



6-8 ELA Materials Adoption

SCHOOL BOARD MEETING

JUNE 22, 2020





6-8 ELA Adoption: Overview

- Review of the ELA Adoption Process
- Ensuring equitable access with elements of recommended curriculum
- Stakeholder Input
- Next Steps
- Board Questions



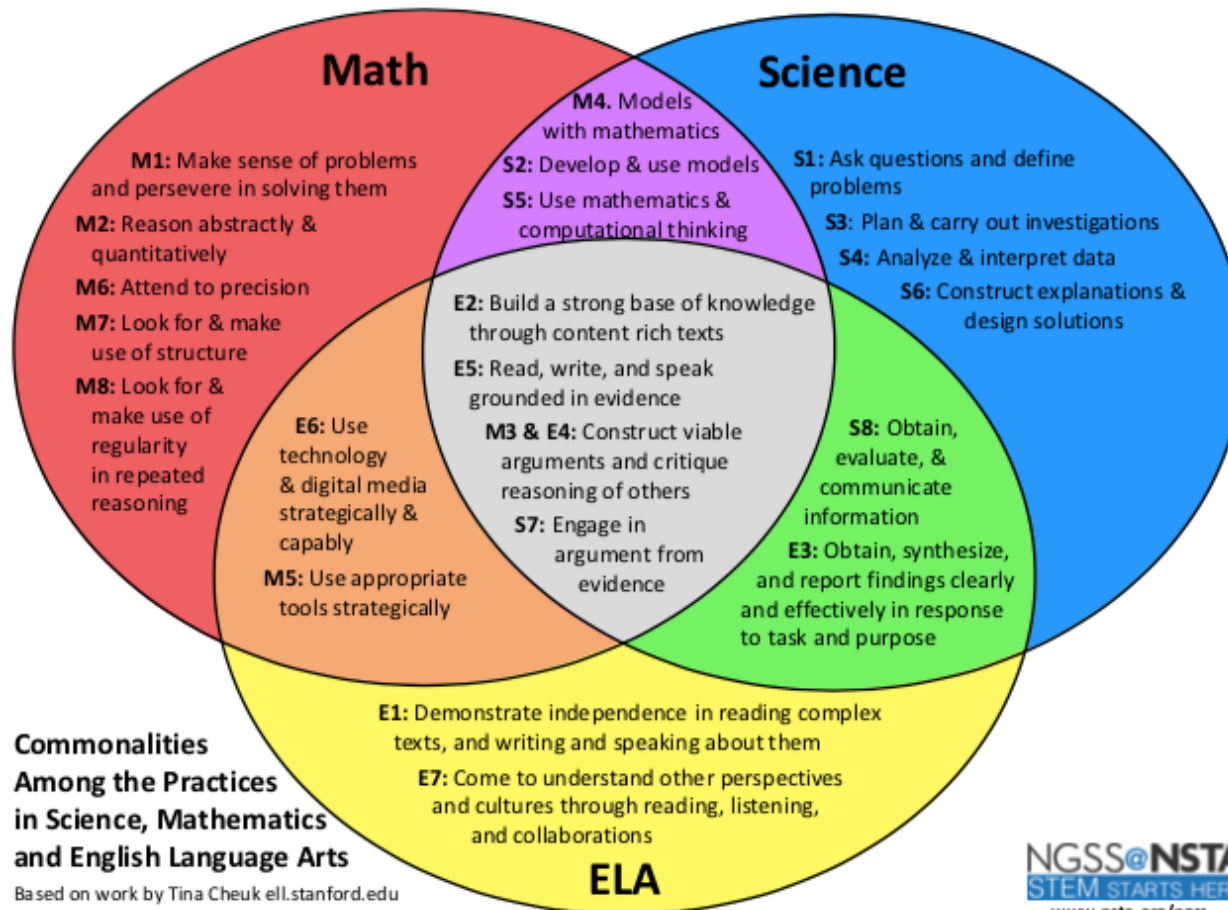
Purpose

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society... through English Language Arts instruction that is:

- Rigorous and relevant
- Innovative and individualized
- Equitable and exceptional



