EMC, Holt Elements of Lit...)



- The Same
- Much better
- Somewhat Better
- Worse
- I have not had access to any other core instructional materials for English Language Arts
- Much Worse



9-12 Savvas: myPerspectives

9-12 HMH Into Literature



# 9-12 Savvas & HMH Community Engagement

How much do you agree with the areas below being part of each curriculum?

## Engagement Opportunities

- Virtual vendor presentations: May 11, 2022
- [Asynchronous](#) recorded vendor presentations, demo log-in information, Novel text review, etc.: May 12, 2022 to May 25, 2022
- Library tour with all materials at each comprehensive high school, one day each: April/May 2022
- Instructional Material Review Form

Respondents:

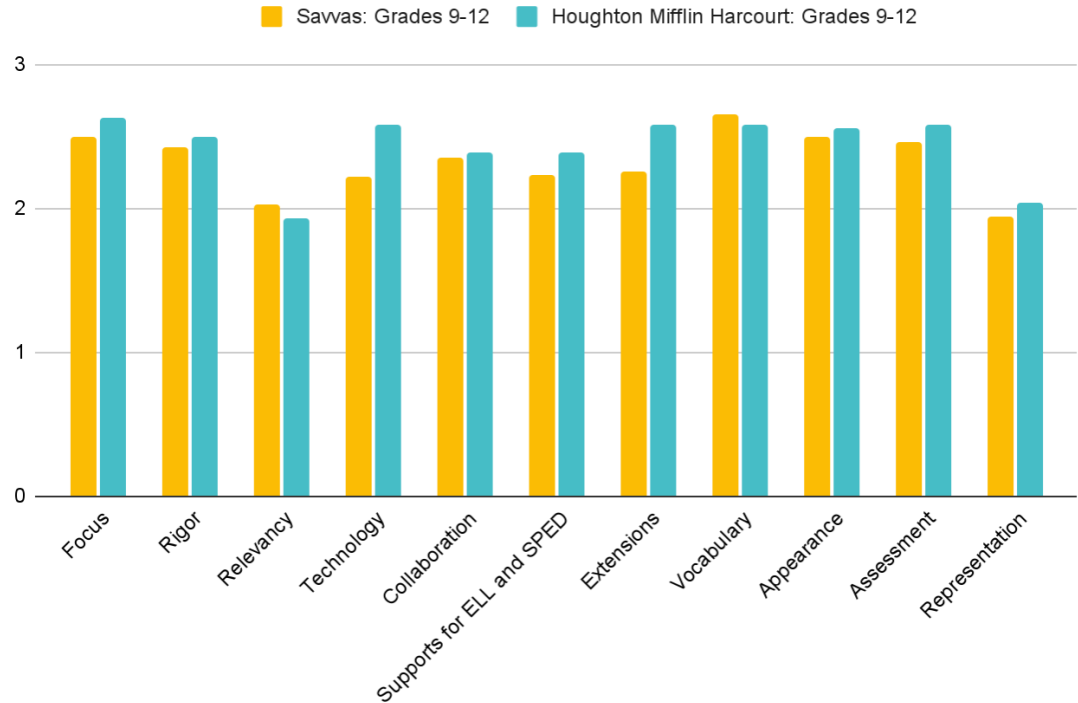
- 1- Parent
- 22- Teachers
- 102- Students
- 2- Administrator
- 3- Other PPS Employee

4=Strongly agree

3=Agree

2=Disagree

1=Strongly disagree



# 6-12 Field Testing: Themes



## Modalities & Usability

Digital/ physical/ consumable  
Layout/appearance



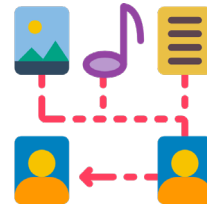
## Feedback

Writing support &  
formative capabilities



## Adaptability

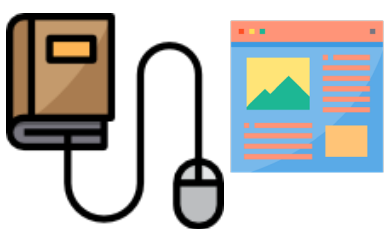
Scaffolding, differentiation, and  
extension  
Student & teacher choice &  
customization



## Program content

Instructional  
strategies, texts,  
and tasks





# Theme: Modalities & Usability

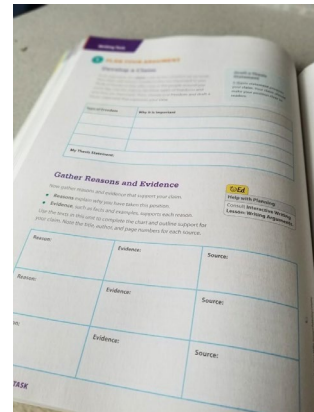
## Digital, Physical, Consumable Appearance & Layout

...engaging and adaptable digital textbook and digital writing platform that works well with Canvas, (*HS teacher*)

I think students really enjoy using both the workbook and the digital materials together. Some students prefer print and others benefit from the highlighting of text when read aloud to them. (*MS teacher*)

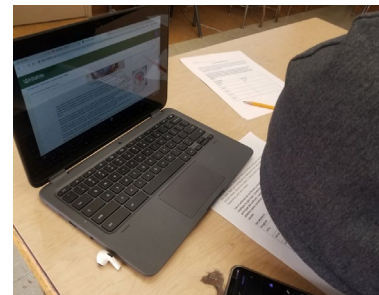
Eye-popping student friendly graphics (*HS teacher*)

The ability to have both online AND physical texts is HUGE for my students. There are other features that are amazing as well, but this feature has made a HUGE difference for engagement in my class (*MS teacher*)



