

Welcome!

Elementary ELA Instructional Materials Review and Adoption Committee

Feb 1, 2023
4:00-6:00 PM
Mohave District Annex

Agenda for Wednesday, February 1, 2023

1. Welcome and Introductions
2. Purpose and Outcomes
3. Open Meeting Law, Public Records, and Conflict of Interest
4. Committee Norms and Expectations
5. Committee Timeline
6. Criteria for Vendor Letters
7. Arizona Legislation about English Language Arts
8. Arizona ELA Standards
9. Future Meetings

Committee Members

Classroom Teachers:

Sarah Johnson
Magdalin Leonardo
Liz Gardemann
Jennifer Bethke
Raquel Thomas
Alison Ellis
Lindsey Denny
Brianna Maxwell
Jennifer Fox
Cherie Kujawa
Beth Green
Nicole Hamilton
Cathy Skinner
Remi Braca

Patty Malley
Meghan Tipton
Kendall Regan
Sheena Byerley
Briana Reed
Amber Lindsey
Nicole Viderman
Katie Honeycutt
Amanda Chilcher
Pat Collofello
Candy Bloch
Lori Soble
Samantha Janka
Colleen Harrison

Specialist:

Kerri Katz - SPED
Jesse Torres - SPED
Kaia Hart - ELD
Linda Tardie - Reading Specialist
Mickaela Leopold - Reading Specialist
Michelle Woulfe - Reading Specialist

PreK:

Emma Goetz
Shelley Pappas
Christine Bonow

Administrators:

Julie Ballard
Chris Hodo

Parents/Community:

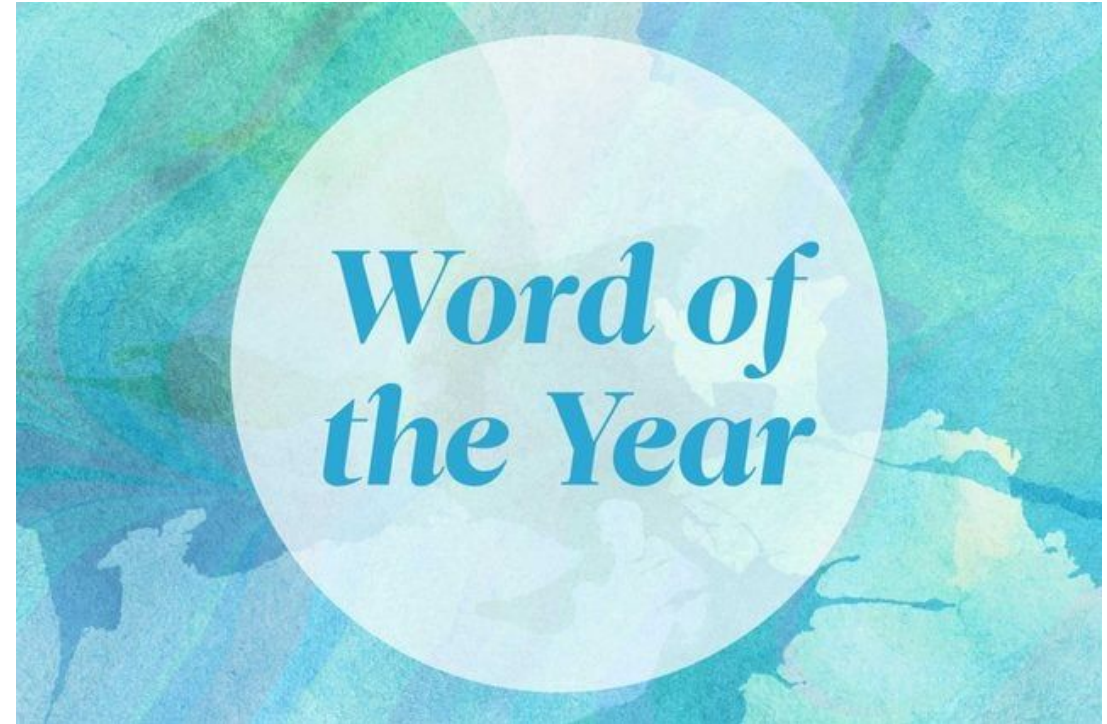
Briana Gillette
Kate Russo
Sarah Yaron
Mahaima Boemark
Sarah Dorn

District facilitators and support:

Diane Murphy
Dr. Kim Dodds Keran
Dede Johnston
Tyler Carey

Introductions

- Name
- Role
- School
- Your “word of the year”



SUSD Strategic Plan



GOAL 1: **ACADEMIC EXCELLENCE**

Challenge and inspire students to reach high levels of achievement so they thrive as confident, dynamic, future-ready learners equipped to pursue their passions and ambitions.

- 1.1:** Provide learning opportunities that ensure all students graduate prepared for relevant and viable postsecondary higher learning and careers.
- 1.2:** Cultivate critical and creative thinking by integrating problem-based learning opportunities throughout the curriculum.

