# From Common Core to *Collections*

Developing Educational Content to a New Generation of Standards

# Common Core State Standards

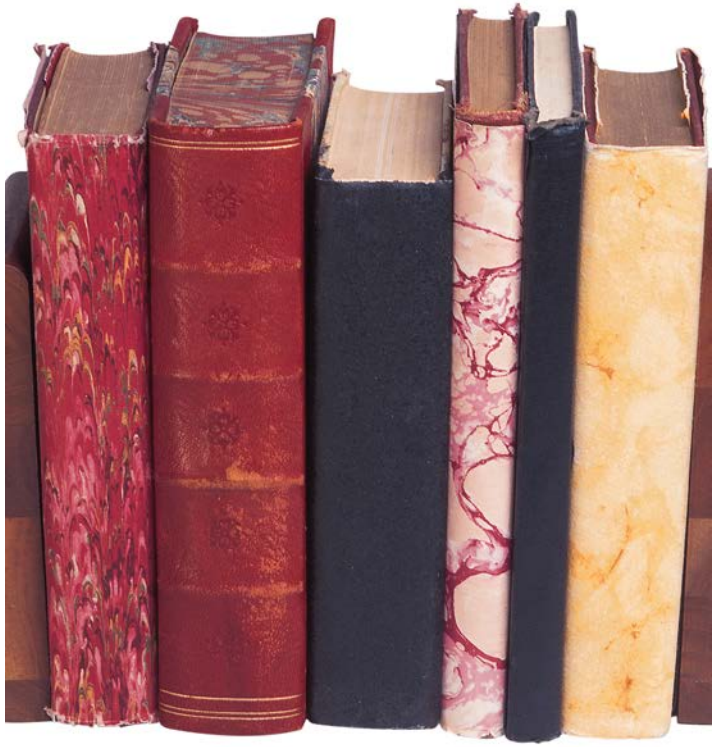
- The Common Core State Standards (CCSS) are a set of standards in mathematics and English language arts that define the knowledge and skills students are supposed to gain throughout their K-12 education.
- They were developed by state officials, but the goal was to create a consistent set of standards to be adopted nationwide.
- CCSS has been adopted by 44 of the 50 states and the District of Columbia.

# Success and Controversy

- Implementation of CCSS speeded up after the Obama administration used federal education funds to encourage states to adopt the standards.
- CCSS is controversial. Some groups believe that it gives the federal government too much influence over education.
- Others object to the standardized tests developed for CCSS and their use to evaluate teachers.

# New Approach

- CCSS takes a new approach to English curriculum. While it does not require specific texts to be taught, it does require more rigorous texts.
- CCSS also requires a greater percentage of texts to be informative nonfiction.

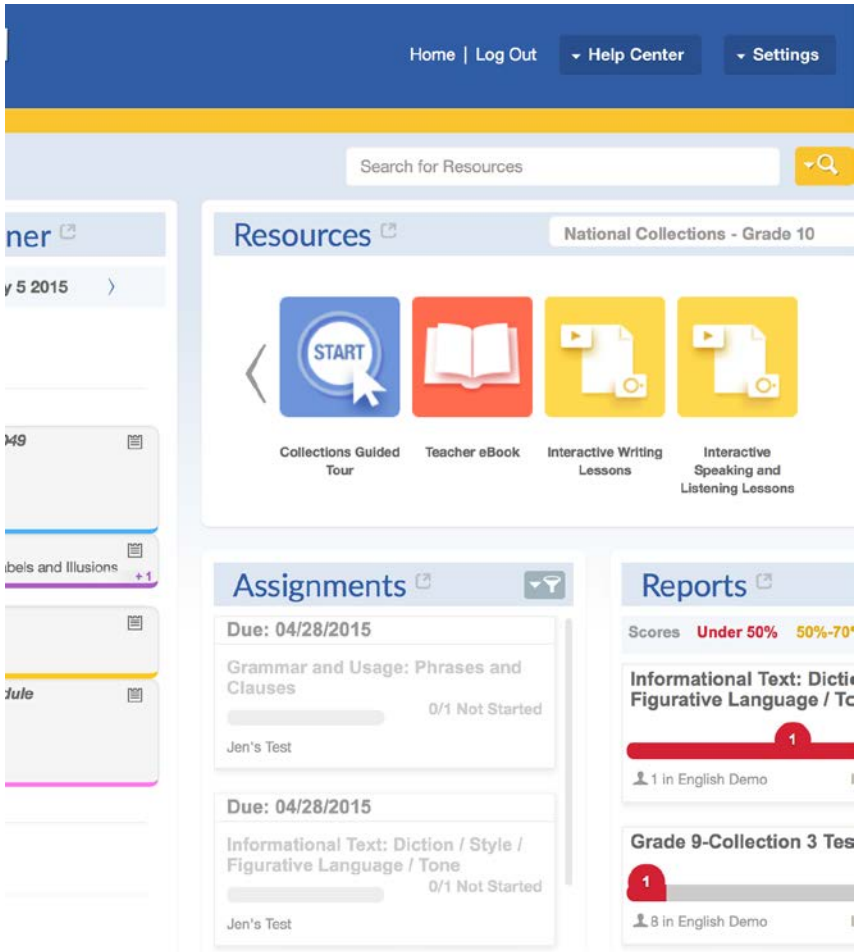


# *Collections*

- HMH developed the *Collections* program specifically to meet CCSS requirements for English.
- This program for grades 6 to 12 is available in a print edition and a digital edition (eBook).

