

Middle School English Language Arts Materials Selection

School Board
May 28, 2026

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Dawn Wallace, Director of Teaching and Learning



Purpose of this Slide Deck

This slide deck presents the process and recommendations of the Middle School English Language Arts Adoption Team.

Charter



Goals/Deliverables:

- Recommend instructional materials and instructional practices for Middle School English Language Arts Courses
 - Aligned to new WA State ELA standards (2026)
 - *Science of Reading & Structured Literacy*
 - Provides for MTSS, screening, diagnostic assessments and interventions and extensions
- Develop a Scope and Sequence for Middle School English Language Arts Grades 6 - 8:
 - Integrates Universal Design for Learning (UDL) to support inclusionary and culturally responsive practices

New ELA Curriculum - Aligned with new WA ELA Standards

New WA ELA 2026 Domain Structure

ELA CCSS (2011) Domains	WA ELA (2026) Domains
Reading - Literary Texts - Informational Texts - Foundational Skills (K–5)	Reading <i>A unified reading strand integrates foundational skills, comprehension, interpretation, analysis, and evaluation of texts.</i>
Writing	Writing
Speaking and Listening	Speaking, Listening, and Digital Forums
Language	Language
<i>Standards from Reading and Writing domains moved to new domain</i>	Research and Media Literacy

WA ELA 2026 updates the CCSS by:

- Integrating foundational and comprehension skills.
- Shifting from text types to genres.
- Intentionally aligning with structured literacy.
- Elevating media literacy by creating a dedicated Research & Media Literacy domain.
- Incorporating digital forums as essential communication environments.

Science of Reading & Structured Literacy

The Key Features of Structured Literacy

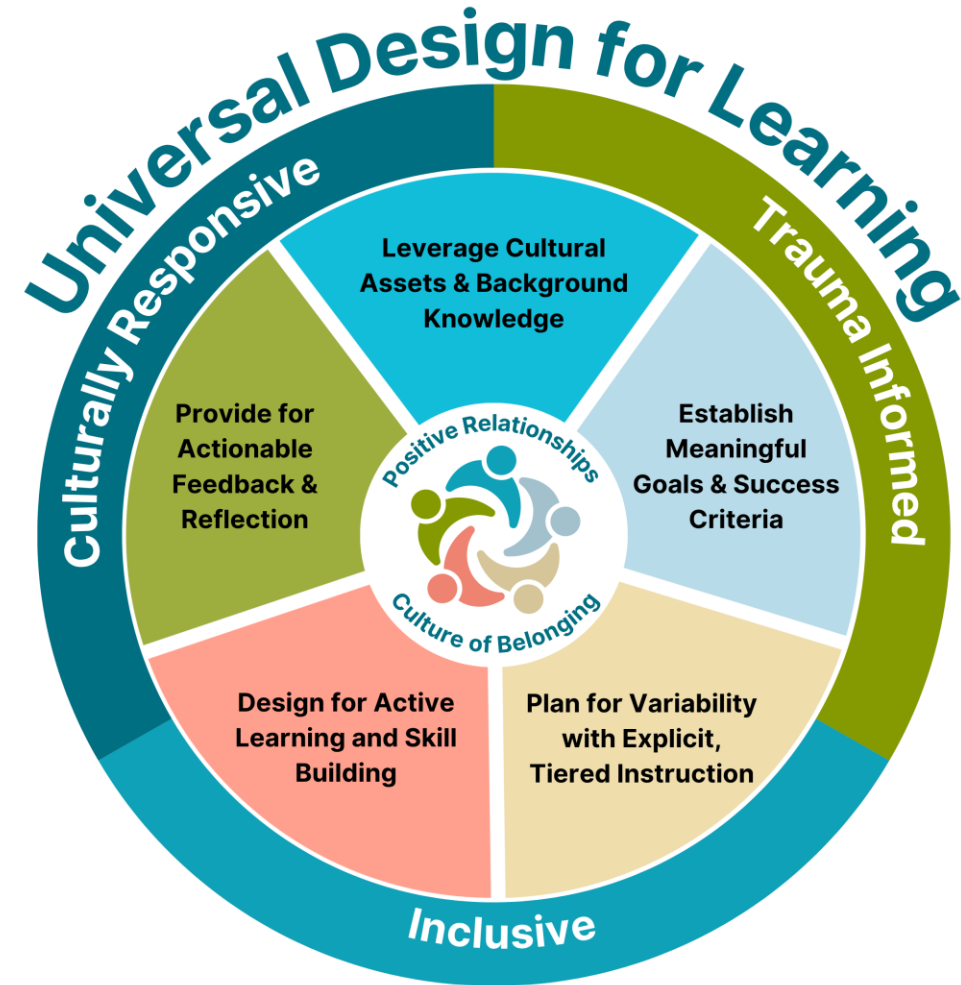
- Explicit, systematic and sequential teaching of literacy at multiple levels
- Cumulative practice and ongoing review
- A high level of student – teacher interaction
- The use of carefully chosen examples and non-examples
- Multimodal instruction (*pairing of listening, speaking, writing, reading*)
- Decodable texts
- Prompt, corrective feedback

“Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.”

New ELA Curriculum – MTSS & UDL frameworks

- Our ELA Core Curriculum should support all learners

Materials should have embedded supports so that we can proactively plan for our neurodiverse students, culturally and linguistically diverse students and students who have experienced traumas large and small.

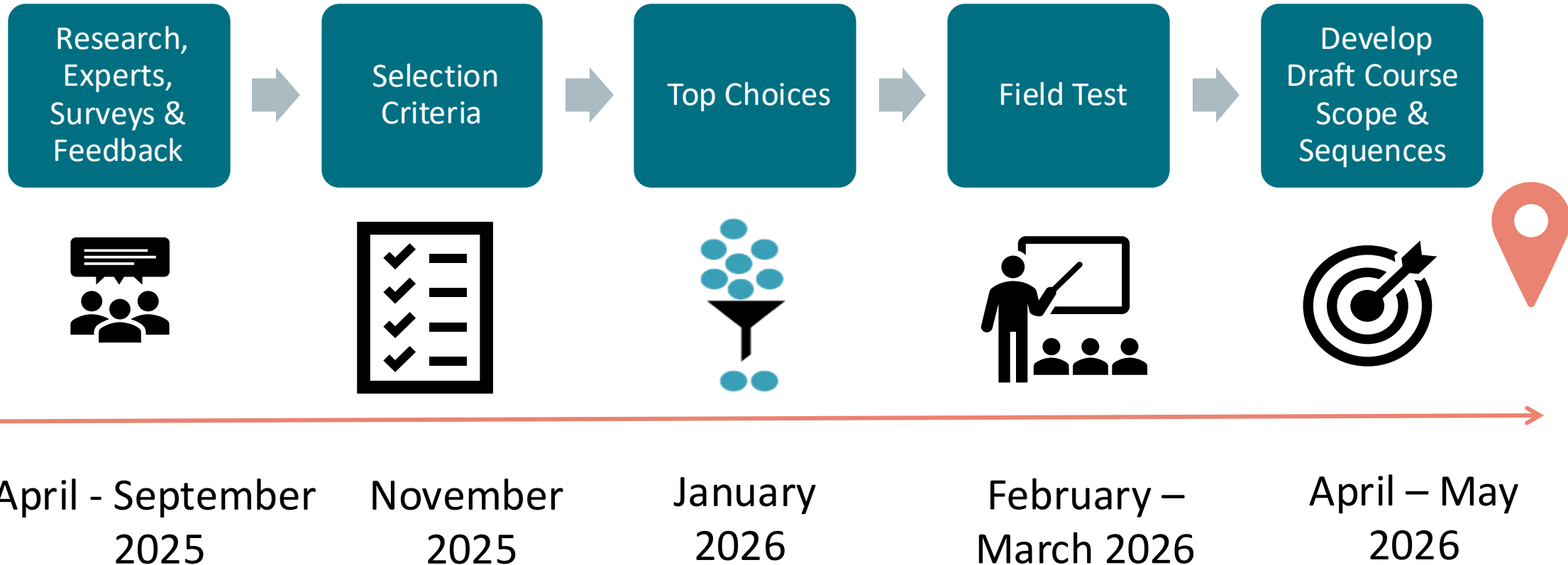


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Committee Members

School / Site	Name	Role
Beaver Lake	Carolyn Santos Sarah Sundt Alex Norton	Teacher - 6th ELA Teacher - 7th ELA Teacher - 8th ELA
Cougar Mountain	Erica Antonio Haley Skavaril Katie Accomazzo	Teacher - 6th ELA Teacher - 7th ELA Teacher - 8th ELA
Issaquah	Carolyn Stemshorn Boyd Cottom Liz Harris	Teacher - 6th ELA Teacher - 7th ELA Teacher - 8th ELA
Maywood	Katharine Chrisman Darcy Gleisberg	Teacher – 6th & 7th ELA Teacher- 8th ELA
Pacific Cascade	Kathy Skalak Heidi Fielden Erin Kwok	Teacher - 6th ELA Teacher - 7th ELA Teacher - 8th ELA
Pine Lake	Stephanie Bullard Carolyn Booth Elle Igbinoba	Teacher - 6th ELA Teacher - 7th ELA Teacher - 8th ELA

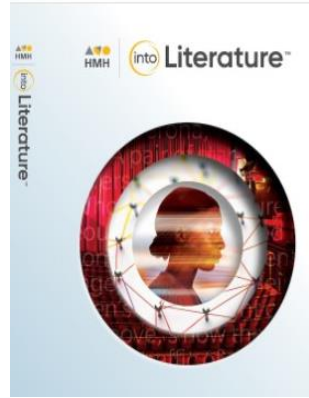
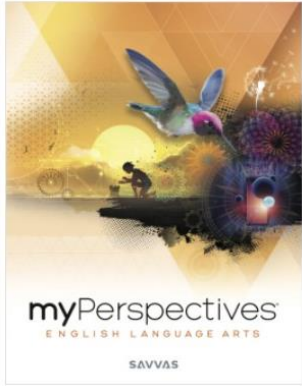
Process



Timeline

Meeting Date	Agenda
September 2025	Explored charter, analyzed new WA ELA Standards, developed curriculum evaluation tools using science of reading, structured literacy, Equity and UDL lenses.