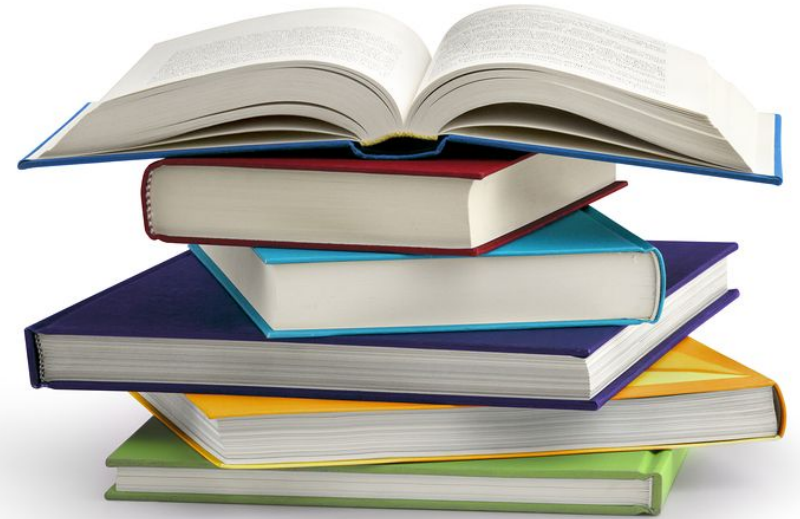
GOAL 5: **OPTIMIZED RESOURCES**

Generate and utilize resources to maximize educational opportunities in order to ensure organizational health.

- 5.3** Ensure equitable distribution of resources to meet the needs of our students.

Purpose

The purpose of the elementary English Language Arts (ELA) instructional materials textbook adoption committee is to review, evaluate, and recommend quality and appropriate textbooks and instructional resources for approval by the district Governing Board.



Outcomes

- Learn about **current best practices** in literacy instruction in numerous areas including: science of reading, structured literacy, reading, writing, phonics, phonemic awareness, morphology, vocabulary, fluency, comprehension, grammar, oral language, and spelling to build a foundation of literacy knowledge.
- Learn about **Arizona laws and standards** that affect literacy instruction and resources.
- **Analyze literacy data** to help determine strengths and gap areas in instruction and learning.
- **Develop rubric criteria** to be used to evaluate literacy textbooks and resources.
- **Review, evaluate, and discuss textbooks and resources** submitted by vendors.
- **Recommend textbook and literacy resources to the Governing Board** for formal approval and adoption.

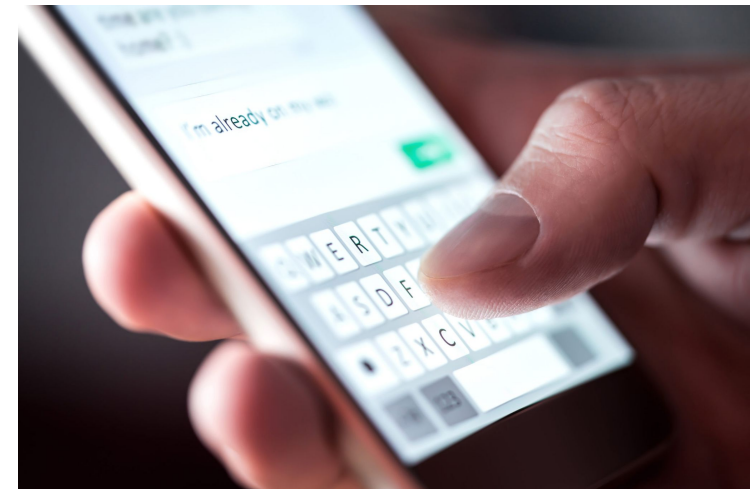
Open Meeting Laws

- Relevant statutes: ARS 15-721 and ARS 15-722
- All meetings of a quorum of the committee must be:
 - posted **twenty-four hours prior**
 - with an **agenda**
 - with **minutes** or a tape of the meeting
- A quorum of the committee cannot have a discussion regarding items that may be presented to the committee outside of an open published meeting



Public Record

- A.R.S. § 39-121: "Public records and other matters in the custody of any officer shall be open to inspection by any person at all times during office hours."



Conflict of Interest

A.R.S. § 38-503

- If anyone on the committee has concerns about their connections to a potential vendor, please raise those with the committee head.
- Unable to accept gifts from potential vendors other than minimal items and meals.





Scottsdale *Unified* School District
Engaging all students in world-class, future-focused learning.

Teaching and Learning
Secondary Science Curriculum Adoption Committee
8990 East Jackrabbi Road
Scottsdale, AZ 85250

Telephone: 480-464-5009
Web site: www.susd.org

Dear Committee Member:

You have been selected to participate in the evaluation of the above referenced Invitation for Bid/Request for Proposal. Your selection was based upon your technical qualifications in this area and your ability to develop an objective/subjective analysis of each bid/proposal.

