

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

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**ENGLISH LANGUAGE ARTS MATERIALS ADOPTION RECOMMENDATIONS & ELA  
PROJECT TEAM FINAL REPORT – PHASE II****POLICY ISSUE/SITUATION:**

The English Language Arts Project Team was charged to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle. The Project Team Report (Phase II) is being presented to the Board and, as a part of that work, the recommendations for instructional materials for Grades K-12 are being presented for Board approval.

**BACKGROUND INFORMATION:**

During Phase I the ELA Project Team completed work on the Position Paper, Learning Targets, Best Practices in ELA, K-12 Adoption Rationale, and Professional Development Framework. In addition, instructional resources at all levels were recommended. The Learning Targets, which are based on the Common Core State Standards, provide the core of the curriculum. Instructional materials are tools to help teachers as they move students towards those targets. The Learning Targets, Position Paper, and Best Practices all provided the foundation for the selection criteria used in resources evaluation and selection. The ELA Project Team Report (Phase I) includes all of these documents and recommendations, and was approved by the School Board at the June 1, 2015 meeting.

Phase II of the ELA Project team included review of data as well as further research in reading, writing, spelling, and handwriting at the elementary level and reading practices at the secondary level. Secondary work also included research into assessment tools as well as materials for instruction. An overall goal of Phase II was to create a K-12 alignment in the English Language Arts adoption.

**RECOMMENDATION:**

It is recommended that the School Board accept for review and consideration the Phase II English Language Arts Project Team Report.

*The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.*

April, 2016

In September of 2014, the Beaverton School District Board charged the English Language Arts Project Team with the task of evaluating and making specific programmatic recommendations for the District. The English Language Arts curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional materials and staff development.

Within the review process, the English Language Arts Project Team studied literacy education in the context of today's world. The focus on and demand for higher levels of reading, writing, and speaking skills is evident in the Common Core State Standards as well as within the skill set deemed essential for college and career readiness and success. Our goal is to prepare students to engage in the world as critical thinkers and culturally competent citizens; this requires all students to be highly literate.

Unique to this Project Team was an intentional focus on best practices in literacy as well as professional development for educators. In addition to the review of student data, the Cadres and Project Team engaged in deep discussion about the essential practices in every classroom as well as the necessary professional learning needed to support these practices.

In phase one (2015-2016), the focus at elementary was best practices in reading, including assessment and implementing a 90-minute literacy block. At the secondary level, the targeted work was explicit writing instruction, specifically the writing workshop model. The ELA Phase I Project Team Report was approved by the School Board at the June 1, 2015 meeting.

For phase two (2016-2017), the elementary level will implement reading curriculum and begin work on a writing workshop model. The secondary level will continue work in writing and will implement reading practices with a specific focus on student choice, increased stamina, and developing students as independent readers.

As a result, the Project Team defined a comprehensive set of recommendations that includes:

- Position Paper
- Best Practices in English Language Arts
- Learning Targets
- Data Statements and Synthesis
- K-12 Adoption Rationale
- Professional Development Framework
- Recommended Instructional Resources

These recommendations point the District towards high quality instructional practices that engage and challenge students in 21<sup>st</sup> century literacy learning. The success of this work is contingent upon sustained and high quality professional development for teachers. We believe successful implementation will take three to five years.

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**District Goal:** WE empower all students to achieve post-high school success.



**ENGLISH  
LANGUAGE  
ARTS  
PROJECT  
TEAM  
REPORT  
PHASE II  
*2016***

ENGLISH LANGUAGE ARTS PROJECT TEAM  
FINAL REPORT  
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## ELEMENTARY ELA ADOPTION, RATIONALE — PHASE II

### **OAKS Reading Achievement**

There is a wide range of student performance when OAKS reading results are disaggregated by student group. Students who did not meet standard on OAKS reading will be unlikely to earn a college and career readiness score on the Smarter Balanced ELA assessment. 50% of Hispanic/Latino students did not meet standard on OAKS Reading in 2014 – three times the rate of their Asian and White classmates. In contrast, students who exceeded standard on OAKS Reading are much more likely to be on track to college and career readiness as measured by the Smarter Balanced ELA assessment. Fewer than 20% of elementary Black and Hispanic students exceeded standard on OAKS Reading in 2014 compared to 55% of Asian students and 45% of White students.

### **OAKS Reading Growth**

The growth model for state tests compares a student's test score gain from the previous year with the gain of other students in Oregon who have the same score(s) in prior years as the student (known as the student's "academic peers"). By definition, 65% of students each year demonstrate growth that is classified as either "typical" or "more than typical" compared to their academic peers. In Beaverton, student groups in grades 4 and 5 with typical growth rates on OAKS Reading of less than 65% are Black (59%), Hispanic/Latino (61%), Economically Disadvantaged (60%), Special Education (60%), and active ELL students (60%). In contrast, student groups with typical growth above the norm are White (73%), Asian (80%), and TAG (86%).

### **SBAC Data**

In the spring of 2015, students took the Smarter Balanced Assessment. Of the 3-5th grade students that took the assessment, 17.6% were at Level 1, 18.2% were at Level 2, and 64.2% were at Level 3 or 4. Levels 3 and 4 are meeting the standard for school and district accountability. Level 1 or Level 2 would be considered not meeting.

The Smarter Balanced Assessment Consortium data can be disaggregated for writing specifically using SBAC Literacy Claim 2, "Students can produce effective and well-grounded writing for a range of purposes and audiences." Of the 3rd-5th grade students that took the assessment, Claim 2 scores were as follows: 20% were at Level 1, 18% were at Level 2, and 62% were at Level 3 or 4. Levels 3 and 4 are meeting the standard for school and district accountability. Level 1 or Level 2 would be considered not meeting.

### **Professional Development Goals:**

***Goals were developed to respond to significant data statements to address diverse student need.***

*By the end of 2016/2017 Elementary teachers will develop the capacity to select appropriate formative assessments that align with student needs. Teachers will formatively assess in order to match students to appropriate text. As a result students will increase their engagement and ability to comprehend text.*

*By the end of 2016/2017 Elementary teachers will be able to articulate and begin to implement the structure of the reading block in order to meet the diverse needs of each and every BSD student.*

*By the end of 2016/2017 Elementary teachers will understand how to use formative assessments to identify a student's stage of reading development and specific strengths/needs. Teachers will use this knowledge to choose appropriate instructional grouping models, structures, texts, content and strategies to support students in reading and comprehending grade level text.*

*By the end of 2016/2017 Elementary teachers will understand and employ strategies to teach reading with the result of students achieving independence, confidence and demonstrating growth as readers.*

*By the end of 2017/2018 Elementary teachers will understand and employ strategies to teach writing with the result of students achieving independence, confidence and demonstrating growth as writers.*

#### **Phase 1 Resources:**

***These resources support the professional development plan based on our significant data statements.***

- Formative Reading Assessment
- Reading Intervention
- Classroom Libraries
- Leveled Text Sets for Small Group Instruction

#### **Phase 2 Resources:**

- Reading Units
- Foundations
- Writing Units
- Handwriting
- Spelling/ Keyboarding Guidance

**The School Board-Approved best reading and writing practices related to the Structure of the Reading and Writing Block grades K-5:**

### **Reading Best Practices:**

#### **Purpose**

*The purpose of a Daily Reading Block is:*

To provide students effective reading instruction and time in text to practice strategies and construct information from the texts. Lessons and strategies are related to student need, connected to the CCSS, and clearly articulated with success criteria.

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#### **Student Engagement**

*In reading instruction, students:*

- Engage in high level comprehension and strategy work through read aloud, whole & small group lessons, and one-on-one instruction
- Choose from a wide range of accessible texts that build on/represent students' academic background, life experiences, and culture and language
- Articulate and use strategies for book selection
- Review their individual reading goals *before and after reading* and set new goals as appropriate
- Independently read and build reading stamina using interesting texts that they can either read fluently or can access with supports in place
- Engage in inquiry in order to clarify, deepen and assess their thinking

- Participate in quality discourse about texts (using protocols with scaffolded language supports)
- Compose written responses to text using evidence from text, the world and/or their experiences

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## **Curriculum & Pedagogy**

*In reading instruction, students and teachers have access to:*

- Sufficient amount of engaging texts including, but not limited to: literature, informational text, picture books, grade level content, culturally and linguistically relevant texts, classics from multiple countries and perspectives, dual language resources
- Multiple levels within topics and genres
- Multiple copies of texts for whole group/small group/partner work
- Digital texts and supports

*Strategies teachers use in order to teach learning strategies and content knowledge*

*During reading instruction, teachers:*

- Model how to read familiar and unfamiliar text
- Implement mini-lessons and strategies based on formative assessment
- Use a gradual release of responsibility, especially for metacognitive strategies/skills
- Explicitly teach expectations and protocols for student discourse and reading behaviors using language supports and scaffolds (sentence frames, register, etc.)
- Differentiate instruction, responsively and explicitly, based on academic, cultural and linguistic needs
- Explicitly teach strategies for comprehending new vocabulary in context

*Teachers responsively and explicitly teach content in reading instruction using:*

- *BSD Targets (CCSS Anchor Standards #1-9)*
- *BSD Targets (CCSS Foundational Skills)*
- Lessons and strategies inclusive of the English Language Proficiency Standards

*Strategies students use in order to access, comprehend and deepen their thinking of text*

*During reading instruction, students:*

- Annotate text
- Use metacognitive strategies (Questioning, Monitoring Comprehension, Inferring, Predicting, Connecting, Visualizing, Summarizing and Synthesizing,)
- Develop habits of thinking through use of graphic organizers
- Monitor comprehension (word, sentence and whole text level strategies)
- Use flexible strategies to comprehend unknown vocabulary
- Engage in oral and written discourse

*Within daily reading instruction, scaffolds and structures include:*

- Ninety minutes of protected reading
- Whole group instruction includes multiple entry points for student access
- Small group, partner or individual reading instruction are differentiated based on individual needs
- Conferring during independent reading and/or small group instruction
- Strategy work is supported through gradual release of responsibility
- Teachers use language supports and scaffolds (sentence frames, register, etc.) to engage students in high level discourse and written response.

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## **Assessment for Student Learning**

*Multiple assessment opportunities inform instruction and evaluate individual student growth.*

*Teachers:*

- Give formative assessments based on goal(s) during whole group, small group, partner or one-on-one conferring
  - Continually assess students' reading interests, attitudes and strategy use
  - Use and provide opportunities for students to use rubrics/checklists to assess proficiency on grade level learning targets
  - Help students reflect regularly upon their own individual reading goals
- 

## **Classroom Environment & Culture**

### *Reading space and environment:*

- Includes classroom libraries organized to facilitate successful student choice
- Include meeting place(s) for small group instruction
- Encourages discourse and interactions that reflect high expectations and a culture of inclusivity, equity, and accountability for learning
- Encourages risk-taking, collaboration and respect for thinking and learning

### *Materials/ Resources and Technology*

- See Curriculum Pedagogy

### *Reading Intervention*

#### Practices Should Mirror Best Practices in Reading Instruction AND:

- Increase intensity (through time or group size)
- Connect to CORE instruction
- Extend past the school day (through after school programs or home connections)

## **Writing Best Practices:**

### **Purpose**

#### *The purpose of the daily writing block is:*

To give students clear writing instruction and time to practice the writing process across modes of writing.

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### **Student Engagement:**

#### *Students are engaged in a Writing Block when:*

- Students are explicitly taught expectations of student talk
  - Students are supported with language scaffolds (sentence frames, formal register)
  - Mentor Texts are used as instructional models of the types of writing being taught
  - Students share their writing in a variety of ways (peer, small group or whole class)
  - Students are conferring individually or in small groups with a teacher
  - Students are independently writing pieces within a common genre/ non-genre framework
  - Students can articulate what they are working on as a writer
- 

### **Curriculum and Pedagogy:**

#### *Materials Needed in a Writing Block:*

- Mentor Texts, paper, pens, pencils, posters as teaching tools, rubrics, writer's notebooks and graphic organizers

#### *Tasks represented in a Writing Block:*

- Units of Study are based on CCSS, ELP Standards and grade level expectations
- Mentor texts are chosen as models of the genre to be taught
- Mentor texts connect the daily lessons within the unit
- Learning Targets specifically relate to the learning within the lesson or unit
- Planning, writing, revising, editing, illustrating, storytelling, book making, sharing, reading, talking



*Strategies used in a Writing Block:*

- Explicit mini-lessons related to the unit plan
- Mentor Texts used as instructional tools
- Conferring among students and between teachers and student(s)
- Strategies specific to individual student need

*Habits of thinking evident in a Writing Block*

- All students have something to say
- All students know writing carries voice
- All students have an opportunity for choice in their writing
- All students keep an audience in mind when writing
- All students have a purpose for writing

*Scaffolds and Structures within a Writing Block:*

- Teachers model expectations of writing
  - Students have writing goals
- 

**Assessment for Student Learning:**

*Pre-assessments, Formative and Self Assessments are Established within a Writing Block:*

- Pre-assessments determine student learning goals and lessons for the upcoming Writing unit
  - Students talk about their writing
  - Students write daily
  - Students can connect the learning target to their own independent writing
  - Students confer with a teacher regularly to set goals and reflect on past goals
  - Students confer with a teacher for in-the-moment adjustments
  - Writing skills and strategies transfer across content areas
  - Students and teachers use rubrics to assess writing growth
  - Rubrics are explicit to lessons, standards and units
  - Student share their writing with others
- 

**Classroom Environment and Culture:**

*Physical Arrangement:*

- Floor space for gathering to share mentor texts/ mini-lessons
- Sharing space where students who are sharing writing can be least disruptive to others
- Easy access to materials (folders, books, paper, etc.)

*Materials/ Resources and Technology:*

- Paper, pencils, mentor texts, word processing, spelling tools, booklets, revision tools, illustration tools, writing folders equipped with writing supports

*Routines and Time Management in a Writing Block:*

- 45-60 minutes of consistent daily writing
- Mini lesson (10-15 minutes), individual writing time (30-40 minutes), Closure (5-10 minutes)
- Explicit teaching of Writing expectations (looks like/ sounds like)
- Teachers collaborate to plan, teach and reflect

### Recommended Elementary Resources

- Heinemann: Units of Study for Reading with Texts
- Heinemann: Units of Study for Writing with Texts
- American Reading Company: Foundations
- Handwriting Without Tears
- Nonfiction Digital (Supplemental) – January 2017
- Word Study (Supplemental) – January 2017

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## MIDDLE SCHOOL ELA ADOPTION, RATIONALE – PHASE II

### **Beaverton School District Data Statement:**

Achieving an ACT Reading Score of 18 is one way students can demonstrate the Essential Skill of Reading required for graduation. The percentage of 11th grade black and Hispanic/Latino(a) students earning an ACT Reading score of 18 or higher in 2015 was 23% and 22%, respectively. This was less than half of the passing rates for Asian, white, and multiracial students. While nearly every TAG student (89%) scored at the level demonstrating Essential Skills in Reading, only 18% students on an IEP did so. For ELL students, the rate is 5%.

In the spring of 2015, students took the Smarter Balanced Assessment. Of the 6-8th grade students that took the assessment, 15.1% were at Level 1, 19.1% were at Level 2, and 65.7% were at Level 3 or 4. Levels 3 and 4 are meeting the standard for school and district accountability. Level 1 or Level 2 would be considered not meeting.

### **Professional Development Goals: 2016-2017**

*By the end of 2016-2017 middle school Humanities teachers will create opportunities for students' choice reading through varied structures (book clubs, varied text sets, classroom libraries), which will result in increased reading volume, complexity, stamina, and the development of an independent reading life.*

*By the end of 2016-17, middle school Humanities teachers will understand how to conduct formative and summative assessments of students as readers. They will help students develop their own reading goals which will result in students identifying likes and dislikes, and in progressing as independent readers.*

*By the end of 2016-17, middle school Humanities teachers will understand the purpose of close reading and how to teach it. Grade level teams will choose one or more close reading approaches and embed it into one of the choice reading structures in goal #1.*

### **Curriculum and Pedagogy**

The Vision for reading instruction from the [Center for Educational Leadership](#):

- Instructional materials are appropriately challenging and supportive for all students, are aligned with the learning targets and content area standards, and are culturally and academically relevant.
- Reading tasks are sequenced and reflect a progression of skills from 6-8 to account for developmental and intellectual growth.
- Teachers provide tools and techniques to encourage strategic reading and guide students understanding of themselves as readers.

### **The School Board-Approved Best Reading Instructional Practices related to Curriculum and Pedagogy grades 6-8:**

- Teachers look at yearlong outcomes when developing lessons and units.
- Tasks and activities are aligned with learning targets and specific desired outcomes.
- Texts are at grade level, are developmentally appropriate, and are culturally relevant within a broader context.
- Teachers provide daily opportunities to read from a variety of sources, with a variety of lengths, including novel-length text.
- Lessons are student-centered, cognitive, and interactive.

- Develop essential questions to set purpose for reading.
- Establish background knowledge and prior knowledge based on students' needs, particularly in regards to vocabulary, content, and the structure and organization of text.
- Reading strategies are often transferable to other content areas.

***Materials selected must align to the above best practices and will be supported by the Professional Development outlined below.***

- Reading with Adolescents Workshop, Kelly Gallagher, August 4, 2016.
- Training with Penny Kittle focused on the foundations of independent reading and book clubs, August 31, 2016.
- Close reading workshop with Chris Lehman and Kate Roberts on Sept. 19 & 20, 2016.
- Humanities Curriculum Camp with Oregon Writing Project, dates TBD
- Classroom Techniques for Cultivating Lifelong Reading Habits Donalyn Miller, February 14 & 15, 2017

### **Recommended Secondary Resources**

- American Reading Company IRLA/ENIL
- Booksource
- Heinemann Fountas and Pinnell Leveled Literacy Intervention (LLI)
- Newsela PRO

### **References:**

- Burke, James. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
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- Zemelman, S., H. Daniels, & A. Hyde. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.

## HIGH SCHOOL ELA ADOPTION, RATIONALE — PHASE II

### **Beaverton School District Data Statement:**

Achieving an ACT Reading Score of 18 is one way students can demonstrate the Essential Skill of Reading required for graduation. The percentage of 11th grade black and Hispanic/Latino(a) students earning an ACT Reading score of 18 or higher in 2015 was 23% and 22%, respectively. This was less than half of the passing rates for Asian, white, and multiracial students. While nearly every TAG student (89%) scored at the level demonstrating Essential Skills in Reading, only 18% students on an IEP did so. For ELL students, the rate is 5%.