November 11, 2025	Review Rubrics and Tools for Curriculum evaluations, began curriculum evaluation review, identified potential field test resources to invite for further consideration.
January 26, 2026	Presentations from HMH, Amplify ELA and Savvas Committee selected Amplify and Savvas to field test.
February 2026	Trained field testers on Amplify materials and instruction, field tested Amplify ELA
March 5, 2026	Reviewed Amplify Field testing data, trained field testers on Savvas materials
March 31, 2026	Reviewed Savvas Field test data, voted on curriculum to recommend
April 7, 2026	Began Pacing & Guide work
April 23, 2026	IMC Review
May 26, 2026	Final Committee Meeting – Finalize initial pacing guide for implementation of materials in fall of 2026
May 28, 2026	Board Decision
Fall of 2026	Implement Curriculum Materials

Materials Reviewed



- Amplify ELA
- Carnegie Learning – Lenses on Literature
- Common Lit 360
- Great Minds – Arts & Letters
- HMH – Into Literature
- Kiddom EL Education
- McGraw Hill – Study Sync
- Savvas – myPerspectives
- ThinkCERCCA

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Selection Criteria and Tools

- EdReports: All Green ratings for gateways & additional elements
- ISD Equity Framework
- UDL Framework for Adoption
- CRE ELA Frameworks
- NCTE Guidelines for Select of Materials in English Language Arts Programs

A. Stereotyping. Avoids labels or role stereotyping which demean historically marginalized groups and are free of ethnocentric, gender biased or elitist language patterns.