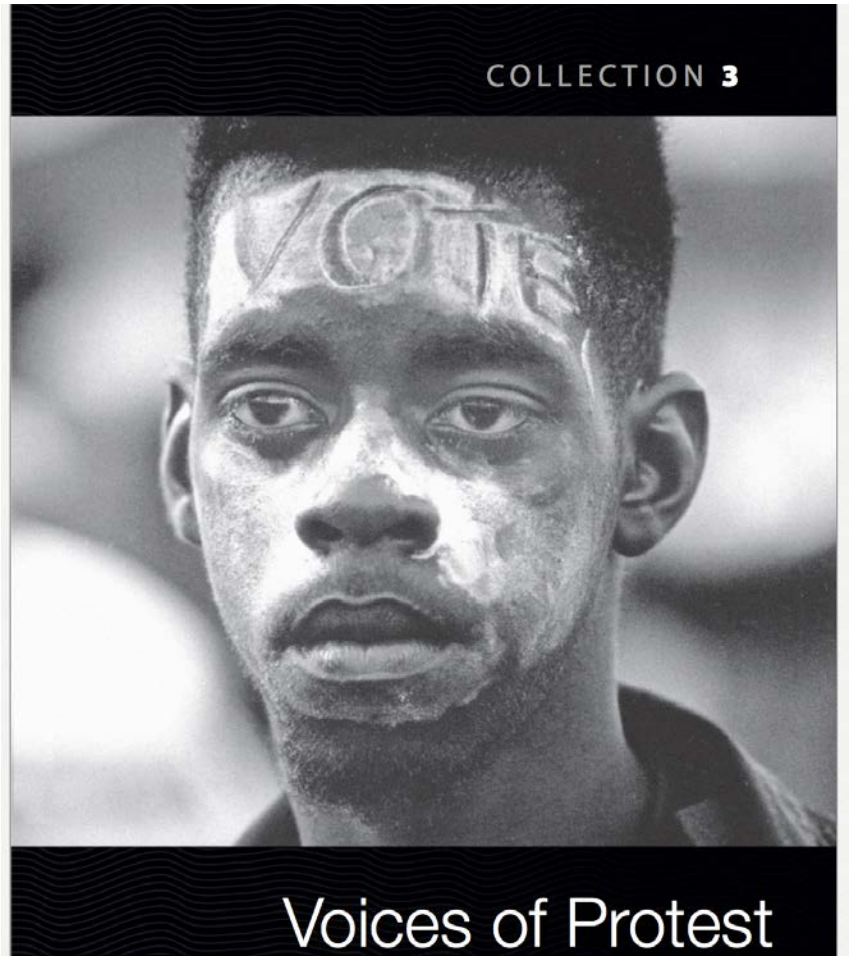
# Teacher Resources

- An online teacher dashboard groups resources by standard, topic, or genre.
- The dashboard helps teachers monitor progress, provide remediation, and give online feedback.