In the spring of 2015, students took the Smarter Balanced Assessment. Of the 11th grade students that took the assessment, 12.5% were at Level 1, 15.8% were at Level 2, and 71.7% were at Level 3 or 4. Levels 3 and 4 are meeting the standard for school and district accountability. Level 1 or Level 2 would be considered not meeting.

### **Professional Development Goals:**

*By the end of 2016-2017, high school English Language Arts teachers understand how to give students choice about what to read through varied structures (i.e. book clubs, classroom libraries, text sets) which will result in increases in volume, complexity, stamina, and development of an independent reading life.*

*By the end of 2016-2017, high school English Language Arts teachers will understand how to conduct formative and summative assessment of students as readers and help students develop their own reading goals which will result in students identifying likes and dislikes, and in progressing as independent readers.*

### **Curriculum & Pedagogy**

The Vision for reading instruction from the [Center for Educational Leadership](#):

- Instructional materials appropriately challenge and support all students, align with learning targets and content area standards, and are culturally and academically relevant.
- Instructional materials are distributed according to the needs of individual schools and their unique demographics (this includes materials being on-site and easily accessible).
- Instructional materials are eclectic and reflect not only different genres (poetry, non-fiction, prose, drama), but, also different cultures and media (traditional books, digital resources, film).
- Lessons reflect sturdy, replicable, and transferable structures

### **The BSD best reading instructional practices related to Curriculum and Pedagogy grades 9-12:**

- Teach reading as thinking.
- Instruction employs a variety of instructional practices and resources to support the diverse learning styles of all students.
- Instruction, including questioning strategies, moves students to higher level thinking skills including analysis and synthesis.
- Teacher structures lessons with scaffolding and utilizes a gradual release of control to allow students greater independence and opportunities to show individual growth and acquisition of skills.
- Teachers will explicitly model and teach students the reading process (including pre, during and post-reading strategies).
- Students engage in regular, authentic discussions about the text.
- Texts grow progressively more complex throughout the course of study.
- Instruction includes strategies for reading a variety of media for various purposes.

**Materials selected must align to the above best practices and will be supported by the Professional Development outlined below.**

- Reading with Adolescents Workshop, Kelly Gallagher August 4, 2016.
- Training with Penny Kittle focused on the foundations of independent reading and book clubs, August 30th, 2016.
- Close reading workshop with Chris Lehman and Kate Roberts on Sept. 19 or 20, 2016.

#### **Recommended Elementary Resources**

- American Reading Company IRLA/ENIL
- Booksource
- Heinemann Fountas and Pinnell Leveled Literacy Intervention (LLI)
- Newsela PRO

#### **References:**

- Burke, James. (2013). *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Burke, James. (2000). *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook Publishers.
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## 2016-2017 ELA PROFESSIONAL DEVELOPMENT

WHEN	LEVEL	PD FOCUS	PROVIDER
August 15-19, 2016	Elementary	Research and Best Practices in ELA Instruction (K-5)- Allington Writing Workshop Overview (K, 1, 2)- Matt Glover Writing Unit Planning (3-5) Foundations & Handwriting (K-2)- TOSAs, Intervention Reading Unit Big Ideas (K-2)- Teachers College Reading Unit Big Ideas (3-5)- Teachers College Reading Unit Planning (K, 1, 2, 3, 4, 5)- TOSAs, Intervention	Matt Glover Richard Allington Teaching and Learning TOSA's Intervention Teachers Teachers College
September 2, 2016	Elementary	Reading Strategies	Jennifer Serravallo
October- May Dates TBA	Elementary	Ongoing ELA Support <ul style="list-style-type: none"> <li>• Research and Best Practices in ELA Instruction (K-5)</li> <li>• Writing Workshop Overview (K, 1, 2)</li> <li>• Writing Unit Planning (3-5)</li> <li>• Foundations &amp; Handwriting (K-2)</li> <li>• Reading Unit Big Ideas (K-2)</li> <li>• Reading Unit Big Ideas (3-5)</li> </ul> Reading Unit Planning (K, 1, 2, 3, 4, 5)	Teaching and Learning TOSA's
<b>SECONDARY</b>			
August 4, 2016	Middle & High	Crafting Effective Literacy Experiences for Secondary Students	Kelly Gallagher
August 15-18, 2016	Middle School	Advanced Writing Institute on Units of Study	Columbia Teachers College Reading & Writing Project
October-May Dates TBA	Middle School	Ongoing Writing Support: Lab Schools	Columbia Teachers College and Teaching and Learning TOSAs
August 31, 2016	Middle School	Developing Depth, Stamina, and Passion in Adolescent Readers	Penny Kittle




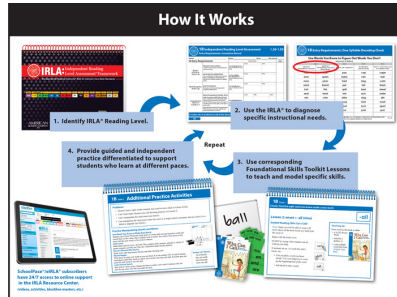
## 2016-2017 ELA PROFESSIONAL DEVELOPMENT

WHEN	LEVEL	PD FOCUS	PROVIDER
August - May	Middle & High	Literacy Leaders	Teachers in each building & Teaching and Learning TOSAs
August 30, 2016	High School	Developing Depth, Stamina, and Passion in Adolescent Readers	Penny Kittle
September 19 & 20, 2016	Middle School & 9 <sup>th</sup> -10 <sup>th</sup> Teachers	Falling in Love with Close Reading	Chris Lehman & Kate Roberts
November 22-23, 2016	High School	Conferring and Assessing Choice Reading	Penny Kittle
February 14 & 15, 2017	Middle School	Classroom Techniques for Cultivating Lifelong Reading Habits	Donalyn Miller
September- October Dates TBA	All	Summer Professional Development Repeated	Teaching and Learning TOSAs
September – May	All	ELA Resource Support Trainings	Teaching and Learning TOSAs




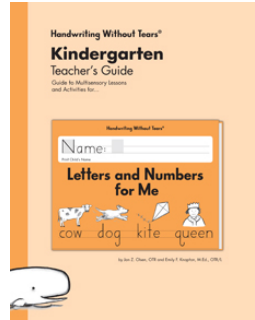






## ENGLISH LANGUAGE ARTS ADOPTION RESOURCES

### Elementary - Phase Two

Instructional Focus	Vendor	Description	Image
Lucy Calkins Units of Study - Reading		<p>This series offers grade-by-grade curricula in reading designed to meet ambitious 21st century global standards. Drawing on learning gleaned from decades of research, curriculum development, and working shoulder-to-shoulder with students, teachers, and school leaders, this new reading series is rooted in the Project's best practices and newest thinking. It includes state-of-the-art tools and methods for teaching reading, undergirded by the Project's learning progressions in reading for literature and informational texts.</p> <p><u>Note: The <i>Units of Study in Teaching Reading, K–5</i> series bundle and grade-level packs are available with and without Trade Book Packs.</u></p>	
Foundational Skills Toolkit		<p>The <b>Foundational Skills Toolkit</b> - Toolkit is designed to provide intensive word work for small groups of students who have demonstrated a need for specific decoding skills in reading levels K–2.</p> <p>The Foundational Skills Toolkit is currently available for the following reading levels: Y-2G, 1B-2B and 1R-2R.</p> <p>The Foundational Skills Toolkit provides mini-lessons and instructional strategies to help teachers implement code-focused instruction. Students receive explicit instruction in letter sounds, phonological awareness skills including rhyming, segmenting and blending, sight word development, and phonics including letter-sound correspondences, blends, and digraphs, and eventually decoding.</p>	

### Elementary - Phase Two

Instructional Focus	Vendor	Description	Image
Lucy Calkins – Units of Study - Writing		<p>This series offers grade-by-grade curricula in reading designed to meet ambitious 21st century global standards. Drawing on learning gleaned from decades of research, curriculum development, and working shoulder-to-shoulder with students, teachers, and school leaders, this new reading series is rooted in the Project’s best practices and newest thinking. It includes state-of-the-art tools and methods for teaching reading, undergirded by the Project’s learning progressions in reading for literature and informational texts.</p> <p>Note: The <i>Units of Study in Teaching Reading, K–5</i> series bundle and grade-level packs are available with and without Trade Book Packs.</p>	
Handwriting Without Tears		<p>Children who have mastered handwriting are better, more creative writers. The earlier we teach children to master handwriting, the more likely they are to succeed in school, and write with speed and ease in all subjects.</p> <p>More than three million students benefit from the Handwriting Without Tears® program each year. We use fun, engaging, and developmentally appropriate instructional methods to enable children to master handwriting as an automatic and comfortable skill.</p>	
Secondary Reading (6-12) – Phase Two			
Instructional Focus	Vendor	Description	Image

Assessment	American Reading Company	<p><b>IRLA: Independent Reading Level Assessment Framework</b> Formative Assessment Framework for teaching and learning built on Common Core Standards</p> <p>The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades Pre K through 12.</p>	 <p>Electronic and Book Assessment Formats</p>
Intervention	Heinemann LLI (Leveled Literacy Intervention)	<p>The <b><i>Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI)</i></b> is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, <i>LLI</i> supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of <i>LLI</i> is to bring students to grade level achievement in reading.</p>	
Increase Reading Volume, Complexity, & Stamina	Booksource	<p><b>Texts for Book Clubs and Classroom Libraries:</b> Booksource offers a wide variety of high interest and engaging texts (print and digital), representing multiple genres in fiction and nonfiction. Authentic Spanish Language Collections contain titles from around the world, originally written and published in Spanish.</p> <p><i>Booksource offers customized classroom libraries to meet the needs of students.</i></p>	
Analytical Reading & Assessment of Non-Fiction Texts	Newsela PRO	<p>Newsela is a digital online resource that offers leveled collections of daily news articles, curated into text sets by grade level and content area. They can be sorted by reading standards and include writing prompts that can be used as assessments.</p>	

## ELEMENTARY ELA SPELLING GUIDANCE

### SPRING 2016

#### Summary

The Beaverton School District ELA Cadre recommends professional development, rather than adopting a spelling specific program, based on the following research summary and best practices. Research findings are clear that an integrated and responsive approach to spelling is the most effective method for ensuring that all students make progress in utilizing conventional spelling strategies. In order for teachers to address spelling in a responsive way, a clear understanding of the developmental progression of spelling learning is essential. Through deep and explicit word study, students better connect sounds, letters, spelling patterns and morphemes to effectively apply in their writing as well as when they read. Integration of spelling strategies and learning in all aspects of a student's day, can only happen when best practices are fully understood and employed.

\*Support for *Word Study* will come through the adoption in January 2017.

#### Summary of Research Findings

- The learning of spelling follows a developmental progression. Spelling instruction must be responsive to the developmental needs of each student.
  - Alphabetic Tier (Beginning)
  - Pattern Tier (Transitional)
  - Pattern to Meaning Tier (Intermediate)
  - Meaning Tier (Advanced)
- Invented, Sound, Have-a-go, and Audio-visual Spelling are all viable practices in progression of learning conventional spelling.
- It is important for students to develop a spelling consciousness and use metacognition strategies when spelling. It is important to explicitly teach multiple ways for the students to access supports for spelling words correctly.
- Spelling instruction must be embedded throughout the day, with explicit teaching points connected to reading, writing and content area instruction.
- The words students study should match their developmental spelling needs and match the words they frequently use and misspell in their own writing.
- Student choice should factor into which words student study. Predetermined spelling lists are the least effective way to transfer new learning to actual writing.
- When appropriate to the developmental spelling stage for a student, explicit instruction in word families/patterns or Latin roots and phrases is effective.
- Strong spellers often are connected to students with high levels of time spent reading.

#### Best Practices in Spelling:

Most Likely Taught Whole Group	Most Likely Taught Small Group (Responsive to Student Need)
<ul style="list-style-type: none"> <li>● Invented Spelling/"Sound" Spelling/ "Have-a-go" Spelling/Audio-visual Spelling               <ul style="list-style-type: none"> <li>○ Instruction needs to be multi-dimensional</li> </ul> </li> <li>● Develop a spelling consciousness (metacognition)               <ul style="list-style-type: none"> <li>○ Embed it throughout the day; explicit teaching points during reading and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction in word families/patterns</li> <li>● Notice spelling patterns naturally through reading and writing</li> <li>● Responsive and individualized; students self-select the words they are interested in and/or the words they use frequently in their writing but haven't yet learned to spell</li> <li>● Explicit instruction in Latin roots and phrases</li> </ul>

<p>writing instruction</p> <ul style="list-style-type: none"> <li>○ Connection of spelling to the instruction of content</li> <li>● Explicitly teach multiple ways for the students to access support for spelling words correctly</li> <li>● Teach the connection of time in text/volume of text connected to strong spellers</li> <li>● Teach various strategies for committing a correct spelling to memory</li> <li>● Emphasize spelling-meaning connections (define to definition)</li> <li>● Connect learning in word study to both reading and writing</li> </ul>	<p>(depends on the range of needs represented within one classroom)</p> <ul style="list-style-type: none"> <li>● Connect spelling instruction and application to texts students are reading</li> </ul>
<p style="text-align: center;"><b>No Evidence For:</b></p> <ul style="list-style-type: none"> <li>● Straight memorization of lists - has little to no benefits in learning to spell—rarely a transfer to actual writing utility</li> <li>● Spelling books (programmatic)</li> <li>● Worksheets - papers that have one correct answer.</li> <li>● Flashcards</li> <li>● Spelling Tests (too many words and not individualized or responsive)</li> <li>● Repeated direct phonics instruction - has not shown results (4th/5th/6th), especially if they received direct phonics instruction in primary</li> </ul>	
<p><b>Professional Development and Parent Communication</b></p> <p>Based on Best Practices in Spelling, the following PD would benefit teachers within the context of literacy instruction (an integrated approach):</p> <ul style="list-style-type: none"> <li>● Meet diverse needs through differentiated small group instruction</li> <li>● Developmental stages of spelling, including explicit strategies to use at each stage</li> <li>● Embed orthography instruction within literacy instruction and content instruction <ul style="list-style-type: none"> <li>○ How to develop a spelling consciousness (metacognition)</li> <li>○ Differentiate between primary and upper-grades</li> <li>○ Connect spelling instruction to grade level texts (in context)</li> </ul> </li> <li>● What systems work best for management of responsive spelling instruction? <ul style="list-style-type: none"> <li>○ Components - resources, strategies, vocab/word study, scope/sequence</li> <li>○ Implementation - small groups vs whole group</li> <li>○ Assessment - suggested tools or strategies to guide spelling instruction</li> </ul> </li> <li>● Writing PD - self-selection of spelling words/patterns based on editing during the writing process</li> </ul> <p><b>Possible Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>● Sitton Spelling</li> <li>● Words Their Way Resource Books</li> <li>● Fountas and Pinnell Phonics Lessons</li> <li>● McCracken Spelling Through Phonics</li> <li>● IRLA Foundational Sets (spelling, word study, vocabulary)</li> </ul> <p><b>Parent Communication:</b></p> <ul style="list-style-type: none"> <li>● BSD Spelling Guidelines: Research and Best Practices</li> <li>● Supporting your Child Beyond the Classroom</li> </ul>	

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Alexandria, VA: Association for Supervision and Curriculum Development.

## ELEMENTARY ELA HANDWRITING GUIDANCE

### SPRING 2016

#### Research Findings:

- The Common Core State Standards call for teaching legible writing, but only in kindergarten and first grade. The emphasis then shifts to keyboarding.
- Handwriting instruction promotes a desire and motivation to produce quality work.
- Handwriting practice supports visual/motor integration and small muscle development.
- Patterns of early handwriting development:
  - Random Scribbling
  - Controlled Scribbling
  - Naming Scribbling
  - Mock Writing
  - Alphabet Letter Writing
- Effective instruction in primary grades looks at letters through shapes (circles, lines, etc.) as children transition from artistic drawing strokes to traditional alphabetic handwriting.
- Handwriting instruction supports a deeper understanding of orientation to printed language, developing students as readers and writers.
- Production of work (quality and quantity) is impacted by struggles with handwriting and/or motor development.
- Direct instruction with verbal cues (LLI as a resource):  
<https://drive.google.com/a/beaverton.k12.or.us/file/d/0B4hXoqYNujKfVVJYMTJOdF9WUHM/view?usp=sharing>
- Occupational therapists can support classroom instruction by offering strategies to support common challenges.
- Explicit handwriting instruction must accompany guided practice (vs. worksheet tracing).
- Duration of handwriting instruction: 10 minutes/day (frequency not specified).
- Handwriting instruction/practice should occur throughout the day.
- Handwriting instruction is SEPARATE from writing instruction.
- Handwriting instruction can support information processing (Cornell Notes/AVID).

#### Further Questions/Considerations:

(To be addressed through ELA Cadre work - 2016)

- What paper should be used? (Lined, unlined)
- Order of letters? Tied to explicit letter instruction or separate?
- Is there a need for cursive instruction?
- What is the frequency of handwriting instruction?
- Would handwriting be a part of the 90 minute block?

## Elementary ELA Handwriting Guidance - Spring 2016

### Sources:

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## ELEMENTARY ELA KEYBOARDING GUIDANCE

### SPRING 2016

#### Summary of Research Findings:

- Though there are many opinions about teaching keyboarding in the elementary grades, research substantiating **best practice** is difficult to find.
- The Common Core State Standards, as well as testing, have refocused attention on keyboarding.
- The Common Core State Standards reference keyboarding beginning in 3rd grade. By grade 4 the CCSS suggests students should demonstrate sufficient command of keyboarding to type a minimum of one page in a single sitting and by 5th grade, two pages.
- The CCSS does not give any recommendations/expectations for words per minute. There are also no suggestions for how instruction should be delivered nor what is best practice.
- Third grade seems to be the predominant age that guided touch typing is introduced in schools though younger grades are introduced to keys and the mouse.
- Some benefits of touch-typing noted by Rogers et al. (2003) include improved attitude and motivation towards writing, improved efficiency, and the integration of keyboarding with other subjects and tools.
- Developing keyboarding skills is important for our students but more critical is that keyboarding skills are developed within the broader context of communication.
- It's important to include composing, editing, and revising using the keyboard in context with authentic communication.
- Learning touch-
- typing develops automaticity which in allows students to focus on what they're writing rather than how they're writing.
- Mobile technology and other quickly changing technology such as touch screens, voice recognition apps, and handwriting recognition apps will continue to influence students' ability to communicate.
- Currently, in Beaverton School District, elementary students often learn typing in technology labs through using online tools and led by Technology Instructional Assistants, though across the country, keyboarding tends to be taught by classroom teachers.
- A recent study showed that self taught typists were as fast as trained typists though the self taught typists spent twice as much time looking at their hands.