The online looks just like the print, so it is not confusing to students or teachers (*HS teacher*)

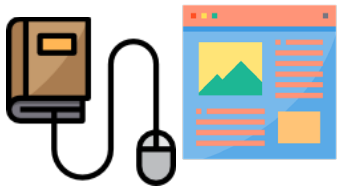
The HMH is high interest; like the graphics and color – they hook the students and even the teachers (*HS teacher*)



Liked the consumables over the digital (*10th grade student in one school*)

Students like the digital platform (*10th student in another school!*)





# Theme: Modalities & Usability

## Digital, Physical, Consumable Appearance & Layout

HMH has more colorful and engaging appearance for students and teachers (HS teacher)

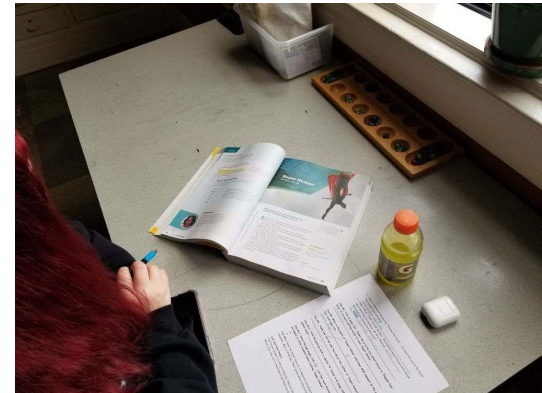
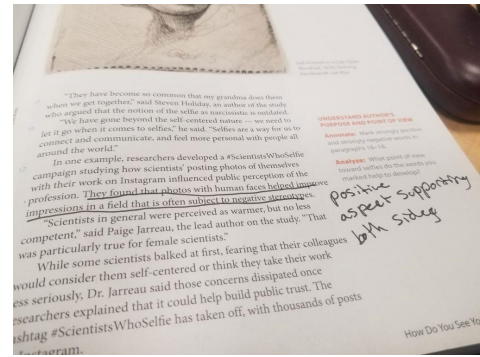
The consumables are a weight off my shoulders to have. I have worked with materials like this before in a different district and they were helpful. (HS teacher)

HMH is colorful and not overwhelming with the way space is used (HS student)

Writable because it makes guided writing on the computer easier for our students to access (HS teacher)

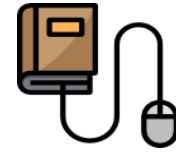
Its much more organized and it can read aloud to me which is nice (HS student)

I really like the workbook. The margins that offer annotations and embedded vocabulary work are super helpful. Kids being able to mark the text is also great. It's nice having online option, works great for self directed learners but would caution against this being the main use. (MS teacher)



# Theme: Modalities & Usability

## Digital, Physical, Consumable Appearance & Layout



which overlaps itself  
er—  
h 7

Roy Ferson as Macbeth and Tara Fitzgerald as Lady Macbeth, directed by Iqbal Khan, The Globe Theatre, London, England, 2016.

the assignment list was very helpful for organization.

It is easy to be able to look at the poem at the same time as my writing in a split screen. I like how I don't have to switch tabs

It's pretty fun. You can learn about it. You may think about it differently, but it's definitely fun for me.

I like that it is very organized. This is good so that I don't lose my work

Shows all of my assignments that i have not done yet.

Submitting assignments was pretty convenient through the actual platforms

Students on survey Q: What is a feature you have found beneficial?

How easy it was to navigate.

I think that it is nice that there are two sides to the screen so I can look at the material and respond at the same time.

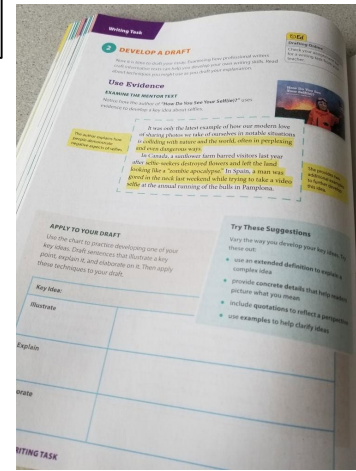
I like how everything was all in one place

T[h]e product shows how many questions you will be answering in total and presents a page that informs you if some questions will have multiple parts.

I liked everything being in one place. It was very helpful not having to open a bunch of stuff.

I liked the layout of HMH and Writable, and how it's is structured in questions sort of.

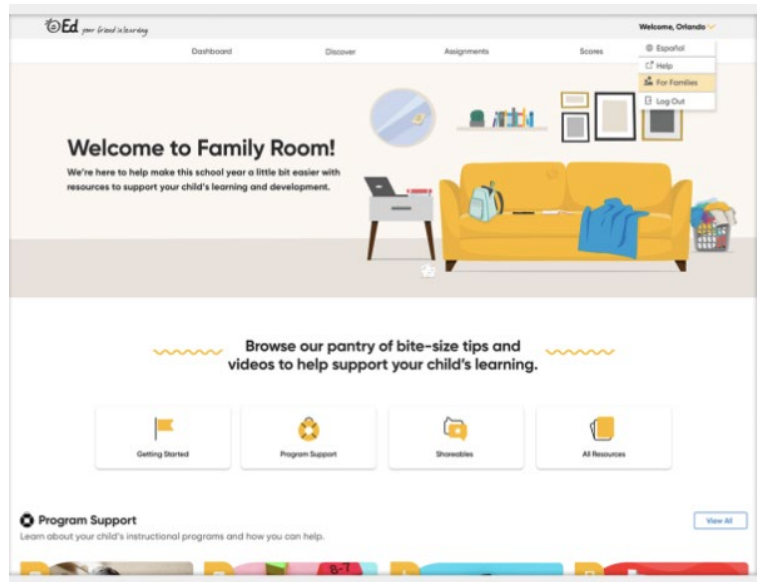
...que fue muy divertido y dinamico





# HMH Into Literature & Writable 6-12: Family/ Caregiver Experience

Family Room—a family-friendly part of the *Ed* learning platform—supports diverse learning environments and makes at-home learning more manageable for families and caregivers by providing equitable, on-demand resources to help support their children.