Intersection of Skills and Knowledge





Review of the ELA Adoption Process



6-12 ELA Adoption Process

Year 1

- Researched Effective Practice
- Learned About Standards
- Standards Training for Teachers
- Learned about Open Educational Resources
- Developed Rubrics

Year 2

- Finalized Rubrics
- Reviewed & Piloted Materials
- Recommended to IMC and Board

Year 3 (if approved)

- Implement Curriculum
- Provide Professional Learning
- Monitor Implementation



Centering on Students and Equity

- Adoption Committee engaged in multiple day trainings with Equity Matters do deepen understanding and calibrate thinking
- District Rubrics revised to include indicators focused on equitable access and relevant content in ELA materials
- Adoption Committee worked with the Directors of Special Education, Intervention Services, Accelerated Programs, and Equity to ensure multiple perspectives and diverse student needs represented
- Adopted materials and implementation plan ensure relevance over time



ELA Adoption Process - Input Opportunities

Stakeholders	Feedback Opportunities
Students	<p>Classroom visits prior to pilot</p> <p>Opportunities for response every two weeks during the pilot and a final summative response</p>
Teachers	<p>Teaching and Learning ELA Department visits prior to pilot</p> <p>Teacher input during pilot process</p> <p>Pilot teacher feedback during the pilot</p>
Community	<p>Parent and Community Information Night</p> <p>Curriculum review and survey online during pilot (Connections)</p> <p>Curriculum review and survey information table at Resource Center.</p>



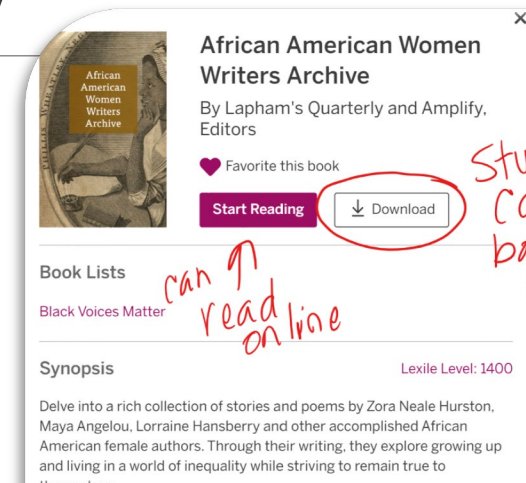
Amplify ELA

Ensuring Equitable Access and High Achievement For All Students

INNOVATIVE AND INDIVIDUALIZED

Expanding Voice and Choice: Amplify Digital Library

- Strong content support for teachers to effectively engage students in deep learning
- Personalized and rigorous learning for individual students and small groups



