

Teaching, Learning, and Enrollment
Committee Meeting
Thursday, February 12, 2026 4:30 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Call to Order and Introductions
2. Public Comment (5 spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. K-12 Math & Language Arts Core Curricula Overview and Technology Use
5. Other Business and Future Agenda Items
6. Adjourn

TLE: K-12 Math & Language Arts Core Curricula



PORTLAND
Public Schools

Dr. Emily Glasgow, Senior Director PK-5 Academics
Dr. Filip Hristić, Senior Director 6-12 Academics

Agenda

Time	Content
4:30	K-12 Mathematics Overview
4:50	K-12 Mathematics Q & A
5:10	K-12 Language Arts Overview
5:30	K-12 Language Arts Q & A

Guiding Question:

What does Math & Language Arts core instruction look, sound, and feel like in K-12 PPS classrooms?



K-5 Mathematics

i-Ready Classroom Mathematics

Core Resources



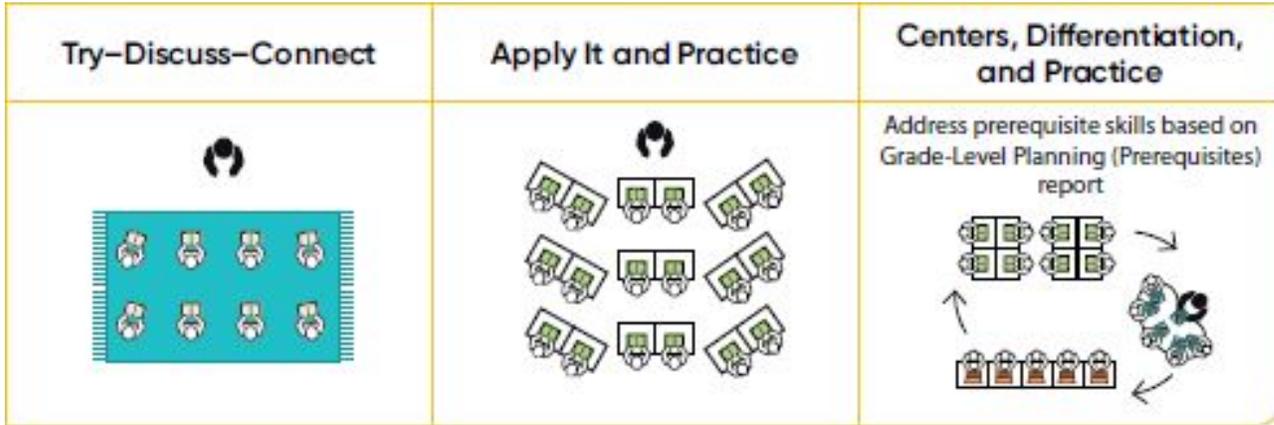
Instructional Minutes & Lesson Structure

Subject	Kindergarten	Grades 1 - 3	Grades 4 & 5
Mathematics (i-Ready/ Math Talks)	60 minutes	70 minutes	75 Minutes

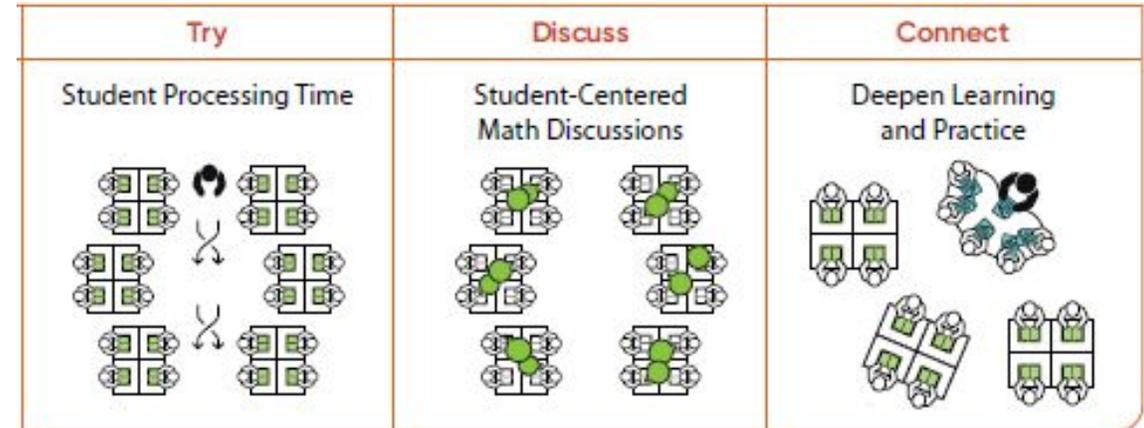


A Typical Day

Typical Day's lesson (Gr.K/1):



Typical Day's lesson (Gr. 2-5):

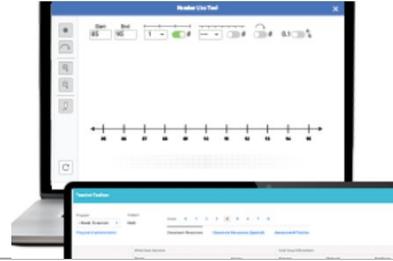


Individualized Online
"My Path" Practice
(30-45 min/week)

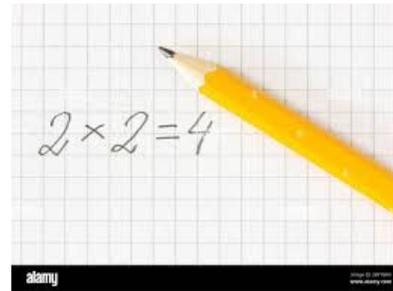


Assessments

Interim:
i-Ready Mathematics Diagnostic
(Fall, Winter, Spring)



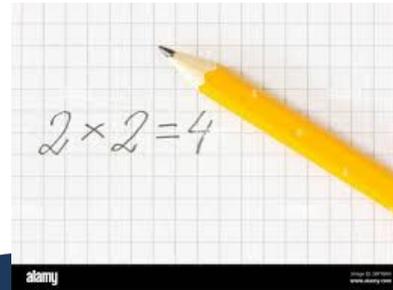
Ongoing:
Lesson Quizzes/ Comprehension
Checks, MyPath, Exit tickets