**With *HMH Into Literature*, families and caregivers can:**

- Access their child's learning via the student's *Ed* log in
- Find simple, helpful, and equitable at-home learning resources in both English and Spanish
- Explore tips and videos personalized to their child's learning





# Theme: Adaptability

## Scaffolding, Differentiation, and Extension Student and Teacher Choice & Customization

Notice and Note.  
Tool to help kids  
read with purpose,  
to go back into text,  
supporting evidence  
when writing (MS  
teacher)

I have found the scaffolded assignments in Writable to be helpful in supporting my struggling students. (MS teacher)

Appreciate the layered supports  
(HS teacher)

Excited about the differentiation tools and consumables available, likes the idea of tearing out sections of the consumables and the amount of planning time the text will save him. (HS teacher)

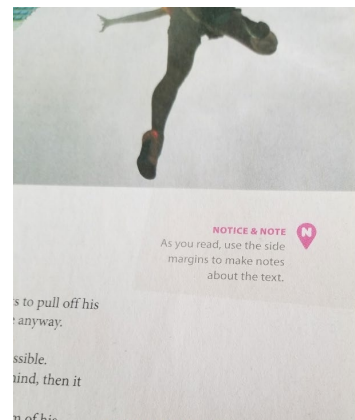
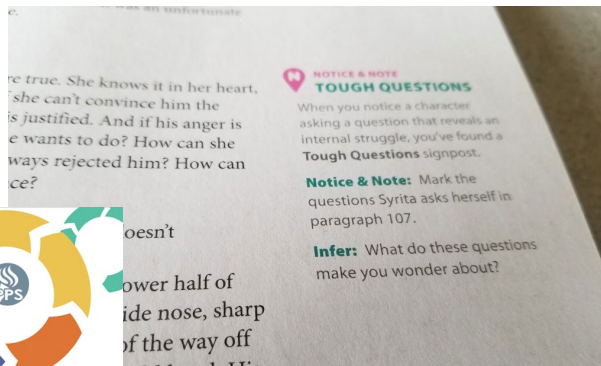
Annotating tools and guiding questions to support students critical thinking as they read texts. The prompts along the way encourage students to slow down and think about what they are reading. It takes a lot of the prep work out of it for me. (HS teacher)

Lots of access points for students with IEPs and ELLS-also high quality selections. There still could be more access points, but there were some nice visuals of the story. (MS teacher)

Notice and Note strategy embedded in all texts, student choice with assessments, numbered paragraphs, skills build upon each other, adaptive paragraph-writing frames for ELL and SpEd and TAG students...(HS teacher)

Assessment:  
Choices and  
extension  
opportunities  
(MS teacher).

HMH will be great for supporting students who have attendance issues (HS teacher)





# Theme: Adaptability

## Scaffolding, Differentiation, and Extension Student and Teacher Choice & Customization

The read aloud feature is nice, as well as live highlighting text during the reading. (MS teacher)

Like the layered units and the student choice as there are several choices per unit. The six units in approximately 6-week increments make it flexible and they can stretch out or rein in. (HS teacher)

Writable Time for Kids in Spanish. It's nice to have ready made materials about current events in Spanish (HS teacher)

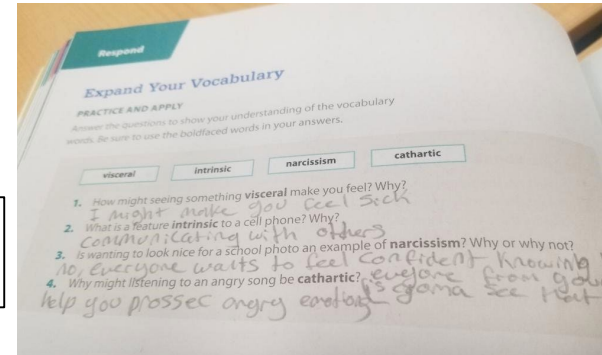
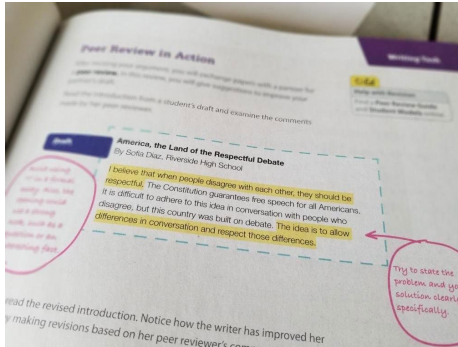
Like the consumables-says it's high interest for students, appreciates the student choice (HS teacher)

Liked the support offered in the texts (HS student)

It can read aloud to me which is nice (HS student)

Notice and Note. It's a powerful tool for close reading text. (MS teacher)

Very excited to have materials to support ELA instruction in general! (HS teacher)



# HMH Into Literature 6-12: Student Experience

## Differentiation Resources to Meet the Needs of All Learners

*HMH Into Literature* supports differentiation for striving readers, advanced students, and multilingual learners.