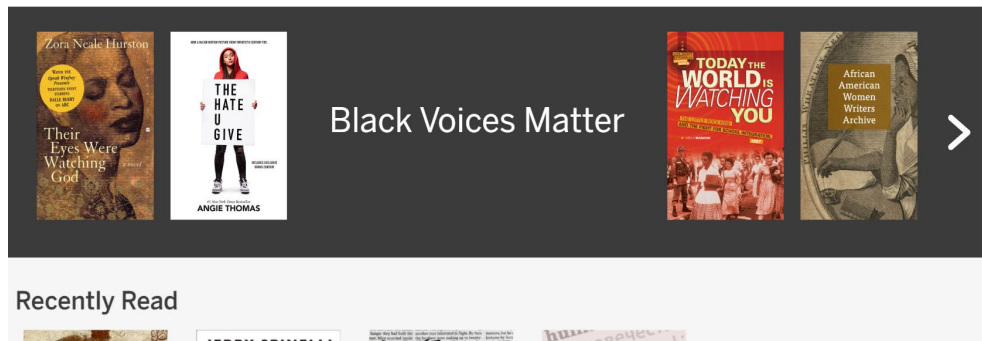
AmplifyLibrary

Genre My Library Lists

Lexile Level

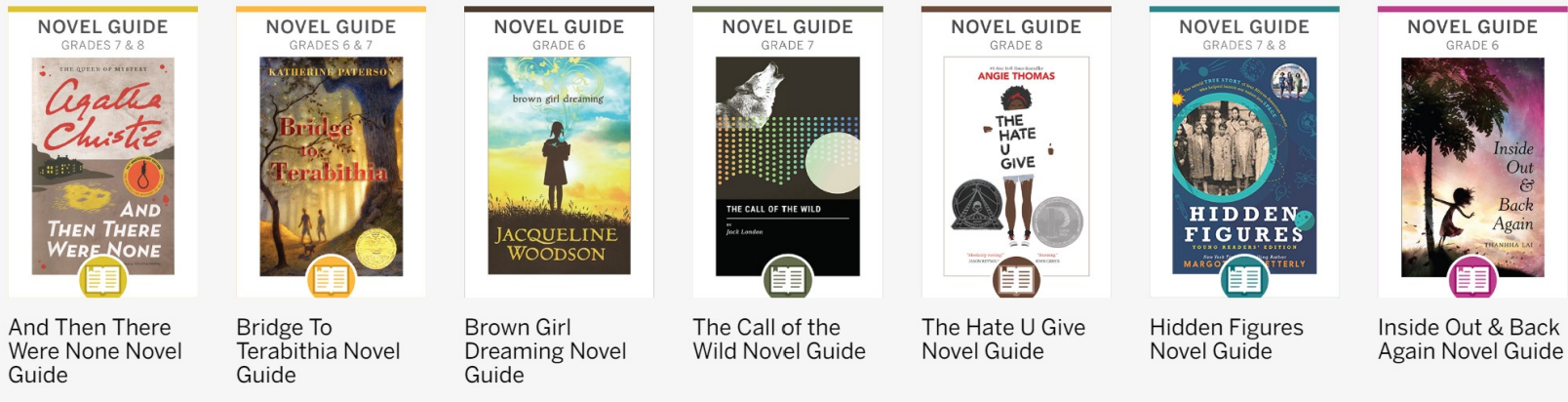
Search library

Surprise Me!



Expanding Voice and Choice: Digital Library Continued

Novel Guides



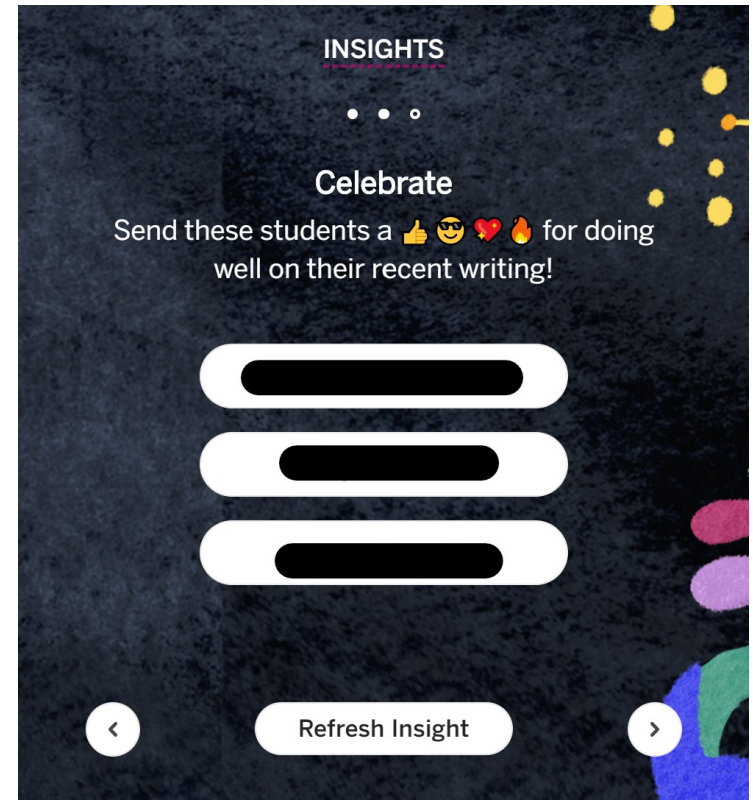
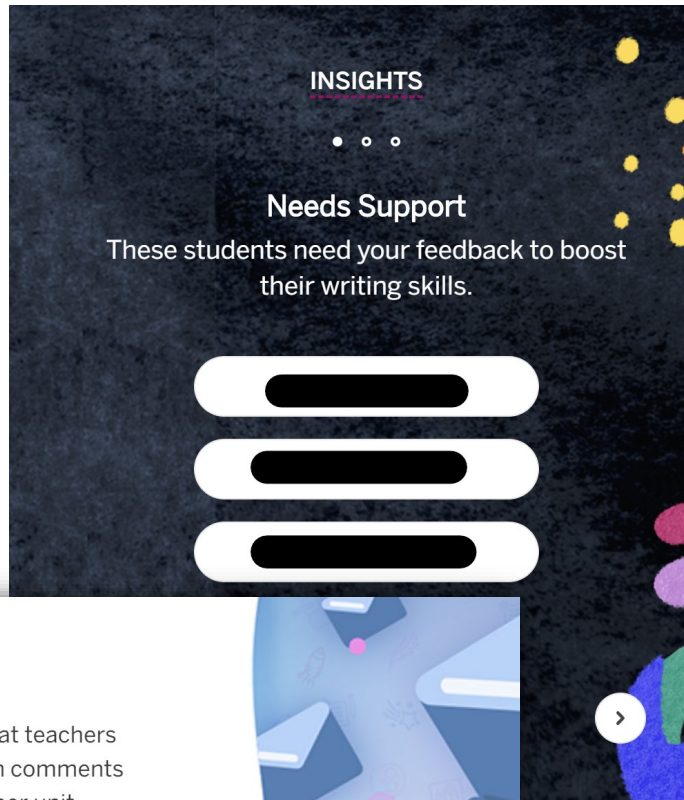
Teachers can use the novel guides along with the novels within the Digital Library.



