HMH

Program Overview

CALIFORNIA
collections

CALIFORNIA collections

CA *Collections* is a comprehensive ELA/ELD solution with proven results.

GRADE 7

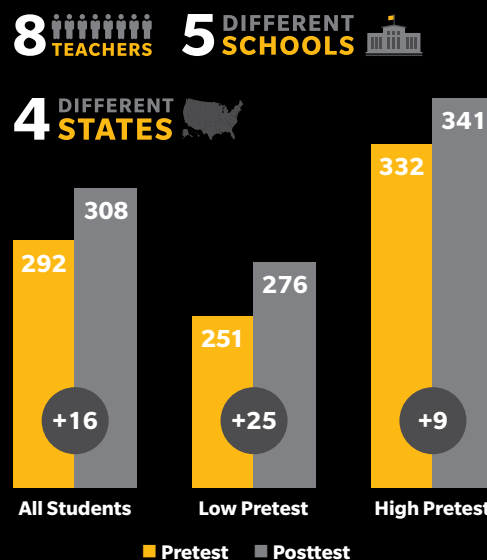**14 TEACHERS**   **8 DIFFERENT SCHOOLS**

4 DIFFERENT STATES

	Pretest	Posttest	
All Students	290	314	+24
Low Pretest	252	284	+32
High Pretest	328	343	+15
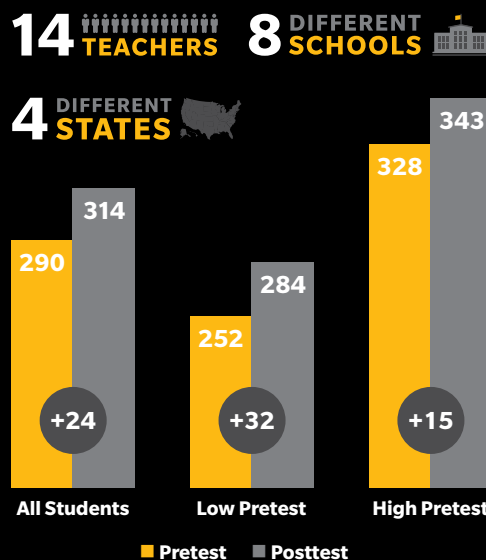
■ Pretest   ■ Posttest

RESULTS

452 TOTAL STUDENTS GAINED AN OVERALL OF **24** POINTS FROM PRETEST TO POSTTEST

GRADE 9

8 TEACHERS   **5 DIFFERENT SCHOOLS**

4 DIFFERENT STATES

	Pretest	Posttest	
All Students	292	308	+16
Low Pretest	251	276	+25
High Pretest	332	341	+9

■ Pretest   ■ Posttest

RESULTS

366 TOTAL STUDENTS GAINED AN OVERALL OF **16** POINTS FROM PRETEST TO POSTTEST

CONCLUSION

The **Houghton Mifflin Harcourt Collections** program is effective in improving the ability of students in Grades 7 and 9 to *analyze complex texts, determine evidence, reason critically, and communicate effectively*.

HMHPLAYER®
Making 1:1 Learning a Reality

Houghton Mifflin Harcourt® *California Collections* **© 2017** is a proven English language arts program designed to provide in-depth coverage of the California Common Core State Standards for English Language Arts and Literacy and the California English Language Development Standards.

- Opportunities for students to read and analyze complex literary and informational texts, to synthesize their responses, and to create original oral and written texts.

- **Integrated and Designated ELD** instruction, customized to support English learners in the acquisition of language skills essential to acquiring core content.
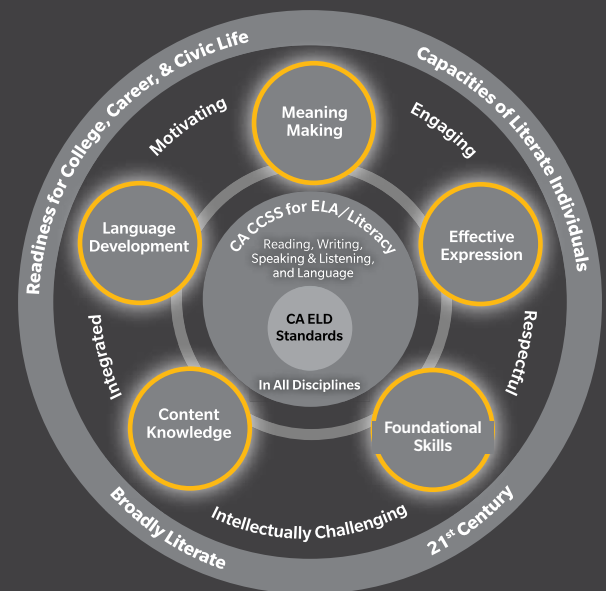
What does the *Framework Require?*
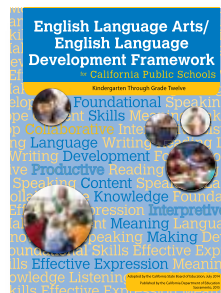
> *"The expectation is that students read carefully and come to identify the threads of ideas, arguments, or themes in a text, analyze their connections, and evaluate their credibility and effects on the reader."*—California ELA/ELD Framework, Chapter 2, page 38