OR



Unit Assessments:
Mid- or End of Unit assessments,
Comprehension checks (3/year)

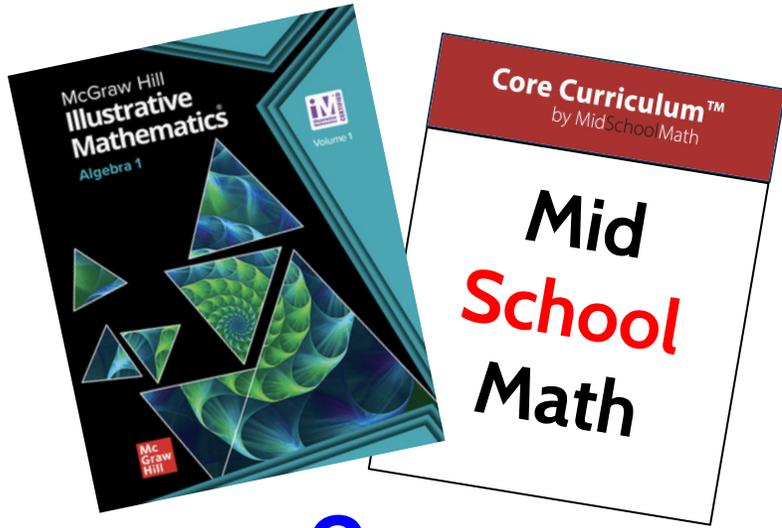


OR



6-12 Math

MidSchoolMath
Illustrative Mathematics



Core Action 1

- Focus
- Coherence
- Rigor



Core Action 2

Teacher moves to facilitate



Core Action 3

Students doing the heavy lifting

Instructional Minutes & Core Resources: 6-8 math

Core Curriculum™
by MidSchoolMath



A multi-dimensional growth mindset curriculum

Core Curriculum™
by MidSchoolMath



A multi-dimensional growth mindset curriculum

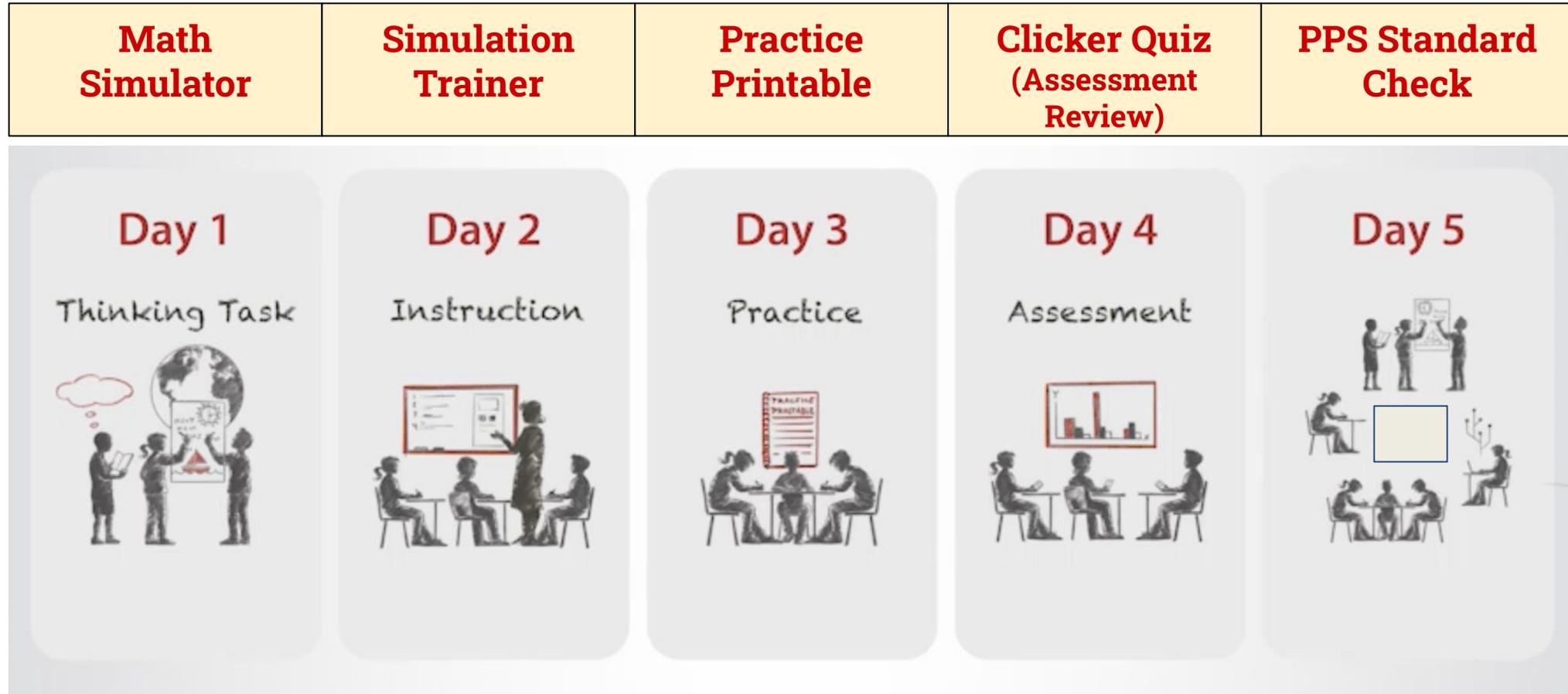
Core Curriculum™
by MidSchoolMath



A multi-dimensional growth mindset curriculum

- Approximately 45 minutes per day, totaling 225 minutes a week
- 1 standard per week