### Resources for Both Striving and Advanced Readers and Writers:

- Text visualizations, adaptations, and summaries so all students understand important concepts and participate in standards-based tasks.
- **Level Up Tutorials** and a selection of 180 **Leveled Texts** allow students to read at the appropriate Lexile® level and develop skills at their own pace.
- **HMH Current Event Resources** and **Higher-Order Thinking Questions** prepare students for success in AP® courses.

### Increase Multilingual Learner Proficiency with:

- Point-of-use teacher and student supports including **Selection Summaries** in Spanish, English, Haitian Creole, and Brazilian Portuguese
- **Multilingual Glossaries** on literary and informational terms in ten languages
- **Teacher's Corner** resources to help teachers identify the right support for each learner

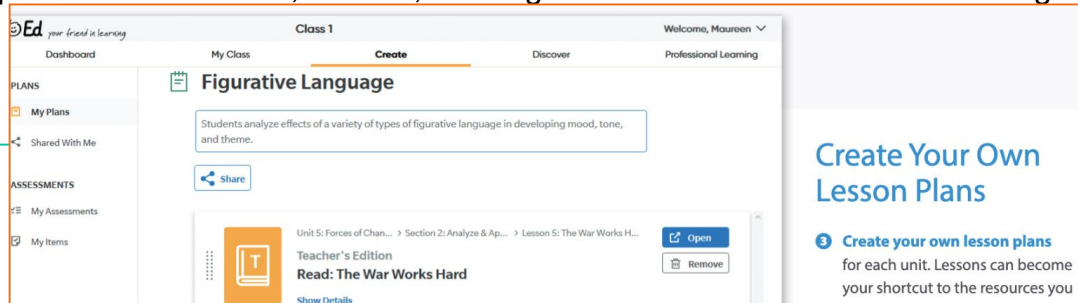


# Writable Teacher Experience

Customize every aspect of every lesson to fit your teaching. Manage student experience from point-of-use feedback to polished revisions. Throughout their writing journey, you can view students' work, monitor their progress, provide scaffolding, and offer comments.

## A Fully Supported Writing Process

- Customize support with a menu of digital tools. Decide whether students will self or peer review; access real-time feedback on grammar, structure, organization, and originality.. Scaffold assignments for English learners and Tier 2 students.
- Tailor writing assignments to meet state and district writing benchmarks and the needs of your students. Use *Writable's* templates to build any type of assessment—including multiple choice, short answer, and items based on visual, audio, and video stimuli.
- Plan instruction and monitor growth with reports based on class, student, or assignment. You can also see results organized by assignment, category, skill, or standard.



The screenshot displays the Writable teacher interface. At the top, it shows the user's name 'Maureen' and the class 'Class 1'. The main content area is titled 'Figurative Language' and contains a text box with the instruction: 'Students analyze effects of a variety of types of figurative language in developing mood, tone, and theme.' Below this is a 'Share' button. On the left sidebar, there are sections for 'PLANS' (My Plans, Shared With Me) and 'ASSESSMENTS' (My Assessments, My Items). At the bottom, there is a card for a lesson plan titled 'Read: The War Works Hard' with 'Open' and 'Remove' buttons.

## Create Your Own Lesson Plans

- 3 Create your own lesson plans for each unit. Lessons can become your shortcut to the resources you



# Theme: Feedback

## Writing Supports & Formative Capabilities

I like that there is grammar and spelling check built into the software that provides feedback to help you learn and explains why your grammar was incorrect.

I like how writable organizes the assignments.

The analysis for the reading/writing. I like knowing where I am as a student and it lets me know where I need to improve.

The ability to revise and check and self reflection on your work.

It makes you revise and look at your work before tur[n]ing it in.

### Student Surveys!

The grammar check is helpful and I like the extra features where you can do a self review or revise before you turn it in

One feature that has been beneficial has been the self-review because it makes you look at your work from a critical standpoint before turning it in.

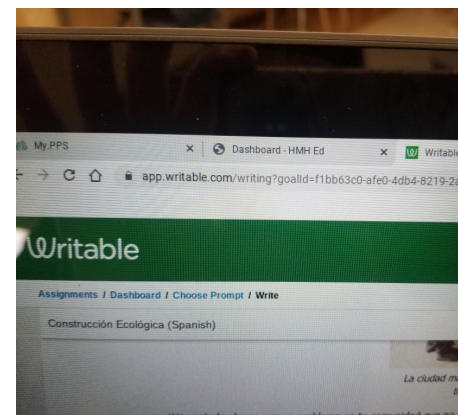
The self review because I caused me to double check my writing before I submitted it.

The fact that Writable can edit stuff. It gives great feedback, and can be used as great tool for revising.

Its corrections it does to the essay, it helps me edit stuff I normally would have passed over.

I like the editing suggestions, they're very thorough

Useful for improving grammar and seeing where you are academically.





Writable®

# Writable w/ HMH Into Literature 6-12

- Gives kids feedback in real time to help guide their writing earlier, while saving teachers time on instruction and grading.
- Helps schools organize writing around rigorous instruction and feedback for every student and teacher.
- Supports ELA curriculum, district benchmarks, and state standards with more than 1,000 fully customizable assignments and rubrics.