- Each collection of multi-genre texts includes one or more anchor texts chosen for their complexity and richness, reflection of the collection topic, and demand for multiple readings and close analysis.
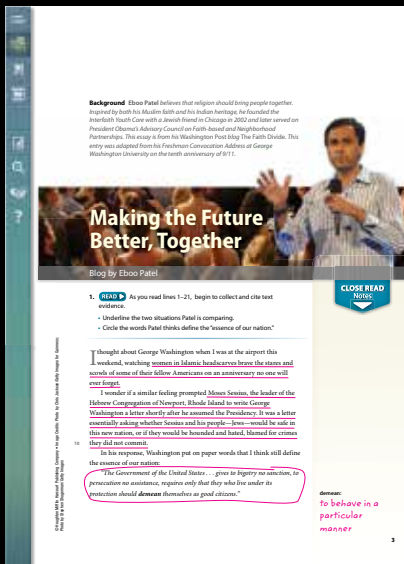
Anchor Texts

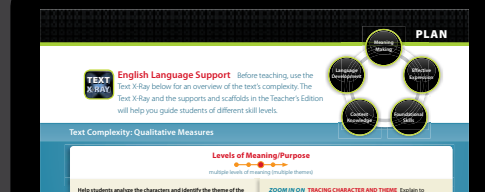**Media as Text**

Informational Text

Close Reader

HMH *Close Reads* App

- Guides students through close reading of texts across all genres
- Provides independent practice with additional texts
- Reports student scores to teacher

- The **Close Reader** provides opportunities for students to apply and practice close-reading strategies.

Integrated ELD

Designated ELD
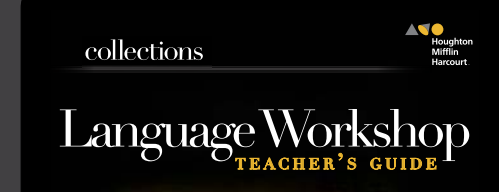
- **Zoom In On** highlights aspects of complex text to help teachers guide students with varying proficiency and skill levels.
- **EL Support** helps teachers actively engage students at **Emerging, Expanding,** and **Bridging** levels to acquire the knowledge and skills they need to access complex grade-level text.

- Daily research-based, California CCSS-aligned lessons for use during designated English language instruction.
- Lessons offer English learners at all proficiency levels multiple opportunities to engage in challenging and purposeful content tied back to each selection.
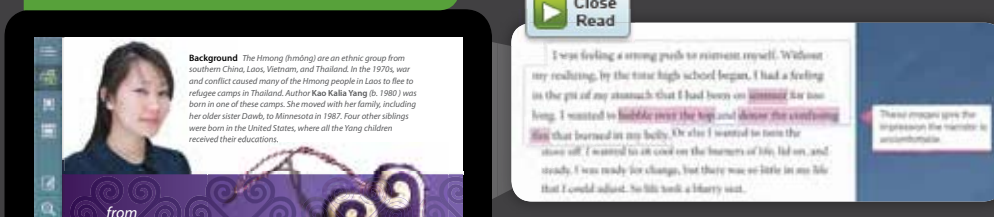- Teacher Guides, Assessments, and Resources

What does the *Framework Require?*
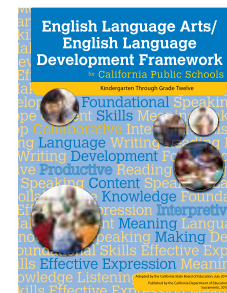
> *"Standards acknowledge the importance of reading complex text closely and thoughtfully in order to extract and construct meaning."* —California ELA/ELD Framework, Chapter 2, page 76