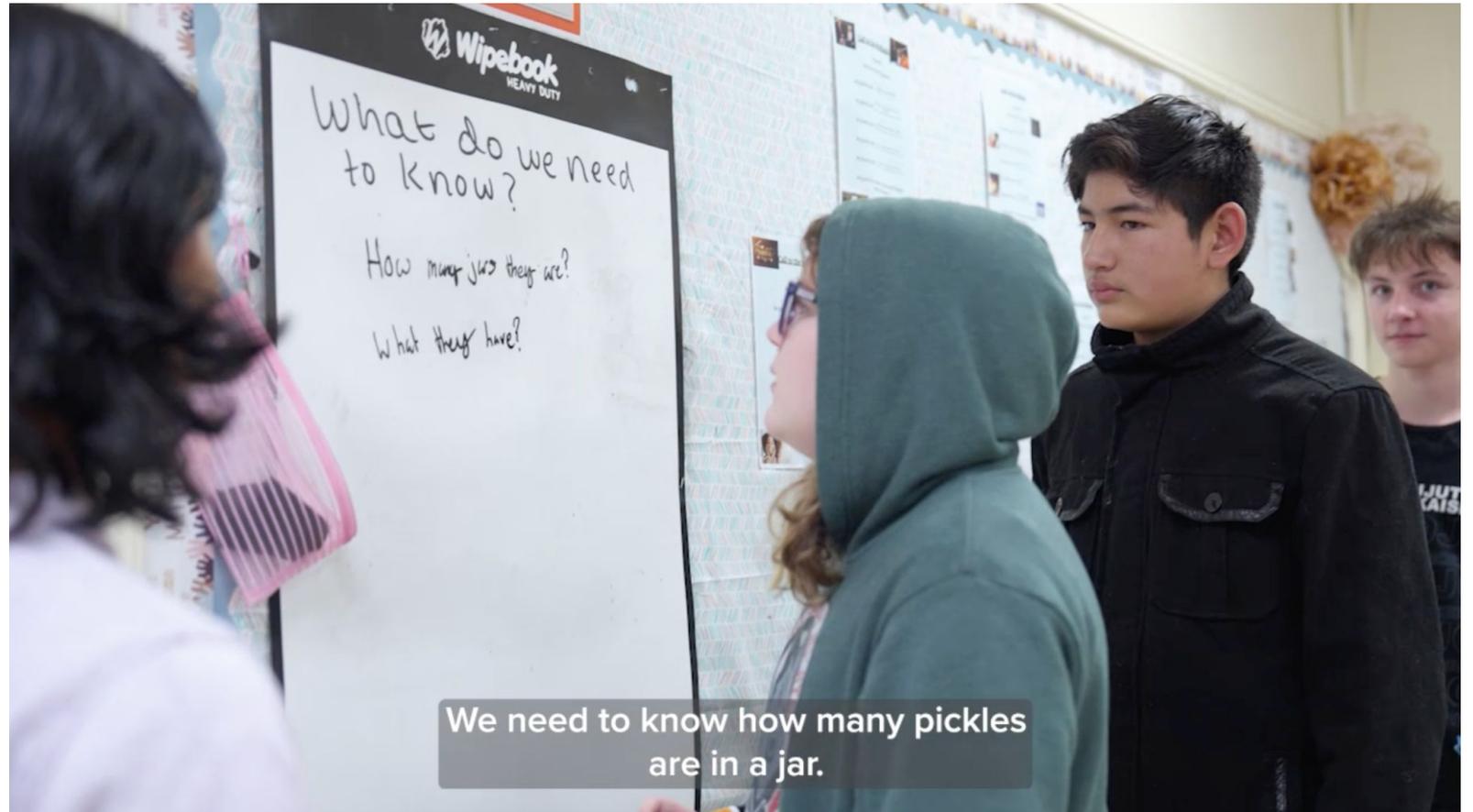
6-8 MidSchoolMath: Components



6-8 MidSchoolMath: Story-based

8.AEE.C.7 - Petunia's Pickle

- 1 standard per week
- Opens with a story-based thinking task
- At the end of the story, students are posed with a mathematical question



6-8 Math Assessments

Standard Checks

Name _____ Date _____ Period _____

7.RP.A.1 - Candlelight Dinner

I can calculate unit rates when ratios involve fractions, building from 6th grade where I calculated unit rates with whole numbers.

I can interpret unit rates to understand real-world quantities, extending my 6th grade understanding of ratio meaning.

Answer each question. Use numbers, words, and/or pictures to explain your thinking.

<p>Close to Proficient CP</p> <ul style="list-style-type: none"> I can solve the CP problem correctly. My error(s) in the PR and/or HP question(s) is conceptual, not a calculation error. My work is only partially shown or only shown on some problems. 	<p>Write the unit rate for the complex fraction below.</p> $\frac{\frac{1}{3}}{\frac{1}{2}}$
<p>Proficient (PR)</p> <p>I met CP criteria, and...</p> <ul style="list-style-type: none"> My work/ justification is shown with no, or 1, minor error in computation. 	<p>Eliza walked $1\frac{1}{4}$ miles in $\frac{1}{5}$ of an hour. What is her walking rate in miles per hour?</p>

- “Summative” #1 for SBG
- At the end of each standard

Post-Milestones

Name: _____ Date: _____ Period: _____

MidSchoolMath
Milestone Post-Assessment 7.RP.A

Show all your work using numbers, words, and/or pictures to explain your thinking.

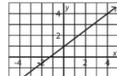
1. Calculate the unit rate: Keep your work in fraction form. (7.RP.A.1)

$\frac{3}{4}$ TBSP brown sugar
 $\frac{1}{4}$ TBSP baking soda

2. Eliza walked $1\frac{1}{4}$ miles in $\frac{1}{5}$ of an hour. What is her walking rate in miles per hour? Keep your work in fraction form.(7.RP.A.1)

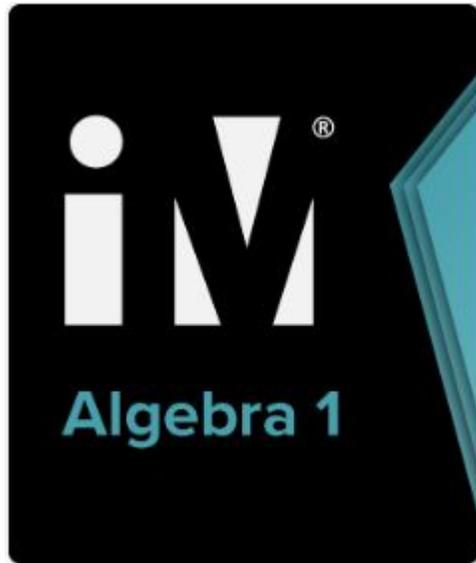
3. Which representation shows a proportional relationship? Select all that apply. (7.RP.A.2)

a) A
b) B
c) C
d) D

	A				B			
x	2	5	7	11				
y	1.32	3.3	4.62	7.26				

- “Summative” #2 for SBG
- At the end of units representing ‘major work of the grade’

Core Resources: Illustrative Mathematics



Students need 3 Math credits at the level of Algebra 1 and above to graduate.