#### Further Questions/Considerations:

(To be addressed through ELA Cadre work and Innovation Strategists - 2016)

- How and when should keyboarding instruction be introduced?
- How much time should be dedicated to keyboarding?

**Resources/Sources:**

"English Language Arts Standards | Common Core State ..." 2012. 30 Mar. 2016

<<http://www.corestandards.org/ELA-Literacy/>>

Beaverton SD Student Source Type Page <https://sites.google.com/a/beaverton.k12.or.us/studentsource/type>

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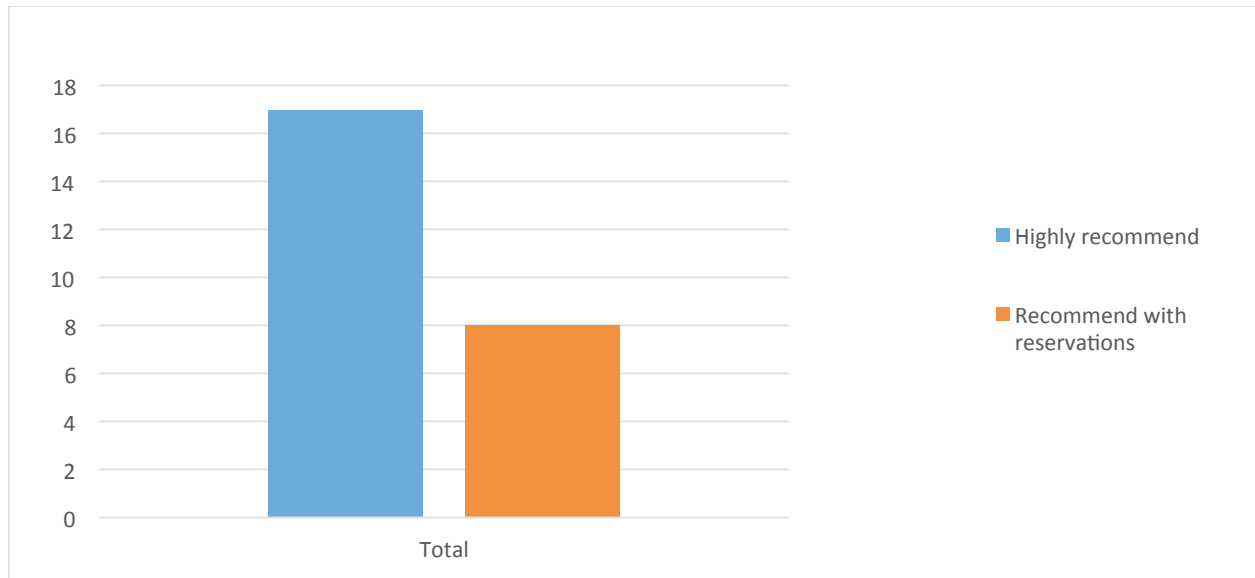
<<http://phys.org/news/2016-02-ten-fingers-fast.html>>

ENGLISH LANGUAGE ARTS PROJECT TEAM  
FINAL REPORT – PHASE II  
*APPENDIX TABLE OF CONTENTS*

Appendix A	Review Data – Elementary Instructional Materials	A1-17
Appendix B	Review Data – Middle School Instructional Materials	B1-12
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Appendix E	Smarter Balanced Assessment 2014 – 2015 Performance	E1

## Elementary Feedback on 3/31/16 Publisher Presentations

### American Reading Company - Foundations



#### Comments

This answers a direct, and explicitly expressed need from teachers in our district. It will offer great support to teachers of all levels in differentiating beyond their traditional grade level knowledge. Additionally, I think there would be a strong interest in the "IRLA Toolkit" focused on Vocabulary and Genre Expansion that aligns with books at White level and above... when that is finally produced this coming fall.

Intervention?

We also need to foundational (vocabulary) kits for upper level kits.

I love this.

Is this just intervention, or can these be available to classroom teachers as well for their small group instruction?

With Units of Study Reading as the Core Reading. Nice supplement that our teachers are asking for.

This would be a great support for teachers! The core curriculum options we're choosing from really don't seem to have enough foundational lessons, so this would be an effective, connected way to guide teachers' small-group/individual lessons.

How would we select what grade levels would get what kits? Would it be possible for schools

to pick what kits they thought they needed at each grade level?

This seems like a great resource for intervention and to have available to teachers for small group instruction. It does not seem like we need this for every classroom teacher.

I like the resources because they are pre made tools that we have been making up, ourselves, for years. It would be nice to already have resources available for small groups to fit specific learning goals with the small group model. This kit fits individual and small group needs. Lastly, this model also supports spelling. I don't think we need a spelling program if we invest in these tools, as spelling is embedded in this program.

This seems to be very supportive of teaching using IRLA and in alignment with our beliefs about targeted, specific instruction for individual student needs. I wonder if it needs to be adopted for every classroom or as a resource per grade level.

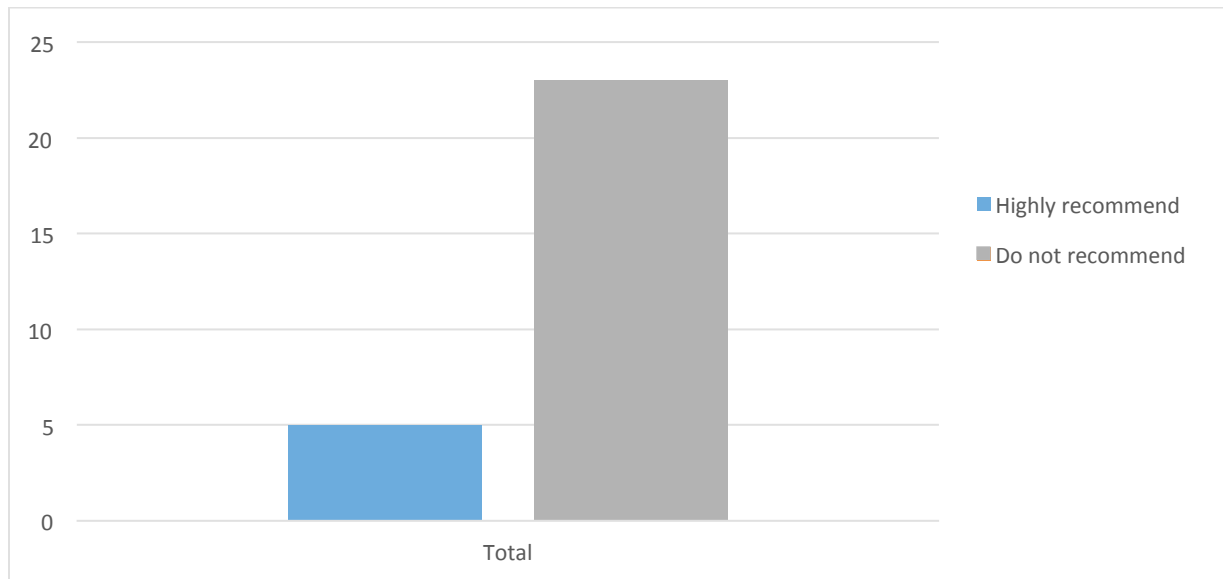
I think these materials provide the nudges that will help move students up through the levels. Especially K-2 we need a phonics focus as none of the programs we are looking to adopt have a phonemic component. This would make a nice supplement and ties in with the assessment we are already using.

I've been using the Foundation Tool Kits and find them effective, engaging and necessary. When a student is "stuck" in an IRLA level, these lessons with the books give the teacher a small group instruction tool and the student gets targeted practice. The Blue and Red Tool Kits should be available in each building at the very least. Perhaps Intervention teams should use these when needed. Grade level teams could share a kit as they are not always in use. Upper grade teachers, who have little emergent reading experience, find this tool useful as do less experienced primary teachers.

Not sure and would love to know exactly how as time goes on.

Glad to know that the IRLA has a section at the back to support foundational skills; I hadn't know that! And the online resource center is growing quickly apparently, which is good. I do like that it is very clear about being for small groups, for small groups with a specific need. And that it ties the IRLA together with assessment.

## American Reading Company - Reading



### Comments

It matches up with the IRLA, and combines both reading and writing instruction. This simplifies things great a bit for teachers and gives students common language. Further, it's customizable which allows all year long programs to meet their needs.

It is connected/leveled with/by the IRLA, and is both reading and writing curriculum combined. It is inquiry based, interdisciplinary, and the modules are able to be customized.

Reading: ARC Research Labs

All comes in Spanish also.

Modules.

Looks a lot like a traditional program teachersâ€™ guide? How does this align with our Best Practices document?

Reminds me of a basal packaged differently.

That is a poor example of a rubric. 1 pt plus 1 pt, etc = proficient? That is a checklist.

Topical. I wouldn't use the word inquiry to describe this.

Formulaic

Scripted was said at least twice.

Where is the room for high interest/choice? This looks like it would fill the whole 90 minute block and beyond.

I do not recommend.

Doesn't seem to match the approach we have started to take as a district within the 90 minute block.

Reading and writing are integrated with content which is not developmentally appropriate at the lower grade levels

This program does not support the vision of BSD in my view. It is too scripted. ARC has done all the thinking, we want students and teachers to be the thinkers.

I love to see a more integrated curriculum and like that we can pick topics for each grade to match current social studies and science teaching. The full packet is more than a single reading block, but I like the idea of breaking out some of the writing portion of their block into our science/social studies time. I think that can still work with a separate writers workshop block as the explicit writing teaching.

I really like that the books boxes for topics match with IRLA - the fact that this complements with the kids reading goals, understanding of where they are at, helps them pick a "just right book" etc. is HUGE.

It is impossible to teach reading and writing separate with these labs

This curriculum would fit so well with the 90 minute workshop model and the IRLA. Teachers will be happy to have an adoption that compliments our other work. This is the first that I've seen that really addresses below-level readers. It can match well with PYP. Highly recommend.

This resource offers great ideas for mini-lessons teachers could teach in order to meet ccss. That said, I would not be happy with this resource. First, the themes chosen won't necessarily fit with classrooms in PYP/expeditionary/etc schools. When would teachers find time to teach these other required content themes that are supposed to be integrated into literacy? Even if teachers can use the chosen themes, what if it's a theme the teacher or kids simply aren't interested in? That would kill the love of reading and writing. Next, this program won't really offer a writer's workshop. When would we have time to fit in another writing block and would kids have the stamina for that? If we had to do another round of writing, what resources would be offer teachers for that?

\* I said no for digital resources just because they weren't mentioned \*

I wonder if these unit would work with the variety of curriculum framework programs (e.g.

PYP & EL) that are used at different elementary schools.

I really liked the genre unit, but I do not feel that the other units are as student driven. I feel that we could use The Common Core Lesson Book K-5 as a supplement to do what ARC did with their teacher's manual just as well. As side note, I don't think she mentioned much about the digital component, but from IRLA I know there is some type of digital service.

Does not meet the needs of all students and to based on self sustaining readers who are making goals and a part of their learning, it is very teacher directed.

I am concerned with the lack of student choice overall with this system.

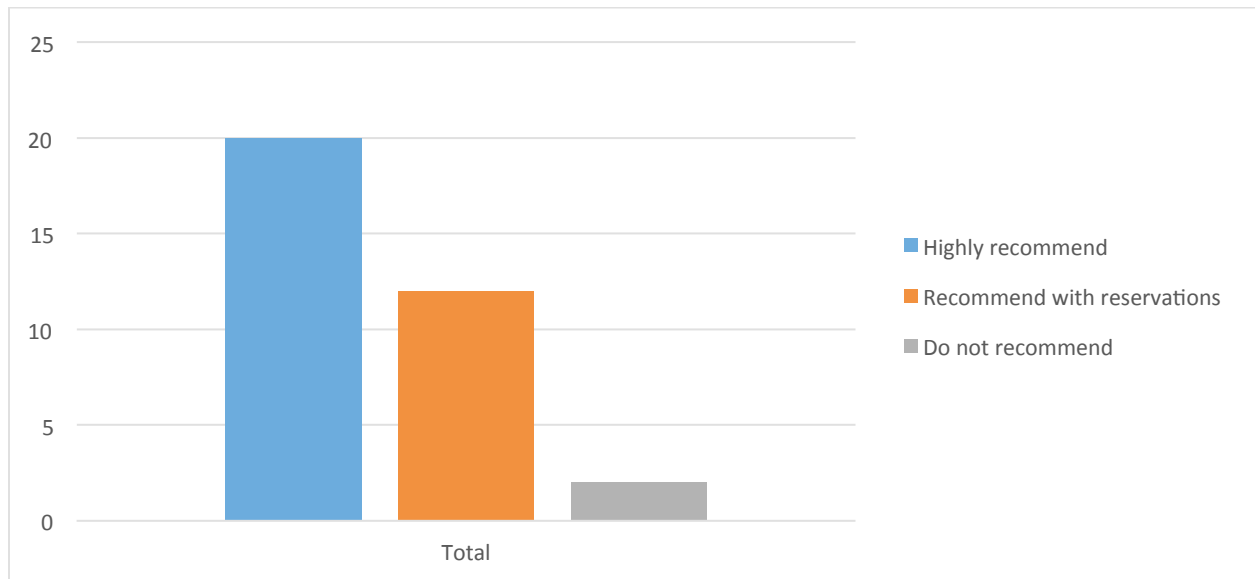
I'm not sure I have enough information or that there simply isn't enough executive thinking behind the program. It feels like it was put together to help struggling teachers. I am confident that we have teachers who can design their own units that better address the needs of our students. I think my biggest question is where is idea of reading for fun? I want kids to be reading because they want to read. I am wondering if by making children read a particular topic if they would soon be bored if the topic doesn't interest them.

Products seem formulaic. One type of family story is the right kind? That might be my misconception, but that's what I thought I heard. This seems very basal-like to me. Even though it has very positive elements, it seems like there is less professional agency involved in designed and implementing units.

Too dictated for kindergarten. Seems like it is designed to work best in conjunction with the ARC writing, which we are not interested in. Do not think it will work well or support schools that are PYP.



## Heinemann Reading Company – Reading



### Comments

Professional Development will be essential to roll out these materials.

Equity and Culturally Responsive Teaching/Power and Privilege

Power and Privilege: Kylene Beers

Power: Those who are literate hold the power.

Privilege: With that power comes privilege.

Stephanie Harvey: Information + Thinking = Knowledge

This resource lends itself to teaching students how to combine thinking skills with information to gain knowledge!

We need our students to be empowered!

5th grade teacher: We are using the reading units of study this year and love it. Gets kids to really think.

The potential impact of adopting the reading and writing units to create powerful thinkers is immeasurable. I see tremendous opportunity for coteaching with the ELD instruction as well. I could not be more excited about the potential of this resource (with professional development!).

More teacher-friendly than the writing resource.

Can we build in time throughout the year to review and prepare units? I think it would be valuable to trade less time in the summer for time to review units throughout the school year.

Digital components are for teachers only. Needs a PD to roll out. Lots of daily reading that would need time to digest and have time to collaborate with other teachers. Also, no foundational skills present in these units.

I think this resource would be great as an optional support for teachers, perhaps one kit available per grade level per school. I can see teachers using pieces of this kit -- such as non-fiction note taking lessons -- but this dramatically reduces teacher choice and creativity in teaching reading. It also seems to run counter to our 90 minute block with 30-45 minute independent reading with teacher conferring -- I think teaching these units would involve much more time than simple minilessons. I worry teachers would feel overwhelmed by the thoroughness of this curriculum.

These materials seem closely tied to writing. They seem to focus on transference and linking so that children can use their own reading to educate them as readers so they can be better writers. I didn't see clear focus on reading and on developing individualized level reading skills. Units are all set at grade level and teaching "how to be a reader" (to be a better writer), not how to read. Individual reading time, shared reading, and word-work are separate to these reading curriculum materials - but those seem to be what our reading block is supposed to target from best practices.

I'd encourage the PD and pathways resources here as a part of a writing adoption - but I don't think it addresses reading in the way that I understand reading instruction to be intended. Also, correlation with IRLA levels and goals is weak and if we use IRLA for assessment and student goals (which I continue to love) then adding different rubrics and goals might be confusing to students and parents.

Our new reading assessment has revealed a need for foundation and vocabulary instruction. I love this curriculum, but I am concerned teachers will not have tools to meet foundation needs or specific vocabulary required by CCSS. This product is a BIG YES if supplementary materials can be purchased.

I highly recommend with this caveat: we MUST purchase an additional curriculum to teach reading foundation skills. Some students will pick up reading without being taught those skills, but most students will need some level of instruction in phonics, word work, etc. Many students will need strong instruction in this area.

I think this resource supports what we say we want to implement in the Reader's Workshop, however, we'd need to have other resources along with it to effectively teach reading. The consultant recommended The Reading Strategies Book for conferring/small-group lesson ideas, especially for kids reading below level. We'd also need to have something for word study. It doesn't seem like the foundational skills offered in the Units of Study is strong enough. Like in writing, PD time would be critical. Ideally, it would just be time for teams to study/prep the unit rather than PD with some "new learning" focus. Overall, I'd be excited to

use this resource to guide my Readers' Workshop.

I recommend with reservations only because I don't feel like I have had enough time to really look at the resources. My students really appreciate and are involved in technological resources and I haven't had the opportunity to look into the digital resources available to students.

Since this is more process, the options for digital, spanish, and tech is open from library, district, and other resources.

I feel that there have been a lot of teachers that love Lucy and I think her work is very practical. I am concerned about the small amount of vocabulary instruction - there seems to be few lessons for this, but the one I read was valuable. I would suggest that PD be built around this for grade 3-5 teachers if it is not addressed in the teacher resources. I also think that a supplemental book with various mini lessons would be helpful because not all readers have the same needs.