Annotate the Text
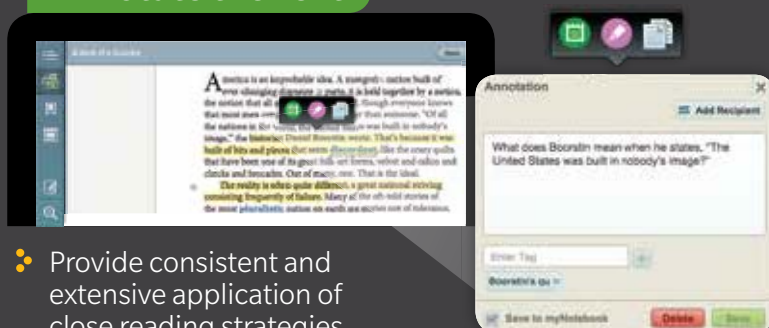
- Provide consistent and extensive application of close reading strategies.

California Collections gives you dynamic tools for teaching students how to do close, sustained readings of complex texts with opportunities for them to hone their skills.

Close Read Screencasts

- Model conversations about text with audio and visual screencasts to make complex texts and analysis more accessible.

Cite Text Evidence

- Use **myNotebook** for collecting and organizing text evidence for writing.

- Teach citing of text evidence to support analysis, discussion, and writing to sources.

Improve Vocabulary

- Use **myWordList** to capture a personalized vocabulary list while reading.

California Collections gives you dynamic tools for teaching students how to do close, sustained readings of complex texts with opportunities for them to hone their skills.

Capture Interest
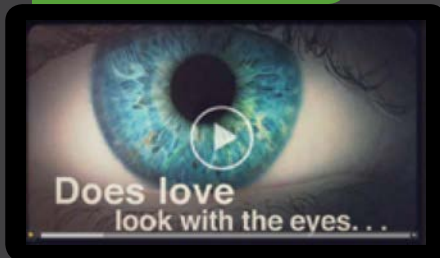
- **Stream to Start™ Videos** for introducing each collection capture students' interest and clarify elements related to themes.

Build Understanding

Text in FOCUS
Building Background

- **Text in Focus Videos** enhance understanding of challenging figurative language, sentence structure, and main ideas in anchor texts.

  Grades 6–8.

Extend Reading

- *Xplor eMagazine* offers personalized learning and leveled, high-interest texts tied to each collection's topic.

  Grades 6–8.

Stimulate Discussion

1 Channel One News®

- **Channel One News® Videos** spark conversations about world events and help students become global citizens in a digital world.

With **California Collections**, your writing instruction connects to reading and text analysis.

Build Skills with Writing Lessons

Interactive Lessons

Introduction	What is a Claim?	Support: Reasons and Evidence
Building Effective Support	Creating a Coherent Argument	Persuasive Techniques
Formal Style	Concluding Your Argument	

Writing Arguments

- Provide dynamic lessons with models, feedback, and practice to grow writing, speaking, and listening skills.

Study Texts as Models

Background *Futurists study the future and make predictions about it by analyzing current trends.* **Ray Kurzweil** *(b. 1948) is a well-known futurist, as well as an inventor, a writer, and an expert on artificial intelligence. In the 1970s, he developed the first machine that translated text into speech, and he has been a pioneer in the field of speech recognition technology. In "The Coming Merging of Mind and Machine," Kurzweil makes some astonishing predictions about the future of artificial intelligence.*

The Coming Merging of Mind and Machine

Argument by Ray Kurzweil

AS YOU READ Pay attention to the scientific ideas and theories that Kurzweil uses to explain his predictions. Write down any questions you generate during reading.

Sometime early in this century the intelligence of machines will exceed that of humans. Within a quarter of a century, machines will exhibit the full range of human intellect, emotions and skills, ranging from musical and other creative aptitudes to physical movement. They will claim to have feelings and, unlike today's virtual personalities, will be very convincing when they tell us so. By around 2020 a $1,000 computer will at least match the processing power of the human brain. By 2029 the software for intelligence will have been largely mastered, and the average personal computer will be equivalent to 1,000 brains.

Once computers achieve a level of intelligence comparable to that of humans, they will necessarily soar past it. For example, if I learn French, I can't readily download that learning to you. The reason is that for us, learning involves **successions** of stunningly complex patterns of interconnections among brain cells (neurons) and among the concentrations of biochemicals known as neurotransmitters that enable impulses to travel from neuron to neuron. We have no way of

succession (sŭk-sĕsh'ən) *n.* an ordered sequence.