Assessing and Supporting Students

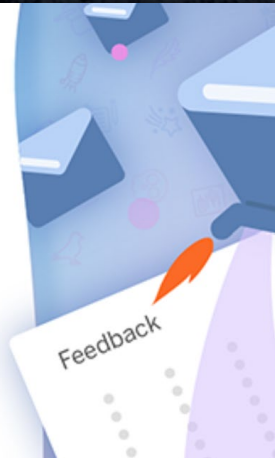
Students who have received the fewest teacher comments will be selected for this Insight.

Students who have done well on their most recent writing will be selected for this Insight.



Insight: Needs Attention

Amplify recommends that teachers provide at least 6 written comments on each student's work per unit. Students who have received the fewest teacher comments on their work in Classwork will be selected for this Insight. To track your number of comments for each student, see the Feedback report in Reporting.



Holistic Learning: Portfolio

The portfolio allows the teacher to view each student's work individually. They can correct from this view, see what has been handed in, what is in progress, what has been resubmitted and what has not yet been started. This allows them to coach every student for specific learning.

1st Young LA 19-20 ▾

ACTIVITIES

PORTFOLIOS

LEVELS

☒ Handed In ☒ In Progress ☒ Not Started

UNIT

SUB-UNIT

LESSON



ACTIVITY TYPE

6C: The Chocolate Collection ▾

2 | Scavenger Hunt and Internet Research ▾

2 | Sc... x 3 | Int... x 4 | Fl... x ▾

All ▾

ACTIVITY	STATUS	SCORE	COMMENTS	FEEDBACK
VOCABULARY Vocabulary Activities Lesson 2	Handed In	10/10		- none
PARTNER Share: Facts About Chocolate Lesson 2	Handed In 6/1/20, 12:54 PM	-		- none
READING Read: Text Scavenger Hunt 1 Lesson 2	Handed In 5/20/20, 6:01 PM	4	1	 in progress
READING Read: Text Scavenger Hunt 2 Lesson 2	Handed In 5/21/20, 3:16 PM	3/3	1	 read



Amplify ELA

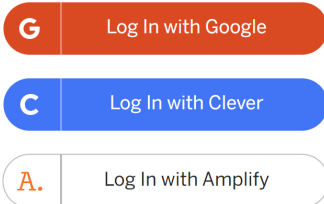
Effective Instructional Practices and Relevant Curricular Resources

