

Language Arts

BCSD

Instructional Materials Adoption

Recommendation to the Board of Trustees

Spring 2014

Language Arts Materials Adoption Process

Year 1

- **Formed Committees: LA Committee, LA Task Force, Spanish Task Force**
- **Developed a BCSD Belief Statement**
- **Reviewed of Idaho Core Standards (Common Core)**
- **Studied appropriate research, theory and contemporary issues (Task Force)**
- **Developed selection criteria: scoring rubric**
- **Reviewed materials and selected highest ranked for publisher presentations**
- **Selected materials for pilot**

Year 2

- **Formulated pilot plan to obtain balanced participation**
- **Piloted materials from at least two publishers (limited Spanish options)**
- **Pilot teachers taught 1 unit from each of the series and submitted feedback forms**
- **Surveyed students for additional feedback**
- **Selected materials to recommend for adoption (consensus)**
- **Make Board recommendation**
- **Community review of selected materials**
- **Board approval of adoption recommendation**

Language Arts Instructional Materials Adoption Participation

Language Arts Task Force:

Cindy Aschliman, Darlene Dyer, Deborah VanLaw, Molly Michalec, Rachel Eastop, Jana Fitzpatrick, Jennifer Murphy, Jude Hawkes, LJ Greer, Michael Breen, Milynda Carlson, Peggy Woods, Summer Gilmore, Susan Coon. Angie Martinez (Administrator Rep)

Language Arts Committee:

Amanda Ewig, Anna Auseklis, Christina Huus, Debbie Drewien, Jessica Gouley, Jill Bailey, Julie Keierleber, Kari Hauen, Lindee Williams, Sarah Allen, Sarah Mazzocchi, Tracey Munk, Sherri Thomas (Parent), Elise Deklotz (parent), Dori Madsen (parent)

Spanish Language Task Force:

Molly Michalec, Brad Henson, Brooke Hand, Deborah VanLaw, Elizabeth Ornelas, Heidi Copeland, Iliana Sandoval-Ruiz, Juan Salamanca, Lydia Flynn

Elementary Pilot Teachers:

Amy Backus (BES K), Stephanie Gerringa (BES K), Jennifer Murphy (HES 1), Andi Anderson (HES 1), Christina Huus (BES 2), Jackie Woodruff (HEM 2), Tracey Munk (HES3), Wanda Baxter (HES 3), Jan Morey (Carey 4), Jenica Alexander (HES 5), Shawn Hovey & Adan Sanchez (WES DI 1), Claire Cummings & Luis Monjaras (WES DI 2), Rita Remington & Lydia Flynn (HEM DI 3), Lisa Thimont & Iliana Sandoval (HES DI 3), Julie Keierleber & Deb VanLaw (WES DI 4), Kelly Eggers & Juan Salamanca (HES DI 5)

Secondary Pilot Teachers:

6th – Susan Coon, LJ Greer, Sheila Naghsh,
7th – Rachel Eastop, Julie Nelson, Lindee Williams (Carey), 8th – Peggy Woods, Scott Chaffin/Greg Wilson, 9th – Amy McGraw,
10th – Summer Gilmore, 11th – Kari Haugen, Jill Bailey (SCHS input), Michael Breen (Carey), 12th – Sarah Allen

BCSD

Language Arts Belief Statement

Literacy is the cornerstone of educational and personal success. As the foundation upon which all learning is built, instruction in language arts includes reading, writing, speaking, listening, and visual literacies. Becoming literate in more than one language strengthens an individual's role in a global society.

In support of these premises, Blaine County School District language arts educators believe:

- Early intervention is essential to building a foundation for future literacy success.
- Literacy is an evolving concept, and becoming literate is a continual process.
- Effective Language Arts instruction acknowledges and builds upon students' prior knowledge, based on their unique linguistic, cultural, and experiential backgrounds.
- Language Arts instruction helps to build a better understanding of humanity and broadens students' world views.
- Language Arts instruction develops the critical and creative thinkers that society needs and demands and allows students to explore their values and beliefs.
- Reading, writing, listening, speaking, and interpreting are powerful life skills, sources of pleasure, understanding, and fulfillment.
- Language Arts instruction must be integrated throughout the entire curriculum: all teachers share responsibility for the development of reading, writing, listening, speaking, and interpreting skills and desired outcomes.
- Family support and community involvement are essential components of literacy development.
- Becoming literate in more than more than one language is beneficial for all students.
- Core literacy skills are transferable between languages.
- Effective instruction in the student's first language expedites acquisition of other languages.
- Technology is integrated throughout the Language Arts curriculum, which includes analysis and production of various forms of media.