The Coming Merging of Mind and Machine **569**

- Help students connect reading and writing by using selections as mentor texts.

Apply Techniques to Writing

Delineate and Evaluate an Argument

COMMON CORE

In "A Quilt of a Country," Anna Quindlen presents an **argument** about how America works as a country. An argument presents a claim, or position, on an issue and supports it with reasons and evidence. To evaluate the strength of Quindlen's argument, you must **delineate,** or describe in detail, these elements:

- Identify the **claim,** or Quindlen's position, on the issue.
- Look for the **reasons** Quindlen uses to support her claim. Reasons should be valid and logical.
- Evaluate whether the **evidence** Quindlen cites for each reason is credible, or believable, and relevant to the claim. Evidence can include facts, statistics, examples, anecdotes, or quotations.
- Look for **counterarguments,** which are statements that address opposing viewpoints. Does Quindlen anticipate opposing viewpoints and provide counterarguments to disprove them?

Analyze and Evaluate Author's Claim

COMMON CORE

To support a **claim,** authors develop and refine their ideas throughout the text. An author may use a particular sentence to develop a claim, or use an entire paragraph or larger section of the text to develop a claim with reasons and evidence.

Use a chart to help you analyze and evaluate how Anna Quindlen develops her claim in "A Quilt of a Country." First, identify the claim. Then, list specific reasons or evidence from the text. Finally, evaluate if the reason or evidence supports the claim. Read this example from a student newspaper editorial.

CLAIM — More time should be given to students to transition between classes.

Reasons/Evidence from Text	How the Reasons/Evidence Support the Claim
"Students have told me how rushed they are to gather materials from their lockers for their next classes."	The evidence is a quotation from the school counselor, an objective observer who hears from many students. Her statement is logical support for the claim because it would be easier to gather materials if students had more time.

- Help students develop good writing skills by relating the text analysis mini-lessons to their writing practice.

Mentor Texts

Mentor Text See how this example from "Teens at Work" uses evidence to support a claim and to argue against opposing views.

" *Entire families can suffer when wages are not available for older kids. Many teenagers, fortunate enough to have work, contribute portions of paychecks to households' overall budgets.* "

COLLECTION 6
PERFORMANCE TASK B

Write an Argument

A strong, well-constructed argument can convince readers to change their minds about an issue or to understand and accept an opposing view. In this activity, you will write an argument that justifies your views about whether it is important for teenagers to gain work experience during their school years. You will use evidence from the texts in the collection to support your position.
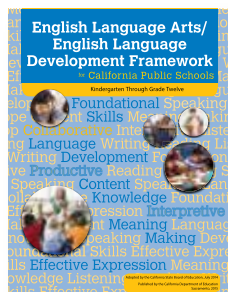
A successful argument
- contains an engaging introduction that clearly establishes the claim being made

- Practice writing skills with frequent performance tasks.

"Students write for a range of tasks, purposes, and audiences over extended and shorter time frames. Writing serves to clarify students' thinking about topics and help them comprehend written and oral texts." —California ELA/ELD Framework, Chapter 2, page 84
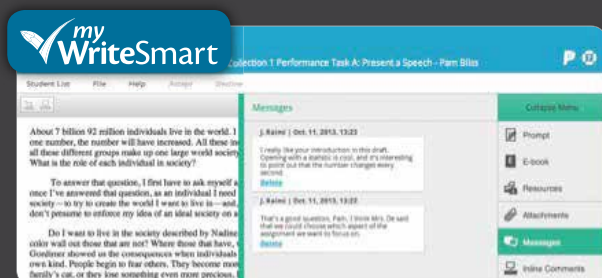
❖ Assign **California Collections** writing tasks, provide rubrics, and view students' drafts.

❖ Respond to their "hands up" for help.

❖ Schedule peer editing and monitor conversations.

❖ OriginalityCheck® reports the percentage of writing found in other sources.

❖ Sources are color-coded and hyperlinked in student text with a side-by-side comparison.

What does the *Framework Require?*

"...teachers have to be confident that they have enough information about a student's learning to make a reasonable judgment about the current status of learning. This idea of sufficiency of information for reliability argues for multiple sources of evidence before a teacher makes an instructional decision."—California ELA/ELD Framework, Chapter 8, page 871
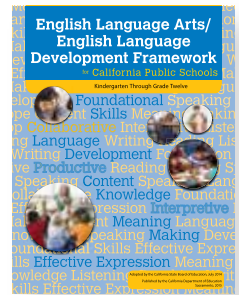
Performance Tasks

- Performance tasks challenge students to respond creatively and analytically to complex, real-world tasks.