Accessible, Flexible and Consistent Format Allows Choice and Depth

Multiple ways to access learning, including:

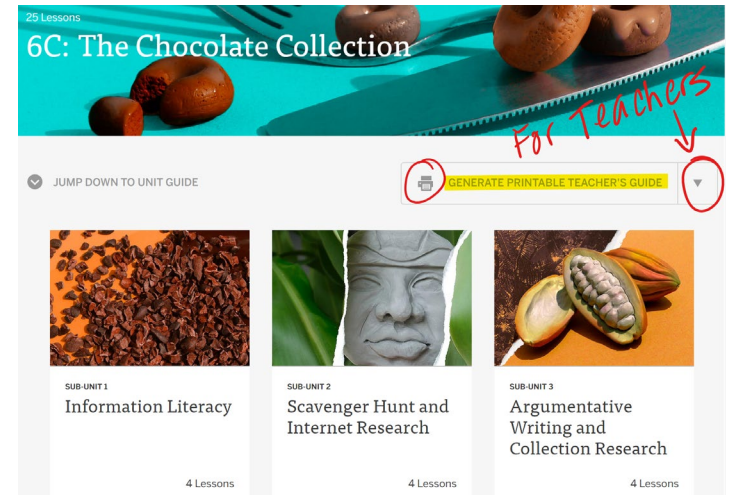
- Interactive activities, including gamification
- Varied activities in a unit
- Printable options
- Easy tech access

Welcome to **Amplify**



Click here to log in

A red arrow points from the handwritten text to the 'Log In with Amplify' button.



Student/Teacher Interface Aligned to Deepen Learning

Lesson Brief		Materials	
Overview	▼	🖨️	All Projections
Preparation	▼	📄	Flex Day Activities Guide
Lesson Objective	▼	📄	Grammar Pacing Guide
Words to Use	▼	📄	5 Day Fluency Routine
Skills & Standards	▼	📄	The Chocolate Collection 1 - Introduction
		📄	Revision Assignment — Response to Text: Focus and Use of Evidence

Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**
Invite students to warm up in the Vocabulary app just as they would in any other lesson.
- **Teacher Only—Grammar Practice**
Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.
- **Fluency: Rate**

Expands



Supports for Assessment for Learning: Class/Individual Students

Young LA 19-20 ▾

ACTIVITIES | PORTFOLIOS | LEVELS

UNIT: 6C: The Chocolate Collection ▾ SUB-UNIT: 2 | Scavenger Hunt and Internet Rese... ▾ LESSON: 2 | S... x 3 | In... x 4 | Fl... x ▾ ACTIVITY TYPE: All ▾

ACTIVITY	SUBMISSIONS	LAST SUBMISSION	FEEDBACK
1. VOCABULARY Vocabulary Activities Lesson 2	n/a	n/a	0 ▾
2. PARTNER Share: Facts About Chocolate Lesson 2	2/26	12:54 PM Mon. 6/1/20	0
3. READING Read: Text Scavenger Hunt 1 Lesson 2	19/26	6:42 PM Fri. 5/29/20	14 awaiting ^

All students

STUDENT	STATUS	MC	GENERAL COMMENT	CUSTOM SCORE	WORDS	COMMENTS	FEEDBACK
[REDACTED]	Handed In 5/20/20, 6:01 PM	1/1	You are doing a great job using ti	4	461	1	
[REDACTED]	Not Started	-		MS	0	0	



Teacher Voice About Amplify

"I really appreciate how the interface and materials provide a lot of information without feeling cluttered. When I want to do a deep dive into a lesson or activity, there's a lot of information there, but if I need to keep it quick and simple, that's there, too. The ability to quickly toggle between "Teacher View" (with instructional notes) and Student View has also been extremely helpful."

"Amplify truly is 21st century technology."

"There is a learning curve to Amplify as there is with any new curriculum. But the digital resources are top notch! I appreciate that I can download the Teacher video's so that I can embed them in my PP's so that students can still what the videos that are in the Amplify lessons."



