Instructional Support Vision

Through continuous, structured, job-embedded professional development and support, teachers will improve their instructional delivery, resulting in greater student engagement and achievement.

ELA Textbook Adoption
Recommendation: PreK-5

Education Committee
March 7, 2017
The Process
Program Evaluation Criteria

- Alignment of Lessons to Key Instructional Practices Supported by the Pennsylvania Core Standards
- Unit and Lesson Design
- Quality of Texts
- Culturally Relevant Materials
- Foundational Skills
- Differentiation
- Language
- Assessment
Recommendations

PreK

K–5
Alignment with Standards

Correlated to the Pennsylvania Learning Standards for Early Childhood
Five BIG Elements of Success

1. Big Experiences
2. Meaningful Conversations
3. The Best Children's Literature and Nonfiction texts
4. Innovative Technology
5. Comprehensive Program
Big Experiences

Each day is organized around three Big Experiences (Circle or Story Time) that are 25 minutes long.

Additional Components:
• Learning Centers with Small Group Instruction ~ 60 min.
• Learning Centers with Responsive Instruction ~ 30 min.
Foundational Skills

Foundational skills are the building blocks of literacy. The aligned instructional approaches in *Big Day for PreK* develop the skills that ensure strong readers foundational skills are the building blocks of literacy.
Diverse Collection of Text
Oral Language

Teacher supports for generating meaningful conversations and encouraging oral language and vocabulary development throughout the day through:

• Listening Comprehension
• Speaking and Conversation
• Sentence Structure
• Oral Vocabulary

Program materials support teachers in their efforts to elicit responses from children, engage children in conversations, and to build oral language and vocabulary in all parts of the day.
Integration of Skills

Make Ladybug Wings

Perform the fingerplay “Ladybug, Ladybug,” asking children to listen for the /l/ sound. Help children identify the words that begin with the /l/ sound, such as ladybug and land.

- Provide each child with two paper-plate halves. Invite children to use markers or crayons to decorate halves like ladybug wings. Encourage them to write the letter L on each wing. Then fasten together each child’s wings with a paper brad fastener or a stapler. **FORMS LETTERS**

- Then have children fly their ladybug wings in groups of five. As they fly, invite them to look for the letter L in environmental print and objects that begin with the /l/ sound. **COORDINATES AND PLAYS WITH OTHERS** **IDENTIFIES LETTER SOUNDS**
Big Day for PreK features a collection of online preschool resources and tools that support teachers and extend early learning into the home and community.
Additional Components

• There are eight thematic units with enough content to cover two years of PreK
• All units are integrated to include math, science, social studies, and the creative arts
• There is a large emphasis put on a child’s social-emotional development throughout the program
• All lessons give suggestions for differentiation to meet our diverse student needs and multiple ages
• Ideas for supporting English language development are included throughout
• A variety of developmentally appropriate assessment materials are also included
Professional Development

Big Day for PreK Getting Started:
~ 4 Professional Development days for teachers throughout the year

Coaching and Lesson Modeling:
~ 8 intensive training days for Early Childhood coaches
~ 47 coaching visit days per semester (2–3 classroom visits per day)
Recommendation

PreK

K–5
Designed for PA Core
Unit at a Glance

UNIT 3 • MODULE A
Path to College and Career Readiness

Dig Deeply into Complex Text
Exploring Impact and Effect

Enduring Understandings
- Readers understand that different types of texts can be used to analyze similar topics and ideas.
- Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.
- Learners understand that science is a newer method of explaining natural phenomena.

“Knows” ESSENTIAL QUESTIONS
- How do writers use evidence from both literary and informational texts to state and support an opinion?

“Dos” MODULE GOALS
- Learners will understand that the ways in which people explain natural phenomena have changed over time.
- Readers will analyze both literary and informational texts on the same topic.
- Writers will use evidence from both literary and informational texts to write an opinion essay.