## Cultivate Great Writers

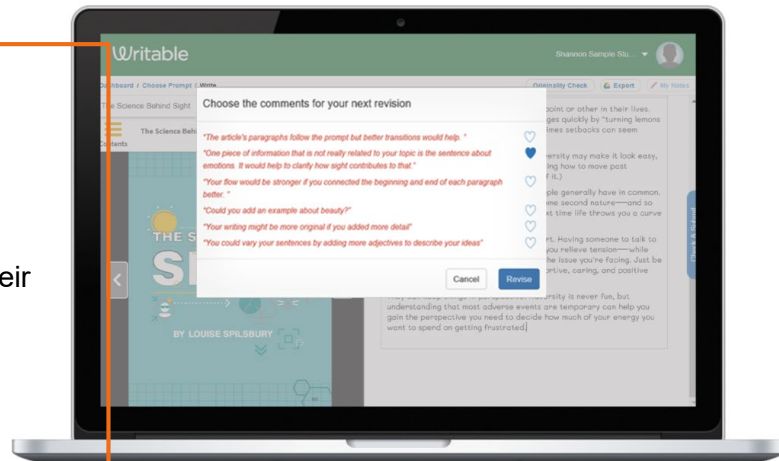
Intuitive side-by-side reading and writing assignments, annotation tools, prompts, rubrics, and comment stems.

## Support for Success

Scaffolding instruction so that students can plan, organize, and focus their writing. Real-time feedback on grammar, structure, organization, and originality.

## Track and Report Growth

Track writing growth using rubrics that adapt to your district or state assessments. See results by assignment, category, skill, or standard.



# Writable Student Experience

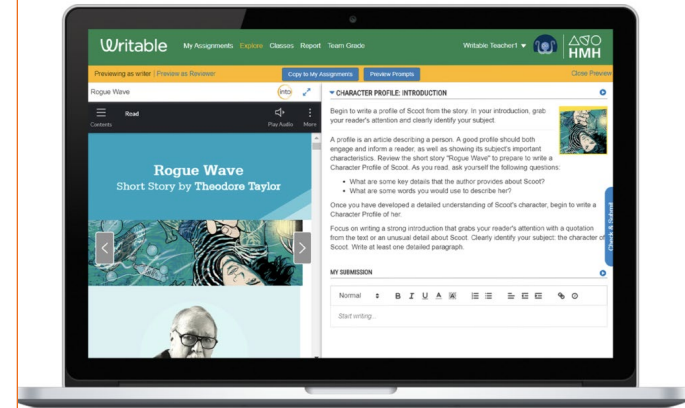
## Writable

Writable®, for students in Grades 3–12, helps schools organize their writing programs around research-backed instruction and feedback.

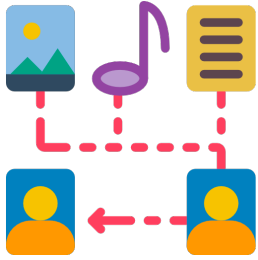
Students learn to write for an authentic audience and provide actionable, constructive feedback to each other in order to become stronger writers.

## Writing is Revising

- Point-of-use tools help students plan, organize, and focus their writing. Annotation tools, interactive graphic organizers, and rubrics allow students to easily cite evidence from the text.
- Intuitive tools encourage students to revise their writing to create a polished draft. Anonymous peer review with comment stems and RevisionAid artificial intelligence feedback are readily available to help students improve their revisions.
- A personalized dashboard allows students to launch their own assignments as writers and reviewers. They can easily track their progress and monitor their own growth.







# Theme: Program Content

## Instructional strategies, texts, and tasks

The topics are more diverse; caught your interest (HS student)

I really connected with the poems for example hanging fire and the summer of his fourteenth year. (MS Student)

It's pretty fun. You can learn about it. You may think about it differently, but it's definitely fun for me. (MS Student)



Stories were included that are less commonly used in the classroom (HS student)

it's very easy to understand (HS student)

The questions with the text seem challenging. (10th student)

I get introduced to more songs and poems. (HS student)

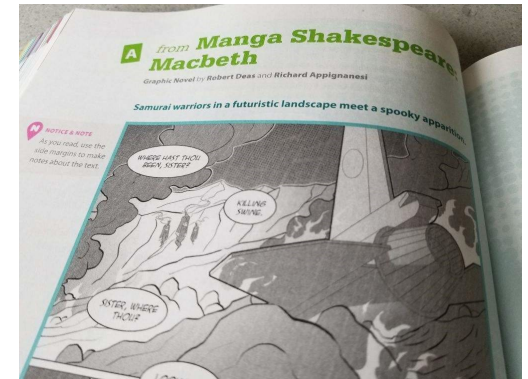
Its interesting to learn new stories about peoples lifes (MS Student).

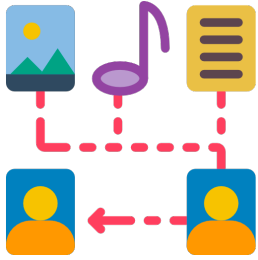
It allows you to reflect on pieces of writing and text. (HS student)

It improves my reading skills. (HS student)

The topics were interesting (HS student)

We used Writable and IntoLit and I thought that the clear instructions were beneficial. (HS student)





# Theme: Program Content

## Instructional strategies, texts, and tasks

Materials like this are different and it has the ability to transform. (HS principal)

SEL activities, academic vocabulary focus and activities are student engaging and zero in on 5 words per text as to not overwhelm, and the list goes on... (HS teacher)

Good guidelines for graphic organizers, clear steps to a summative assessment (MS teacher)

**Teachers!**

Also, love the root word work and embedded grammar practice. (MS teacher)

Writable grading - allowed easy creation of rubrics. (HS teacher)

Found the units well planned out, culturally diverse and engaging, modern texts to choose from, interesting story lines for reluctant readers, (HS teacher)

Feel HMH is diversified in its curriculum (HS teacher)