“This is a fantastic curriculum with great potential for us to use it as an on-going and growing resource. I think this is the first time I have seen a curriculum be this intentional with specific listening and speaking instruction and assessment at well. The data that teachers can gather about their students' progress is vast and useful. Also the technical support has be so responsive and helpful during this entire pilot period.”

“This program will continue to grow and change. Amplify has been doing that even as we have been doing Remote Learning!”



Amplify ELA

Ensuring Equitable Access and Relevant Learning for All Students

ENGAGING AND RELEVANT



Amplify ELA: 21st Century Learning for All Students

- CCSS in every lesson – guaranteed and viable learning
- Engaging, relevant, balanced, adaptable learning plan for every student
- CCSS in every lesson – guaranteed and viable learning
- Flexible and consistent – multiple types of learning possible in any environment
- Communication, collaboration, critical thinking, creativity embedded
- Horizontal and vertical alignment built into the system

1

VOCABULARY
Vocabulary Activities

v

2

WRITING
Write: Best Type of Chocolate



3

CLASS
Discuss: Reasoning in Arguments



4

INDIVIDUAL
Revise: Adding Evidence to Arguments



5

PARTNER
Read and Discuss: Elements of Argumentative Writing



6

INDIVIDUAL
Exit Ticket




7

INDIVIDUAL
Solo



Strengthening Core Skills: Grammar, Fluency, Revision and Vocabulary

Lesson 4:
Flex Day 2



1	VOCABULARY Vocabulary Activities	v	T	TEACHER Grammar Practice		2	PARTNER Fluency: Rate		3	PARTNER Fluency: Expression		4	WRITING Revision Assignment	>
---	-------------------------------------	---	---	-----------------------------	--	---	--------------------------	--	---	--------------------------------	--	---	--------------------------------	---

Responsive and Flexible Tools and Supports for Students

Click here
to have text
read aloud



Joanne Harris's
novel *Chocolat* (French for
chocolate) is narrated by a
single mother who moves
to a small French town with
her daughter, Anouk*, and
opens a gourmet chocolate
shop. Unfortunately, it is
Catholic Lent—a time of

Click on
word for
definition



Joanne Harris's
novel *Chocolat* (French for
chocolate) is narrated by a
single mother who moves
to a small French town with

Close Reading Questions

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

Students can utilize the text as they respond to the questions.

Differentiation: Challenge and Support for All

5 **READING**
Read: Text Scavenger Hunt 3

6 **INDIVIDUAL**
Exit Ticket

7 **INDIVIDUAL**
Solo

8 **EXTRA**
Challenge Writing

Solo

not Dropped Candy Into Hearts of Berlin" and answer questions to
understand of the text. (15 min)

DIFFERENTIATION INSTRUCTIONAL GUIDE

▲ SUBSTANTIAL (0) ?	● ELL DEV (1) ?	■ MODERATE (4) ?	▲ LIGHT (3) ?	◆ CORE (15) ?	◆ CHALLENGE (3) ?
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>



Student Voice about Amplify ELA

"I really like the interface and the exercises in the app because they are engaging. I also like the vocabulary app because the style of the app is nice and very intuitive and fun."

"Amplify is a great curriculum, it is engaging and fun, It teaches me lots of new stuff and the tech is easy to use, they also provide other learning materials such as books or lesson games, overall Amplify is a great curriculum."



"A big thing I like about these lessons, is that there are very engaging topics, that we've never even thought about doing before, with detectives, and solving mysteries. I also like that on Amplify, everything is laid out nicely, and super easy to access, especially now during this crisis. I also really liked the digital websites we used for the cases (the placing the furniture one, and the writing notes about what Holmes sees one)"

"I liked how it was online and easy to navigate, and also how the questions engaged me to the readings."

"I liked that all the things we had to read about were very interesting and I loved the different ways that you could answer the questions like polls or multiple choice"



Next Steps if Materials Are Approved

- Professional learning for initial implementation for all middle school teachers for use in a flexible environment
- Provisioning of teacher and student licenses
- Development of alignment guides
- Planning sustained implementation and on-going professional learning over time for all middle school teachers



Questions