PERFORMANCE-BASED ASSESSMENT
- OPINION TASK: IDENTIFY EFFECTIVE WRITING
  - Students will analyze two of the texts they have read in this module—Earthquakes and Othello—and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings.
Nurtures the Love of Reading

- 12 Trade books per student
- Text Collection: two per student
- One Sleuth book per student
- 60 leveled texts per teacher
Culturally Relevant Materials

✓ Multiple perspectives with exposure to the larger world.
  ▪ Authors represent diverse cultural backgrounds.
  ▪ Texts represent a variety of cultures congruent with District demographic.
  ▪ Topics reflect student identities and experiences.

✓ Materials create bridge between students’ home and school lives, while meeting the expectations of the District and state curricular requirements.

✓ Materials utilize the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.
# Foundational Skills Start in K

## Summary of Skills

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Assessments

**Step 1**
Beginning of the Year Assessments

The Baseline Assessment evaluates student proficiency in foundational skills, listening, and reading comprehension, vocabulary, and writing.

The Beginning of Year Fluency Test and Running Record measure students’ oral reading rate and oral reading accuracy. This information paired with the Baseline Assessment helps teachers determine students on grade level, those who need more support, and those who could benefit from greater challenges.

**Step 2**
Frequent and Ongoing Assessment

- Use the Teacher’s Guide to access formative assessments and point-of-use scaffolds.

- Selection Tests for each anchor text and supporting selection in a module provide ongoing opportunities to assess students’ comprehension of ReadyGEN selections and associated skills.

- The Performance-Based Assessment at the end of each module is the engine that drives all tasks and promotes positive outcomes by allowing students to connect their learning through reading, writing, and exploring text.

**Step 3**
End-of-Unit Assessments

End-of-Unit Assessments, which allow teachers to assess student progress in reading, vocabulary analysis, and writing, are modeled after expectations for new assessments.
Text Dependent Analysis

The Performance-Based Writing Assessment assess the three types of writing genres required in the PA Core Learning Standards for writing: informative/explanatory, opinion, narrative.

The backward mapping of a ReadyGEN unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Content-rich texts are then carefully chosen and text-based instruction is developed to enable students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.
Support Every Learner with MTSS

- Tier II support with the **Scaffolded Strategies Handbook**
- Rubrics to measure **text complexity**
- Support for **ELs, struggling readers, and advanced learners**
- Tier II and Tier III support with **ReadyUP!**
- **Targeted foundational skill instruction**
Technology

- Access anytime, anywhere
- Flexible and personalized
- Provides remediation and enrichment
Professional Development

Partnership Plus Literary Specialists will:

• Conduct 140 onsite/offsite training, coaching, and consultation days on school sites, afterschool, and on weekends
• Plan implementation steps and PD plan
• Provide job-embedded services
• Build capacity through Years 1 and 2 of the implementation
• Assist in development of parent and community rollout plan
### EdReports Review

#### Third Grade

**ALIGNMENT**
- Text Quality & Complexity and Alignment to Standards Components
  - MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

- Building Knowledge with Texts, Vocabulary, and Tasks
  - MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

**USABILITY**
- MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

#### Fourth Grade

**ALIGNMENT**
- Text Quality & Complexity and Alignment to Standards Components
  - MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

- Building Knowledge with Texts, Vocabulary, and Tasks
  - MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

**USABILITY**
- MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

#### Fifth Grade

**ALIGNMENT**
- Text Quality & Complexity and Alignment to Standards Components
  - MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

- Building Knowledge with Texts, Vocabulary, and Tasks
  - MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS

**USABILITY**
- MEETS EXPECTATIONS
  - PARTIALLY MEETS EXPECTATIONS
  - DOES NOT MEET EXPECTATIONS
Cost for Both Programs

~$4 million
[waiting on completion of final negotiations]

Includes:

• Print and digital components
• Shipping
• Consumable costs for length of contract
• Two-year support agreement for professional development services
Questions?