Instructional Minutes

High School Math classes:

Block Schedule: 2-3 Block periods per week

- Block Period: **approx. 90 minutes** (less time per day for Flex, Early

Release, and All 8 schedules)

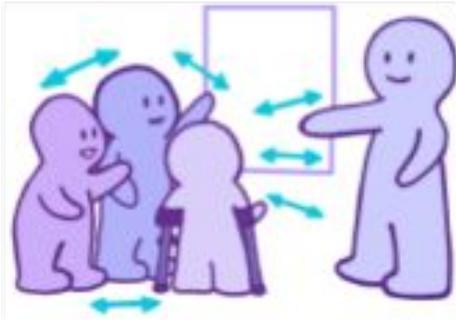
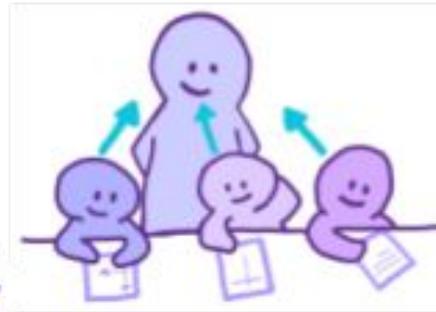
- Approximately 180-270 minutes per week
- **Total Instructional Time:** approx. 9000 minutes (**150 hours**) per year

Illustrative Mathematics Lesson

1. Teacher ensures students understand the question.



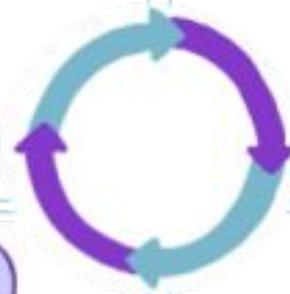
2. Students work individually. Teacher monitors, listens, questions.



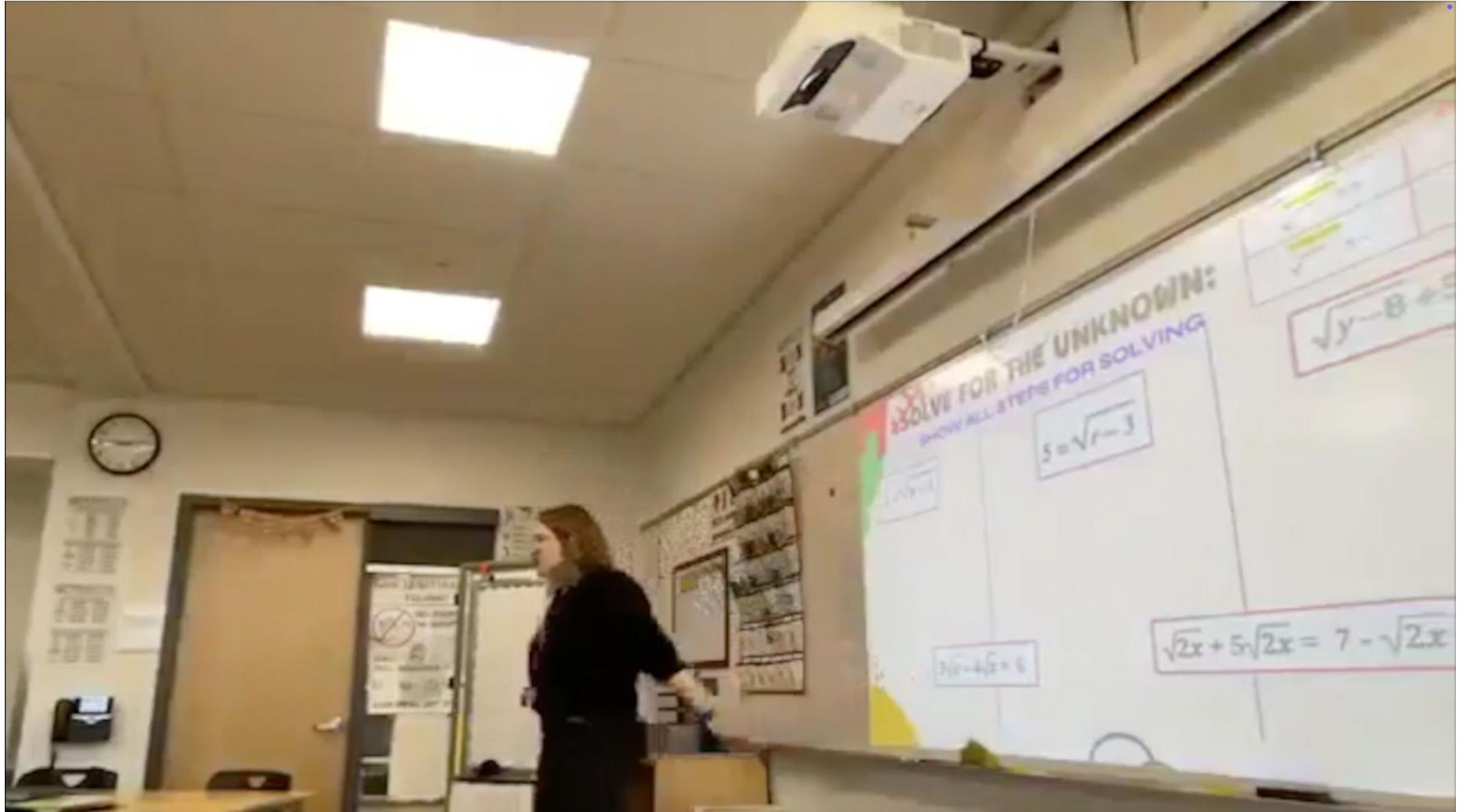
4. Teacher helps students synthesize their learning.