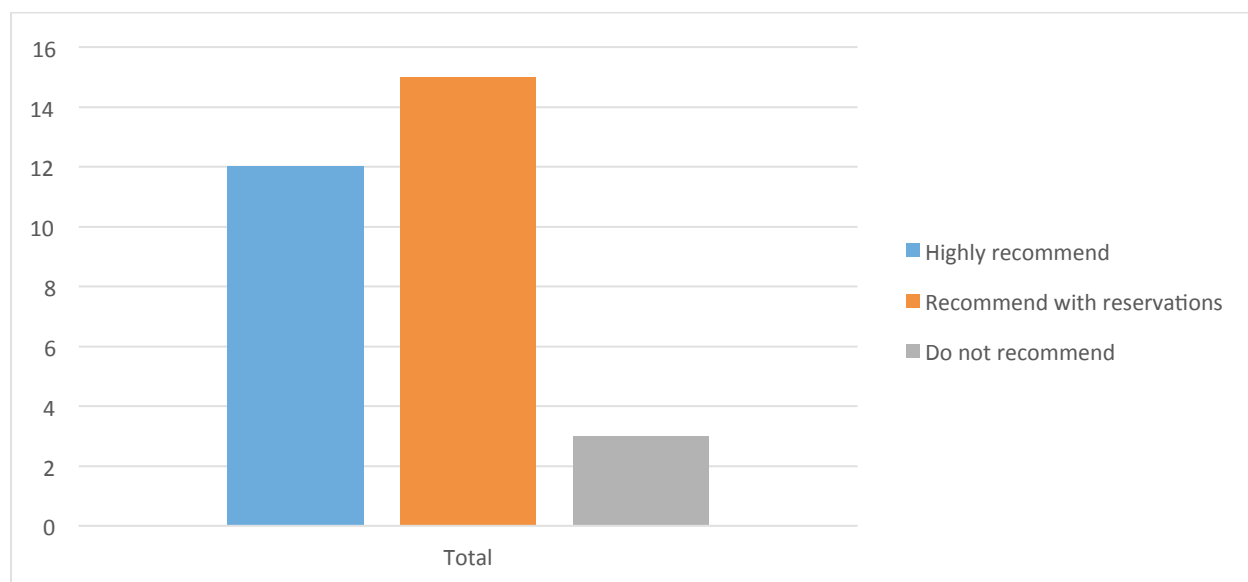
Teachers will need support (PD, ongoing collegial planning and lesson study, etc.)

I think this is a nice compliment to the Writing Units of Study. It supports that learning. Again, this is a thinking curriculum that focuses on process and metacognition. I like that it encourages students to evaluate their own learning and set goals for themselves.

Lots of student choice for text, supports kids reading and talking. Lucy is wordy in her text, but this is less-so than her writing units. High expectations for time in text, learning at the earliest age how to notate, talking with/to each other. ++Shared reading is important for grades k-8! Use of reading mats and logs as early as Kindergarten to support kids, as well as building anchor charts together with class.

I like and have used Calkins for years. It does take a lot of staff development to do it well.

## Heinemann Reading Company – Writing



### Comments

This curriculum gives teachers a foundation. If a new teacher needs support, the curriculum provides a variety of options. A veteran teacher can weave their experience into this format easily. As a professional developer, I feel like this product would meet the needs of everyone on my staff.

I feel that this resource would overwhelm teachers and not offer enough teacher choice and flexibility. The teacher guide is very wordy; lesson progressions are strictly proscribed; units are difficult to integrate with other topics that teachers are already teaching. I think teachers would look at this resource, be overwhelmed, and continue to teach writing the way they have been. We need more of a framework than an out-of-the-box curriculum.

I love the rubrics - student friendly, able to share with parents, help me really understand what is being taught and the progression. Models of "on grade level" writing with explanations are wonderful. If we could PD on the "Pathways" and use it to develop resources for kids to set and understand their own goals and for parents to understand as well it would be amazing! BUT, the units of study are voluminous and I think would be daunting to a classroom teacher with so many other subjects and mandates and books/units that they already like to use to teach these same skills. I can see teachers putting the actual units on the shelf - they could be too restrictive and come across as resources to replace PD rather than trusting teachers to know how best to engage and reach their students. Mentor texts are assigned with the unit as opposed to letting our teachers choose mentor texts that they know their class relates to. Having a prescribed instruction text and path implies a lack of trust in the classroom teachers ability to pick appropriate texts and lessons for themselves. Again - I love the "pathways" and mentor writing models - but the units themselves are a little restrictive/prescriptive.

Lots of daily reading and unit of study professional development that will need to go along with this resource.

Lots of support for both new/hesitant ELA teachers as well as experienced/confident ELA teachers. Glad that it is now grade=level based (vs. her first version that was more k-2). Continuum of learning progression is powerful for teachers to consider their children's skills/needs in regard to both planning for teaching as well as for assessment before, during and after instruction of each unit. Rubrics and student friendly checklists included support high quality expectations and student goal setting.

This resource meets all our best practice look fors - it is a very strong resource! I feel strongly however that teachers will need extensive professional development to support teachers in implementing this resource.

I would be interested in looking at their paid website, so the cadre could explore these mentioned second language components.

This resource has the potential to have lasting impact on the lives of our students due to the learning progressions, timely and specific feedback to students, and alignment to best practices document and our 5D+ rubric. Additionally, the bridge between elementary and middle school will be greatly strengthened. As an elementary school principal, I could not be more excited about the potential impact on our growing writers.

My colleague, Kathleen Skidmore, writes a rationale worded better than I could: I think what is most exciting about the potential adoption of the Lucy Calkins units is the philosophy that envelops them both. Two years ago, Dr. Rose showed a TED Talk (How Great Leaders Inspire Action) that explained that every great organization starts with the WHY (itâ€™s philosophy) and then determines the HOW (how it is going to achieve that). Our phase 1 of the reading adoption has so clearly established a philosophy. We want students to own their reading lives by accessing authentic texts that matter to them. The reading and writing units so beautifully embrace this philosophy. What is even more important is that it gives the teachers the language to embody the philosophy. While other programs deduce reading and writing to a series of lessons that readers and writers must learn for the sake of learning, â€œthe unitsâ€ use language that oozes with authenticity that empower students to see their place in the world through literacy. This authentic, empowering language does not come easy to most teachers. In order to transform teachers, we need a transformational curriculum. It is easier to create scaffolds within curriculum to meet the needs to students than it is to take a deductive curriculum and try to train teachers to figure out a way for it to align with our philosophy. We need to make sure our new curriculum starts with the WHY before it considers the HOW.

I trust that Spanish supports are coming soon. I also HOPE all materials are available online, but that wasn't 100% clear (resources and supports, or all of it).

I still wonder if this would be supportive of, or overwhelming with, the units of study in reading.

My concern is mostly due to the load for teachers, especially at K-2 grades. Love the connection between the reading and writing units and how work in reading helps power work in writing. SBAC practice in the context of best practice is encouraging.

many school already own multiple copies of this resource - what would be the plan for not wasting money ? is this a new version? are there are changes to the versions we own? would we purchase and organize mentor texts?

Teachers will need a lot of support (PD, collegial planning and lesson study, etc.)

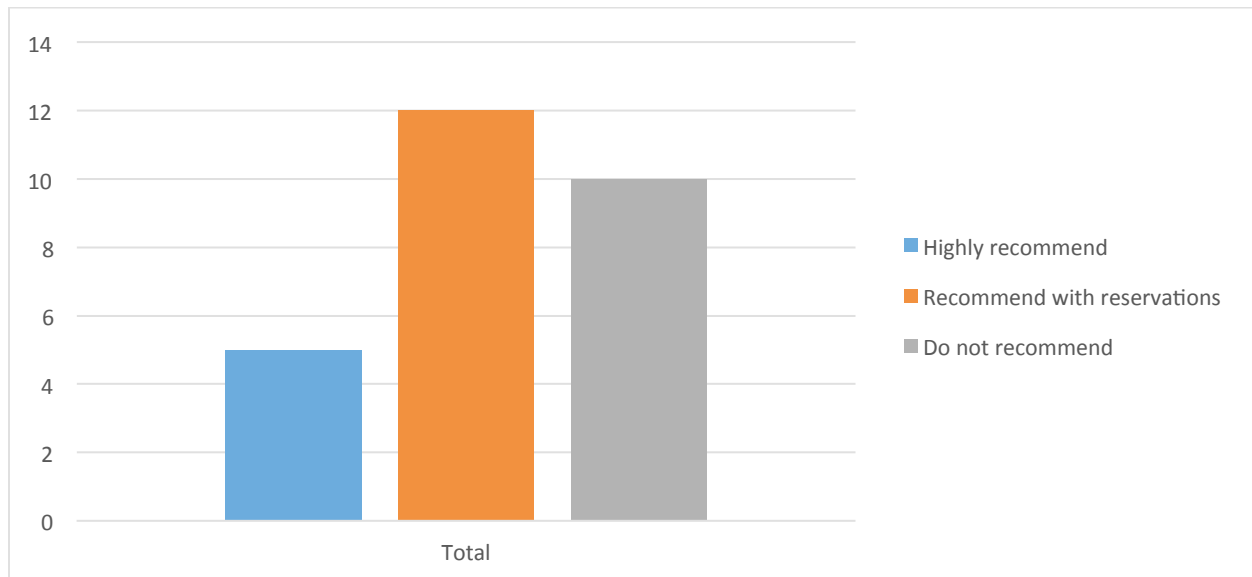
I am concerned about how easily it will be to use these materials. The Units of Study in Writing program in the past has been difficult to use. We would need lots of professional development.

This is a comprehensive program. Pre-assessment through post-assessment, student self-assessment and teacher rubrics are all included. Yet it is flexible enough for teachers to be responsive to their students. I also like the support for teaching concepts and process.

Overall, this is a great program that I think would elevate student writing. That said, I don't think I saw enough of the supports offered to struggling writers. I believe the Guide for Writer's Workshop book goes through these, so we should read that a bit further. The biggest thing to help this be successful seems to be the time we'll need in teams to read though and revise each unit to meet our needs. Whether this comes during Learning Teams or PD days throughout the year, the team time will be critical.

Yes, I would recommend this as long as there is TIME for READING the materials. The PD should simply be time to read and discuss the materials. We don't necessarily need someone to come in and teach us how to use the materials, we need time to read through it ourselves and time as a team to reflect and develop the units on our own. The expertise is in the books and lessons. As teachers we just need to read through what Teacher's College and Lucy Calkins have to say on how to teach it. The program appears to be a great resource/ guide for teachers and students.

## Projecting Units



### Comments

need to make sure all items are CLEARLY AND EASILY available for teachers on Teachersource (or another venue) - this will be key to implementation

What is the time frame of getting teachers access to the materials? Currently there is not a lot available. Could we realistically roll this out next year or would we be rushing the "powerful process"? Lots of PD that would need to go along with these units. Do we get the opportunity to collaborate and learn like the writing team did? Only digital components are teacher videos and lessons on Teacher source and they are limited right now.

This is a great resource but its unclear how it would roll out with teachers varying knowledgeable of workshop format. I guess it needs more of a PD plan to understand how it would be adopted.

Projecting Unitsâ€”Gladys and Christie

I hear what she is saying about the collaborative process of planning. But I still think that we donâ€™t have the capacity to build our own units district wide. Additionally, the Calkins units have been tested in hundreds of classrooms and revised â€” and continue to be revised. Teams should still be able to do this around a resource. One of course doesnâ€™t teach verbatim from a curriculum. The Calkins lays the groundwork.

Christie spoke to three times getting to go to Calkins. Huge capacity built there with the PD. The rest of the District has not had that opportunity.

As a building principal, several of our teachers participated in the Glover work. It was excellent. It is excellent. It is not transferring, however. They are still incorporating

elements of what they learned. They are drawing more from the Calkins work, and seeing success.

I think we need the framework of the Calkins that allows us to collaboratively plan. You can still add your own mentor texts.

I think those that actually participated benefit, but the posting of lessons on TeacherSource will not benefit those that were not a part of how that was developed. The power is in the writing of the work. The collaboration. Calkins gives us the framework, as it gave Gladys and Christie a framework. They used this knowledge to build what they did.

It greatly concerns me if we went in this direction at this time as our core teacher created units. We do not have the capacity in the system at this time. I do, however, think it would be powerful for teachers to be able to post supplemental lessons/units/mentor texts/ELD supports (etc.) on TeacherSource. As we build capacity, this also can grow.

Concerns for this to be our core: support for RR teachers? ELD? Assessment? Continuum/Learning Progressions? Transfer? Overall, lack of capacity in the system. I have grave concerns about this being our core writing program.

The next question asks me to say what it should be considered for. I do not support this being our core writing program. (there was not a none of the above) It forced me to click it.

Difficult to measure the above questions, so I think the School Board would need more information before they would approve it. If I hadn't had the opportunity to participate in the WPT already, I don't know if I would have been able to answer the above questions.

Having participated on the Writing Project team, I know the power of watching other teachers and collaborative authentic planning. This has potential IF money is spent on time to observe and write units. I believe the process would pull all teachers along.

This resource presupposes a high level of teacher involvement in development of units and lessons. It seems to not provide the foundational resources necessary to develop a strong writing program at all schools.

I'd like the Board to support this continued work, but not at the exclusion of a published curriculum for new teachers and new teams. This will require a higher level of experience than the other writing curriculum. Also, I may have been able to rate this higher on questions above had I seen more examples of what is included. I didn't SEE strong evidence for most areas rated above, but it may very well exist.

The idea of a writing cadre seems powerful as a mechanism for PD; however I don't see how BSD starts with this as the writing core. Perhaps starting with a Lucy core and transitioning to this cadre-style (at the school-site level and beyond) is the goal. We are not there yet professionally to begin from a cadre structure to reach a critical mass within BSD.



I think this idea has the potential to actually improve our teachers' ability to teach writing. The work, however, seems to be in the creation of their own units and the collaboration with colleagues within and beyond your school/grade level. I think its a really exciting choice! It needs to be supported appropriately to be successful. Teachers need the chance to get the benefits of the PD for this to work.

This looks to me to be important work, but it seems to be too much to expect every teacher to do it, or even expect them to find it on TeacherSource.

I love the lessons and the vision here. The video brought a tear to my eye. But to work for a district-wide adoption, this needs to include a strong backbone of actual written units and support materials along with rubrics for assessment. This basically seems like we want to adopt the Lucy Calkins "Pathways" and the concept of unit study, but write our own units - plus know that we are investing in professional development and a mentor-group approach. But adopting Calkins doesn't mean we won't do professional development and mentor groups for implementation.

To me, the difference between the two is Calkins units, versus BSD crafted unit samples with a little more explicit flexibility to the teachers to adjust (which they would do/have anyway even with a Calkins adoption. In that case, I like the ones we create ourselves - the punctuation unit shown was exemplary. But the adoption needs to be for us to quickly create a full set of these with teachers working together and then to maintain those resources with ongoing PD. We can't adopt and not move quickly to have a complete sample set available in teacher source.

Although, theoretically I like this idea, I worry about the timing. Systemically, we have just launched our reading resources which teachers are just learning how to put into practice. I would rather have teachers begin to master the reading resources and then visit Teacher Source in a year or so to do the same thing with writing. Can we hold off on adopting a writing resource for a year? If we could do that, feel more confident in reading, then I would love to adopt the Teacher Source/ Matt Glover approach. Ideally, I would continue to have Matt come to Beaverton, and continue to spread his ideas so you have more buy in later. He's fundamentally perfect. Again, I just worry about the timing right now.

This should be considered as an additional support/resource. please allow for spanish units to be created as well

I think this resource works for teachers who are ready for it. The students who come from these classrooms are great writers. I am not sure the whole district is ready for it. For new teachers who have little experience in teaching writing or teachers who don't have a passion for writing, this type of resource might be very challenging. I think the ideas around it and the freedom students are given engages students and meets cultural and learning needs. If the district go with this, a lot of PD would need to go into it. Where would this fit over the next year?

I love this resource and actually use it, but with that said, it is difficult for me to recommend this as an adopted material. I am concerned that to make it successful, everyone would need

to write their own units and be trained with Glover. I think many would just continue doing their own thing, and not necessarily change their writing instruction.

Yes, I recommend this process of developing writing teachers and therefore developing engaged writers. One thought is that we might begin this work at K-2 and then grow this process of developing and revising units 3-5 at a later time.

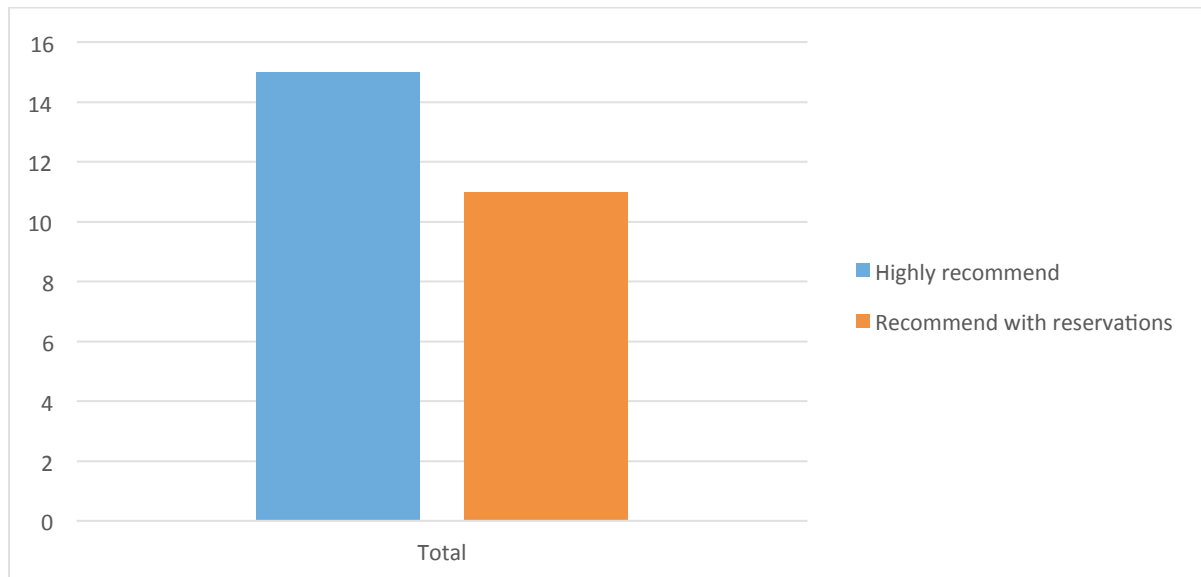
I love the idea of teachers learning the skills to create their own writing units relevant to their students' needs. I would only recommend this if the district guaranteed Matt Glover workshops for all teachers and regular, frequent time for teams to meet and plan units. Because not all teachers will be passionate about creating these units, I'd hope groups of teachers will be paid to create and post enough lessons to last a school year so all kids have a chance to receive quality lessons. We'd also need to make sure rubrics and checklists are promoted and used.

I do not recommend that we adopt this as a core curriculum for writing. I do, however, propose that we invest in teachers with compensation for time and opportunities to collaborate to plan these units. The only reason I don't propose adopting this as our core is that I think it will take time to do it right and roll it out. I think the Calkins Units of Study of done a lot of this work for us and tested it out in schools.

I believe this is the best choice for writing. I anticipate its success is dependent on PD, how well the district can fund it and follow through.

The success is strongly tied to teacher and principal participation and willingness to do

## Handwriting Without Tears



### Comments

Great connection between written work and technology. Letter and word production is multi-sensory! With that said, I think this better suited for K-3 to address printing and then moving forward to typing (not cursive) in the upper grades.

