

**Textbook Evaluation Completion  
Recommendation to Adopt  
CPC Form B**

**Pilot dates:** August 2016 – February 2017

**School Site/Grade Level:** Milpitas High School / Grades 9-12

**Pilot Team:** Skyler Draeger, Assistant Principal; Lindsay Gutierrez, 9<sup>th</sup> grade teacher; Tonichi Lorenzana, 10<sup>th</sup> grade teacher; Tricia Brownstein, 11<sup>th</sup> grade teacher; Kathy Conradson, 12 grade SDAIE teacher

**Pilot Textbook Title:** *California Collections Series*

**Publisher:** Houghton Mifflin Harcourt

**Program Consultants:** Kyleen Beers, Martha Hougen, Carol Jago, William L. McBride, Erick Palmer, Lydia Stack

**Edition date:** 2017                      **Price of Premium Classroom Package:** \$129.00 per student  
(Pricing details attached)

**Content Area:** English Language Arts

**Courses:** English I, English II, English III, English IV

**Current Textbook Title:** McDougal Littell's *The Language of Literature Series*

**Edition date:** 2000

**1. How was the recommended text assessed in terms of meeting content standards?**

- Extensive charts at the beginning of the Teacher's Editions clearly delineate where each of the ELA/ELD Common Core State Standards in reading, writing, listening, and speaking is taught.
- Two consumables, *Close Reader* and *Performance Assessment*, provide additional alignment to the Common Core State Standards through the use of constructed response prompts and argumentative performance tasks.
- The textbooks contain a balance of fiction and nonfiction offerings, and the units integrate reading, writing, speaking, listening, and media activities.
- The series also includes interactive E-book lessons that aid students in achieving college and career readiness. The lessons include how to conduct effective web searches and evaluate sources; how to effectively participate in collaborative discussions; and how to analyze, write, and present speeches and use media in presentations.

**2. At what grade level(s) was the textbook written? (Please provide some means of analysis in addition to the publisher’s estimate.)**

The *Collections* series is intended for use with grades 9 through 12. Appendix A of the ELA Common Core State Standards has designated a more challenging Lexile range of 1080 to 1355 for high school students. The non-fiction selections in the textbooks tend to be at the high end of that range. For example, Martin Luther King’s “I Have a Dream” speech in the freshman text has a Lexile level of 1130, while “Letter from Birmingham Jail” in the sophomore text has a Lexile level of 1250. The Declaration of Independence in the junior text has a Lexile level of 1350, and the excerpt from Thoreau’s “Civil Disobedience” in the senior text has a Lexile level of 1340.

The units include works of fiction and non-fiction that are typically taught at grades 9-12, such as *Romeo and Juliet*, *Macbeth*, *Hamlet*, excerpts from *The Odyssey*, *Beowulf*, *The Canterbury Tales*, Thoreau and Emerson, and *Night*, the short stories of Edgar Allen Poe, and the poems of Emily Dickinson, as well as contemporary short stories, poems, speeches, essays, and news articles from around the world.

Of 165 students surveyed, 66 percent indicated that the reading level of the texts was “just right,” while 12 percent rated the reading level as “easy” and 22 percent found the reading level “difficult.”

**3. Is there a disparity between the reading difficulty of the textbook and the reading ability of the students? If so, how will this disparity be addressed?**

There is a disparity between the reading ability of students in our ELD and SDAIE English classes and the reading level of the texts. However, the materials are available in multiple formats—hardback textbooks and interactive digital copies with audio versions of anchor texts. In addition, a separate *Designated ELD Language Workshop* Teacher’s Guide provides appropriate scaffolding, including vocabulary webs and student-friendly definitions, ways to build context, sentence frames, guiding questions, graphic organizers, and discussion prompts for Emerging, Expanding, and Bridging English Learner levels.

**4. Will this curriculum require supplemental materials? If so, what are some examples of materials that will be used?**

MHS already has a core list of novels and plays used at each grade level. The new textbooks will help us meet the requirements of the Common Core State Standards by providing a wide range of shorter non-fiction selections and primary documents and by affording students multiple opportunities to closely read and annotate challenging texts and to complete constructed responses and argumentative performance tasks.

**5. Was the textbook reviewed for diversity/equity of representation to meet the MUSD population? If so, what were the results?**

Both the pilot team and students reviewed the texts for diversity.

The pilot team teachers noted that works by both male and female authors representing many different ethnicities and cultures are included in the text. In addition, the photographs and artwork reflect diverse populations and cultures. Teachers did comment that they would have liked more representation of the Philippines and India in the texts, however.

One student who participated in the survey commented that he “loved the colors, the pictures, the text,” but was disappointed that “there is nothing about India.” Another student commented that “Most of the stories are from Europe/America. There should be stories from Asia, South America, etc.” Overall, however, 61 percent of students surveyed found “much diversity” in the texts; 30 percent found “average diversity”; and 9 percent rated the texts as having “little diversity.”

**6. List other textbooks considered. Include title, publisher, price, and reading level(s).**

StudySync, McGraw Hill, Grades 9-12—interactive digital units with consumable student *Reading and Writing Companion* workbooks

**7. List additional materials available with this textbook, their price(s), and which materials will be purchased with textbook funds.**

A complete materials list with pricing is attached.

**8. Describe the staff development plan to acquaint teachers with this new textbook (i.e, who is responsible, what steps will be taken, delivery methods, and how the use/implementation of textbooks will be assessed.)**

Content Specialists from Houghton Mifflin Harcourt conducted a training session for the MHS pilot team on October 19, 2016. The session focused primarily on using the technology components of the program.

The English Department leads will contact HMH Account Executive Lindsay Washington to arrange for further training of the whole department, possibly on the fall in-service day.

Additional training can be conducted in-house by the pilot team members.

**9. Grades 7-12 only: Is the class for which this textbook is intended also taught in the feeder schools? If so, describe any articulation which has taken place and any ideas, practices or resolutions that have been shared with those schools/sites.**

N/A

**10. Grades 7-12 only: Was the textbook reviewed for social content (i.e., democratic values, cultural pluralism, diversity of the state's population; emphasis on people in varied, positive, and contributing roles; and free of inappropriate references to commercial brand names, products, or corporate or company logos)?**

The pilot team reviewed the textbooks for social content. Teachers noted that the texts include instructional units entitled "Finding Common Ground," "The Struggle for Freedom," "Seeking Justice," "Voices of Protest," and "Gender Roles" that promote democratic values and cultural pluralism.

In addition, students are given the opportunity to build global awareness through discussion and analysis of age-appropriate news stories on Channel One News. The E-book interactive lessons have embedded History Channel videos and the textbooks include speeches, legal documents, and Supreme Court decisions, allowing students to make cross-curricular connections.

People are presented in varied, positive, and contributing roles in real world situations. Of the 165 students surveyed, 66 percent found that the textbooks contained "many real world examples." The pilot team teachers noted, for instance, the incorporation of newspaper articles and editorials (e.g., "Saudi Women Defy Driving Ban," "American Flag Stands for Tolerance," etc.), photo-journalism and documentaries (e.g., "Third World America," "Being Here: The Art of Dan Horgan," etc.) and scientific writings (e.g., "Are Genetically Modified Foods Scary?," "The Mosquito Solution," "The Secret to Raising Smart Kids," etc.).

The texts are free of inappropriate references to commercial brand names or logos.