Research & Study

Literature Review

- Common Core State Standards
- Smarter Balanced Assessment Consortium
- NCTE-National Council of Teachers of English: Guideline and Supporting Students in a Time of Core Standards
- ASCD-Association of Supervision and Curriculum Development: (Gross, Olsen, Urquhart, Frazee)
- Education Week (Maxwell, Robelen, Sawchuk, Sparks, Gewertz)
- National Writing Project (Daniels, Zemelman)
- Curriculum Connections (Aronson, Cappiello, Zarnowski)
- Other authors: (Kinsella, Kist, McTihe, Wiggins, Coleman, Pimentel, Rich, Wolfram)

National Conferences

- Secondary Task Force: NCTE
- Elementary Task Force: IRA

Text Complexity Workshop: Susan Tabor-Bosch

BCSD Student Reading and Language Performance Data



Language Arts Textbook Criteria Rubric

○ Textbook Criteria

BLAINE COUNTY SCHOOL DISTRICT

ELA Publisher Materials Evaluation Form

Title: _____ Grade level: _____
 Publisher: _____ Copyright date: _____
 Media Format: ☐ Book ☐ Kit ☐ Electronic ☐ Other: _____
 Evaluator: _____ Date: _____

TOTAL SCORE: ____

TOTAL N/A: ____

EVALUATOR: Rate each item on the following scale: 0=not evident; 1=some evidence; 2=evident

SECTION 1: ALIGNMENT TO COMMON CORE STANDARDS		
	Score	NA
Quality of Text		
<i>Range:</i> Reading selections are high quality with an appropriate balance of instructional time for both non-fiction, informational, and fictional texts.		
<i>Complexity:</i> Research-based quantitative and qualitative measures demonstrate staircase of text complexity across grade bands.		
<i>Sufficient Practice In Reading Complex Texts:</i> All students, including those who are below grade level, have extensive opportunities to encounter and comprehend grade-level complex text.		
Quality of Questions and Tasks		
<i>Focus on the text is the center of a high percentage of lessons:</i> Significant pre-/during/post-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself.		
<i>Text Dependent & Text Specific Questions:</i> High-quality text-dependent & text specific questions draw student attention to the particulars in the text.		
Writing		
<i>Writing to Sources:</i> Written and oral tasks require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.		
Academic Vocabulary		
<i>Building Knowledge Base:</i> Materials focus on academic vocabulary prevalent in complex text throughout: Reading, Writing, Speaking and Listening, and Language.		

English Language Arts

Instructional Materials Review

○ Elementary

- Scholastic, Solutions
- Benchmark, Benchmark Literacy
- Houghton Mifflin Harcourt, Journeys
- Heineman, Units of Study – Lucy Calkins
- Scott Foresman, Reading Street
- * National Geographic, REACH for Reading
- * McGraw-Hill, Reading Wonders

○ Secondary

- Holt McDougal, Literature
- EMC, Mirrors & Windows, Connecting with Literature
- * Houghton Mifflin Harcourt, Collections
- * Pearson, Pearson Common Core Literature



* Pilot Selections

Spanish Language Arts Instructional Materials Review

- Santillana
 - Descubre el español con Santillana
 - Descubre el español: Antología (Anthologies)
 - Yabisi Español
- National Geographic – Hampton Brown
 - library of leveled non-fiction readers
- *Scott Foresman/Pearson, Calle de Lectura
- *McGraw Hill, Maravillas

* Pilot selections

(Pearson did not agree to have us pilot their product)



Elementary Recommendation

❖ Engaging for students

❖ Students enjoy and are responsive to the reading selections and media resources

❖ Aligned to/written for the Common Core State Standards

❖ Accessible rigor to prepare students for what is expected (to be college and career ready)

❖ Levels of differentiation within the series (ELL and ELA Tier 2 support)

❖ Online, user friendly & extensive resources for teachers

❖ Variety of genres (text types)

❖ Home-school connection

❖ Integration ease with other content areas (themed)

❖ Multiple ways to measure student performance and progress (accountability)

❖ Graphic organizers

❖ Close reading resources

❖ Multi-cultural perspective

❖ Scaffolding instruction within the classroom

❖ Available in English & Spanish (companion series)

❖ Authentic Spanish literature

❖ Variety of word work learning opportunities (spelling, phonics, vocabulary, grammar, etc.)

❖ Vocabulary is aligned and consistent throughout each unit, between selections and with media support elements

❖ Ability to be seamless *within* each of the English and Spanish versions, as well as *between* them for bilingual literacy purposes