I'm not sure that it is necessary to purchase a program - but definitely think we need a position on handwriting instruction. If we are going to purchase a handwriting program I think this is it!

Do we need workbooks? Just K-2? I'll defer to the cadre for this. Do students need to still learn cursive? I don't think teachers would need the teacher guide or PD for handwriting.

Would only recommend for K-2 students.

k-2 writing, keyboard 3-5

This seems great for k-2. I would not get cursive for upper grades and instead invest in Keyboarding Without Tears or something similar for 3-5. No need to teach cursive when they really need keyboarding skills.

Not 100% convinced that I love a workbook, but with only 10-15 minutes/day, I think I could be convinced.

If we choose to purchase a program for handwriting, this seems like the one. I wonder if we can accomplish what we want through PD and purchasing manipulatives rather than purchasing a full program.

All workbooks and printed info is also in spanish. Songs are not in spanish. Not sure if online

resources are Spanish??

Seems like a solid resource for handwriting instruction - just not sure that we need to be explicitly teaching handwriting at all elementary levels? Print skills for K-2 and perhaps the keyboarding skills for 3-5? What are we currently using districtwide for keyboarding? There are some great websites for keyboarding I suspect that are freely available and already in use.

It might be nice if the printing books were more aligned with what K-2 were doing for phonics, word work, etc. (e.g. money printing pages used during money units, letters covered in the order they are introduced for phonics) - not sure if this program aligns with what we do or could be aligned.

Teacher's guide and the songs that accompany the lessons are not in Spanish. Only the workbook is in Spanish.

This seems like a great program. We haven't seen anything else in person so I'm not comfortable highly recommending it, but think most teachers would appreciate a quick, structured handwriting program.

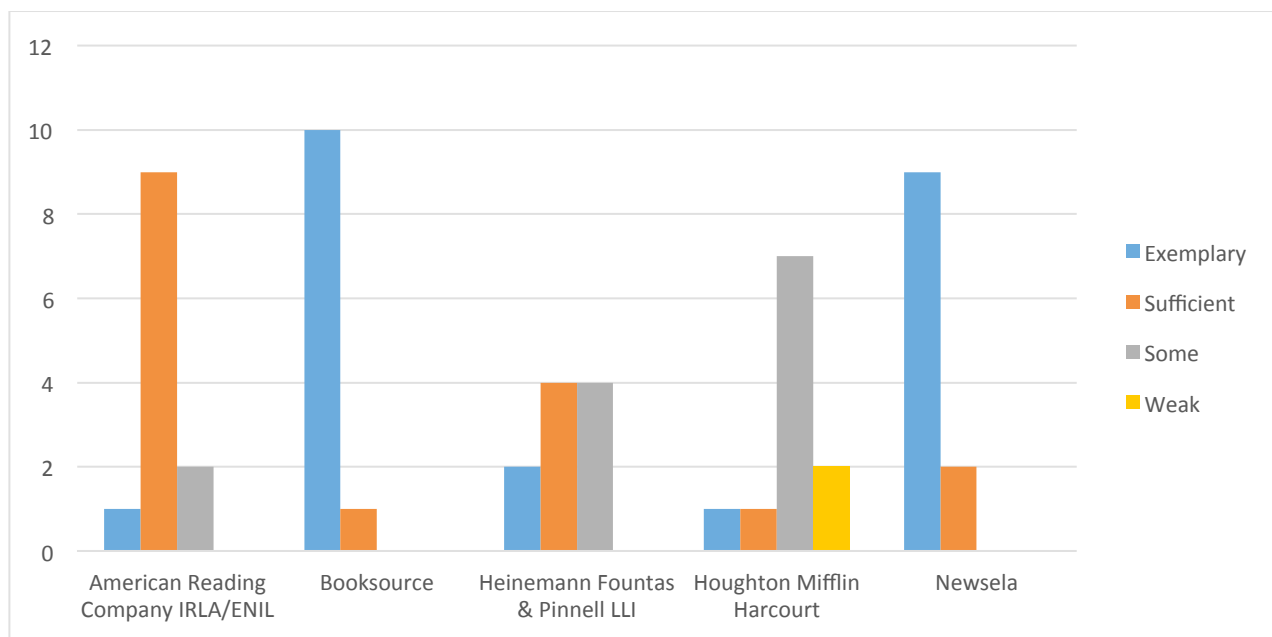
I like the multisensory approach, the two lines concept and the self-assessments. I like the workbook layout, but I'm not sold on the "creativity". I love the worksheet creator and wonder if it can be purchased stand alone. I think this is appropriate K-2. By third grade, I'd like to see a shift to keyboarding skills. In the grand scheme of things, I'd rather have more money for books. Teacher might be able to capture the idea without a program. But will we? That's why I think adopting this program might be necessary.

The author's Occupational Therapy background is a strength for this program. It's use of small tools and the repeated motion of the strokes seems important. The short 10-15 minute lesson is nice; not overly belaboring each lesson keeps teacher and student interest in continuing it high. Focus on quality over quantity. Specifically designed to support left handed writers (instead of offering adaptive tips to the teacher at the back of the teacher's guide). Not sure if BSD is considering Keyboarding Without Tears??

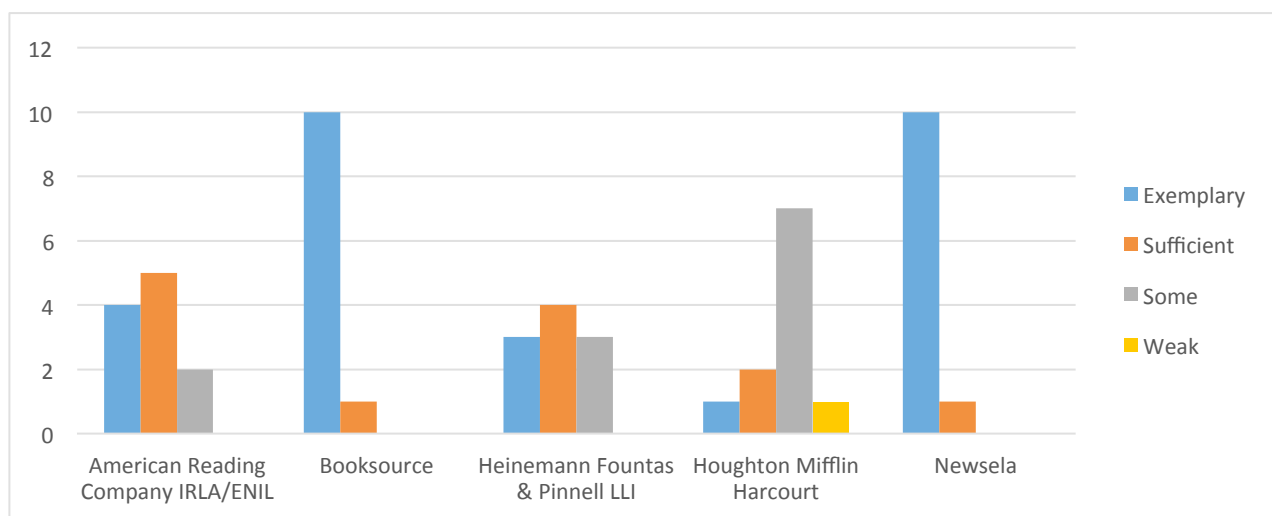
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## Middle School Feedback Synthesis of Publisher Presentations on 3/31/16

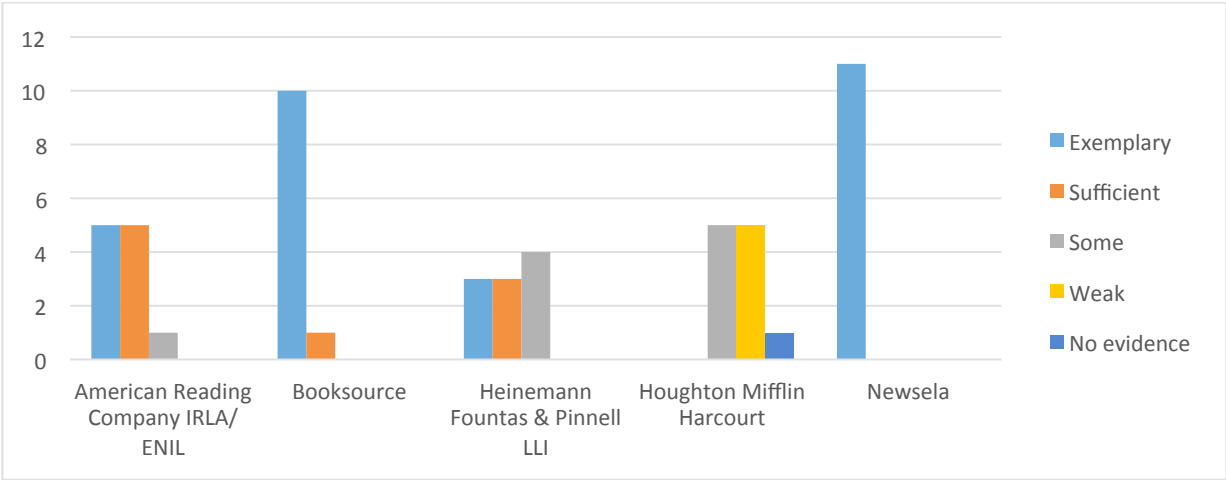
The instructional materials allow for varied learning needs, i.e., cultivate student interest and engagement, and provide authentic texts with a range of complexity and genre.



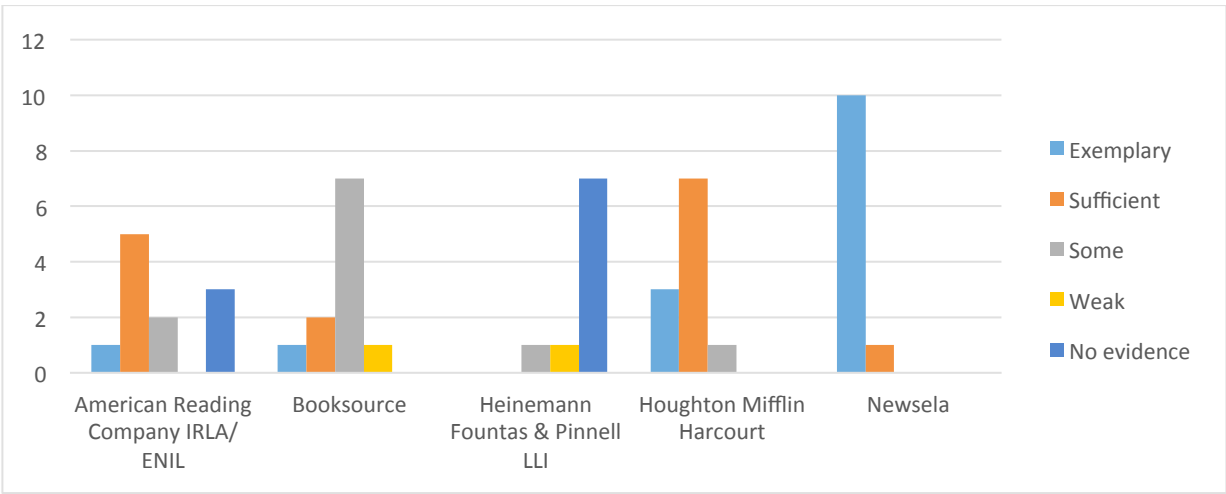
Texts represent a range of complexity, are developmentally appropriate, and are culturally relevant within a broader context, according to Oregon law and BSD Best Practices.



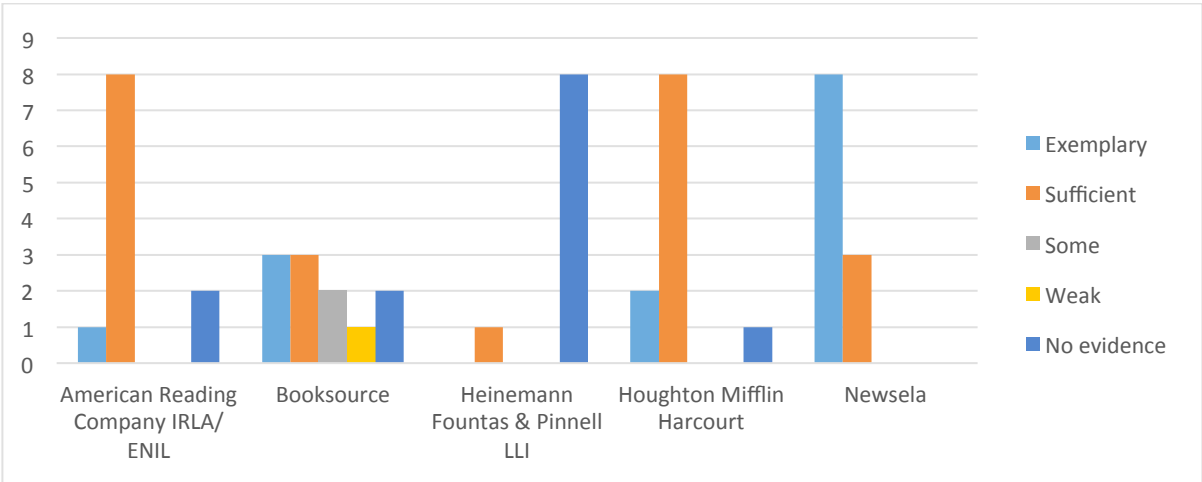
Materials would support other ELA resources, either current or as part of future acquisitions, to create a comprehensive program.



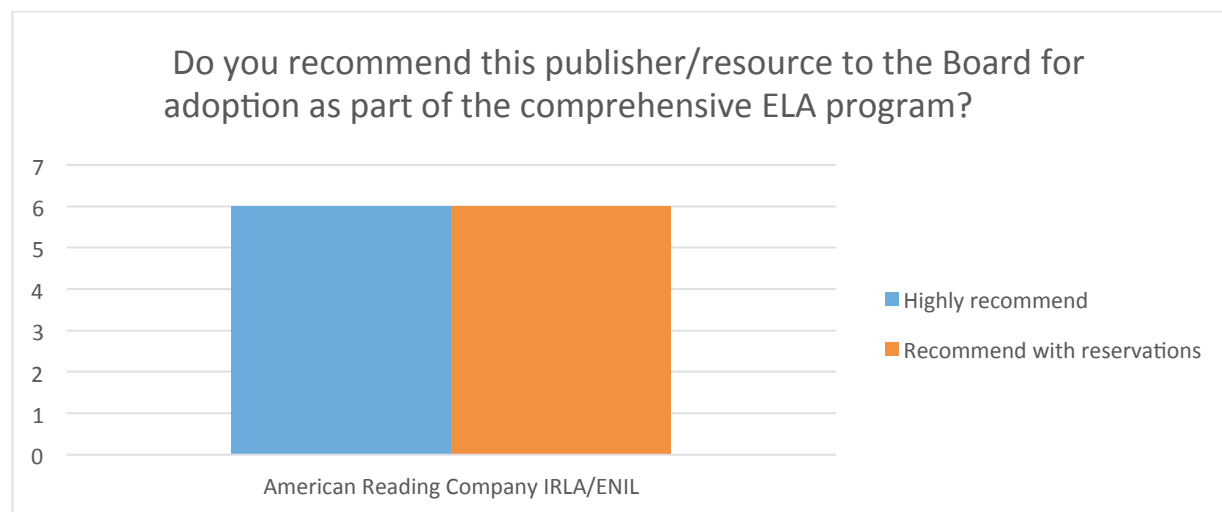
Do these materials offer a digital component?



Are the digital resources multi-platform, i.e. transferable to multiple devices?



## American Reading Company IRLA/ENIL



### Comments

Not positive evidence that struggling readers/ell/sped students would have enough access to high interest lower level reading books

Seems like it would be better used in an intervention classroom - not sure content area teachers would take the time to use this tool properly - very time intensive

At first I thought these materials would be best for the intervention level, but now I am thinking (as a middle school humanities teacher) that EVERY middle school humanities teacher and every reading intervention teacher should be trained and using the IRLA. For high school I could see possibly just 9th grade ELA teachers and reading intervention teachers to begin with . . . maybe not 10, 11, 12. I think at minimum this should be used at all levels of middle school.

This would be a wonderful tool for Reading Intervention.

Great resource for our intervention classes and sped. For everyone else in gen Ed classes, I am not sure this will work well. Please get full PD for intervention teachers!

Also, this is a HIGH priority because it ties into all of the professional development goals. In addition, this connects with our TWI (two-way immersion program) program because they could use the ENIL (the Spanish reading program).

IRLA - Great Assessment for intervention classes. I would also like to incorporate it into my own teaching, but I don't think it would necessarily need to be adopted into every core classroom. I could really see our ELD teachers and resource room teachers teaching kids about their level and then supporting them in choosing books to read for independent reading in my core class. Even though we were only looking at the assessment portion, I think the K-8 digital libraries would be a good resource. It could supplement the Booksource classroom libraries since it seems like Booksource doesn't have as many digit resources.

This material will be a great addition to intervention classes. It's not for every secondary classroom, but it could really help the population of students who struggle.

What resources are available for instruction? Once I have evaluated a student and have them reading texts at their level, how do I move them past places that they are not mastering by independent reading time. It didn't seem like there were any instructional tools included beyond the assessment.

I see this resource as outstanding for Special Education, Literacy Specialists and ELL Specialists. I have reservations about the engagement for middle level students.

I love the idea of using this program with my Intervention students

The evaluation component would support teachers in leveling students and supporting students in level themselves. It would help them make their choice reading more meaningful since they would be able to see their own growth. I would recommend the assessment, but I do not prefer their text resources.

labeled leveled books could be a problem for struggling readers

Would be great for intervention classes and classroom teachers for targeted groups. We should also consider the ARC's digital E-libraries for access to Ebooks.

This could be very valuable in intervention classrooms and in inclusive classrooms with small numbers. I worry about the time it will take to assess students in our current set up with classes being the size they are.

Good tool provided there is enough time and resources for teachers to deploy it.

It is an excellent tool for locating reading levels and interventions.

A nice assessment, but not a complete resource.

This would be a great resource for intervention classes and ELD classes. It would also benefit TWI programs.