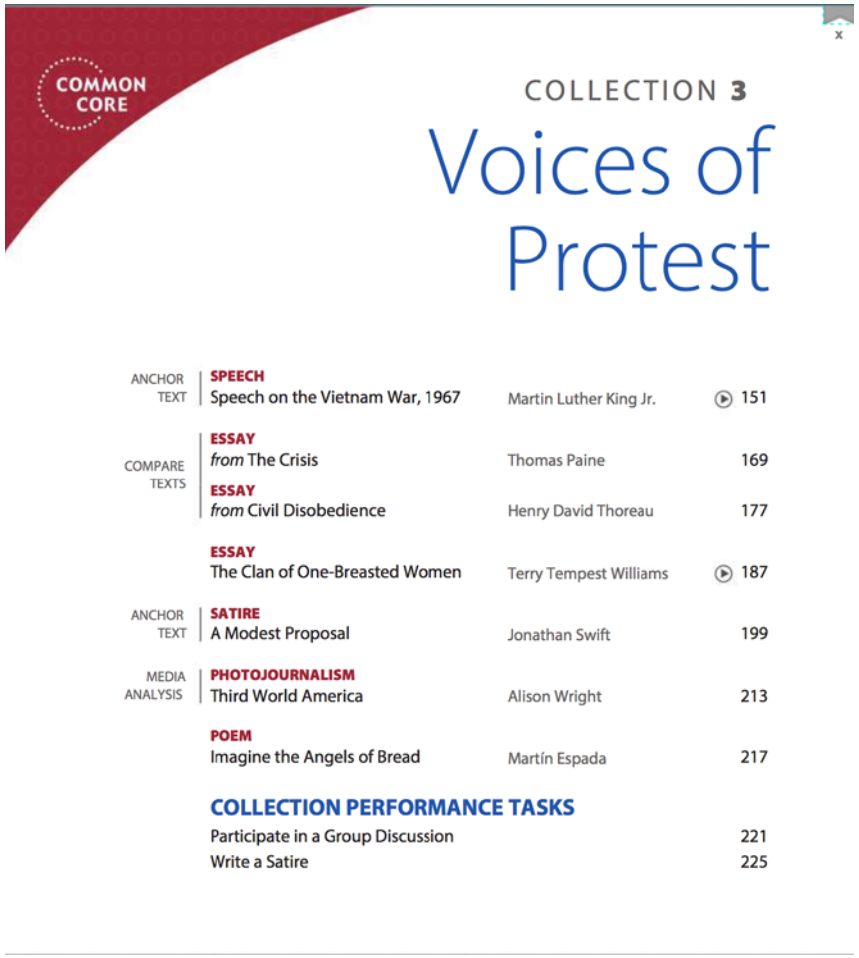
# Thematic Organization

- Each book contains six collections of nonfiction and literary texts. The collections are organized by theme.
- The themes are chosen to encourage discussion and debate.



# Table of Contents

- CCSS emphasizes informational nonfiction because understanding such texts is important for college and career success.
- *Collections* has more informational nonfiction than earlier programs had. The texts are also generally more difficult than in earlier programs.



COMMON CORE

COLLECTION 3

Voices of Protest


| | | | |
|---|---|---|---|
| ANCHOR TEXT | SPEECH<br>Speech on the Vietnam War, 1967 | Martin Luther King Jr. | 151 |
| COMPARE TEXTS | ESSAY<br>*from* The Crisis | Thomas Paine | 169 |
| | ESSAY<br>*from* Civil Disobedience | Henry David Thoreau | 177 |
| | ESSAY<br>The Clan of One-Breasted Women | Terry Tempest Williams | 187 |
| ANCHOR TEXT | SATIRE<br>A Modest Proposal | Jonathan Swift | 199 |
| MEDIA ANALYSIS | PHOTOJOURNALISM<br>Third World America | Alison Wright | 213 |
| | POEM<br>Imagine the Angels of Bread | Martín Espada | 217 |