B. Perspectives. Instructional materials describe events from the perspectives of different gender, racial, ethnic, cultural, religious, sexual orientation and ability groups.

C. Culturally Responsive Instructional Strategies and Assessment. Provides a variety of ways in which students can be encouraged to build on their skills and learning while at the same time validates their experiences, values, and traditions.

D. Format. Materials are durable, practical, easy to use, age appropriate, and contain usable reference sections. Would support vertical alignment. Technology access supports differentiation and teacher choice.

E. Organization and Content. Curriculum is consistent with core standards and best practices, well organized, and provides for differentiation and rigor.

F. Teacher's Edition and Resources. Teacher materials provide for accessible lesson, clear unit planning, resources for assessment, suggestions for differentiation, support for integrating critical thinking, and support professional discretion.

On January 27, 2026 the material selection committee for Middle School ELA selected two curricula for field testing. The two finalists were Amplify ELA and Savvas' *myPerspectives*.

BOTH curricula...

- Have rigorous instructional materials, both digital and print.
- Provide extensive resources to support student learning
- Reflect best practices for teaching middle school English Language Arts
- Have engaging, relevant texts for middle school students.

Field Testing

Grades 6- 8

- All six middle schools
- Advanced & On Level classes at each grade level
- Total of 16 teachers
 - 462 6th grade students
 - 496 7th grade students
 - 394 8th grade students

Round 1- Amplify ELA

Initial Training: February 4, 2026

Dates: February 9 – March 6

Round 2- myPerspectives Savvas

Initial Training- March 5, 2026

Dates: March 9 – March 27

Parent and Community Engagement & Input

Viewing Materials

- Physical samples of each curricula were available in the lobby of the ISD Admin building during the field-testing period
 - Online access was also provided for each curriculum platform

Community Input and Questions

- Microsoft Form was available for collecting input and questions
 - Combination of Likert scale rating and free response

Number of Respondents: 7 family members



Overall Comments

Savvas provided a much broader, engaging experience that speaks to all levels and abilities. Amplify seemed to focus on the minimum instead of being broad, and overly committed to trendy material

Online reviews by educators in other districts/states are effusive about the quality of Amplify and the disdain for myPerspectives. My only concern is that the two programs are entirely digital. We are old school and prefer hard copies of books for our children to read and reference.

Materials Feedback - Students

Overall Student Sentiment

Savvas myPerspectives Feedback: Student feedback was mostly neutral to positive, describing the curriculum as manageable, clear, and engaging.

Amplify ELA Feedback Polarization: Amplify ELA feedback was polarized, with some positive experiences in grade 6 but notable dissatisfaction in grades 7 and 8.

Curriculum Engagement and Rigor

Savvas myPerspectives ELA shows consistent student engagement and perceived rigor with fewer negative responses across grades.

Balanced Text Difficulty

Savvas myPerspectives texts offer accessible yet challenging material that fosters meaningful discussions and writing.

Perceived Ease of Amplify ELA

Older students found Amplify ELA texts too easy, lacking depth and higher-level analytical tasks for advanced learners.

831 students provided feedback

5. For each statement, select the ranking statement that matches how you feel:

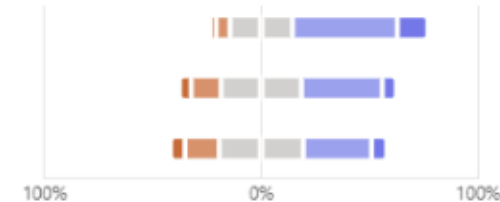
Strongly Disagree Disagree Neutral Agree Strongly Agree

Savvas

I understand what I'm supposed to be learning during the myPerspectives ELA lessons.