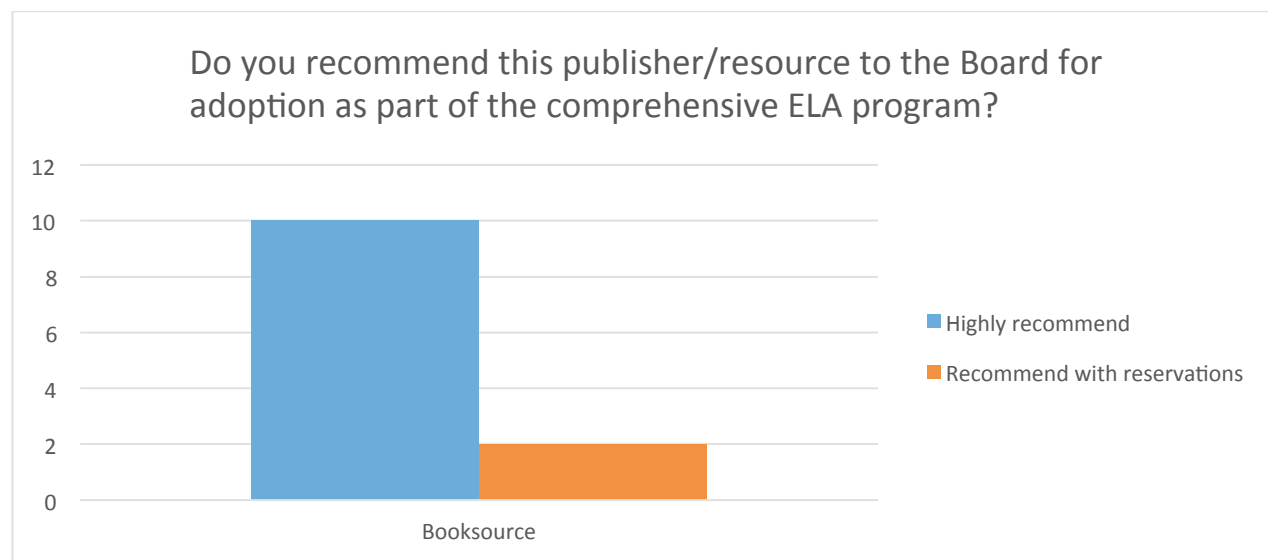
The IRLA will provide a formative assessment for teachers to evaluate all student's reading level.

I think grades 6, 7, 8, and 9 a minimum need this resource. We need to know where our students are as readers when they are in our classrooms.

IRLA is an assessment that we need!



## Booksource



## Comments

Excellent choice for Humanities classes in general - book lists should be developed with district librarian and LITT support as well.

Booksource - great system for classroom libraries. This would really support the idea of independent reading and making books accessible to kids. It would also be a great source of book sets to do book clubs in the classroom. It did have some teaching supports with the books. I would want to explore this more. Teachers have asked if district will provide the book shelves for the libraries. The digit component is weak, but could be supplemented with the Bookshelf App from American Reading Company that is connected to the IRLA.

Booksource would be an excellent to pair with the IRLA!

Although I put only some evidence of assessment, I think THESE books from book source paired with the IRLA gives you the assessment you need. The book source teacher classroom organizer is also a helpful tool. The fact that they will upload our books to the classroom library organizer is helpful as well. Spanish collections would also be helpful for Two-Way immersion programs.

Where is the instructional piece?

I think this is a great service - they have an amazing selection of books and I like their thematic collections and possibilities for classroom organization. When BSD creates the standard classroom collection lists - District Librarians need to be consulted.

The missing link is assessment. That can be filled in with quality PD (Gallagher/Kittle), and would need to be. The checkout tool would help as a formative piece, but would not stand alone. This is totally what I want in classrooms. PD to use it well is another piece. Also, we will need to consider teachers without their own classrooms...

This is great--what I want for our MS and HS classes, but will need PD support for assessment (Gallagher and Kittle).

Classroom libraries are a huge part of increasing student literacy.

Excellent resource for building book club sets, class novel studies, and building classroom libraries.

I worry about tracking these books, on-going updates or replacement texts until our next adoption, classroom storage, sufficient class time to devote to independent silent reading. Otherwise, I am super excited about having a class library.

They have wonderful text resources and seem knowledgeable staff who seem like they would be able to help us find the reading materials we want.

Very well organized with excellent online resources

A strong classroom library will get books into kids' hands. This will promote student choice. Teachers will need training on giving book talks to promote the books and supporting book groups.

I worry about what this will mean for our school library. Would it not be better to expand our collections in our library and provide classroom libraries available to teachers for check out? I have concerns about keeping the collection updated and what it will mean when a student takes a book without checking it out OR loses the book. Will that fall on the teacher?

So many great books and good services

It is the best way to have classroom libraries for students. they have it down.

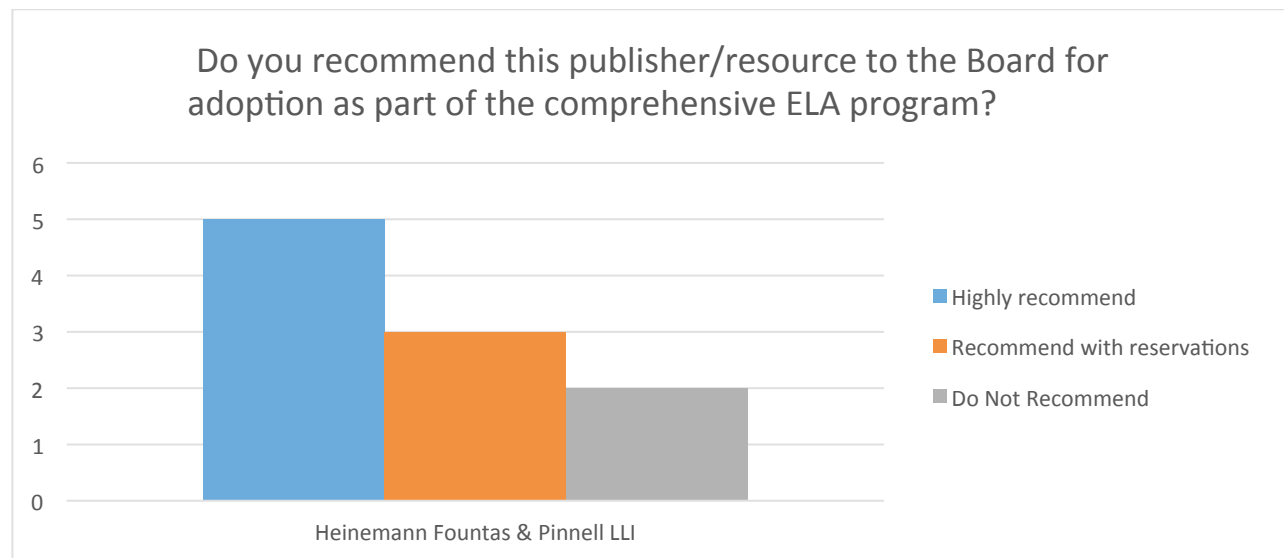
Yay! Independent reading. Does need PD around assessment.

Program would be a good addition to Humanities content classrooms to support building classroom libraries encouraged by Penny Kittle. Bulk discount on books with developed theme packs to support teachers. Would like to see theme packs for Reading Intervention classes and SPED classes added to their rooms as well.

Excellent titles of books to choose from and classroom organizer component to check out books/status on library/student progress.

Classroom manager is very helpful!

## Heinemann Fountas and Pinnell Leveled Literacy Intervention



### Comments

This program could work well for the Targeted Literacy Intervention classes at the middle schools, but the teachers would need to commit to it every day of the week

This would be a good resource if intervention teachers would like a program.

This will be appropriate for a smaller number of students as a good material set for resource or intervention classrooms.

If the intervention teachers believe in this, I could get behind it, but I don't think these texts look appealing to MS or HS. I would rather see authentic texts used with the IRLA, I think. I like the idea of alternating instructional and independent levels. Would our systems be able to hold small groups? (4 kids) Do intervention teachers want a scripted program?

Excellent tool for literacy intervention.

These seem like excellent literary intervention tools

Good for reading intervention intensive programs. Uses whatever current system of assessment the school has to place students then continues with running records.

I would highly recommend this curriculum for reading intervention classes and SPED classes. It would be helpful to see this in action. It would be helpful to observe some of this in the elementary schools.

Would like to see this being implemented at the elementary level.

As a middle school reading intervention teacher, I see a definite need for a systematic approach to our reading instruction. I would love to have a chance to observe LLI and IRLA at one of my feeder schools.

Could be useful in targeted ELA Intervention courses if teacher really uses the program

This seems like a good program if intervention teachers want one.

This would be a valuable adoption for resource teachers and intervention classrooms; even ELL classes. I'm hesitant about rolling this out in the general education classroom.

Good for its target audience

Excellent for its target group of students.

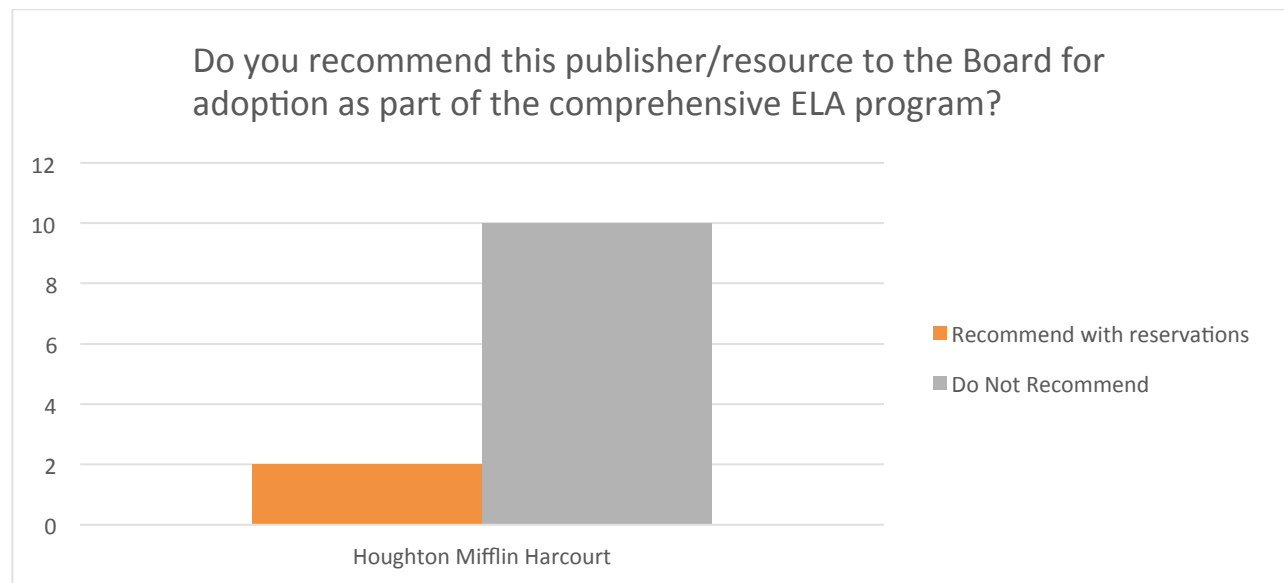
If intervention teachers want this, that is fine. I don't see it as appealing. Scripted. Bad look to the books. PD??

Designed for groups of four and books are pre-chosen not student choice.

Intervention classes need this!

This is a needed resource for our intervention and special education students.

## Houghton Mifflin Harcourt



### Comments

Good digital resource for literary short stories. It includes nonfiction articles and videos that connect to the themes. They are not offered at different levels, but they have some choices of articles in FYI site. Collections does have a writing component that is a bit more in-depth than Newsela (such as the "performance task" prompts). However, each grade level has 6 chosen themes. This seems very limited and would not connect with the current humanities model. Newsela can be integrated into current curriculum a bit better.

With the prescribed writing units and the push for choice reading, having 6 pre-designed units feels very limiting. It doesn't allow for integration with social studies topics well. We need something flexible.

Seems like there isn't as much flexibility in terms of incorporating the lessons into my existing MYP Unit plans or differentiating the same unit for my general education class versus my Summa class.

Collections doesn't seem to provide as much student choice as other curriculum distributors. The ONE piece I think would be helpful for students is the Performance Task booklet. It seems like it ties in nicely with the Smarter Balanced Tests. I would recommend the Performance Task booklet as a supplemental resource.

It appears to be a digital textbook. I do love that it has the variety of media sources - video and written. I also think the audio component is great.

So similar to NEWSELA. There are nice features, but so much that would probably not be used.

Not relevant to our interests <http://catplanet.org/wp-content/uploads/2014/05/This-is-relevant-to-my-interests.jpg>

I think this is too much. It is a digital text with fancy features, but I think with our writing curriculum and SS targets, no one would ever use this. Lots of fancy-ness, but I don't think kids would want to be plugged in to this.

More tools cost more incrementally, has Turn-it-in if not in Canvas, Explore magazine looked good for ELL students but don't know if costs extra.

It is far too structured for our reading needs. It would not support the humanities model. We need flexible nonfiction resources that can be curated to fit various social studies topics.

This program is ready to go. Because of this, it would be hard to incorporate into my existing Writer's Workshop lessons and MYP Humanities Unit plans. This would be good if I had a stand-alone English Language Arts class, not a Humanities class.

This is a good online textbook, but it will not fit in with current writing units and the Humanities model at middle school.

While I love the vast collection of materials centered around a short story and theme, I worry that an adoption like this will become overwhelming and be underutilized.

Ossified, expensive seeming and cumbersome interface; does too many things badly

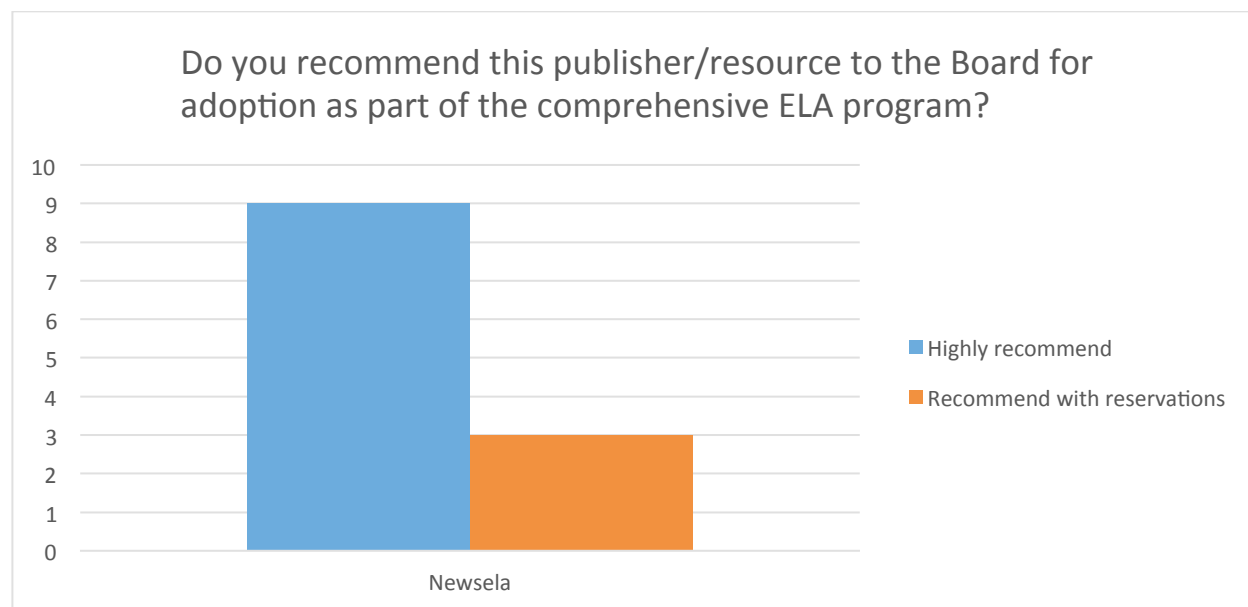
Out of date, cumbersome, confusing

This wouldn't get used.

While it is good the digital program is an add on to Chrome, it looks like a total separate program not integrating with Canvas and requiring more work outside of Canvas.

trying to do too much with online resource

## Newsela



## Comments

This would help to increase the percentage of information texts that students should be reading. This would partner nicely with choice book reading. Teachers would like how streamlined the process is for assigning reading, assessing, and analyzing assessments. Leveled text sets is a great option.

Great resource for digital content for nonfiction. It's accessible to kids at a variety of levels. There is the opportunity to customize annotations and writing prompts. It would be a good connection for reading and social studies.

This would be a great addition to our Canvas platform as a current events non-fiction resource.

I'm not sure if it works with Canvas. Also not sure if the expense is worth a district wide adoption. Especially since the free online version will give access to much of the content.

This is cool, but I don't know how much a regular education Humanities or English teacher will use this--do we need pro? Great for a resource class, or across the curriculum. Would Science want this too? SS didn't get a MS adoption. Can this come from that \$\$? Not sure it is a "core" resource for most people.

This would be best used as a supplemental resource. I would not recommend using NEWSELA as our only source of ELA materials. It should be optional.

Great way to bring in non-fiction/informational reading across content.

This program would be excellent and provide much needed informational reading across content areas. Wondering about ongoing PD support from them.

This program is so versatile and offers a range of nimble resources that serve students across content areas and reading levels. We wonder about ongoing pd support

I love the flexibility and versatility of this program. I can see that it would fit nicely into my existing Humanities, AVID, and Writer's Workshop curriculum.

The flexibility of this resources would connect well with the humanities model. It seems easy to use and very high interest.

Could be used very easily across content areas, like science and social studies

Great digital resource that could tie into a current humanities model.

The supports they provide in creating text sets that support novels and themes taught currently, is exceptional. It will be invaluable to have a non-fiction, relevant resource available to teachers or all subjects, and sincerely hope that training will take place for teachers of all subject areas.

Amazing.

Amazing!

Great resource, but doesn't work on its own. As a greater part of an adoption, I think there is a lot here that can be useful. Is the "free" version enough? Can other depts chip in?

Good non-fiction support for curriculum. Humanities and Science could both use it. Like being able to track student use and understanding with the article/quiz match.

Engaging non-fiction that is lexile leveled.