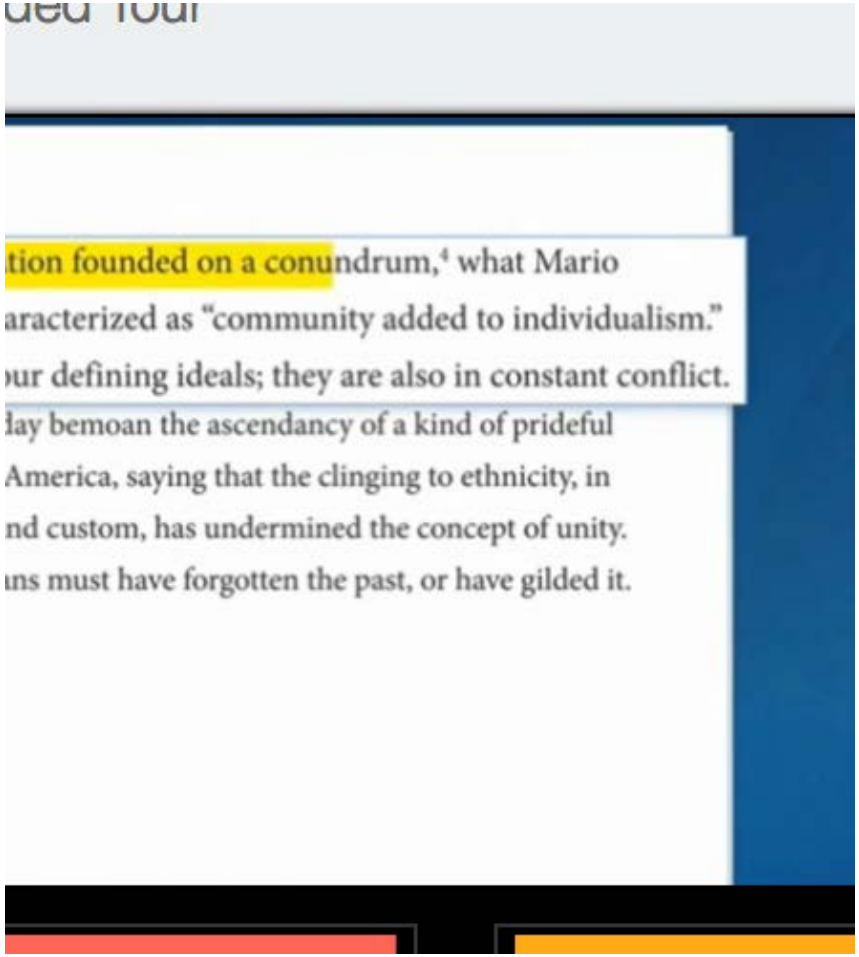
COLLECTION PERFORMANCE TASKS

Participate in a Group Discussion 221

Write a Satire 225

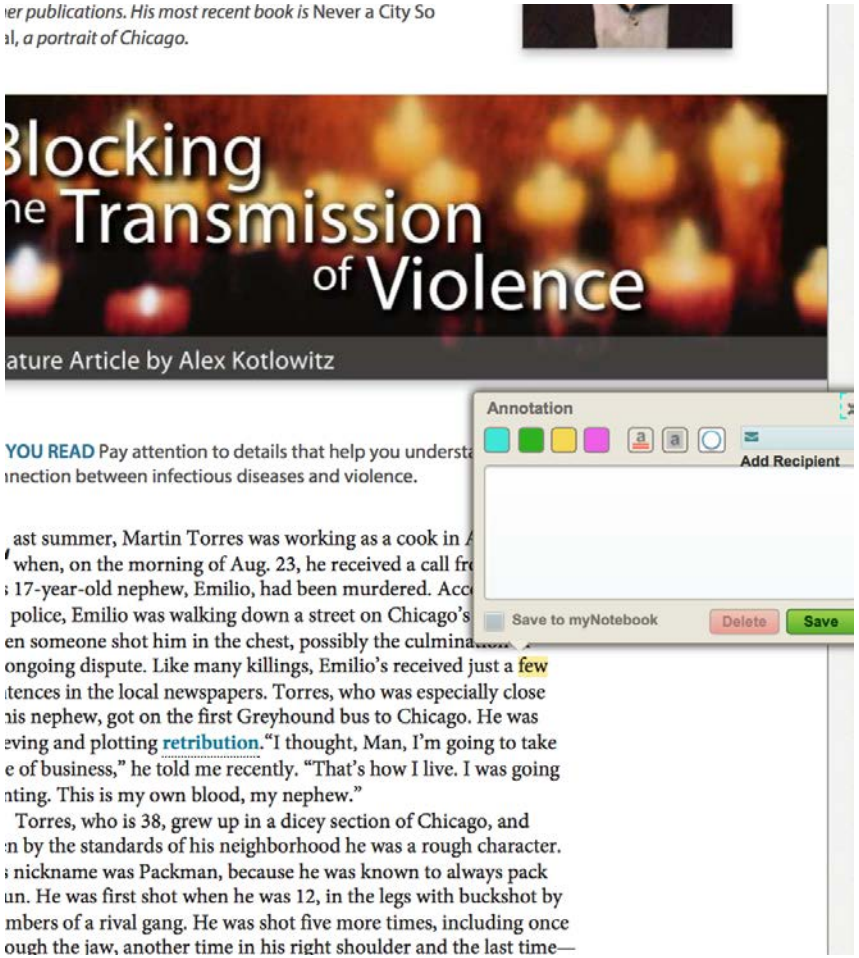
# Anchor Texts

- Each collection has one or two main texts, or anchor texts.
- For the eBook, HMH has created close-read screencasts for each anchor text.
- The screencasts model how to closely read and analyze the text. In a screencast, two people discuss a passage and mark it up.



