

# collections

Grades 6–12

## Scaffolding for Student Success

**RATIONALE:** *Collections* © 2017 is the only English Language Arts program for Grades 6–12 that was developed specifically to standards that require increased levels of learning with rigorous, complex texts. To help teachers and students achieve these higher expectations, *Collections* integrates a wide variety of engaging scaffolds for both struggling students and English learners. As you review the many examples of teaching support and strategies, you will discover how effectively the approaches are integrated with core content for developing students' skills, knowledge, and confidence for success.

### ▶ Videos and digital learning boost motivation and build foundational skills.

- **Stream to Start™** videos, for introducing each collection, engage students and clarify textual elements that might impede comprehension.
- **Text in Focus** videos enhance understanding of challenging figurative language, sentence structure, and main ideas in anchor texts, especially helpful for English learners. (Grades 6–8)
- **X-plor** e-Magazine offers personalized learning and leveled, high-interest texts tied to each collection's topics for students to build content knowledge and fluency.
- **Channel One News®** videos, related to collections' themes, provide background knowledge that helps with comprehending texts and building content knowledge.
- **Interactive Lessons, student-facing instruction and practice** for writing, speaking, and listening, include drag-and-drop features and game-like completion tools providing immediate feedback, individualized instruction, and differentiation.

### ▶ Teacher and student resources provide for varying student needs.

- **Text X-Ray** targets aspects of each text that could challenge English learners such as sentence structure, figurative language, and theme, while providing strategies for these challenges. (Teacher's Edition)
- **When Students Struggle** and **English Language Support** offer targeted differentiated approaches to support students during reading, discussion, and analysis of texts. (Teacher's Edition)
- **Dig Deeper** and **Reteach** lessons give specific ideas and mini-lessons for increasing struggling students' competencies. (Teacher's Edition)
- **List of full-length works** allows for students' varying reading levels and interests when choosing a book for independent reading. Teacher Resources includes support for teaching full-length works. (Teacher Resources)
- **Language Workshop, customized lessons for English learners** for every core selection, encourages students' independent use of English as they work to improve their skills in meaning making, language development, effective expression, and content knowledge. (Grades 6–8)
- **Texts in a range of difficulty levels on the FYI** website ([hmfyi.com](http://hmfyi.com)) allow students to choose additional sources for their performance tasks that match their interests. The FYI site showcases brief, current texts that are informational and aligned to each collection theme.

## ▶ Assessment options build in scaffolding for differentiation.

- **Test of Silent Contextual Reading Fluency (TOSCRF2)** from **PRO-ED**, quick and reliable diagnostic tests, identify reading deficiencies that hinder fluency and comprehension.
- **Level Up Tutorials provide diagnoses, prescriptive remediation, and posttests** for key skills used in the collections for reading literature and informational texts. GrammarNotes and WordSharp Vocabulary Tutor provide lessons for remediation on language conventions and vocabulary building for ELL and struggling learners.
- **Performance Tasks prepare students for success with performance-based assessment and offer differentiation** by allowing students to include their choice of additional texts, to research topics of personal interest, and to individualize their product in response to the tasks.
- **Performance Assessment teaches the thinking required for new assessments**, including step-by-step instruction and models for analyzing texts, synthesizing ideas, and creating an original response. With the three-step model, students analyze source materials in Part 1; practice short related tasks in Part 2; and perform the task of synthesizing source materials and writing a response in Part 3. Teachers may assign all or portions of each of the three parts to students, depending on varying performance levels, or use parts of the lessons individually in small-group work.
- **Three Continuum Adaptive Benchmark Assessments capture and compare data** on student achievement to help inform instruction, measure growth, and predict performance. The online adaptive format provides test items in line with students' instructional readiness.

## ▶ Instructional design provides key support for students struggling with complex texts.

- **Clean pages in the Student Edition** help to focus students on the text and to avoid distractions that can derail struggling students' concentration and comprehension.
- **Line numbers on every selection** assist students with finding key sections of the text and citing evidence and teachers with managing class discussions.
- **Focused Background notes** help to fill in students' gaps in historical and/or cultural knowledge while Setting a Purpose (Grades 6–8) and As You Read (Grades 9–12) give direction for purposeful reading.
- **Self-paced audio recordings for every selection** in the Student Edition and Close Reader via the eBook allow students who need extra support to chunk the text by starting and stopping the recording.
- **Thematically and topically related selections** per collection help students to focus on one major theme or topic and make connections more easily between texts.

## ▶ Modeling and practice help students learn the skills of close reading.

- **Guiding Questions** aid students' comprehension and analysis of challenging sections of text; these questions, also found in the Teacher's Edition, may be used by students for guided text analysis and for class discussion.
- **Digital Screencasts in the Student eBook model conversations about text** to show students the process of close reading. Each group of Screencasts is followed by an additional passage for students to practice their own close reading and analysis—using the model of gradual release of responsibility.
- **Online digital tools for annotation and note taking** in the Student eBook provide consistent practice for students as they learn how to mark up a text, make notes, and ask questions while reading—and to utilize those notes for related writing.
- **eBook communication individualizes differentiation** with teachers responding to students' close reading responses in their eBook and responding to a “raised hand” for help, as well as to students' drafts for myWriteSmart assignments.
- **Strategies for Annotation in the Teacher's Edition** provide specific activities for students to annotate key elements of a text and may be used with students who need more concrete directions for close reading. Strategies are suitable for whole-group, small-group, or independent work.
- **HMH Close Reads App provides Guided Read and React lessons** with extra support for learning how to do close reads of texts across genres, using modeled screencasts and interactive practice. After guided practice, students “unlock” independent practice with additional texts.

## The Close Reader provides application of text analysis skills for increased proficiency.

- **Close Reader selections provide immediate application of routines**, particularly helpful for students who need to practice close reading for specific textual elements immediately after lessons teaching these elements in the Student Edition.
- **The protocol of Read, Reread, Cite Evidence, Discuss, and Write** makes up the concrete approach used for these selections so that learners who need repeated practice are able to internalize key approaches for close reading.
- **Close Reader selections, related to each collection topic or theme**, continue the focus on one theme or topic per collection to facilitate students' study and comparison of related texts and include some short challenging texts to practice rereading.
- **Short constructed response questions that require textual evidence** conclude each of the close reading activities, providing the frequency of practice that students working below level need in order to learn how to create a written response using their notes and conclusions supported by evidence.

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