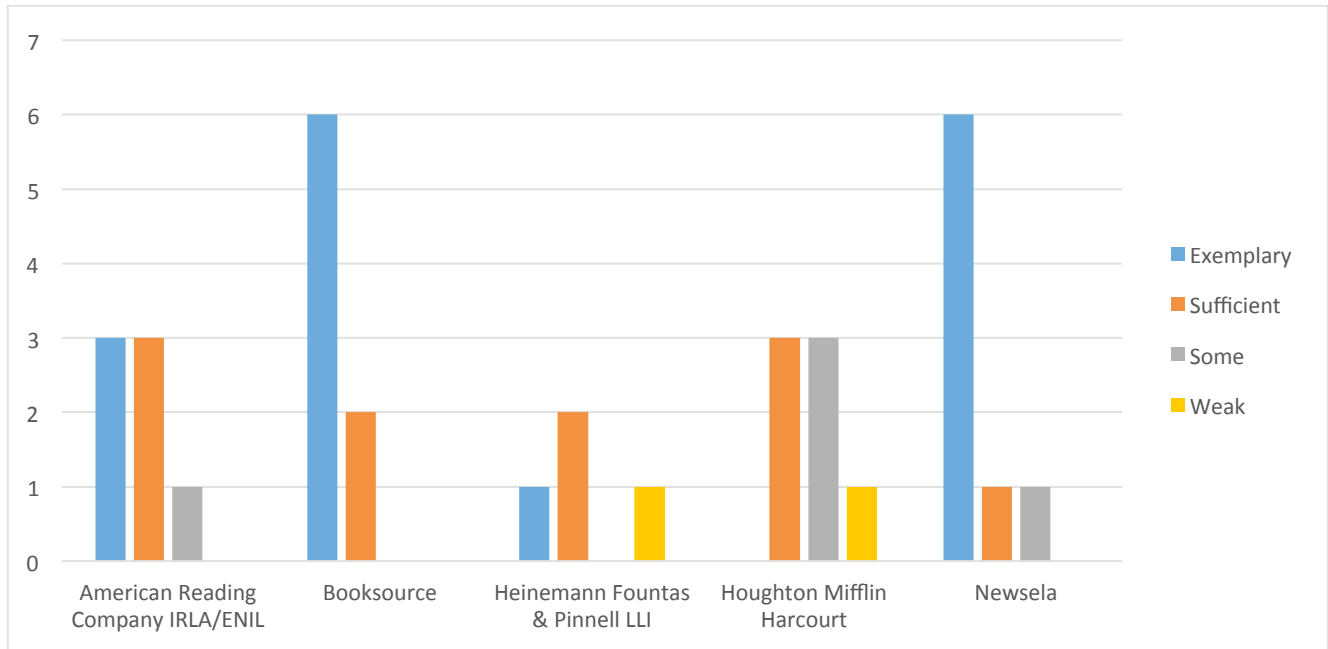
This resource would help support ALL content areas! Students need to be reading more informational texts and this would help support that.

Supplemental non fiction resource

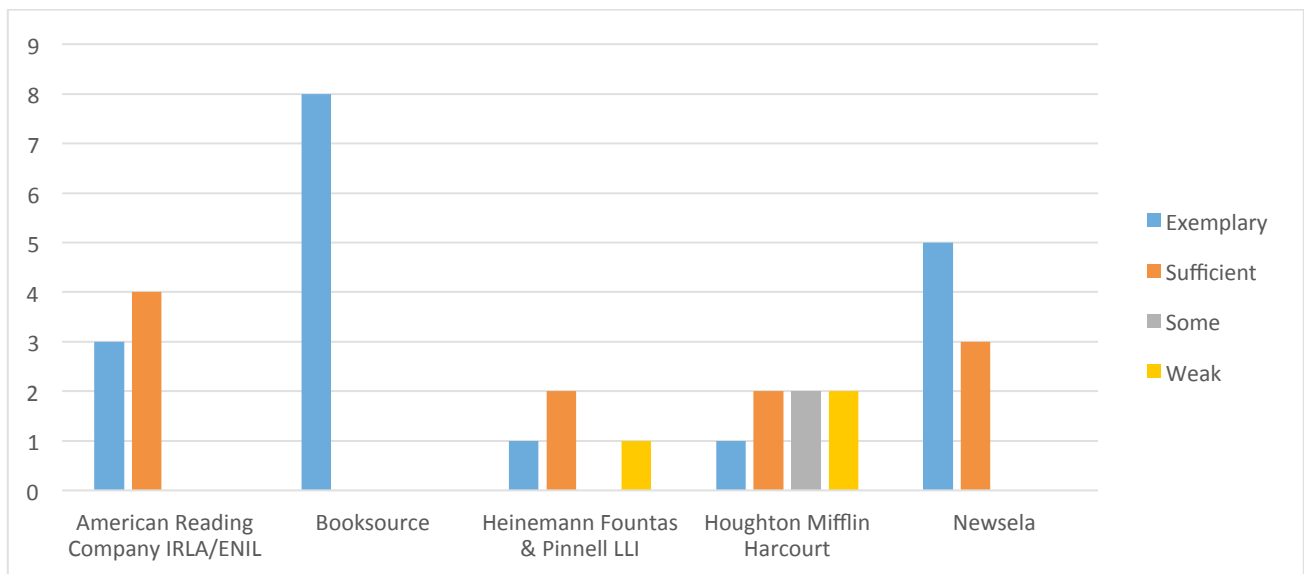


## High School Feedback Synthesis of Publisher Presentations on 3/31/16

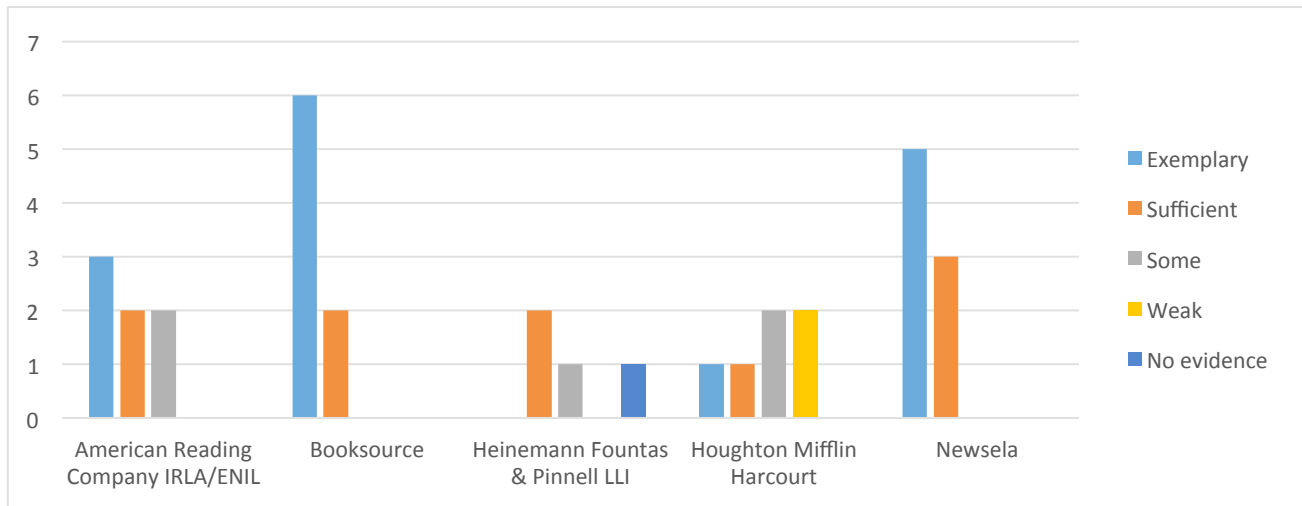
The instructional materials allow for varied learning needs, i.e., cultivate student interest and engagement, and provide authentic texts with a range of complexity and genre.



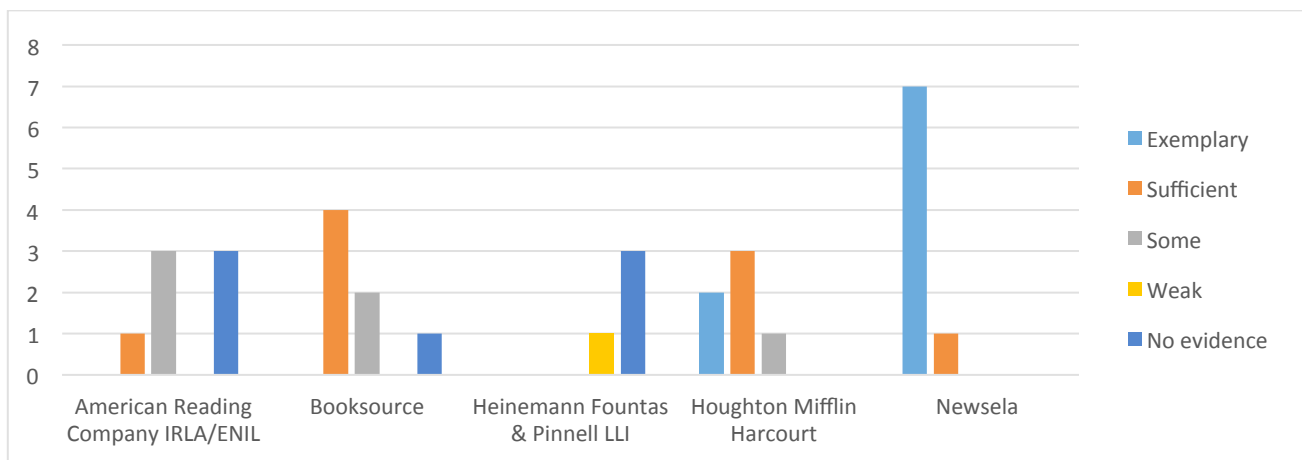
Texts represent a range of complexity, are developmentally appropriate, and are culturally relevant within a broader context, according to Oregon law and BSD Best Practices.



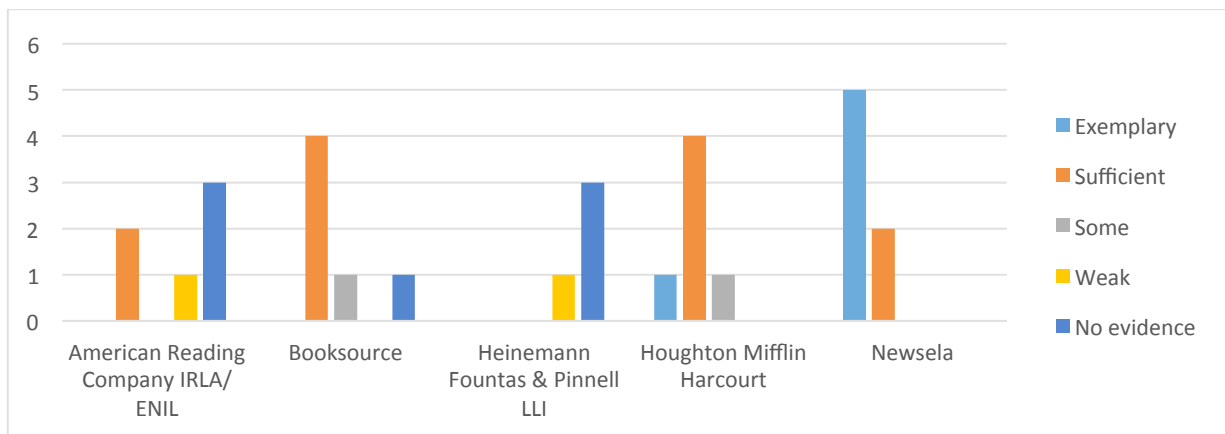
Materials would support other ELA resources, either current or as part of future acquisitions, to create a comprehensive program.



Do these materials offer a digital component?

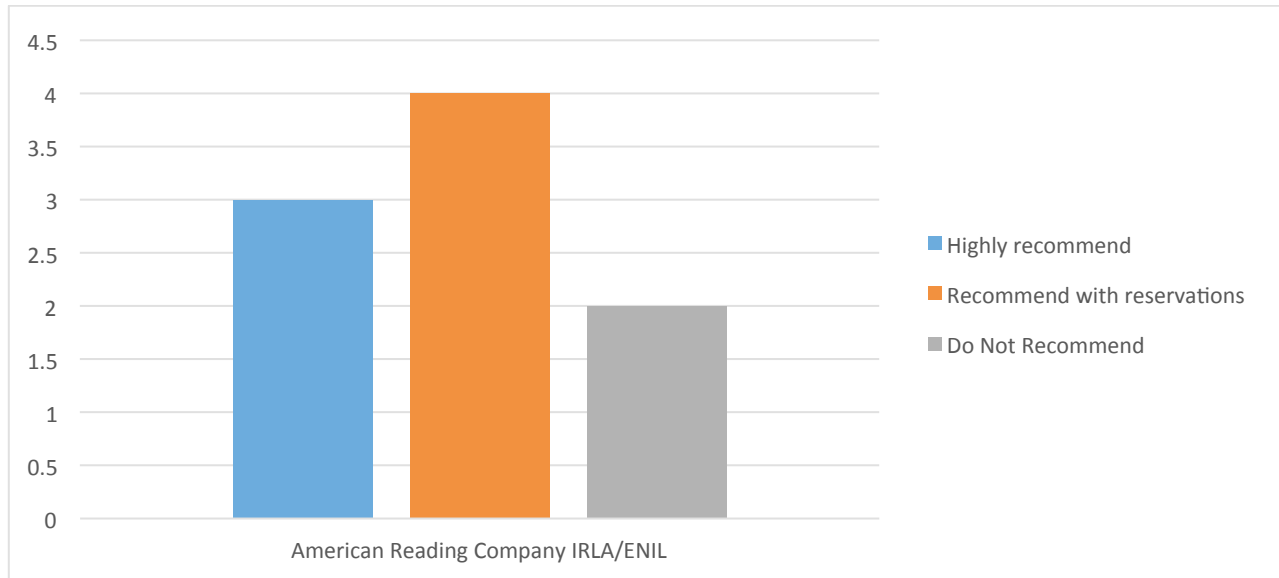


Are the digital resources multi-platform, i.e. transferable to multiple devices?



## American Reading Company IRLA/ENIL

Do you recommend this publisher/resource to the Board for adoption as part of the comprehensive ELA program?



### Comments

Labeled leveled books would be a problem for many struggling/below grade level MS/HS readers

This is a good option for our intervention classes.

More appropriate for middle school.

Seems best for specific populations, ELL kiddos, SPED, etc

IRLA is great as an evaluative tool.

This would be great for SpEd to purchase for their needs, and it might be nice to have a limited number of IRLA materials, but department-wide/district-wide, this might not be for us. The library-building element is far inferior to Booksource.

This is the only real diagnostic tool ELA teachers have to track student improvement in reading over time.

I would love to see this as a tool for our MS/HS Resource Room programs

I believe this resource would be more appropriate for middle school. I do, however, think it could be a useful resource to provide a structured method for implementing more choice reading into the classroom.

I believe this resource would be more appropriate for middle school. I do, however, think it could be a useful resource to provide a structured method for implementing more choice reading into the classroom.

As a former high school resource room teacher who was asked to identify a student's strengths and areas of need in literacy, I would have LOVED a tool like this!! My question is, if we have the IRLA as a tool for

assessment, what would we use to actually provide Specially Designed Instruction in the area of literacy in the resource setting?? With that said, a strong assessment is more than what we currently have.

leveled books for HS readers don't seem to be available online for students to access, because many struggling HS readers will be reluctant to show others their level in a physical book.

I worry that e-books are not available at the high school level, but this is a good option for middle school. The self-asses/conferencing model and all of the resources they provide for instruction is comprehensive and effective.

I think parts of this could be incredibly useful for an intervention class; having clear levels would give intervention teachers specific directions to go with students and allows for lots of differentiation. However, it seems too structured and involved for a regular Language Arts classroom.

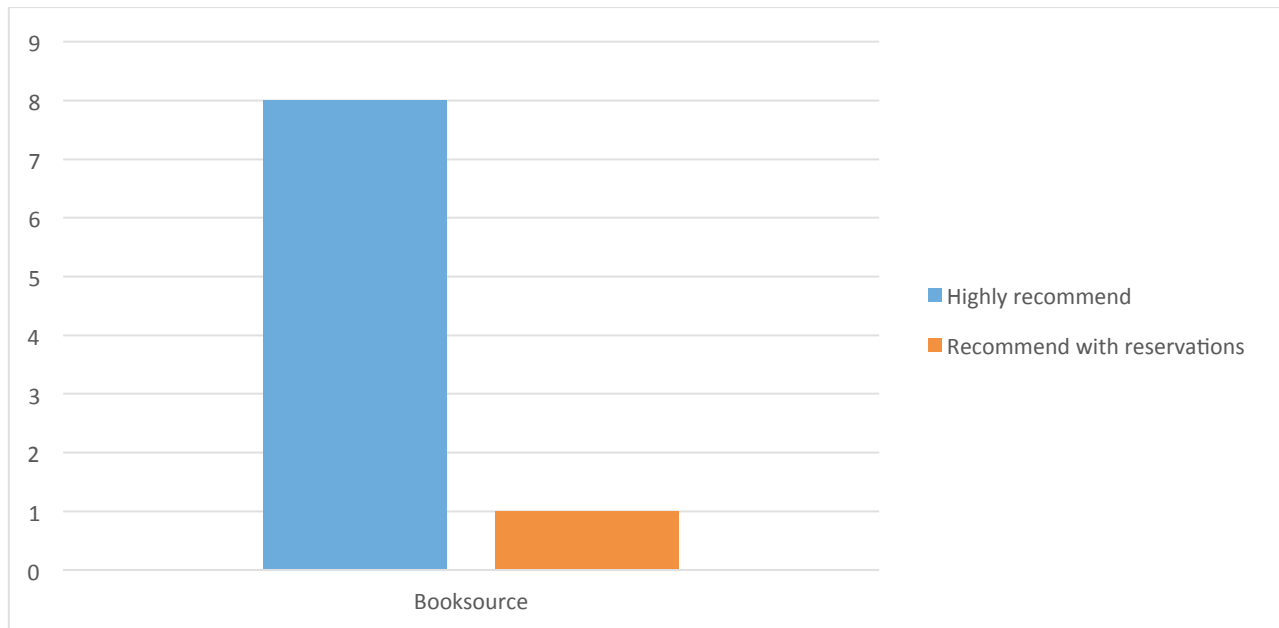
For the IRLA assessment only, not for the text sets.

This is an assessment that SHOULD be part of our program. We need to better assess the students who are struggling and provide specific instruction that will help them quickly make gains. Special education has nothing like this, in the form of specific assessment in the area of reading. This assessment provides a road map to help kids improve specifically. in their area of weakness. Not sure who should pay for this, but we should have it district wide K-12.

This seems like a great tool. Because it is focused on students in need of intervention, it fills a huge gap in our instructional strategies and materials.

I can only see using this with my intervention students

## Booksource



## Comments

Wow this is a dream come true. This is the adoption I have been waiting my whole career for!

Classroom libraries are the key to helping ALL students become better readers. I am lucky to have piloted a classroom library this year at Westview with my general education teaching partner. We have seen tremendous gains in ELL, SPED, general education and advanced readers. For example, a special education 9th grader that I work with who read one book in middle school, read 10 books first semester this year. We use Booksource classroom organizer to track our library. It provides teacher resources, tracks the books students reads, makes recommendations for areas of weakness in our libraries ( not enough high/low books) and has recommended book lists. This vendor and classroom libraries should be a top priority for our district!

This is ideal, but it will only work with district continued support and a continued building of book libraries.

I loved the level of choice Booksource provided, but worry that it does not also include additional teaching resources.

This would provide teachers the freedom they desire. We would need the district to fully support teachers financially and continue to support additions to libraries so that teachers can keep choices varied and fresh.