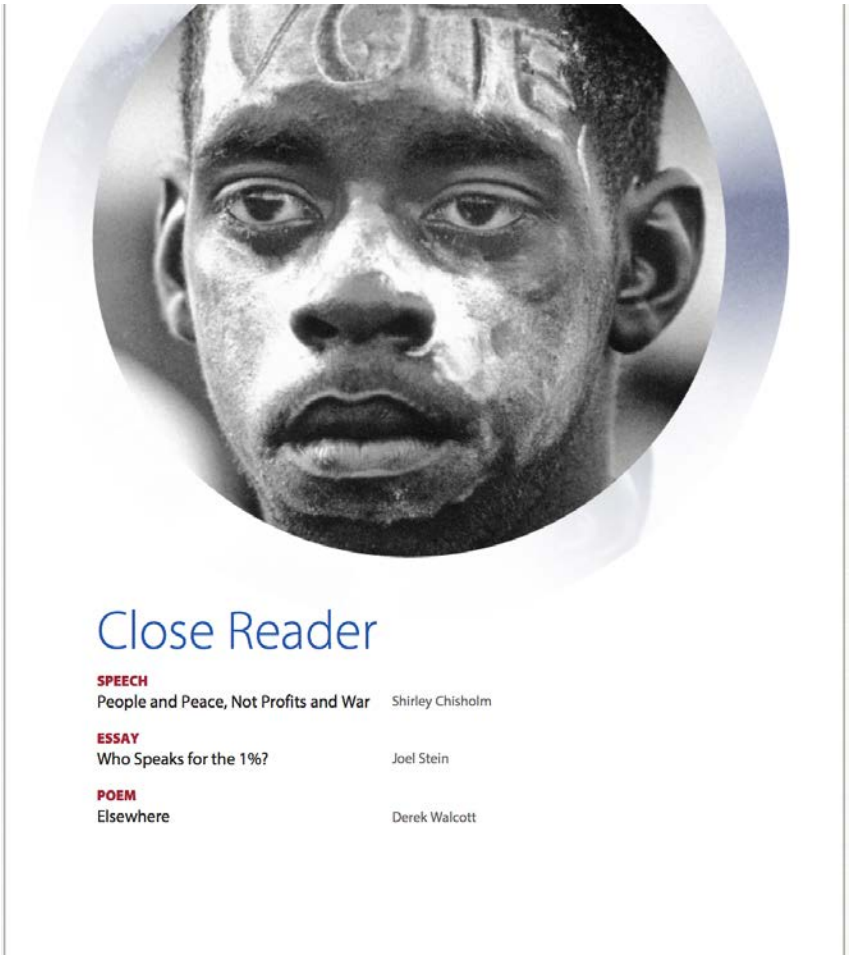
# Digital Features

- The eBook supports close reading with annotation tools such as highlighting and notes.
- The notes can be saved, tagged, and organized.
- Students can use the notes to help answer questions and complete performance tasks.



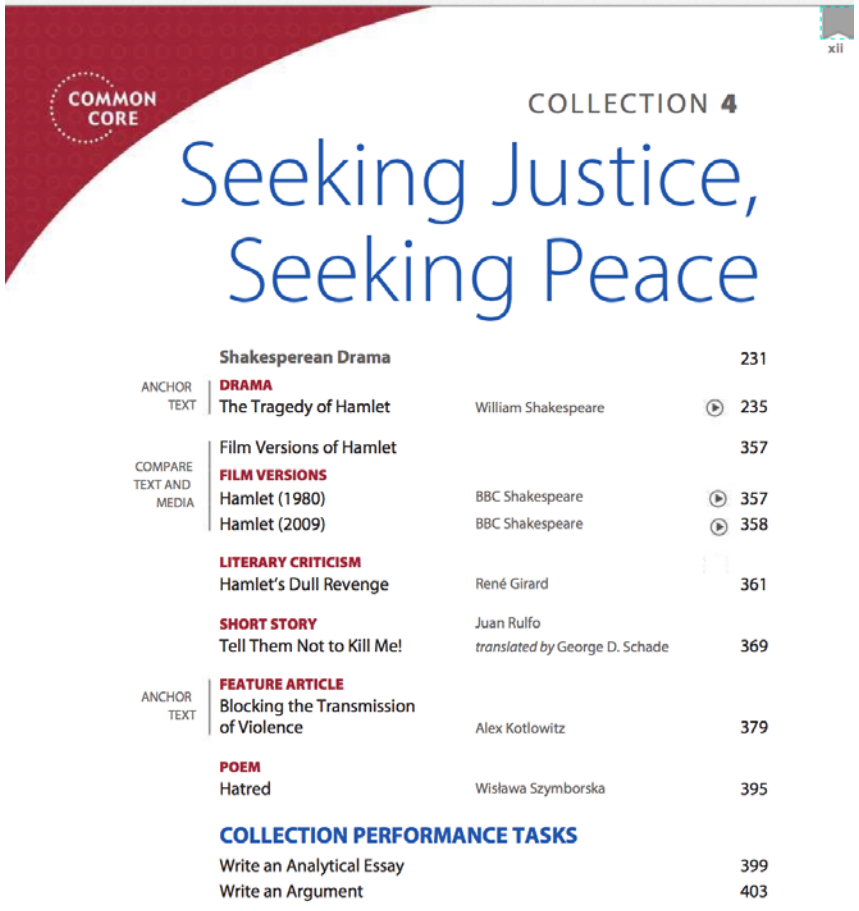
# Interactive Reader

- Each collection is linked to an interactive reader with additional selections that students can mark up as they read.
- These readers provide additional support for close reading.



# Contemporary Texts and Media

- *Collections* emphasizes contemporary texts and media.
- Even in this collection containing Shakespeare's *Hamlet,* there is a long recent article about a nonprofit group devoted to combating street violence.
- We also provide excerpts from two film adaptations of *Hamlet* for students to compare.