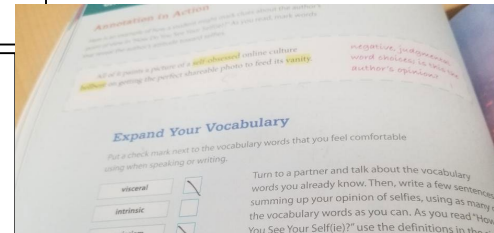
I really like the set up of each unit. Meaning, all units have all the phases of a well planned lesson, The opener: engage your brain, Inter act with the text: Analyze and Apply, Assessment (MS teacher)

One benefit is that there are a ton of activities that address a variety of language arts concepts. (MS teacher)

More diverse texts and authors in HMH in each unit and 10th grade is the most diverse. (HS teacher)

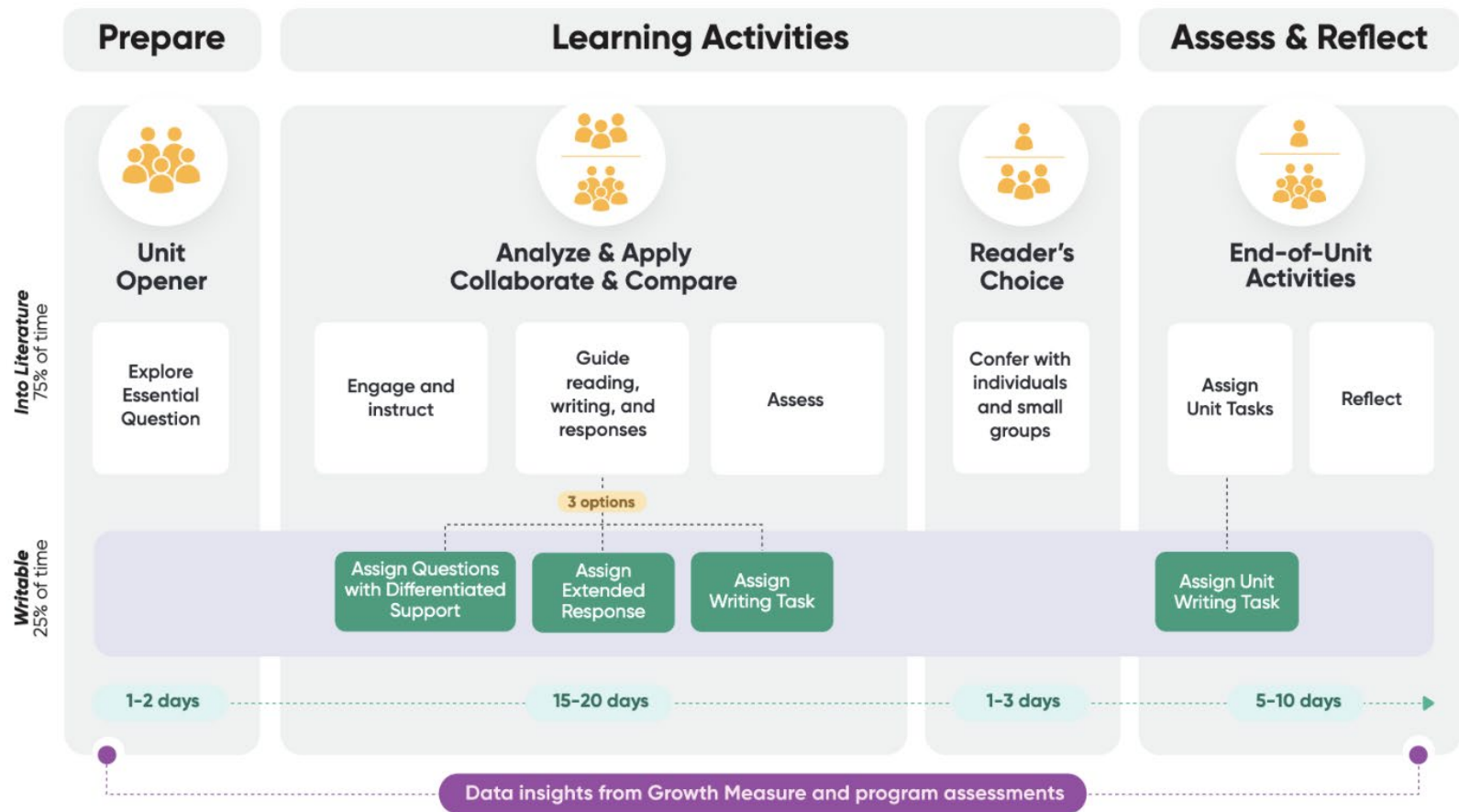
I love the beginning view of the stories. (MS teacher)

I like the unit themes and that each unit is similarly structured. If students began this program at the start of the year, it would make more sense (versus how we jumped in to a mid/end year unit) and it could be a good "skeleton" of curriculum. (MS teacher)





# Into Literature<sup>®</sup> Learning Model with *Writable*<sup>™</sup>



# HMH Into Literature 6-12: Student Experience

- A diverse collection of authentic short reads, long reads, and novels honors students' current and future identities.
- Expansive Novels and Long Reads Listing includes classic and contemporary titles.
- Instructional strategies such as **Engage Your Brain** and **Choices** activities leverages students' cultural capital and builds cultural competence.
- Social and Emotional Learning can be integrated with an all-school read or a class book study of **Steve Pemberton's *A Chance in the World***

The image displays a collage of educational materials. On the left, there is a Spanish infographic titled "Analizar el lenguaje figurado" (Analyze Figurative Language) with sections for "Simil" (Simile) and "Metáfora" (Metaphor). In the center, an English infographic titled "Analyze Author's Purpose" provides a framework for understanding text structure and authorial intent. On the right, a digital interface shows a text passage with a "What is Author's Purpose?" question and a "Practice" button. The background also features a "Resources for Differentiation" header and a paragraph of text.

