

Instructional Materials Committee
CURRICULUM ADOPTION REQUEST

Text/Resource Requestor: WPS/WIS/WMS ELA Review Committee

Text/Resource Title: ReadyGen

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Publisher: Pearson

Copyright Date: 2016

This text is: New

Intended Use: K-5 Core ELA Curriculum

School: WPS/WIS/WMS

Department: Teaching and Learning

Grade: K-5

Subject: English Language Arts

Number of Copies Needed: See Attached Price Sheet **Unit Price:** See Attached Price Sheet

This text is intended for use beginning (sy): 2015/2016

Approval Dates:

Principal or Dept. Head (name)
Instructional Material Committee
Board of Directors Approval

Date:
Date: May 8, 2015
Date:

Evaluation:

Reading Level (CCSS Qualitative and Quantitative Measures):

1. What process did you use to evaluate the appropriateness and effectiveness of this text/resource?

Assembled all materials necessary for eval.

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 negotiable alignment criteria had to be met in full for the materials to be considered. Each alignment criteria had one or more metrics associated with it. Every one of the metrics has to be met in order for the criterion as a whole to be met.

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.

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.

2. What other materials did you consider?

Core Knowledge Language Arts by Amplify
Reading Wonders by McGraw Hill
Reach For Reading by National Geographic
Journeys by Houghton Mifflin

3. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

Built from the ground up around Common Core Standards
Has literature books instead of anthologies
Literature vs. Anthology
It is aligned with 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
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)

4. How does this material fit the student's learning objectives for the subject area?

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

5. How does this material ensure continuity with the District's overall program?

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)

6. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

Core ELA curriculum for K-5

Please check the appropriate box for Bias Content evaluation:

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