COMMON CORE

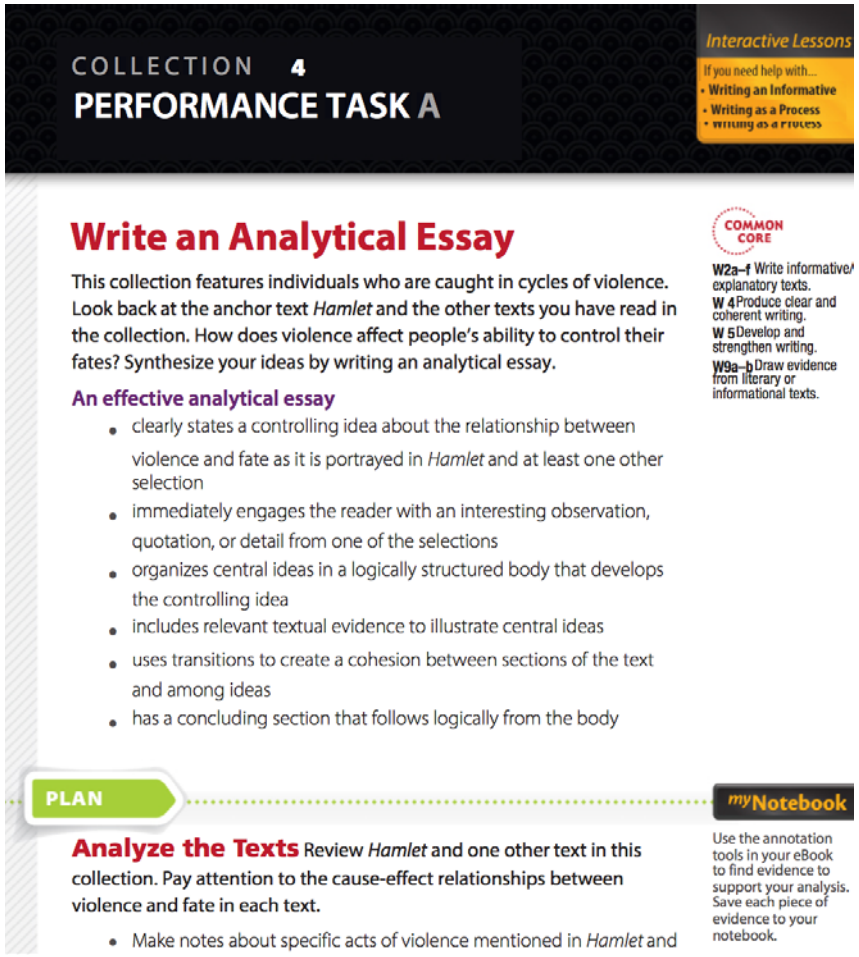
COLLECTION 4

## Seeking Justice, Seeking Peace


| | | | |
|---|---|---|---|
| | **Shakesperean Drama** | | 231 |
| ANCHOR TEXT | **DRAMA** The Tragedy of Hamlet | William Shakespeare | 235 |
| COMPARE TEXT AND MEDIA | Film Versions of Hamlet | | 357 |
| | **FILM VERSIONS** Hamlet (1980) | BBC Shakespeare | 357 |
| | Hamlet (2009) | BBC Shakespeare | 358 |
| | **LITERARY CRITICISM** Hamlet's Dull Revenge | René Girard | 361 |
| | **SHORT STORY** Tell Them Not to Kill Me! | Juan Rulfo *translated by* George D. Schade | 369 |
| ANCHOR TEXT | **FEATURE ARTICLE** Blocking the Transmission of Violence | Alex Kotlowitz | 379 |
| | **POEM** Hatred | Wisława Szymborska | 395 |
| | **COLLECTION PERFORMANCE TASKS** | | |
| | Write an Analytical Essay | | 399 |
| | Write an Argument | | 403 |

# Innovative Assessment

- CCSS assessment includes writing assignments in which students must closely analyze more than one text.
- Each collection in the HMH program offers two performance tasks that require students to compare or synthesize texts.



COLLECTION 4
PERFORMANCE TASK A

Interactive Lessons
If you need help with...
- Writing an Informative
- Writing as a Process

## Write an Analytical Essay

COMMON CORE
W2a–f Write informative/explanatory texts.
W 4 Produce clear and coherent writing.
W 5 Develop and strengthen writing.
W9a–b Draw evidence from literary or informational texts.

This collection features individuals who are caught in cycles of violence. Look back at the anchor text *Hamlet* and the other texts you have read in the collection. How does violence affect people's ability to control their fates? Synthesize your ideas by writing an analytical essay.

### An effective analytical essay

- clearly states a controlling idea about the relationship between violence and fate as it is portrayed in *Hamlet* and at least one other selection
- immediately engages the reader with an interesting observation, quotation, or detail from one of the selections
- organizes central ideas in a logically structured body that develops the controlling idea
- includes relevant textual evidence to illustrate central ideas
- uses transitions to create a cohesion between sections of the text and among ideas
- has a concluding section that follows logically from the body

