ELA Curriculum Adoption Request

Woodland Public Schools Board of Directors Meeting
June 8, 2015

K-5 ELA Instructional Materials Review Committee Members

A Three District and ESD 112 Collaborative

Woodland School District
- Teresa Burns - Kindergarten Teacher
- Stacia Aschoff - 1st Grade Teacher
- Cyndie Long - 2nd Grade Teacher
- Jennifer Crosby - 3rd Grade Teacher
- Lynnell Murray - 4th Grade Teacher
- Cynthia Sutton - 5th Grade Teacher
- Carlotta Propersi - English Language Learner Teacher
- Malinda Huddleston - Instructional Coach
- Barbara Lutz - Instructional Coach
- Steven Carney - Principal
- Asha Riley - Assistant Superintendent

ESD 112
Camas School District
Hockinson School District

6-8 ELA Instructional Materials Review Committee

Woodland School District

- Barbara Lutz - Instructional Coach
- Tara Eilts - Intervention Teacher
- Colleen Scott - Middle School English Teacher
- Kimberly Macy - Middle School English Teacher
- Asha Riley - Assistant Superintendent

Why do we need new ELA instructional materials?

- New Washington Learning Standards / Common Core State Standards
- Average of 42 English Language Arts standards/grade
- Current instructional materials not aligned to the six pedagogical shifts demanded by the CCSS. These include:
  - Six Shifts in ELA/Literacy
    - Balancing Informational and Literary Text
    - Building Knowledge in the Disciplines
    - Staircase of Complexity
    - Text-Based Answers
    - Writing From Sources
    - Academic Vocabulary

Common Core Shifts

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

What process was used to evaluate the appropriateness and effectiveness of each program?

- Assembled all materials necessary for the evaluation
- Ensured each evaluator had a reference copy of the CCSS state standards, publisher's criteria.
- Developed a protocol that included a study of the publisher's criteria and the IMET.
- Each program overview was presented by the publisher before the team evaluated the materials.
- Each set of instructional materials was evaluated through a set of non-negotiable and alignment criteria. The non negotiables include:
  - 100% of text must be accompanied by specific evidence that they have been analyzed with at least one research based quantitative and qualitative measure for grade band placement.
  - At least 80% of all questions and tasks in the submission are high quality and text dependent to reflect the requirements of reading standard 1, by requiring the use of textual evidence to support valid inferences from the text.
  - Questions and tasks accurately address the analytical thinking required by the standards at each grade level.
  - Submissions address grade level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax and reading fluency in a research based and transparent progression.
  - Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.
  - Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on level prose and poetry with accuracy, rate appropriate to the text, and expression.
  - Materials guide students to read grade level text with purpose and understanding.

What process was used to evaluate the appropriateness and effectiveness of each program?

- If all non-negotiables were met then the materials were evaluated based on the additional alignment criteria. Alignment Criteria Includes:
  - Materials reflect the distribution of text types and genres required by the standards.
  - Questions support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.
  - Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences for the text.
  - Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary, development, syntax and fluency, These foundational skills are necessary and central components of an effective , comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
  - Materials adequately address the Language Standards for the grade.
  - To be CCSS-aligned, speaking and listening are integrated into lessons, question and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.
  - Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.
- After full examination of all criteria each evaluator recorded and evaluated the evidence upon which the rating was based.
- Collectively and collaboratively evaluators compiled results to determine if the instruction materials are aligned to the CCSS major features and shifts.

What other materials were evaluated?

Core Knowledge Language Arts by Amplify

Reading Wonders by McGraw Hill

Reach For Reading by National Geographic

Journeys by Houghton Mifflin

How does ReadyGEN stand out from the rest?

- Built from the ground up around Common Core Standards

- Has literature books instead of anthologies

- Literature vs. Anthology

- It's aligned in next generation science standards

- Has strong social studies elements

- Writing component is built within not in addition to

- Updates have been based on consumer feedback

- User/teacher friendly

How does ReadyGEN stand out from the rest?

- Well organized

- Integration of technology

- Strong school/home connection

- Strong rigor and relevance

- Assessments accurately parallel SBAC format

- Foundation of a seamless K-12 reading program

- Well balanced with a variety of perspectives

- Explicitly 'supported all students (other materials only referred to supplemental approaches)

How does ReadyGEN support the Washington Learning Standards?

- Meets all ELA standards with integration of social studies and science

- Meets all ELA shifts

- Regular practice with complex text and academic language

- Reading, writing, and speaking grounded in evidence from text, both literary and informational

- Builds knowledge through content rich/nonfiction

- The foundational scope and sequence aligns to the Standards and is fully supported by the

  National Reading Panel

How does ReadyGEN foster continuity with Woodland Public School's overall pan?

- The foundation of a seamless K-12 reading program

- The instructional routines, practices, and strategies thread throughout the grade levels (example:

  Sleuth, Writing and Response to Reading)

Core or intervention? That's the question.

Core ELA curriculum for K-5

Has the content been evaluated for biases?

Bias Content	Excellent	Good	Fair	Poor	N/A
Presents more than one view point of controversial issues.	X	○	○	○	○
Presents minorities realistically.	X	○	○	○	○
Includes contributions of minority authors.	X	○	○	○	○
Presents non-stereotypic models.	X	○	○	○	○
Facilitates the sharing of cultural differences.	X	○	○	○	○
Promotes the positive nature of differences.	X	○	○	○	○
Includes the contributions, inventions, or discoveries of minorities.	X	○	○	○	○
Includes the contributions, inventions, or discoveries of women.	X	○	○	○	○
Presents minorities in a manner that promotes ethnic pride.	X	○	○	○	○
Facilitates an environment open to discovery and experimentation.	X	○	○	○	○

Recommendation

What does the program cost?