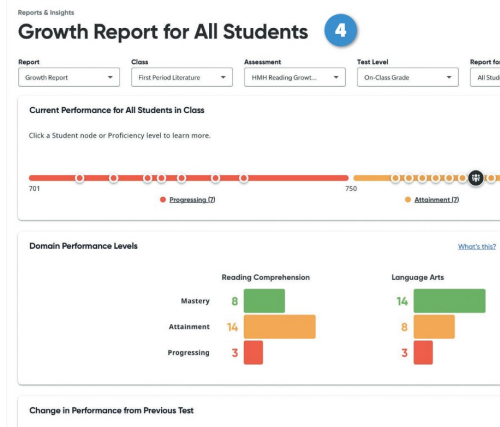
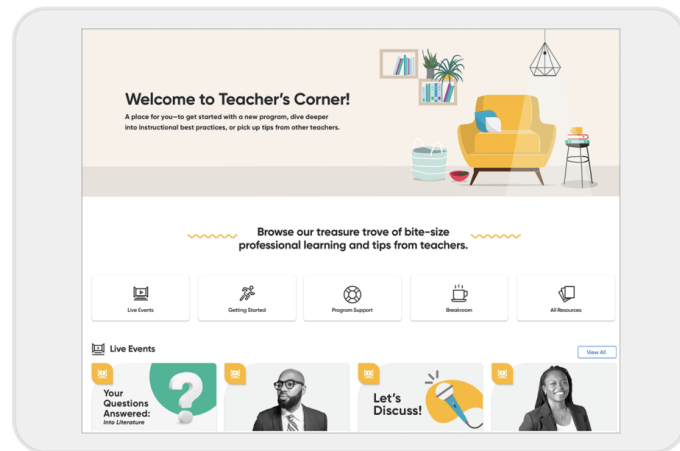


# HMHInto Literature 6-12: Teacher Experience

## Manageable, Flexible Resources

Engaging literature, relevant themes, intuitive technology to measure growth, and a wealth of high-impact resources:

- The Unit and Lesson Planning Guides address standards coverage, pacing, differentiation, and resources for each text.
- Choose to how to incorporate long reads/ novels into your units with suggested texts and accompanying HMH Study Guides.
- Use *HMH Growth Measure* adaptive assessment to provide timely insights into student proficiency.



# HMH Into Literature<sup>®</sup>

## "All-Green" Rating from EdReports



*HMH Into Literature* Grades 6–12 have been rated *Meets Expectations* at Gateways 1, 2, and 3 by [EdReports](#).

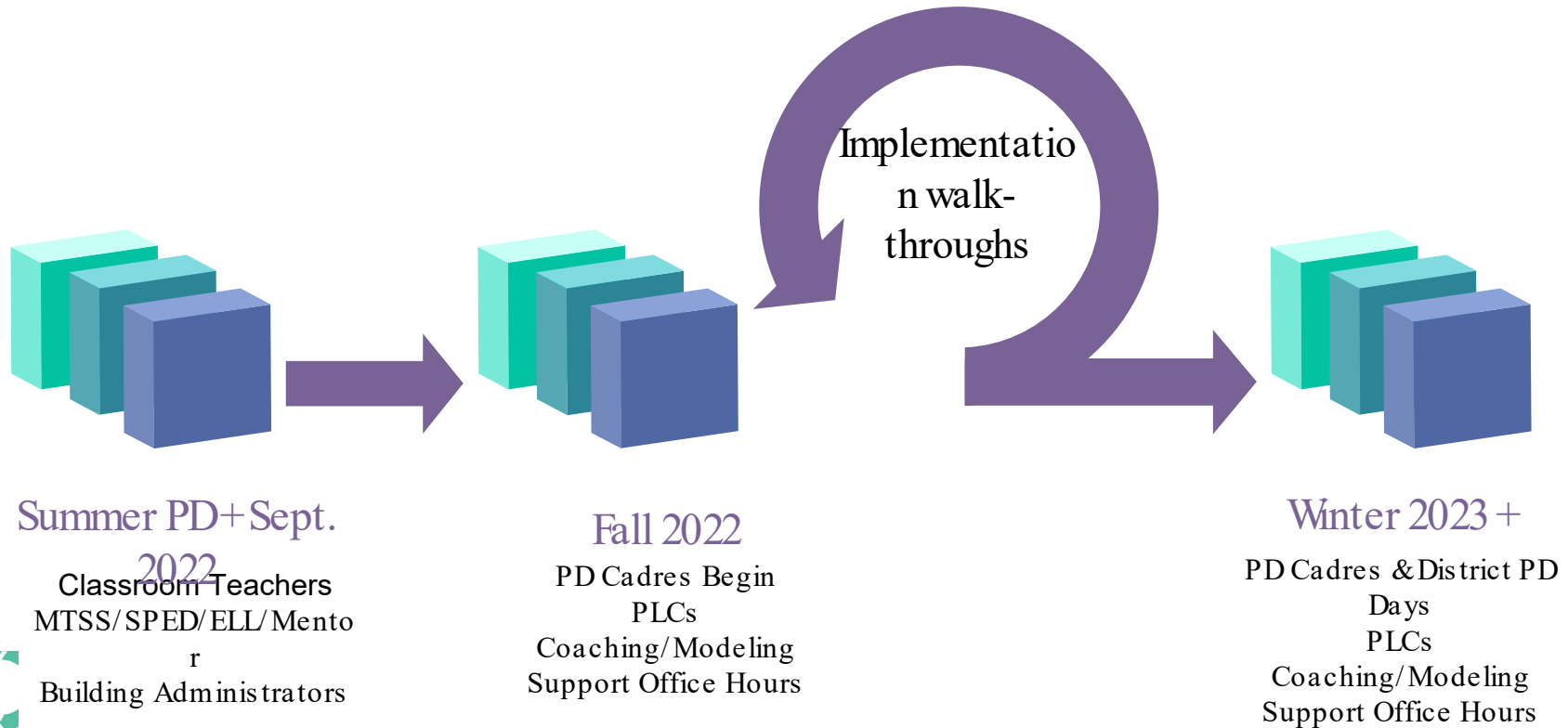


*Writable* for *HMH Into Literature* is the recipient of the 2020 SIIA CODiE Award for the Best Reading/Writing/Literature Instructional Solution for Grades 9–12 & Higher Education category!