1. PLAN

Choose Your Position Revisit the points made in the texts in the collection. Do teenagers need work experience during their school years? Why or why not? Take a position you can argue.

Gather Information List reasons to explain your argument and consider how to distinguish your argument from alternate or opposing views. What counterclaims will you use to convince people? Use the annotation tools in your eBook to find evidence in the texts supporting your position. Save each piece of evidence to myNotebook, in a folder titled *Collection 6 Performance Task.*

2. PRODUCE

Write Your Argument Use your notes and your graphic organizer as you begin your draft.

- Introduce your claim. Grab your readers' attention with a surprising or unexpected statistic, fact, or quotation.
- Sequence your reasons and evidence logically. Decide whether to begin or end with your strongest reason.
- Include relevant descriptions, facts, and details that emphasize your main points.
- Acknowledge opposing or alternate claims that others may have. Distinguish your claims from them, and include credible responses.

3. REVISE

Review Your Draft Have your partner or group of peers review your draft. Use the following chart to revise your draft.

Questions	Tips	Revision Techniques
Does the introduction contain a clear claim?	**Underline** the sentence that states the issue and the claim.	**Add** a claim, or **revise** the existing claim for clarity.
Is the claim supported by solid reasons and evidence?	**Highlight** each reason, and **underline** the evidence that supports it.	**Add** reasons, or insert evidence if needed. **Elaborate** to clarify evidence.
Are alternate or opposing claims addressed?	**Underline** opposing claims. **Highlight** sentences that address them.	**Add** persuasive responses to answer possible opposing claims.

4. PRESENT

Create a Finished Copy Finalize your argument and choose a way to share it with your audience. Consider these options:

- Present your argument as an oral report.
- Post your argument as a blog on a classroom website.
- Hold a debate with someone with an opposing position.

Formative and summative assessments set clear learning goals, include grading rubrics, and require students to take responsibility for their own learning.

Diagnostic Assessment

Test of Silent Contextual Reading Fluency:

- Identify reading deficiencies that may hinder fluency and comprehension.

CAASPP Practice Tests and Performance Tasks

- Tech-enhanced items familiarize students with the scope and type of items they will encounter on **SBAC****.

Adaptive Benchmark Assessment and Item Banks

CONTINUUM ASSESSMENTS™

- *Continuum Assessments™* provide valid and reliable measures of student growth over time.
- Technology-enhanced item formats measure 21st-century skills and concepts.
- Over 24,000 questions built to California CCSS and tagged with DOK levels.

Reading Inventory

- *Reading Inventory™** is an adaptive, low-stress, accurate universal screener and growth monitor.

  *1-year access included

Performance Assessment

- Prepare students for success with performance tasks using the three-part lesson, informational texts, and full instruction.
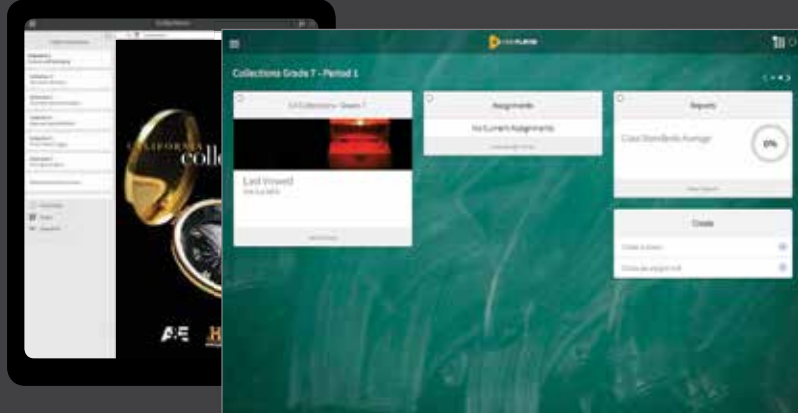

STEP 3 PERFORM THE TASK

Can you make real friends on the Internet?

You will read:
- A NEWSPAPER ARTICLE
  Study: The Internet Helps You Make

You will write:
- AN ARGUMENTATIVE ESSAY
  Can you make real friends on the

Customizable Planning, *Flexible Materials*

The future of learning begins now with the HMH Player.