3. Students work in groups. Teacher monitors, listens, and asks questions to understand students' thinking.



Building Thinking Classrooms



Illustrative Mathematics Assessments

- Check Your Readiness- formative
 - [example for Unit 3 Algebra 3-4](#)
- Cool Down- formative
 - [example for Algebra 3-4](#)
- End-of-Unit Assessments- summative
 - [example for Algebra 3-4](#)

These resources may be accessed either through the [McGraw Hill app](#) or in the shared HS Math Courses Resources Google Drive. (Please email ngorbett@pps.net with a request to be added as a member to this drive if you would like access)

Questions



K-5 Literacy

**Heggerty
Geodes
Foundations
Wit & Wisdom
Benchmark**

Instructional Minutes - English

Scarborough's Reading Rope Strands	Core Instruction	Curriculum	K - 2nd Gr	3rd Gr	4th - 5th Gr
Word Recognition	Phonemic Awareness	Heggerty	10 min/day		
	Direct Instruction of Reading & Writing Foundational Skills	Foundations	30 min/day	30 min/day	
	Practice of Reading & Writing Foundational Skills	FunHub/Geodes /Foundations	20 min/day		
Language Comprehension	Writing, Comprehension, Vocabulary, Grammar	Wit & Wisdom	60 min/day	90 min/day	90 min/day
Total Core Instruction Minutes Per Day			120 minutes	120 minutes	90 minutes

Instructional Minutes - Spanish DLI

Scarborough's Reading Rope Strands	Core Instruction	Curriculum	Kinder	1st Gr	2nd	3rd Gr	4th - 5th Gr
Word Recognition	Phonemic Awareness	Heggerty (Spanish)	10 min/day	10 min/day	10 min/day		
	Direct Instruction of Reading & Writing Foundational Skills (Spanish)	Juntos al éxito (K-1) Benchmark Adelante (2nd)	30 min/day	30 min/day	30 min/day		
	Direct Instruction of Reading & Writing Foundational Skills (English)	Benchmark Advance	30 min/day	30 min/day	30 min/day		
	Sound Spelling Transfer	Benchmark	15 min/day	15 min/day	15 min/day		
Language Comprehension	Writing, Comprehension, Vocabulary, Grammar	Benchmark Adelante/Advance	60 min/day	60 min/day	80 min/day	120 min/day	90 min/day
Total Core Instruction Minutes Per Day			145 minutes	145 minutes	165 minutes	120 minutes	90 minutes

[Sample Daily Schedules](#)

Shifts in Literacy Instruction

Previously

- **Balanced Literacy** approach not grounded in research (“readers & writers workshop”)
- Inconsistent implementation of instructional practices
- Heavy reliance on leveled texts and strategies
- Uneven access to ELA resources across schools

Currently

- **Structured Literacy** grounded in research
- Explicit instruction in foundational skills integrated with reading, writing, speaking, and listening (K-3)
- All students reading, writing, speaking about grade-level texts
- Comprehensive K–5 HQIM implemented districtwide
- Greater coherence and consistency across classrooms

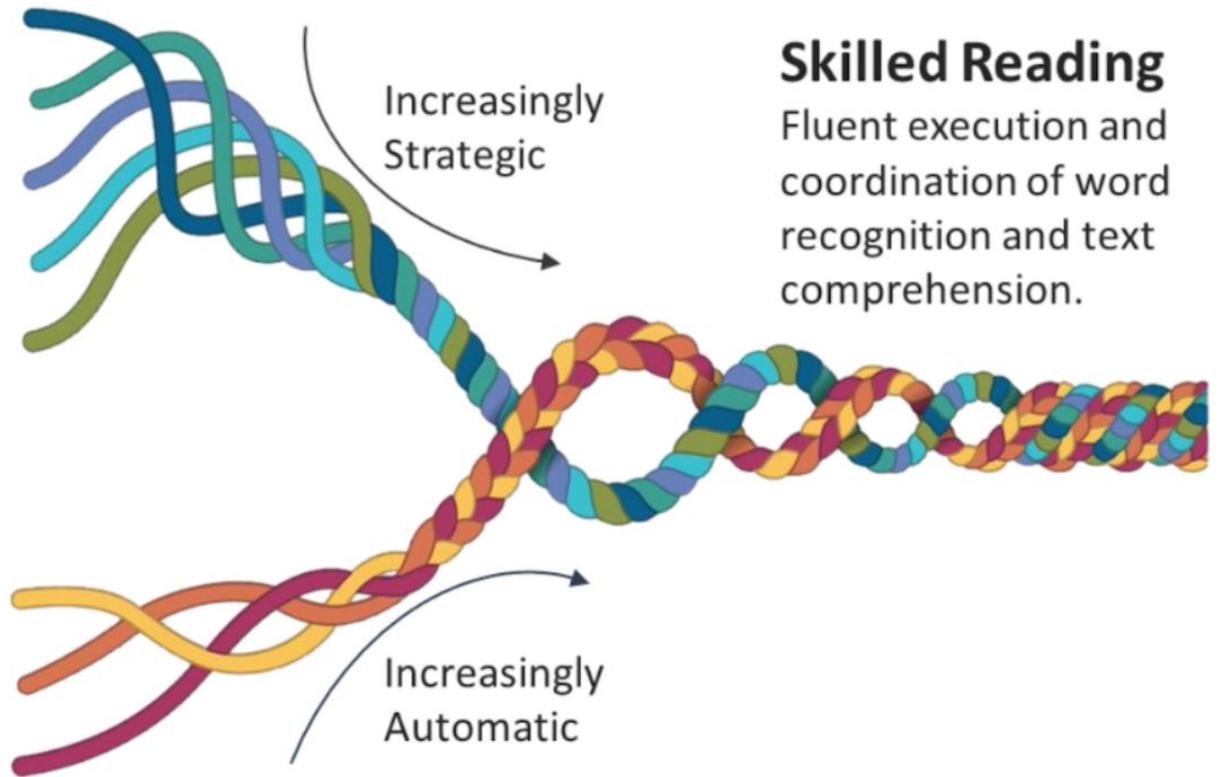
Science of Reading: How K-12 Literacy Develops at PPS