**//CODiE//**  
**2020 SIIA CODiE WINNER**



# 6-12 ELA Educator Professional Development Plan



# 6-12 Core Text Curation with Teachers

HMH's Novels and Long Reads Listing includes classic and contemporary titles from diverse authors, many of which can be found in our Digital Text Library.

## Recommended Unit Long Reads – Grade 7

### Unit 1: Reality Check

*A Christmas Carol* by Charles Dickens  
*My Life As an Ice Cream Sandwich*  
by Ibi Zoboi  
*Planet Middle School* by Nikki Grimes  
*Monster* by Walter Dean Myers  
*Where the Mountain Meets the Moon*  
by Grace Lin

### Unit 3: The Terror and Wonder of Space

*A Wrinkle in Time* by Madeleine L'Engle  
*Ender's Game* by Orson Scott Card  
*Path to the Stars* by Sylvia Acevedo  
*Cinder* by Marissa Meyer  
*Randoms* by David Liss

### Unit 5: Game On!

*The Crossover* by Kwame Alexander  
*Ghost* by Jason Reynolds  
*Baseball in April and Other Stories*  
by Gary Soto  
*Level Up* by Gene Luen Yang  
*Bot 6* by Virginia Euwer Wolff

### Unit 2: Take Action

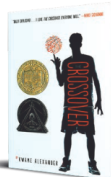
*The Hobbit* by J. R. R. Tolkien  
*The Hunger Games* by Suzanne Collins  
*Buried Onions* by Gary Soto  
*The Westing Game* by Ellen Raskin  
*Miles Morales: Spider-Man* by Jason Reynolds

### Unit 4: Inspired by Nature

*Peak* by Roland Smith  
*Seedfolks* by Paul Fleischman  
*A Storm Too Soon* by Michael J. Tougas  
*I Am Still Alive* by Kate Alice Marshall  
*My Side of the Mountain*  
by Jean Craighead George  
*The Yearling* by Marjorie Kinnan Rawlings  
*Kon-Tiki* by Thor Heyerdahl

### Unit 6: Change Agents

*Bud, Not Buddy* by Christopher Paul Curtis  
*Kira-Kira* by Cynthia Kadohata  
*Gabe and Izzy: Standing Up*  
for America's Bullied by Gabrielle Ford  
*Walking with the Wind* by John Lewis  
*Lupita Mañana* by Patricia Beatty  
*Freedom Walkers* by Russell Freedman



"At some point people realized that books are like amusement parks—you've got to let kids choose the ride."

– Kwame Alexander

## Recommended Unit Long Reads – Grade 10

### Unit 1: Conflict & Connection

*The Lord of the Flies* by William Golding  
*The Kite Runner* by Khaled Hosseini  
*The Poet X* by Elizabeth Acevedo  
by Julia Alvarez  
*When I Was the Greatest*  
by Jason Reynolds

### Unit 3: Hard-Won Liberty

*Unbroken* by Laura Hillenbrand  
*Five Feet Apart* by Rachael Lippincott  
*The Underground Railroad*  
by Colson Whitehead  
*Laughing at My Nightmare*  
by Shane Burcaw  
*The Autobiography of Malcolm X*  
by Malcolm X

### Unit 5: Forces of Change

*When Breath Becomes Air* by Paul Kalanithi  
*Metamorphosis: Graphic Novel*  
by Peter Kuper  
*Shadowshaper* by Daniel Jose Older  
*A.D.: New Orleans after the Deluge*  
by Josh Neufeld  
*Grapes of Wrath* by John Steinbeck

### Unit 2: Power of Perception

*All the Light We Cannot See* by Anthony Doerr  
*Does My Head Look Big in This?*  
by Randa Abdel-Fattah  
*Women in Blue* by Cheryl Mullenbach  
*Brave New World* by Aldous Huxley  
*The Curious Incident of the Dog in the Nighttime*  
by P.M. Cookridge

### Unit 4: Reckless Ambition

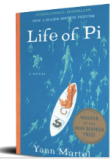
*Manga Shakespeare: Macbeth*  
by Richard Appignanesi  
*Never Let Me Go* by Kazuo Ishiguro  
*Animal Farm* by George Orwell  
*Girl Gone Viral* by Arvin Ahmad  
*The White Tiger* by Aravind Adiga

### Unit 6: Our Place in Nature

*Life of Pi* by Yann Martel  
*Into the Wild* by Jon Krakauer  
*Lab Girl* by Hope Jahren  
*The Old Man and the Sea*  
by Ernest Hemingway  
*The Hour of Land* by Terry Tempest Williams

"Books are something social—a writer speaking to a reader—so I think making a book the center of a social event, the meeting of a book club, is a brilliant idea."

– Yann Martel



[Culturally Responsive Scorecard](#) from  
Into Literature



# Thank you!

Special thanks to the PPS 6-12 AIR Committee, all field testing teachers and students, and the participating educators from various OTL teams.

