



West Linn-Wilsonville School District

Middle and High School Literacy Adoption Parent/Caregiver Input

May 21, 2024 (in-person session)

May 6 - June 10, 2024 (online input)

Welcome and Introductions

Thank you for making time to provide input about the Secondary Literacy Adoption. This English Language Arts adoption is for middle and high school, grades 6-12.

There were two separate adoption processes for middle and high school but information was shared between adoption teams and both groups used the findings from the K-5 Literacy Adoption. The goal is to have this literacy adoption strengthen the alignment of K-12 reading and writing instruction so learning builds on the previous grade level.

These educators represent the 30-36 teachers and specialists from middle and high school who participated in each process. They are presenting the adoption process findings to the WLWV School Board for approval on June 10. All language arts teachers and specialists in grades 6-12 were invited to participate in the process and most of them joined the sessions.

- Yannette Ayala - District ELD Coordinator
- Selena Huggins - High School Language Arts Teacher
- Kim Hultgren - High School Language Arts Teacher
- Erin Kays - MS Instructional Coordinator / MS Language Arts Teacher
- Christina Loun - Middle School Learning Specialist
- Jessi Meade - High School Success TOSA / MS Language Arts Teacher
- Amy Sebastian - Middle School Language Arts Teacher

Assistant Superintendents Jennifer Spencer-Iiams and Barb Soisson facilitated the adoption sessions.

Key Elements of the Adoption Process

- Middle and high school adoption teams made up of all teachers, learning and language specialists who wanted to join met between February 12 and April 29 in full day, half-day and after school sessions where time was compensated.
- Teachers and specialists started with a blank slate then identified and selected curriculum from the Oregon Department of Education Approved Instructional Materials list: [ODE Approved Instructional Materials](#) .
- The middle and high schools have a curriculum process for developing standards and skills based book study units and will also be continually revising and improving those units that will be used with the new materials. Teachers teach these grade level units, where students read full length texts and learn/practice writing skills. The adopted core curriculum will contribute to resources for teaching systematic reading and writing skills learning at each grade level.
- The four middle schools will adopt and use the same core curriculum. The three high schools will adopt and use the same core curriculum with the understanding that Riverside HS will make adjustments to meet the requirements of the International Baccalaureate program.

Parts of the Middle and High School Adoption Process

Review Research Standards & Data

- Review research about reading and writing instruction and use of curriculum
- Review [standards](#), identify areas for more attention
- Analyze student progress and outcomes data

Identify & Evaluate Curriculum

- Generate list of teacher/specialist priorities (look fors) for curriculum
- Use [ODE Approved Instructional Materials](#) list to identify materials
- Use ODE [Grades 6-8](#) and [Grades 9-12](#) rubrics to evaluate materials

Interview Publishers

- Develop questions and what publishers need to demonstrate
- Use rubric based on questions and priorities to evaluate programs
- Use all information to select curriculum program

Middle Level (Grades 6-8) Findings

Literacy Research

- Continue reading fluency instruction and assessment in middle school.
- Provide explicit instruction in vocabulary and reading comprehension skills.
- Integrate reading and writing instruction so students have models and use their reading analysis when they write.
- Structure the teaching of writing skills within the model-practice-reflect model.
- Make sure students are aware of the academic vocabulary strategies used so they can practice transferring them independently.
- Ensure students practice routines for word attack and learning vocabulary.

NWEA MAP/OSAS Data

- From MAP data: Students need skills work with informational text, vocabulary is an area of strength overall across middle schools, skills with interpreting fiction and nonfiction texts independently and applying skills to new texts need improvement.
- From OSAS data: Students made the most improvement between 6th and 7th grades, students need skills work with informational text, students need strategies and practice with applying reading comprehension skills to content area texts

Attention to Standards

- Grade level language arts curriculum maps include the standards, key learning activities and assessments taught with each text in a unit.
- Looking at the current standards being taught, we know there needs to be increased emphasis on teaching critical thinking in analyzing text, text comparison, and interpreting informational texts.
- Although standards that address skills in reading and writing are currently taught, we want to teach those skills more systematically.

Middle Level Priorities and Curriculum Selection

Adoption Team Priorities

- Balance of print / digital, with emphasis on active learning
- Integrated vocabulary, grammar, word attack, fluency and reading comprehension skills
- Shorter texts for practice and strong literary and informational selections with diverse authors and range of interests represented
- Systematic instructional approach to all reading and writing skills
- Emphasis on meaning making and applying skills

Curriculum Selection

- Using ODE Instructional Materials criteria and the ELA 6-8 Approved Materials list with reviews and ratings we identified these programs to study:
 - Carnegie Mirrors and Windows
 - HMH Into Literature
 - Inquiry by Design
 - Study Sync
 - myPerspectives Savvas
- We received demonstration log-ins from the publishers to look more closely at materials.