While this resource lacks assessment, it would pair well with some targeted Professional Development.

Although nothing is a silver bullet, this is the best way to get students to read for both college and career success. This is vital for ALL areas of life. I cannot say enough amazing things about having classroom libraries and getting more students to read!!

Especially recommend for Intervention and targeted reading programs because it is so organized with real texts and online components for teachers

Teacher choice, high interest, focus on diversity

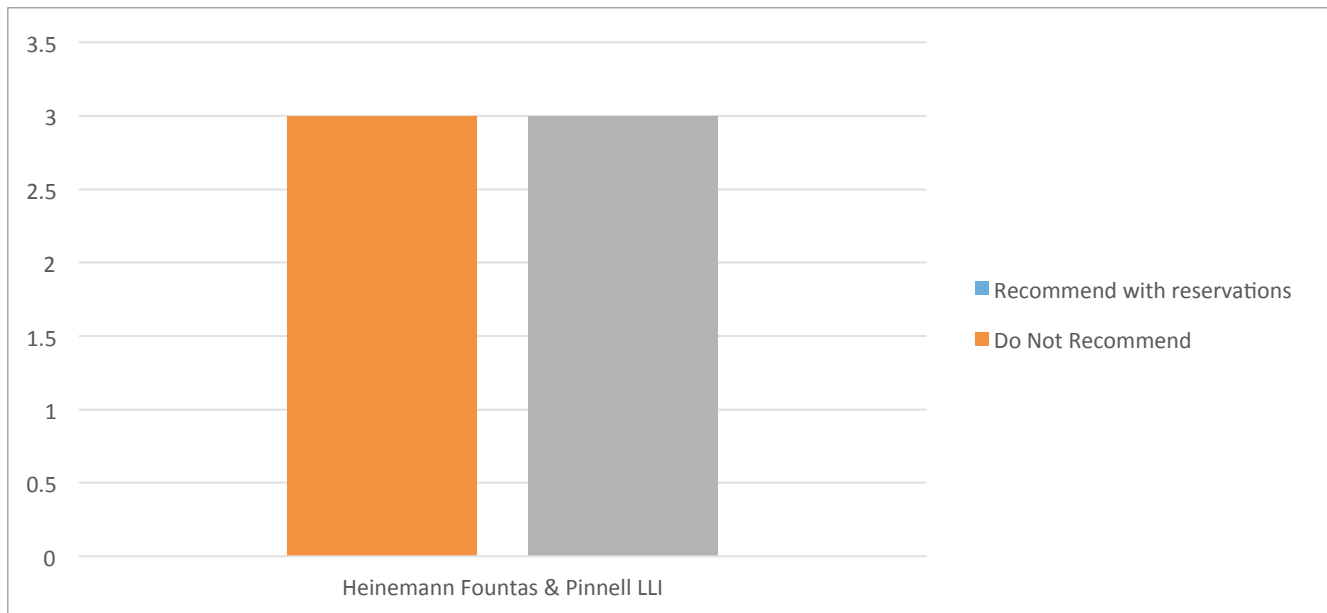
This is everything choice reading we are looking for. If the energy in the room for teachers went up because we were looking at books that excited us (which it did), imagine how students would feel.

I'm unsure this could fit perfectly into our school's setup, but would be outstanding for personal classroom libraries

Highly flexible and professional company. They are experienced and can serve our needs well.  
Great support for packing and individualizing orders for teachers.

It really sounds like they are going to be everything we need to build the classroom libraries we want to build. It will be nice to support small business as well, instead of the behemoths that have a stranglehold on curriculum.

## Heinemann Fountas and Pinnell Leveled Literacy Intervention (LLI)



### Comments

Could work for the specific targeted literacy intervention classes

If we are looking at this program versus what ARC offers with IRLA I think what IRLA offers is more comprehensive a program.

I can definitely see a place for this as a support for our goal of raising the reading levels in our schools. It would support the choice reading in the classroom. My concern is whether or not schools/district will support it in a way that makes it most likely to succeed - small class sizes and regular meeting times.

I don't teach intervention classes....but this just felt really dense, too scripted, and with no flexibility in reading material (given the "original" texts provided)

During academic coaching, study hall, summer school intervention, etc. this program could really be a dream for both students and instructors. If students could really experience some success in reading through this intervention, it could really help them. I wouldn't recommend it for every class, but for SPED and intervention classes.

This program could work well in the Targeted ELA intervention classes if the teacher really sold out to it  
IRLA is the better option.

I think this would be an excellent resource IF and ONLY IF we fully support it.

At first glance I thought this would be a good option for interventions but after carefully looking at the information and listening to the presentation and reading the sample books, I don't think this would be a good investment for the district. Firstly, I see no way to come up with the 1:4 student teachers ratio and by

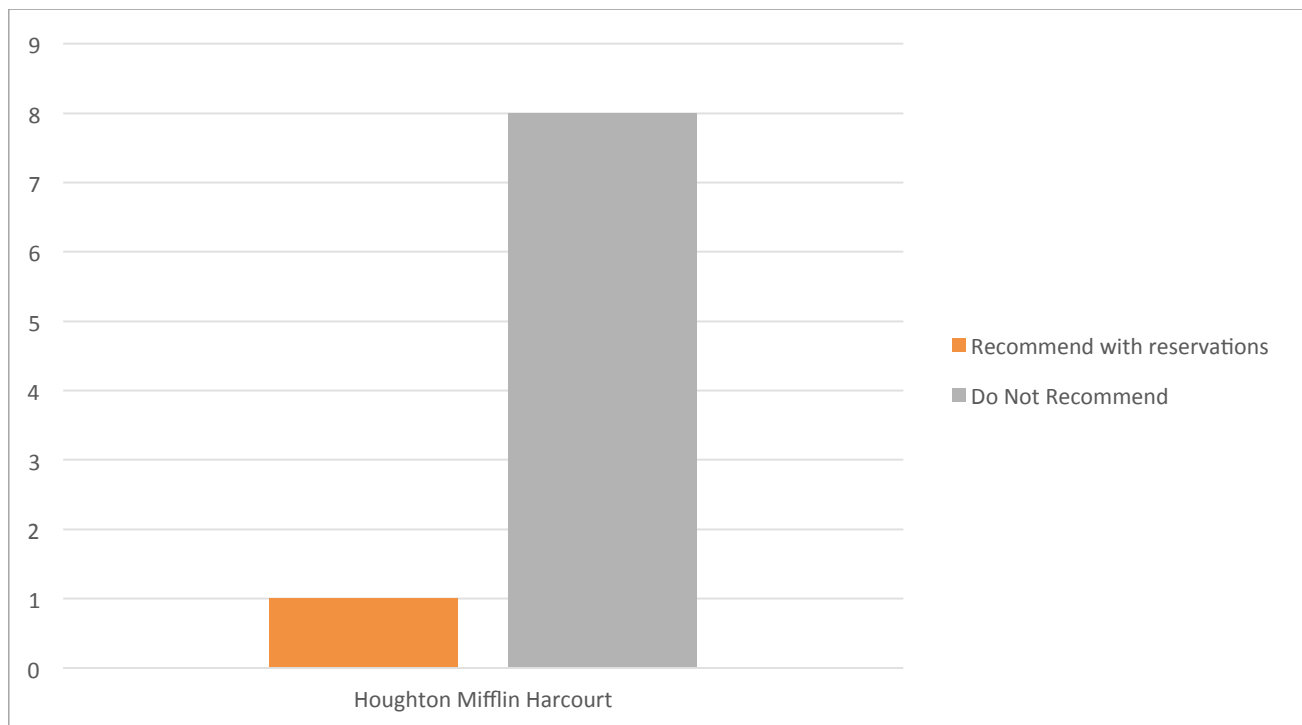
the reps own admission 1:4 is max and the researched evidence breaks down with every student you add to the equation. The books are boring and I assume they picked the best of them to show us. My special education identified student are making significant gains with a lot of choice and classroom libraries.

Did not see this presentation, but I read a sample novel and it was really bad

This might be a wonderful tool for our intervention/resource room classes.



## Houghton Mifflin Harcourt



### Comments

Many of the online resources seem like an online book with static text sets included--video clips and pictures that are not that impressive. If we had unlimited resources, it would be like "icing on the cake", but I believe that Newsela PRO is the cake that we need to purchase instead of this resource. I think that if we are dealing with static (not changing on a daily basis) resources, most teachers working during ILT time or in teams can create these static text sets for our needs. Finally, the questions about the texts seem pretty simple.

Seems like a textbook that will elicit little student engagement - just digitized.

This vendor was okay. If our money is unlimited I think it would be nice. It would certainly save teachers time by collecting materials. I don't think the collections are great. non-fiction articles are not differentiated like they are in NEWSELA. I don't think the variety of books and materials are engaging nor are they fluid. The collection seems static and that is a concern for years to come. I don't think this is best use of our money.

The digital sources and media provided are carefully curated. The system seems to be overwhelming in its scope and would I fear overwhelm both teacher and student.

I was not impressed with the interface for this product.

Overwhelming online - tries to do too much so becomes confusing

Our funds would be better spent moving away from an anthology and more in the direction of a book library and professional development and collaboration.

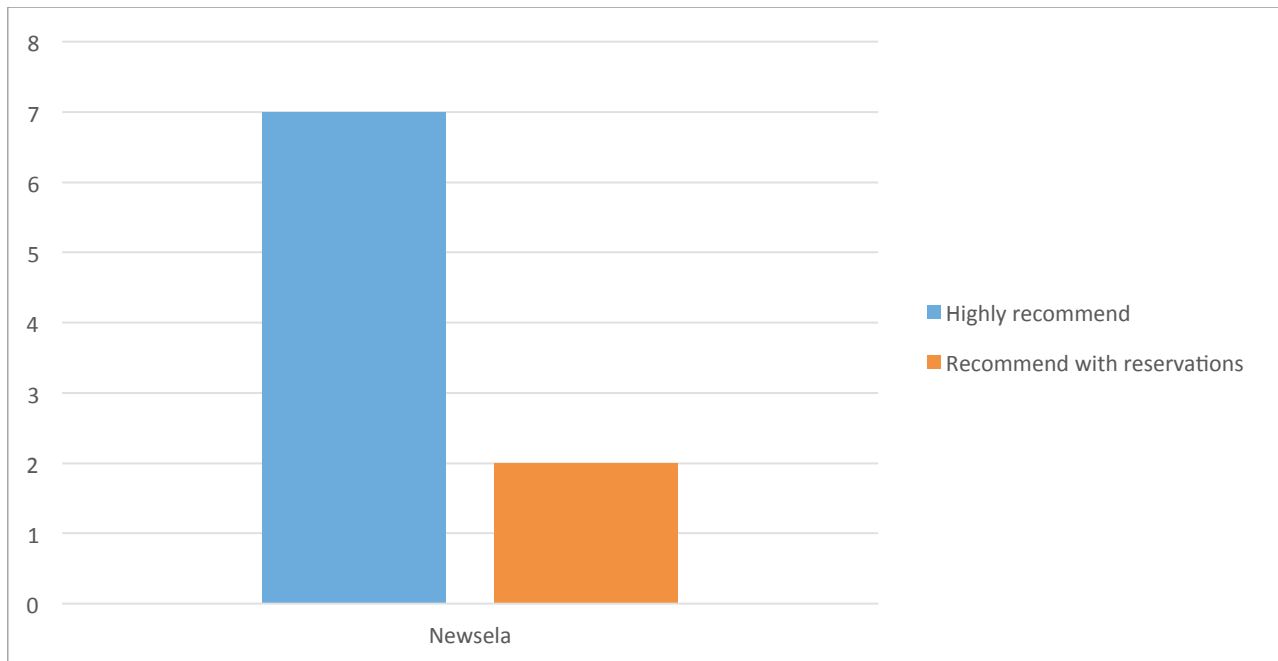
Although I love the audio and the videos, I would not use this in my class. It is basically an online textbook.

I was actually more excited about their book component that we saw last time; those really impressed me. However, as I know we are moving 1 to 1, that is not the direction BSD is headed. In terms on the online component, did not feel super user-friendly. I wasn't impressed.

It's a good textbook, but it's just another textbook.

Completely confused by presentation

## Newsela



### Comments

As I cruised around their site, I noted the text sets did not always feel like super strong fit with the novel/memoir/text they were to be paired with. At first glance, some of the articles may \*seem\* like a good fit. Unfortunately, as I delved deeper, I realized that many of the articles paired with some of my core texts like *The Things They Carried*, *Romeo and Juliet*, and *Things Fall Apart*, didn't really pair well at all. I found their offerings, if only at a brief, first-look glance, disappointing.

I think it would be excellent. I also think this would be a useful tool for Social Studies to start them helping students read for more than understanding.

I use NEWSELA, the free version, it is great content but a lot of work to use because I can not easily get this information to students, it takes a lot of paper and organization. I have done a trial of the pro version and this is what I would recommend. I feel strongly that with the implementation of 1:1 technology teachers need some go to resources. NEWSELA is perfect, it differentiates instruction by level, by language( english and spanish) and has SBAC like features. It provides great data for teachers and admin. Portland Public School has adopted this secondary district wide.

The program differentiates individual student experiences, is tech driven and provides students offline capability. It is customizable from the teacher's standpoint and provides the teacher, school, district with tons of specific data. Currently I use Kelly Gallagher's article of the week and would replace that assignment with this.

I would highly recommend this for our intervention/special education classes.

I especially appreciated that we would get immediate data about how our students are doing. Also, that the articles in the PRO version allow us to track and level articles. The free version doesn't provide the needed information to teachers in order to help students improve their informational and nonfiction reading skills.

I think this resource would be fantastic across subjects...ELA, Social Studies, and Science classrooms would be able to integrate this into both in-class instruction and/or independent work. The PRO features could be really useful in terms of tracking data. However...this is a resource that is not just for ELA teachers, which makes me think that the ELA Adoption (and related budget) may not be the appropriate catalyst for implementation. I think this should probably be school-wide, district-wide!

Tech savvy and data driven- the direction it seems the district is going.

Could be used very well across content areas, like science and social studies  
I 100% believe that we should get teachers subscriptions to New York Times Learning Center. I also think that providing students nonfiction from one news source is not a good idea. Newsela's use of a variety of sources is excellent.

Would not work across the board, many components did not feel as high quality as I'd have liked.

Goes great with 1:1 technology!

I was not here for this presentation, but it sounds like it's the digital element of the Houghton Mifflin text that was the only part I liked of that material.

Every content area can utilize this! Great nonfiction tool.

I would not recommend this as a stand alone resource, but in tandem with Booksource, I think it could be a powerful tool.

## SUMMARY OF COMMUNITY MATERIALS REVIEW

English Language Arts materials being considered for adoption were available for staff and community viewing on the dates listed below. The materials were located in portable 9 on the east side of the Beaverton School District Central Office.

- April 1            8-11 am
- April 4            1-4 pm
- April 5            5-7 pm
- April 6            8-11 am
- April 7            5-7 pm
- April 11          1-4 pm

When viewing the materials, twenty-three staff and community members asked questions and discussed options with Teaching and Learning staff who were available at the above sessions.

The results for those who attended and completed the input form are listed below.

### Elementary

#### American Reading Company-Reading

- Total respondents:                      7
- Highly recommend:                      6
- Does not recommend:                      1

#### American Reading Company-Foundations

- Total respondents:                      5
- Highly recommend:                      3
- Recommends with reservations:                      1
- Does not recommend:                      1

#### Heinemann Writing

- Total respondents:                      9
- Highly recommend:                      5
- Recommends with reservations:                      1
- Does not recommend:                      3

#### Projecting Units

- Total respondents:                      7
- Highly recommend:                      6
- Recommends with reservations:                      0
- Does not recommend:                      1

### Secondary

#### American Reading Company/IRLA/ENIL

- Total respondents:                      2
- Highly recommend:                      0

- Recommends with reservations: 1
- Does not recommend: 1

#### **Booksource**

- Total respondents: 2
- Highly recommend: 0
- Recommends with reservations: 2
- Does not recommend: 0

#### **Heinemann Fountas and Pinnell Leveled Literacy Intervention**

- Total respondents: 1
- Highly recommend: 0
- Recommends with reservations: 0
- Does not recommend: 1

#### **Houghton Mifflin Harcourt**

- Total respondents: 1
- Highly recommend: 0
- Recommends with reservations: 0
- Does not recommend: 1

#### **Newsela Pro**

- Total respondents: 2
- Highly recommend: 2
- Recommends with reservations: 0
- Does not recommend: 0

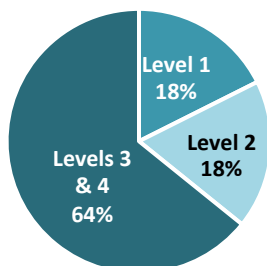
## Smarter Balanced English Language Arts Performance 2014-15

Each year Oregon students in grades 3-8 and grade 11 are assessed in ELA using the Smarter Balanced Assessment.

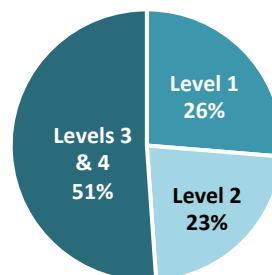
BSD Performance (%)

Oregon Performance (%)

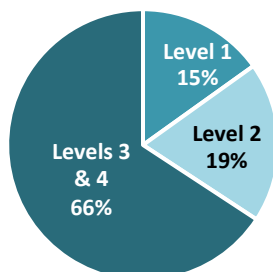
### Students in grades 3-5



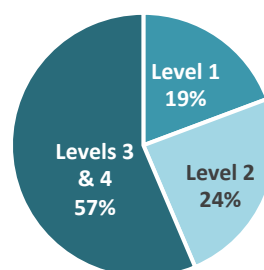
### Students in grades 3-5



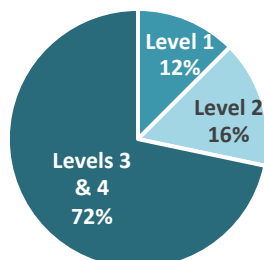
### Students in grades 6-8



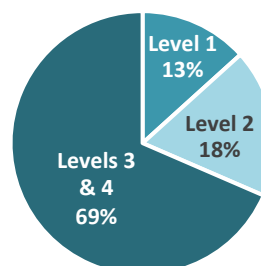
### Students in grades 6-8



### Students in grade 11



### Students in grade 11



- |          |  |
|----------|--|
| <b>1</b> | The student has <b>not met</b> the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.      |
| <b>2</b> | The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.        |
| <b>3</b> | The student has <b>met</b> the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.               |
| <b>4</b> | The student has <b>exceeded</b> the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework. |