Language Comprehension

HMH/WW/Geodes/Benchmark	Background Knowledge
HMH/WW/Geodes/Benchmark	Vocabulary Knowledge
HMH/WW/Geodes/Benchmark	Language Structures
HMH/WW/Geodes/Benchmark	Verbal Reasoning
HMH/WW/Geodes/Benchmark	Literacy Knowledge

Word Recognition

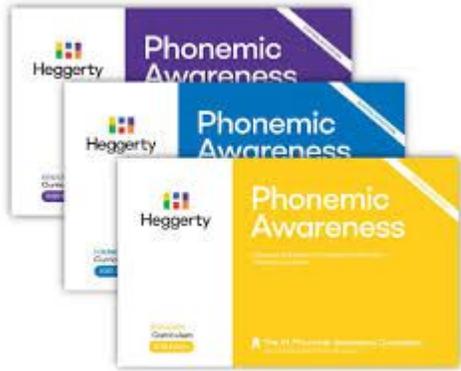
Heggerty/Fundations	Phonological Awareness
Fundations/Geodes/ El próximo paso al éxito	Decoding (and Spelling)
Fundations/Geodes/ El próximo paso al éxito	Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Core Resources

Heggerty



Foundations



Geodes



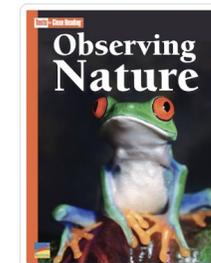
Wit & Wisdom

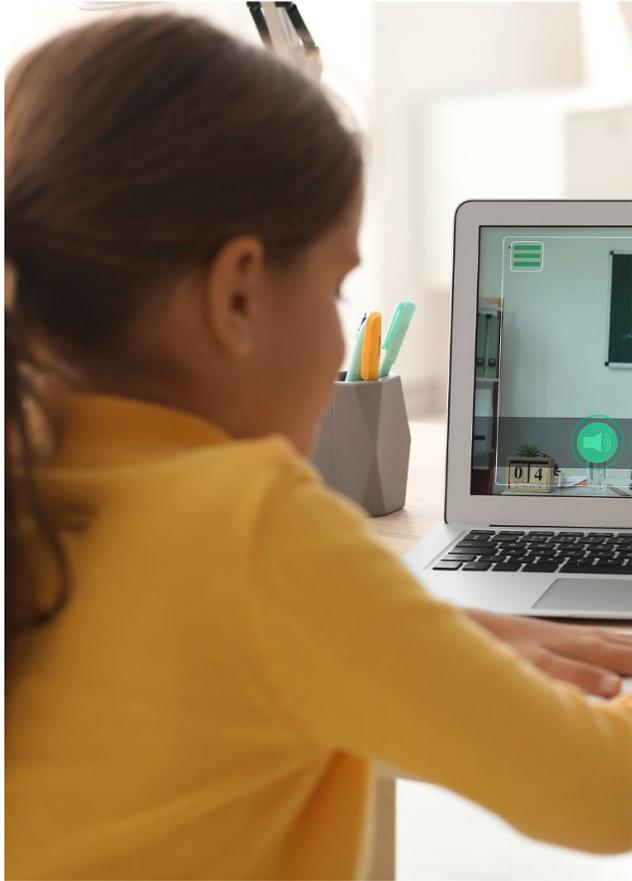


Juntos al éxito



Benchmark Adelante/Advance





Chromebooks

K-2nd Gr 2:1 Access

3-5th Gr 1:1 Access



Technology

Fun Hub (1st-3rd Gr) - supports practice of foundational literacy skills with targeted comprehension and vocabulary
25 minutes per week

Learning Ally (targeted K - 5th Gr) - gives access to Wit & Wisdom texts and grade level texts.

Use varies depending on lesson and use during WIN block.

Benchmark Universe (K - 5th Gr) - gives access to Benchmark Adelante and Advance grade level texts.

Use varies depending on lesson and use during WIN block.

Assessments



PPS uses multiple measures across the year to understand student reading, writing, and language development.

1. Ongoing Classroom Checks (Daily/Weekly)

- Checks for understanding built into lessons
- Feedback through discussion, writing, and small groups

2. Curriculum-Based Assessments (Each Unit)

- End-of-unit tasks measure reading, writing, and language skills
- Paper-based with digital writing options in upper grades

3. District Assessment Calendar (Grade-Level Benchmarks)

- Pacing guides and benchmark windows ensure consistency
- Data supports planning and targeted student support

4th Grade Wit & Wisdom

Module 2 (Quarter 2)