Middle Level Findings and Selection

Further Study

- Looking more closely at the materials through the sample materials and log-in accounts allowed us to see some large differences and narrow our interest to two programs:
 - [Study Sync](#) Follow link to see overview of materials.
 - [HMH Into Literature](#) Follow link to see overview of materials.

Print materials for both programs are available to see at the WLWV district office.

- There was not consistent or comprehensive reading and writing skills instruction, culturally responsive materials and approaches or systematic organization in the programs we eliminated.
- We developed tasks and questions for the publisher presentations, which they received in advance.

Middle Level Rankings and Selection

- We used ODE's 1-3 ranking criteria.
- There were strengths and look fors in both programs but *HMH Into Literature* is now aligned with MAP assessments, has a rich variety of fiction and nonfiction text selections and learning activities, and is systematic in skills instruction.
- The adoption team selected HMH because it will allow us to create a stronger K-8 trajectory and build on students' K-5 learning.

Publisher	Standards-Based Tasks, Activities, Assessments	Evidence of Access /Support for Multilingual Learners and Students with IEPs (UDL)	Culturally Responsive and representative of world cultures and languages	Resources for teaching reading and writing to improve skills	Engaging and relevant for students, provides rigor	Fills gaps with current units to ensure grade level standards are taught
StudySync	6 th 1	2	1	2	1	2
	7 th 2	2	2	2	2	2
	8 th 2	2	1	1	1	1
HMH Into Literature	6 th 1	1	1	1	1	1
	7 th 1	1	1	1	1	1
	8 th 2	1	2	2	1	1



High School (Grades 9-12) Findings

Literacy Research

- More emphasis on teaching the components of writing and the craft of composition
- More instruction with comprehension skills
- Integrate skills assessments, e.g. reading fluency in 9th grade with daily instruction
- Vocabulary and comprehension instruction that is applied in a variety of fiction and nonfiction texts

Writing Sample/OSAS Data

- From OSAS data: Students need practice and formative assessments in applying reading comprehension and vocabulary skills to a different context and seeing their progress with reading/writing skills to increase engagement with tasks.
- From writing samples: *Proficient* writers need experience with analysis vs summary, embedding and using evidence, sentence structure; *Improving* writers need experience with writing in more formal tones, interpreting and explaining evidence, conventions; *Beyond Proficient* writers need models and experience with writing structures that are less formulaic than the basic structures

Attention to Standards

- Standards audit shows there needs to be more emphasis on interpreting informational texts, analyzing information in varied forms, word meanings and phrases in different contexts, reading across genres

High School Priorities and Curriculum Selection

Adoption Team Priorities

- Scaffolded materials for reading and writing
- Culturally responsive strategies and materials
- Sequenced approach to standards
- Print materials, not overly reliant on digital
- Higher level and critical thinking
- Assessments that inform differentiated instruction

Curriculum Selection

- Using ODE Instructional Materials criteria and the ELA 9-12 Approved Materials list with reviews and ratings we identified these programs for further study:
 - HMH Into Literature
 - Inquiry by Design
 - myPerspectives - Savvas
 - StudySync
- We received demonstration log-ins from the publishers to look more closely at materials.

High School Findings and Selection

Further Study

- Looking more closely at the materials through the sample materials and log-in accounts allowed us to see some large differences and narrow our interest to three programs:
 - [Inquiry by Design](#) Follow link to see overview of materials.
 - [myPerspectives](#) Follow link to see overview of materials.
 - [StudySync](#) Follow link to see overview of materials.

Print materials for both programs are available to see at the WLWV district office.

- *HMH Into Literature* because at the high school level it did not have the depth in their text selections or higher level thinking for our courses.
- We developed tasks and questions for the publisher presentations, which they received in advance.

High School Rankings and Selection

- We used ODE's 1-3 ranking criteria.
- Overall, we found that *StudySync* offered sequencing but not enough critical thinking, *Inquiry by Design* fit well with our current units and approach but did not offer the systematic strategies we want, and *myPerspectives* includes systematic skills strategies and rigor.
- The adoption team selected *myPerspectives*.



Publisher		Standards-Based Tasks, Activities, Assessments	Evidence of Access /Support for Multilingual Learners and Students with IEPs (UDL)	Culturally Responsive and representative of world cultures and languages	Resources for teaching reading and writing to improve skills	Engaging and relevant for students, provides rigor	Fills gaps with current units to ensure grade level standards are taught
StudySync	9th	3	2	2	3	2	2
	10th	2	2	2	2	2	2
	11th	3	2	3	3	2	2
	12th	3	2	3	3	3	2
myPerspectives	9th	1	1	1/2	1	1	1
	10th	1	1	1	1	1	1
	11th	1	1	1	1	1	1
	12th	1	1	1	1	1	1
Inquiry by Design	9th	2	3	3	2	2	3
	10th	3	3	3	3	3	3
	11th	2	3	2	2	2	3
	12th	2	3	3	2	2	2

Please complete this brief survey to provide input about your student's reading and writing learning needs and any thoughts you may have about the curriculum programs.

Input Form

Thank you!