The activities and lessons provide me with opportunities to improve my reading skills.

The activities and lessons provide me with opportunities to improve my writing skills.

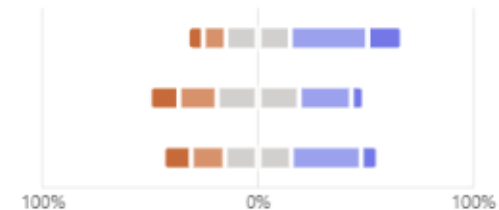


Amplify

I understand what I'm supposed to be learning during the Amplify ELA lessons.

The activities and lessons provide me with opportunities to improve my reading skills.

The activities and lessons provide me with opportunities to improve my writing skills.



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Teacher Feedback

Amplify – Overall Feedback

The amount of lessons that seemed like half together or the amount of time that each lessons took but were all originally pitched as a day long lesson. (some took multiple days and others like 20 minutes)

The complexity of the digital platform was surprising. Using the print materials worked well.

I thought I would really like the units, but was surprised at how narrow they were. This was my top pick at the beginning of this process, but my students very much did not enjoy it. I was unpleasantly surprised by how simplistic some activities were.

It was harder to use than I anticipated

It was a lot harder to use than I anticipated.

I was surprised by learning how to navigate the online curriculum. It got slightly easier, but not much. I was positively surprised by the AI writing feedback for students.

17 teachers provided feedback

Savvas- Overall Feedback

How good it felt to teach a curriculum that actually embodies all the professional development I've received around effective literacy instruction and high-leverage practices.

I liked how it integrated vocab and how engaged the kids were in the vocab activities.

The stories were well received. The classroom was connected, not interesting to students, but good to have a mentor text and common questions to work through together.

I really liked this curriculum! I enjoyed the different viewpoints in the mentor texts and the different types of texts - videos, etc. It is easy to imagine fitting this curriculum into our current units and bookbins.



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Committee Recommendation

The following materials were recommended to Executive Director of Teaching and Learning:

Savvas - *MyPerspectives*

Core Instructional Materials for English Language Arts grades 6 - 8

Savvas- Momentum Literacy & Success Maker

Digital diagnostics and screeners for progress monitoring, assessment and personalized learning

The Middle School ELA Curriculum Adoption Committee voted with 100% consensus for recommendation of these materials.

Rationale for Selecting

Selection Statement from Committee:

"The Materials Selection Committee has selected Savvas *myPerspectives* to recommend as our adopted ELA curriculum. Savvas was chosen because it is well-organized and supports student learning within the units but also is consistent between the grade levels. The units are clearly laid out for both students and teachers which helps students to develop their literacy skills over the course of the school year.

The teacher editions are easy to use, making planning more manageable and will help to build strong instructional foundations across grades. The program supports teachers with built-in guidance and provides differentiation for all learners. Materials are flexible, with both online and print options, and are easy to adapt for classroom needs.

Savvas integrates smoothly with Canvas, and many students are already familiar with the platform, which will help with implementation. The curriculum also includes strong grammar instruction and allows teachers to pair units with favorite novels and existing middle school texts."

Bias

Through their work in reviewing and field-testing Savvas materials, the committee reached consensus that publishers were intentional in selecting non-biased and culturally inclusive texts, activities, assignments, and illustrations in instructional materials:

- ✓ The instructional material provides a range of text, examples, scenarios, and applications for learning that are relevant to our district students' real-life experiences and cultural backgrounds.
- ✓ The curriculum provides avenues for students to connect learning to personal, social, political, or environmental matters that affect them and their lives and contribute to change.
- ✓ Guidance is provided for opportunities to engage students' families and communities to enhance lessons.
- ✓ Resources are provided in modalities that allow access for all learners and staff can modify or adjust based on 504 and/or IEP accommodations (preferred language, subtitles if showing a movie, audio book to accompany a hard copy book, etc.)