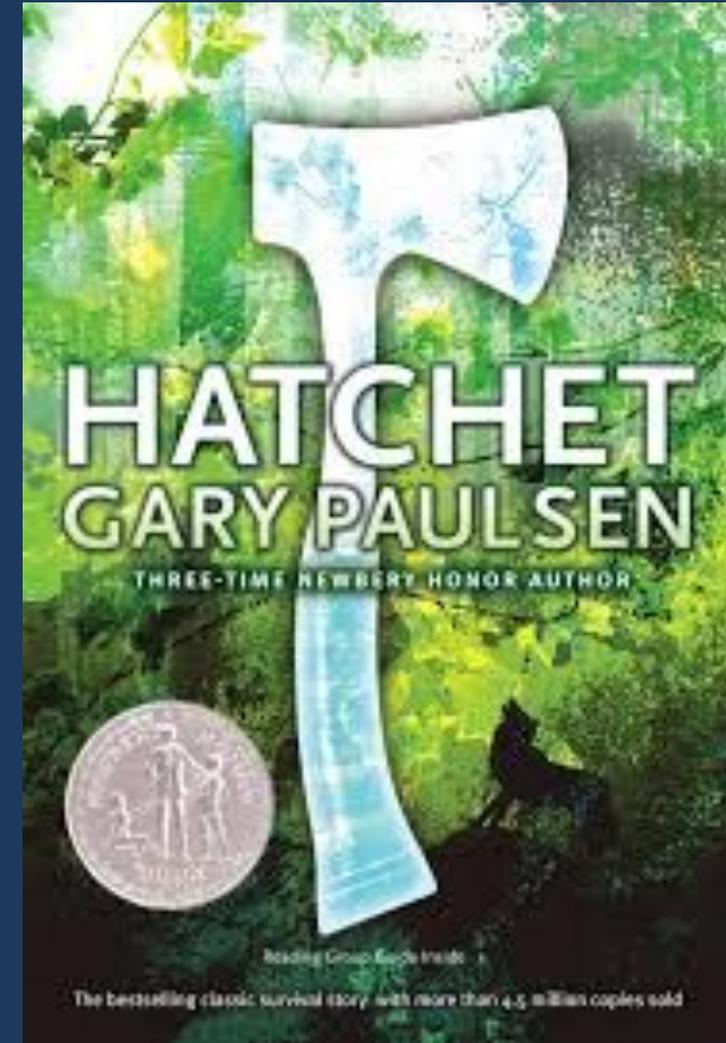
Extreme Settings

Lesson 26 of 34 Lessons

Part 1 (60 minutes): Students are analyzing Hatchet by Gary Paulsen to explain how Brian has changed and what brought about that change. Students complete small quiz to demonstrate their understanding.

Part 2 (15 minutes): Students work on their own mountain survival story making it more interesting to read by adding an exploded moment.

Part 3 (15 minutes): Students learn meanings of author's words with suffixes.



BRIGHT SPOT at Jason Lee Elementary

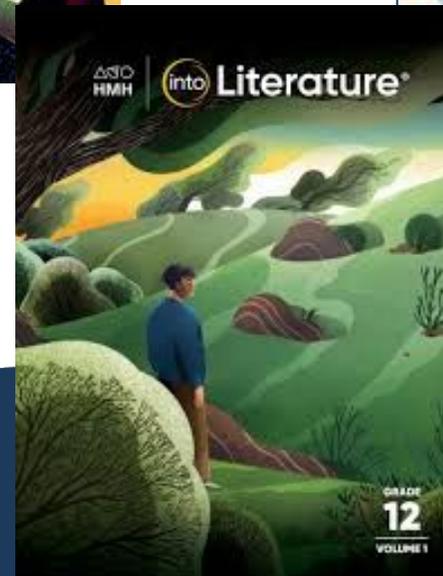
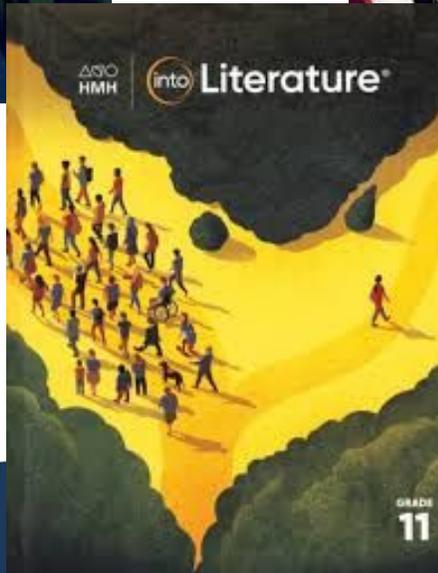
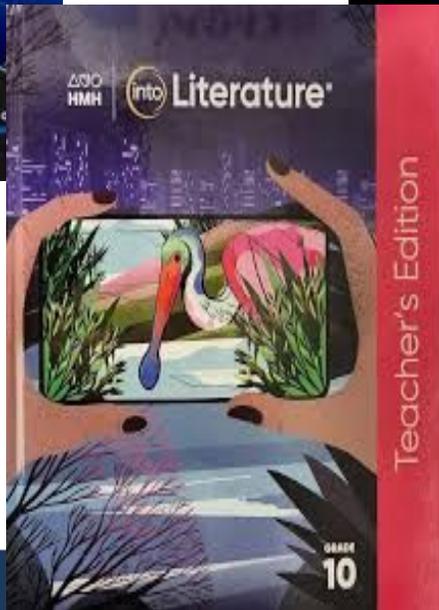
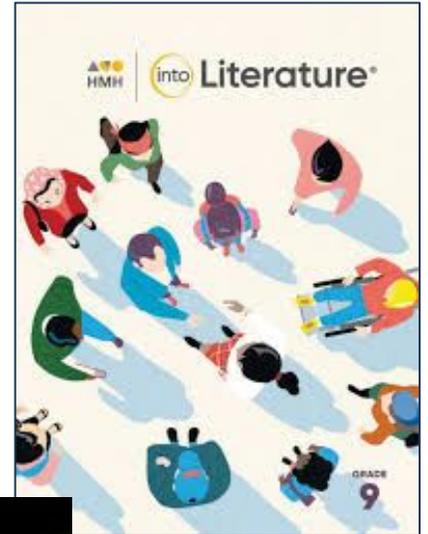
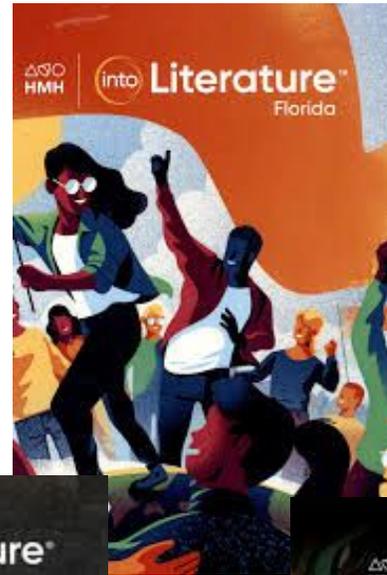
Students discuss and analyze the book, *Hatchet* to learn about how the main character changes and learns to survive the wilderness when his plane crashes on the mountain. Students use this learning to write their own solo mountain survival story.



6-12 Literacy

HMH

6-12 Core Resources: HMH Into Literature



Core Shifts

- Core Action 1 - **High-Quality Texts**: Is the lesson focused on a high-quality text(s)?
- Core Action 2 - **High Quality Questions and Tasks**: Does this lesson employ questions and tasks which integrate the standards and build students' comprehension of the text(s) and its meaning?
- Core Action 3 - **Student Ownership**: Are all students responsible for doing the thinking in this classroom?

Into Literature (HMH):

Curriculum Implementation: Are teachers implementing the district-adopted curriculum with integrity?

