

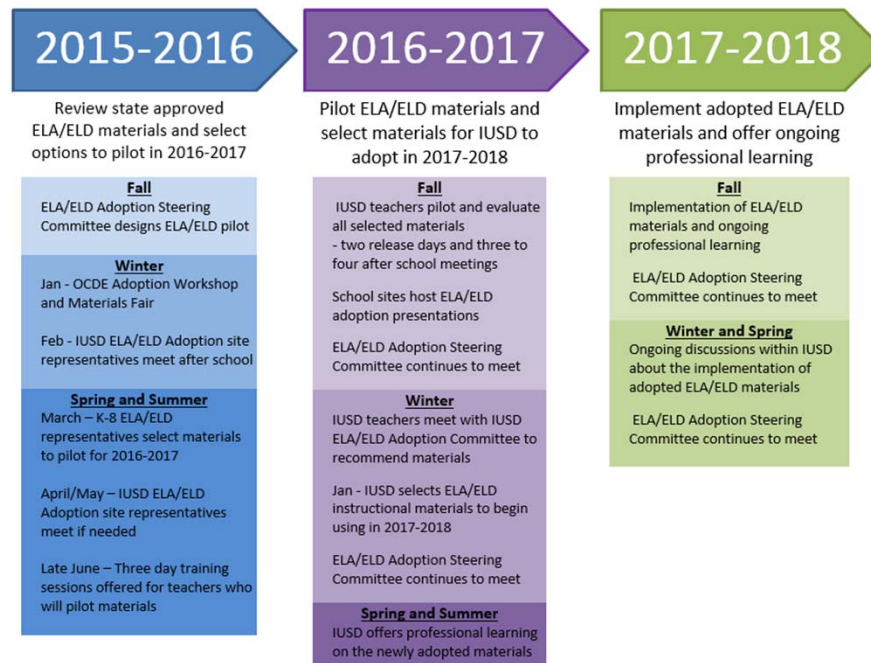
# **ELA/ELD Instructional Materials Selection Process**