PLAN

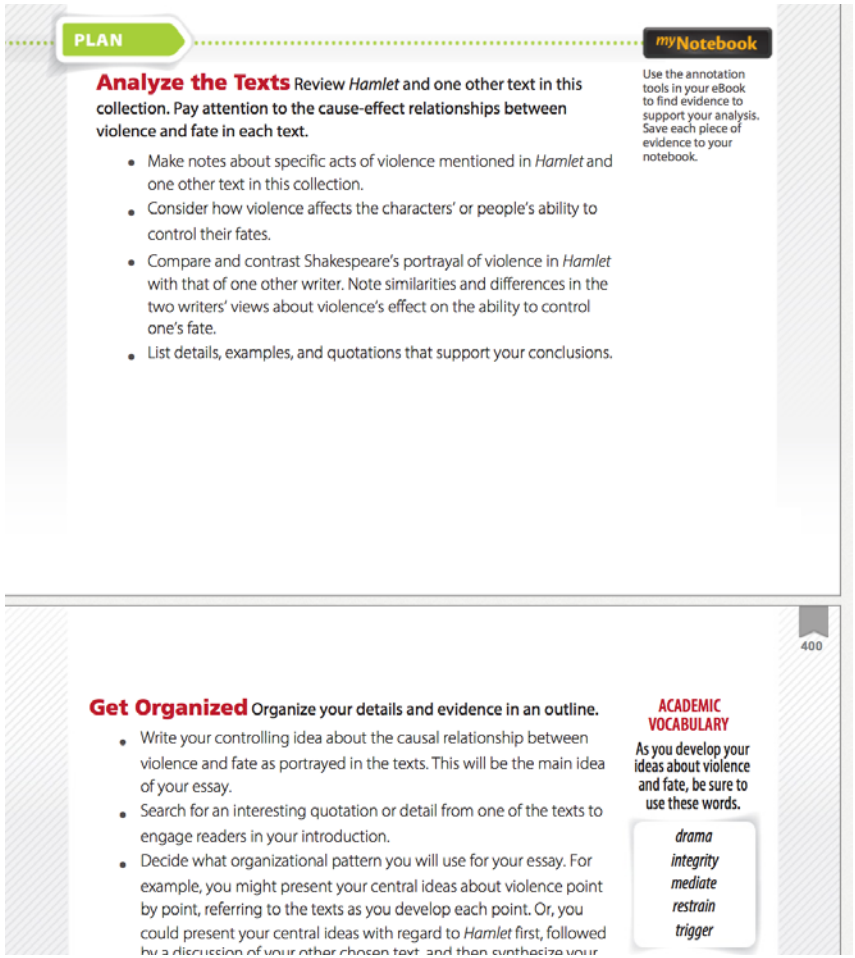
myNotebook
Use the annotation tools in your eBook to find evidence to support your analysis. Save each piece of evidence to your notebook.

**Analyze the Texts** Review *Hamlet* and one other text in this collection. Pay attention to the cause-effect relationships between violence and fate in each text.

- Make notes about specific acts of violence mentioned in *Hamlet* and

# Writing Process

- The performance tasks guide students through each stage of the writing process.



PLAN

**Analyze the Texts** Review *Hamlet* and one other text in this collection. Pay attention to the cause-effect relationships between violence and fate in each text.

- Make notes about specific acts of violence mentioned in *Hamlet* and one other text in this collection.
- Consider how violence affects the characters' or people's ability to control their fates.
- Compare and contrast Shakespeare's portrayal of violence in *Hamlet* with that of one other writer. Note similarities and differences in the two writers' views about violence's effect on the ability to control one's fate.
- List details, examples, and quotations that support your conclusions.

myNotebook

Use the annotation tools in your eBook to find evidence to support your analysis. Save each piece of evidence to your notebook.

400

**Get Organized** Organize your details and evidence in an outline.

- Write your controlling idea about the causal relationship between violence and fate as portrayed in the texts. This will be the main idea of your essay.
- Search for an interesting quotation or detail from one of the texts to engage readers in your introduction.
- Decide what organizational pattern you will use for your essay. For example, you might present your central ideas about violence point by point, referring to the texts as you develop each point. Or, you could present your central ideas with regard to *Hamlet* first, followed by a discussion of your other chosen text, and then synthesize your