- Educators *follow the established scope and sequence* of grade level standards using the adopted curriculum (one Into Lit unit is assigned to each quarter).
 - Educators *use grade level texts* and other curricular resources to engage students in meaningful tasks through reading, writing, speaking, and listening.
 - Educators *use assessments in the adopted curriculum* to monitor student learning, provide formative feedback and determine student levels of proficiency.
- 



Into Literature[®] Learning Model with *Writable*[™]





Into Literature[®] Sample Lesson with *Writable*[™]

Essential Question:

What differences can't be bridged?

Text: "The Book of the Dead" by Edwidge Danticat

Learning Objectives:

Reading: Analyze theme; Understand cultural context

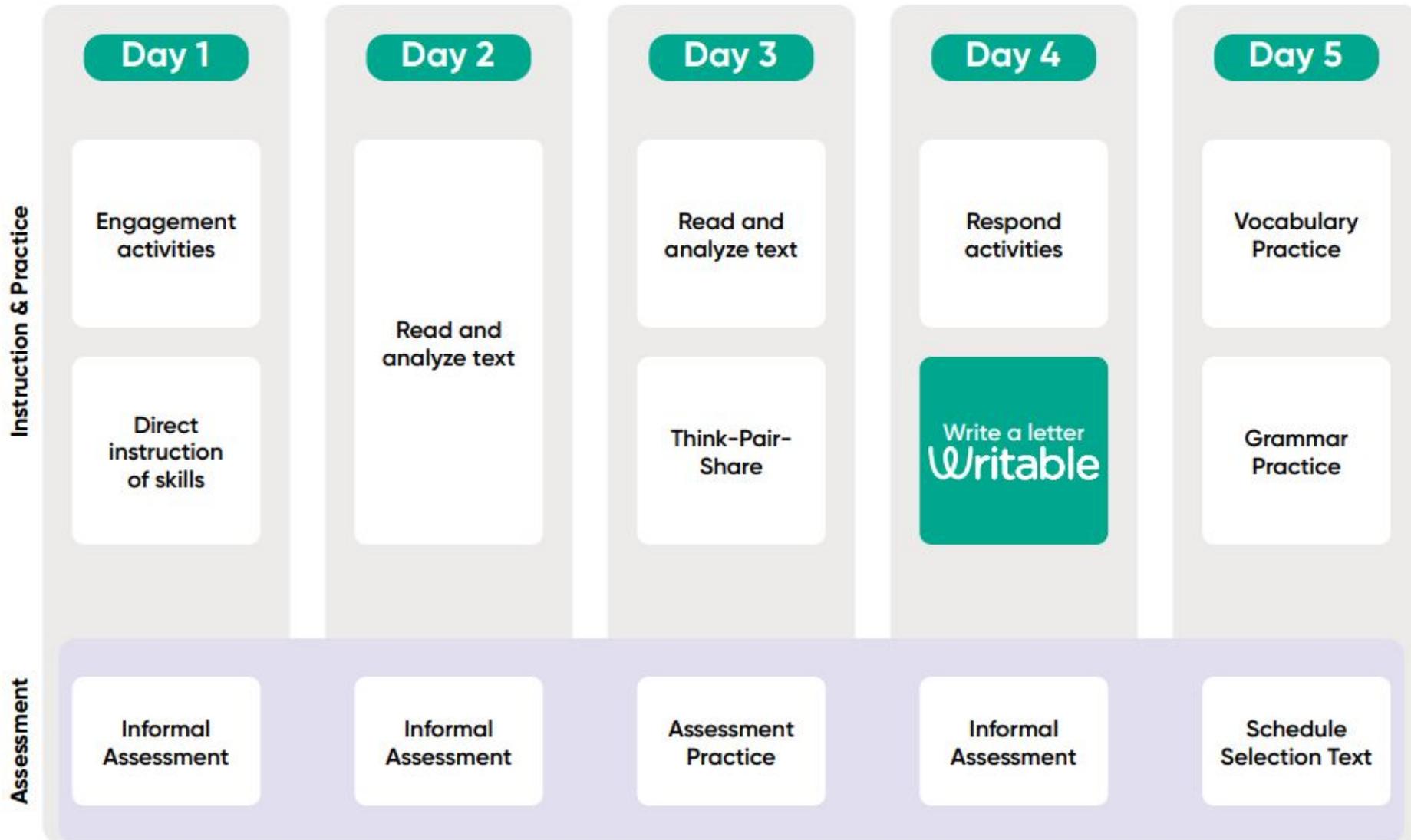
Writing: Letter

Vocabulary: Oxymoron

Grammar: Noun and verb phrases

Resources:

- Editable Lesson Plan
- Summary with Adapted Text
- Skills Coach
- Anchor Chart
- Peer Coach Videos
- Interactive Grammar Lessons
- Interactive Vocabulary Lessons
- Selection Test
- *Writable*
- Text Sketch



8th Grade Q3 Unit Overview

During the third quarter, 8th grade students will study works by celebrated authors including Nikki Grimes (*Bronx Masquerade*) and Sandra Cisneros (*The House on Mango Street*).

To meet Reading, Writing, Speaking, and Listening standards, students will also analyze texts by poets Audre Lorde and Pat Mora.

This unit culminates in two summative assessments, a comprehensive reading exam and a writing assignment, which including planning, drafting, and revising.



6-8 Instructional Minutes

Timeframe	Instructional Minutes	Total Clock Hours
Daily	45 Minutes	0.75 Hours
Weekly	225 Minutes	3.75 Hours
Quarter	2,025 Minutes	33.75 Hours
School Year	8,100 Minutes	135 Hours

9-12 Instructional Minutes

Block Schedule: 2-3 Block periods per week

- Block Period: **approx. 90 minutes**
- Approximately 180-270 minutes per week
- **Total Instructional Time:** approx. 9000 minutes (**150 hours**) per year

9-12 ELA Course Progression

9th Grade
English 1/2

10th Grade
English 3/4
AP Seminar

11th Grade
AP Literature
AP Language
Dual Credit

12th Grade
AP Literature
AP Language
Dual Credit
Senior Seminar

Questions