**Grades K-8**

**February 7, 2017**

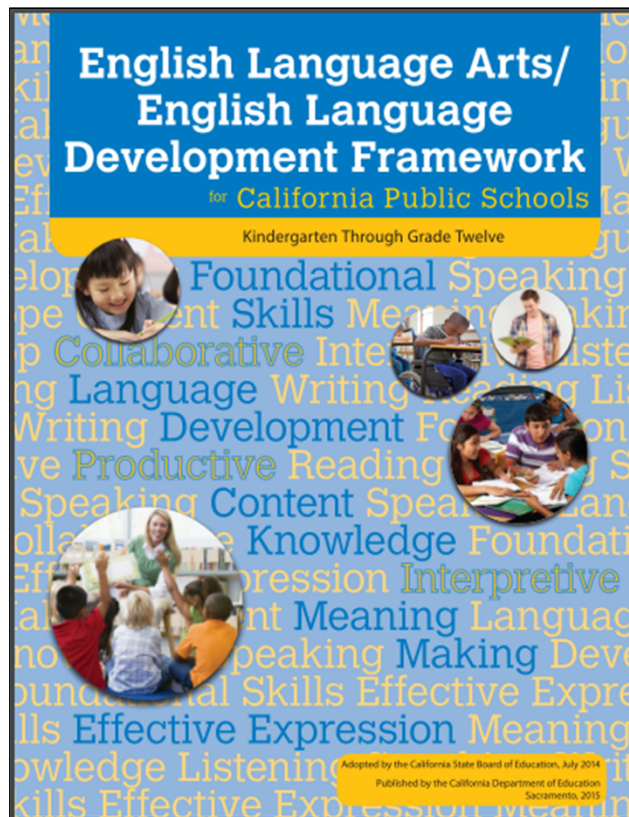
# IUSD Adoption Timeline Update

## ELA/ELD Adoption Timeline for the Irvine Unified School District

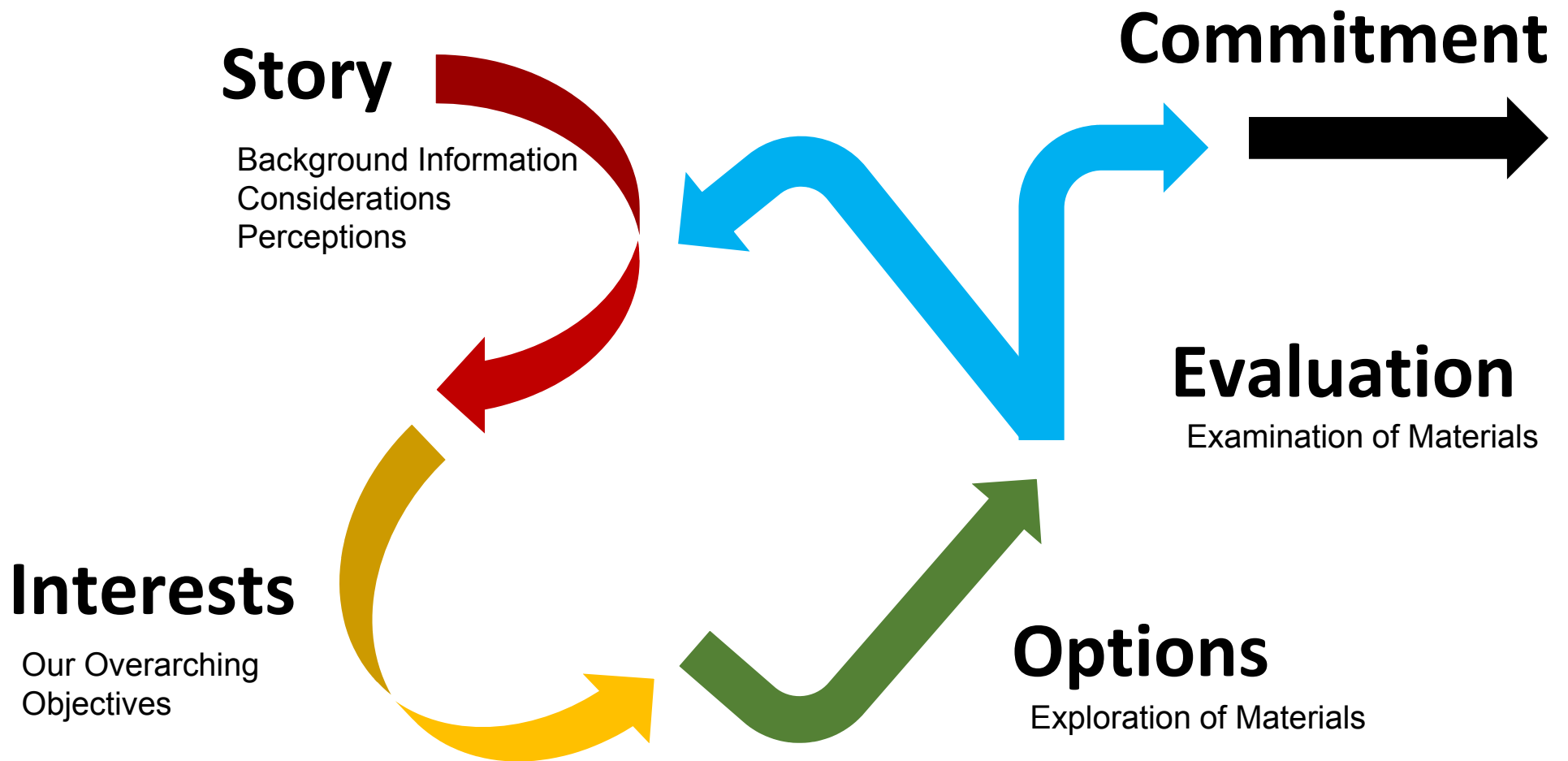


Updated December 2015

# Looking at the Framework and IUSD Data



*This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.*



# K-8 COMMON INTERESTS

IUSD ELA/ELD ADOPTION - SPRING 2015

Our Overarching Goals



Our ELA/ELD Materials Must...



## Our Common Interests

- Incorporate rigor and differentiation to address the needs of all learners
- Engage students with rich learning opportunities and materials
- Meet and fully integrate all aspects of the ELA/ELD standards
- Measure and support student progress over time
- Include a flexible and manageable program

K-2	3-6	6-8
<ul style="list-style-type: none"> <li>- Meeting the needs of all learners (GATE, SPED, EL)</li> <li>- Rigor evident in curriculum</li> <li>- Availability of engaging/rich materials (fiction, nonfiction, paired texts, novels)</li> <li>- Robust foundational skills</li> <li>- Comprehensive writing program</li> <li>- Multiple measures of student progress (assessments, efficient use of data)</li> <li>- Manageable program</li> </ul>	<ul style="list-style-type: none"> <li>- Meets needs of all learners including supports and extensions</li> <li>- Student engagement</li> <li>- Variety of text types/genres/tech media with levels of questioning – evidence</li> <li>- Explicitly standards based and integrated</li> <li>- Variety of assessments to monitor progress</li> <li>- Technology is used to help change the way students learn – useful for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Matches rigor of IUSD</li> <li>- Student centered autonomy, choice, self-directed opportunities</li> <li>- Robust resources with depth and complexity</li> <li>- Base foundation addressing broad instructional needs</li> <li>- Integrated materials connecting skills</li> <li>- Connections from 6-8</li> <li>- Flexibility</li> </ul>