HMH Player


HMHPLAYER®
Making 1:1 Learning a Reality

- Download only what you need and sync back with you return online.
- View important information and resources at a glance upon login.
- Easily access real-time data through reports providing average class and per-student scores with the ability to drill down into assignment details.

Hold **collaborative classroom discussions** to help students think out loud, explore relationships between ideas and deepen their understanding.

- Share your screen with students.
- Students can privately send a message for help.
- Conduct informal polls.
- Drawing Tools allow teachers to model annotations and highlight important aspects of a text.
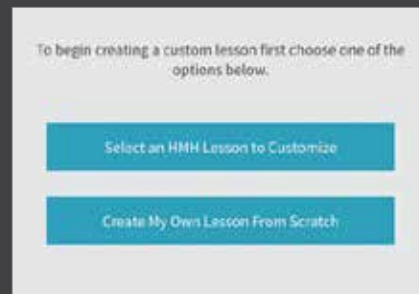
Create or adjust lessons to maximize student learning.

- Access lesson resources from one location.
- Upload your own resources to build custom lessons from scratch.
- Custom lessons can be saved to "My Library" and used for other classes.

Access just-in-time professional development right from the Teacher Dashboard, along with a continuum of services throughout the life of your product.

Tap into ***California Collections*** professional development for podcasts, screencasts, graphic organizers, links, videos, and articles to find what you need for tackling any instructional challenge.

Professional Development Podcasts

Coaching, Modeling, and Consulting

As teachers grow in their understanding of how to use California Collections to support student achievement, one-on-one and group coaching provide opportunities to gain knowledge from an HMH ***California Collections*** expert first-hand.

Our coaches help teachers develop instructional expertise by:

- Answering program questions
- Modeling effective instruction
- Leading grade-level program sessions centered on evidence of student learning
- Helping teachers select and achieve instructional goals

A Comprehensive Program in *a Compact Package*

Preparing students for college and career, Collections offers streamlined components in print and digital providing focus for close reading and text analysis and easier management of instruction.

Streamlined Core Components

Available in Print & Digital

- Student Edition
- Teacher Edition
- Close Reader[*]
- Performance Assessment
- Designated ELD Language Workshop

Novel Options

- Select from hundreds of novels, including drama, informational texts, autobiographies, and biographies.
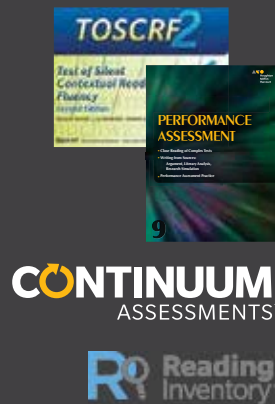
Assessment Suite

- Diagnostic assessment
- Selection and collection tests
- Language Workshop assessment
- CAASPP performance tasks and practice tests
- **Continuum** formative item bank with technology-enhanced items for SBAC[**] Practice
- **Continuum** adaptive Benchmark Assessments
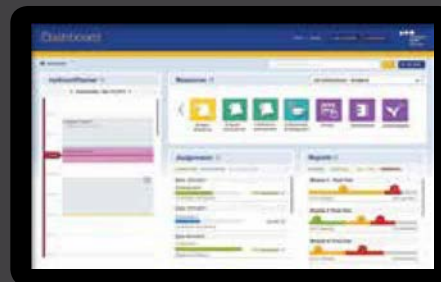- **Performance Assessment** resource

HMH Close Reads App

- For guided practice with text analysis

Making 1:1 Learning a Reality

- **Connect**: Interactive online and offline access; sync work when you return online.
- **Customize**: add your own lessons and open-source content.
- **Collaborate**: classroom collaborative discussions allow teachers to monitor student engagement and participation

Online Resources

A rich array of resources engage all learners and help English learners and striving readers meet high expectations of new state standards.

- **Stream to Start videos** engage and build background.
- **Language Workshop** provides 180 days of designated instruction in English language skills aligned with core instruction.
- *Xplor eMagazines* provide leveled multi-genre selections and resources.
- **FYI site** and **Channel One News** reflect today's headlines and enrich studies.

*Available in Spanish for Grades 6–8.

CALIFORNIA collections

Sign up for an evaluation account now.
VISIT learn.hmhco.com/CASuccess

1. Select **SAMPLE NOW**

2. Enter Sample Word: **CAELA17**

3. Complete the form

4. Write down **USERNAME** and **PASSWORD**

5. **BOOKMARK** the login page for easy return

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