❖ Customer service of publisher

McGraw-Hill
Reading Wonders

and

McGraw-Hill
Maravillas



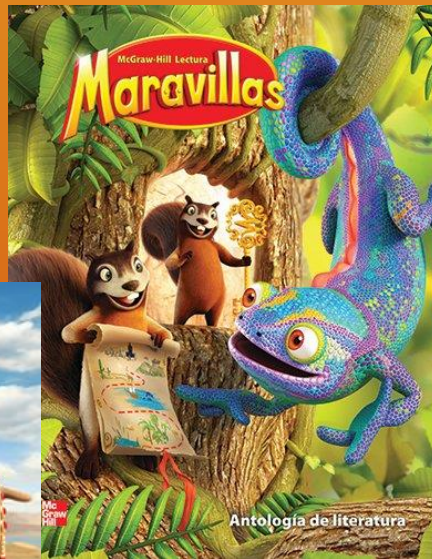
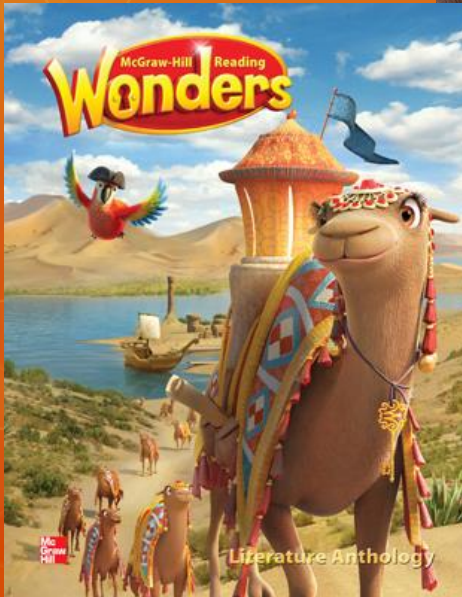
Student components work together to provide a comprehensive reading program

Teach and Model

- Reading/Writing Workshop
- Mini-lessons for all core skills
- Short reads

Apply

- Literature Anthology, Leveled Readers, Classroom Library Trade Books
- Anchor texts
- Paired reads
- Writing in response to reading



<http://www.brainshark.com/mcgraw-hillseg/vu?pi=zICz10DTUoz3rXxz0>

Secondary Recommendation

- ❖ **Clear alignment to the Common Core State Standards**
- ❖ **Easy to use, friendly teacher edition and resources**
- ❖ **Friendly student textbook (size and presentation)**
- ❖ **Online tech book is user friendly - kids enjoy it, easy to use**
- ❖ **Units and assessments were clearly aligned**
- ❖ **IB compatible: thematic structure, inquiry-driven, performance based assessments**
- ❖ **Flexibility and choice provided within units for teachers (and students)**
- ❖ **Variety of text types and quality media**
- ❖ **Lots of supplemental resources**
- ❖ **Love the close reading workbook**
- ❖ **Valuable Common Core assessment resource**
- ❖ **Publisher's customer service**



**Houghton Mifflin Harcourt
Collections**



Houghton Mifflin Harcourt



Supports the Common Core State Standards for English Language Arts

- Provides complex texts including fiction, nonfiction, and informational texts
- Enhances online collaboration with interactive Common Core writing lessons



<http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/literature/collections>

Instructional Material Adoption Costs

Six Year Language Arts

Reading Wonders & Maravillas

Grades K-5

- 300 English/120 Spanish student editions (literature anthologies and Reader Writer Workshop) and on-line subscriptions per grade level
- Teachers Materials and on-line subscriptions
- Consumables: Your Turn practice books
- Leveled Readers (approaching, on-level, beyond, ELL)
- Total Value: \$743,310.04 (w/shipping)
 - Actual cost: \$326,795.82
 - \$416,514.22 gratis materials

Collections

Grades 6-12

- 200-300 student editions and on-line subscriptions per grade level
- Teaches Materials and on-line subscriptions
- Consumables: Close Readers and Assessment Books
- 3 novels per grade
- Total Value: \$274,480.59 (w/shipping)
 - Actual cost: \$195,177.84
 - \$52,302.75 gratis materials

Package Determinations

Wonders & Maravillas

- Removed...
 - Classroom trade book libraries
 - Valued at \$15,987.66
 - Reduced # of ELL Leveled Readers to # of ELL teachers
 - WonderWorks: Tier 3 Intervention Kits for Reading Specialists
 - Valued at \$36,492.90
- Did not include...
 - Treasure Chest/New Kit for ELL Tier 3 Interventions (\$3,500 a kit per level/\$35,000)


Collections

- *Premium Package (\$195,177.84)
 - Student editions and on-line subscriptions (six years) for each student
 - ePublish (downloadable SE)
 - Consumable replacements (six years)
 - 3 sets of novels per grade level
- Classroom Package (\$156,424)
 - Student editions – class sets of 30 per teacher per grade
 - Additional student editions (1 per student) approximately \$100,000
 - Consumable replacements (1 year)
 - Consumable costs remaining 5 years - \$170,000

Budget v. Actual Cost

- Budget: \$350,000
- Actual Cost: \$521,973.66
 - Bidding exchanges reduced by \$158,026.34
- Factors in cost discrepancy:
 - Common Core Aligned Materials
 - Supply-demand
 - Secondary
 - Not purchased comprehensive series in 12 years (2 adoptions)
 - Increase in publisher costs
 - 1st grade student edition 2007 was \$125 and 2014 is \$162.48
 - Digital advancements
 - Dual Immersion
 - Both English and Spanish student editions/on-line subscriptions for 120 students per grade

Questions

A decorative graphic consisting of several overlapping circles of varying sizes and colors (yellow and orange) on the right side of the slide. A large, thin yellow circle is prominent, partially enclosing the text.

Thank you to all
involved in making this
important decision for
our students!