# Planner for Previewing Materials

Balance Info and Literary Text



Writing Types and Research



Speaking and Listening



Foundational Skills/Grammar



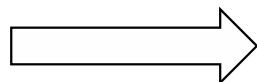
Purposeful Integrated ELD



Electronic Resources



NOTES



**Action Step 2.2 – Browse the Program: The Big Picture**  
 Use the following rating scale to record your first impression of each publisher program.  
 + Strong evidence      + Adequate evidence      – Limited/No evidence

Guiding Statements	Publisher:	Publisher:
Balance of informational and literary text in the reading included throughout the program	Rating: <input type="text"/> Notes: <input type="text"/>	Rating: <input type="text"/> Notes: <input type="text"/>
Writing includes all three text types and connects to reading; Research and inquiry to develop knowledge is included (e.g., conceptual change, essential questions, or short projects)	Rating: <input type="text"/> Notes: <input type="text"/>	Rating: <input type="text"/> Notes: <input type="text"/>
Speaking, listening, and collaborative communication are integrated and an overt part of the curriculum	Rating: <input type="text"/> Notes: <input type="text"/>	Rating: <input type="text"/> Notes: <input type="text"/>
Foundational skills and/or grammar instruction is clearly articulated	Rating: <input type="text"/> Notes: <input type="text"/>	Rating: <input type="text"/> Notes: <input type="text"/>
Evidence of support for teaching <u>integrated ELD</u> ; ELD standards are <u>meaningfully and purposefully incorporated</u> within the curriculum	Rating: <input type="text"/> Notes: <input type="text"/>	Rating: <input type="text"/> Notes: <input type="text"/>
Any electronic resources are <u>integral parts</u> of the program, support instruction, and connect explicitly to the standards	Rating: <input type="text"/> Notes: <input type="text"/>	Rating: <input type="text"/> Notes: <input type="text"/>
Other notes or thoughts:	<input type="text"/>	<input type="text"/>

## Our Common Interests for ELA/ELD Programs

Our Common Interests	Publisher:	Publisher:	Publisher:
<b>Incorporate rigor and differentiation to address the needs of all learners</b> <ul style="list-style-type: none"> <li>• Meaningful extensions and differentiation is outlined</li> </ul>			
<b>Engage students with rich learning opportunities and materials</b> <ul style="list-style-type: none"> <li>• Variety of text genres and media tools enhance learning</li> <li>• Opportunities for students to direct and track their learning</li> </ul>			
<b>Meet and fully integrate all aspects of the ELA/ELD standards</b> <ul style="list-style-type: none"> <li>• Integrated ELD instruction</li> <li>• Foundational skills</li> <li>• Writing and grammar is integrated</li> </ul>			
<b>Measure and support student progress over time</b> <ul style="list-style-type: none"> <li>• Variety of assessments provide meaningful data to help students and teachers track progress</li> </ul>			
<b>Include a flexible and manageable program</b> <ul style="list-style-type: none"> <li>• Electronic resources are integrated to support instruction</li> <li>• Manageable program components</li> </ul>			

<b>Publisher Pilot Round One: August through November</b>	
Kindergarten – 5 <sup>th</sup> Grade	McGraw Hill – Wonders
6 <sup>th</sup> Grade – 8 <sup>th</sup> Grade	McGraw Hill – StudySync
<b>Publisher Pilot Round Two: November through January</b>	
Kindergarten – 2 <sup>nd</sup> Grade	Houghton Mifflin – Journeys
3 <sup>rd</sup> Grade – 6 <sup>th</sup> Grade	Benchmark – Benchmark Advance
7 <sup>th</sup> Grade – 8 <sup>th</sup> Grade	<p>Houghton Mifflin – Collections (Venado, Vista Verde, and Rancho)</p> <p>The College Board – SpringBoard (Jeffrey Trail, Lakeside, Plaza Vista, Sierra Vista, and South Lake)</p>

## Which schools and grade levels participated in the pilot?

<b>Alderwood</b>	<b>6th</b>	<b>Deerfield</b>	<b>6th</b>	<b>Santiago Hills</b>	<b>5th</b>	<b>Woodbury</b>	<b>2nd</b>
Beacon Park	K-6th	Eastshore	6th	Springbrook	4th	Jeffrey Trail	7th
<b>Bonita Canyon</b>	<b>K</b>	<b>Greentree</b>	<b>1st</b>	<b>Stone Creek</b>	<b>3rd</b>	<b>Lakeside</b>	<b>7th</b>
Brywood	2nd	Meadow Park	4th	Stonegate	K	Rancho	7th
<b>Canyon View</b>	<b>2nd</b>	<b>Northwood</b>	<b>1st</b>	<b>Turtle Rock</b>	<b>1st</b>	<b>Sierra Vista</b>	<b>8th</b>
College Park	5th	Oak Creek	K	University Park	3rd	South Lake	7th
<b>Culverdale</b>	<b>K</b>	<b>Plaza Vista</b>	<b>3, 6-8</b>	<b>Vista Verde</b>	<b>4, 6-8</b>	<b>Venado</b>	<b>8th</b>
Cypress Village	2nd	Portola Springs	6th	Westpark	2nd		