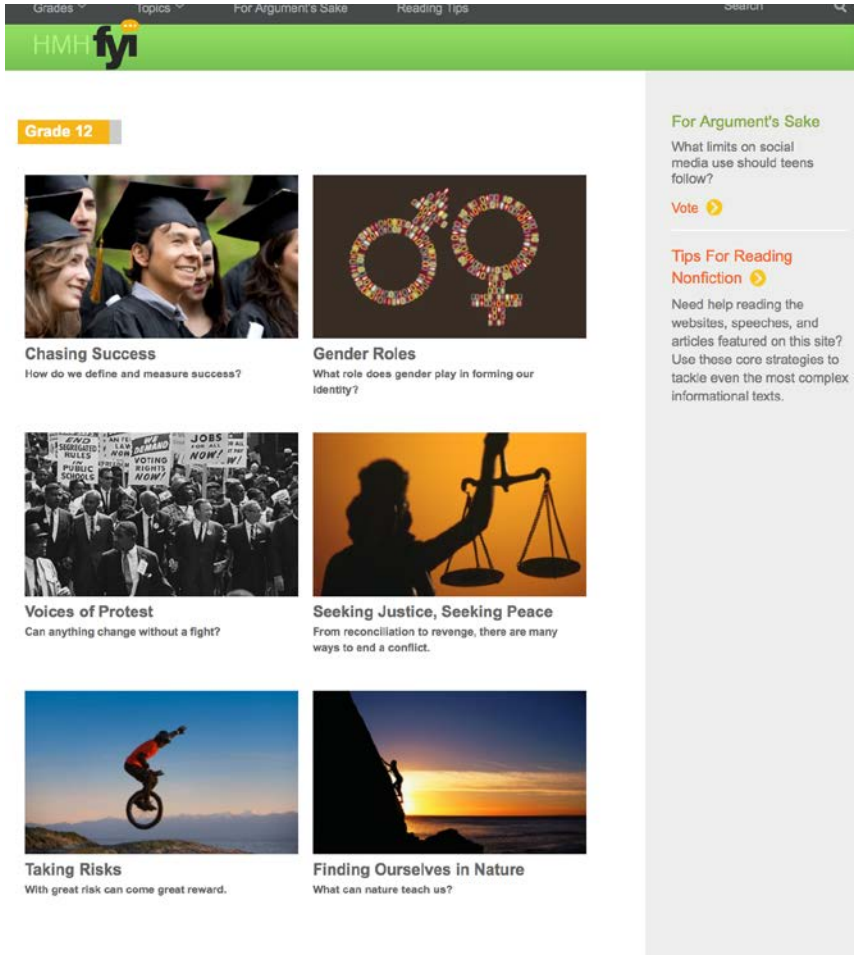
ACADEMIC VOCABULARY

As you develop your ideas about violence and fate, be sure to use these words.

*drama*
*integrity*
*mediate*
*restrain*
*trigger*

# Additional Resources

- HMH provides additional resources with *Collections.*
- One resource is the FYI website with links to online articles that are thematically related to the collections.



# FYI

- These links are updated each month.
- Anyone can access the FYI site.

- https://hmhfyi.com/6-12/

Environmental Justice History

**Source: energy.gov**

Read about the start of the environmental justice movement, when activists protested the location of hazardous waste sites in low-income and minority communities.

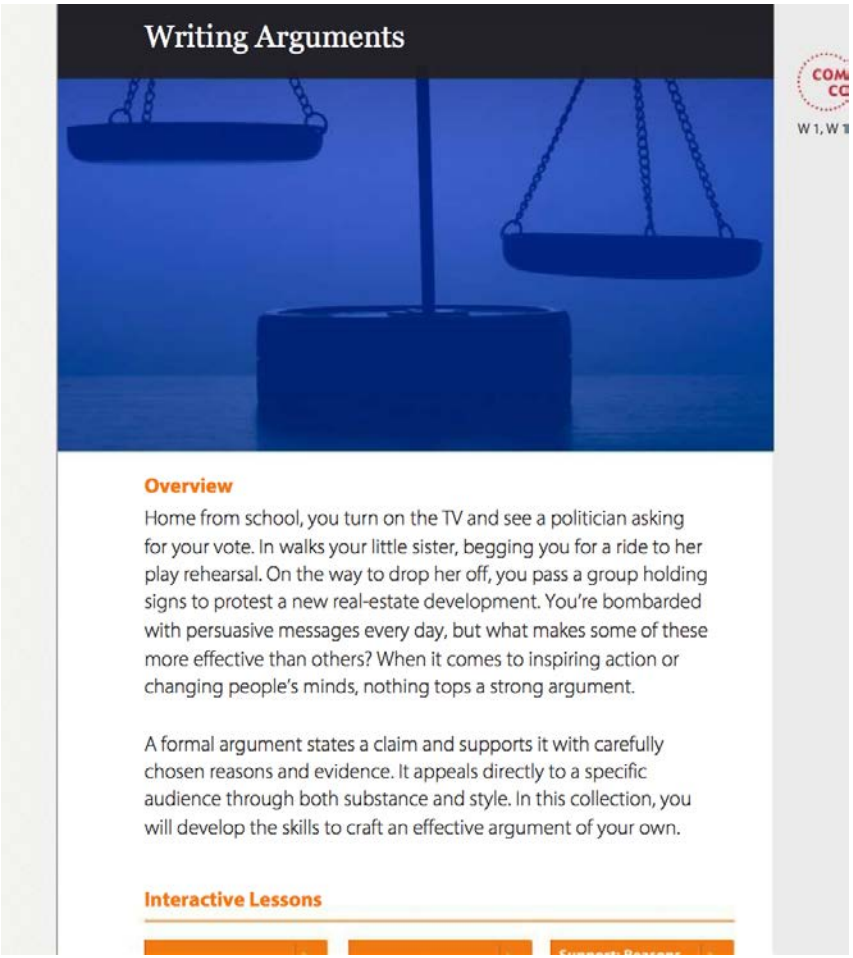
The Long History of Olympic Boycotts, Protests and Demonstrations

**Source: Advocate**

Throughout history, nations have boycotted and people have protested the Olympic Games for various political and social reasons.

# Skills Instruction

- *Collections* also includes a series of interactive lessons that teach writing and speaking and listening skills.



Writing Arguments

**Overview**

Home from school, you turn on the TV and see a politician asking for your vote. In walks your little sister, begging you for a ride to her play rehearsal. On the way to drop her off, you pass a group holding signs to protest a new real-estate development. You're bombarded with persuasive messages every day, but what makes some of these more effective than others? When it comes to inspiring action or changing people's minds, nothing tops a strong argument.

A formal argument states a claim and supports it with carefully chosen reasons and evidence. It appeals directly to a specific audience through both substance and style. In this collection, you will develop the skills to craft an effective argument of your own.

**Interactive Lessons**