## Considerations for Selecting Pilot Teams:

- Includes the entire PLC team
- Allows for a range of grade levels
- Represents all IUSD student populations

# Reviewing Our Process

## **Teacher Training and Support**

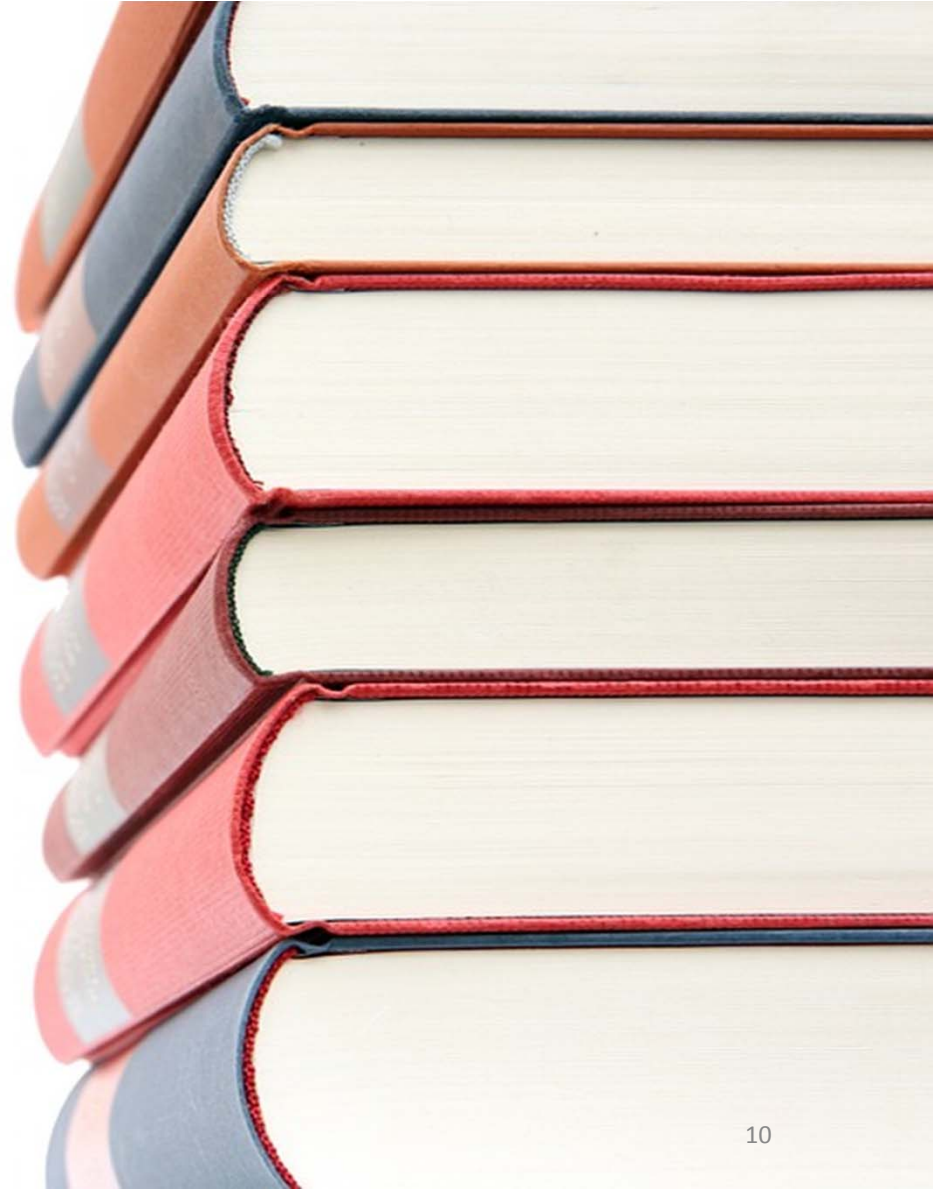
- Pilot Training
- Parent Communication
- School Site Representatives

## **Community Communication**

- Literacy Department Smore Page
- Publisher Materials Display
- School Site Presentations
- PTA President Presentation

## **Gathering Feedback**

- Teacher, Student, and Parent Surveys
- Classroom Observations



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By Frits Ahlefeldt

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