It is essential that the integrity of this process be maintained to ensure that each bidder/offeree is given fair and equal consideration. Your familiarity with particular brands, types of products, material, or firms may tend to influence your evaluation; however, you are required in this specific instance to be particularly objective and guard against any tendency that might skew your evaluation in favor of a personal preference.

You are required to report to the Committee Chair, Dr. Kimberly Dorda Kerns, any actual or potential conflict of interest as defined in A.R.S. 38-503.

An additional consideration is the legal mandate to maintain strict secrecy and confidentiality regarding the content of any bid/proposal, as well as the proceedings of the Evaluation Committee meetings during the evaluation process. Now that this process has started, it is essential that any contact with the offeror be through, and by, the Chairman of the Evaluation Committee.

In addition, the Evaluation Committee Member shall not communicate, except during formal Committee meetings, with any offeror or potential sub contractor to that offeror prior to award nor shall that Member discuss bid/proposals or their evaluation with anyone other than the Chairperson and Evaluation Committee Members. This statement is mandatory.

To emphasize the importance of the above considerations, you are asked to sign the following statement:

I have read and understood the above and agree to be bound by the rules and principles represented. I know of no conflict of interest on my part nor have I committed any indiscretion or accepted any gratuity or favors that would compromise my impartiality. I will maintain all deliberations of the Evaluation Committee in strict confidence during this process. My recommendations shall be based upon objective/subjective review of the bid(s)/proposal(s) and the appropriate award criteria from the bid/proposal in accordance with the School District Procurement code.

Printed Name

Position

Signature

Use of Form Recommended by Attorney General's Office:
Source: State Procurement Office
D-56 (10/2009)

Committee Norms

Key Question:

How must we conduct ourselves to allow us to work together most successfully to accomplish our goals?

Establishing norms:

- Encourages behaviors that allow groups to **work together** successfully.
- Allows groups to dialogue, **engage productively** in conflict, discuss and decide, invent and problem solve.
- Make it safe to **examine one's practice and talk** about difficult to discuss topics.



Proposed Norms

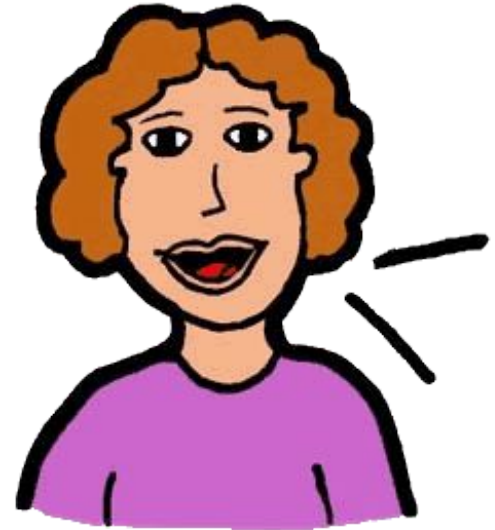
We will be...

- be fully present.
- listen to understand and ask questions for clarification.
- be open to new ideas.
- invite and welcome the contributions of every member.
- be mindful of how often and how long you speak.
- support the group's recommendation after consensus is reached.
- questions and challenges are welcomed. Question and challenge the idea, not the person.



Accountable Talk Stems

- Could you clarify...?
- I respectfully disagree with _____ because...
- I agree with _____ because...
- I would like to add to what _____ just said...
- I want to build upon...
- I do not understand, could you please tell more about...?



Consensus Decision Making

- Consensus decision making is a **group decision making process** that seeks consent of all participants where **everyone's opinions are heard and understood.**
- It is an **acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual.**



Consensus is...

- consenting to a proposal because **group members choose to cooperate** with the direction of the **group** rather than **insist on their personal preference**.
- ***“Is this proposal something you can live with?”***
While group members may be willing to go along with a proposal, **they do not actually need to favor it above another choice**.
- to ***“consent”*** means that even if group members disagree, **there is still overall consent to move forward** in order to settle the issue.



Clarifying Decision-Making Process

Defining Consensus

Defours et al - Definition of Consensus:

All points of view have been heard.

The will of the group is evident even to those who most oppose it.

If all members of a committee/group must agree - or if every member of a committee can veto taking action - groups will be subjected to constant inaction... a state of perpetual status quo.

Without a shared understanding of consensus, persons determine their own standards.

Consensus decision making is a group decision making process that seeks consent of all participants where everyone's opinions are heard and understood. It is an acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual.

ELA Adoption Timeline

Historical

- 2014-2015 K-5 ELA Curriculum Committee - CKLA (K-2), Units of Study (K-5)
- 2015-2016 - Preschool ELA Curriculum Committee - CKLA
- 2020 - CKLA (grade 3)

Current

Spring 2022-2023

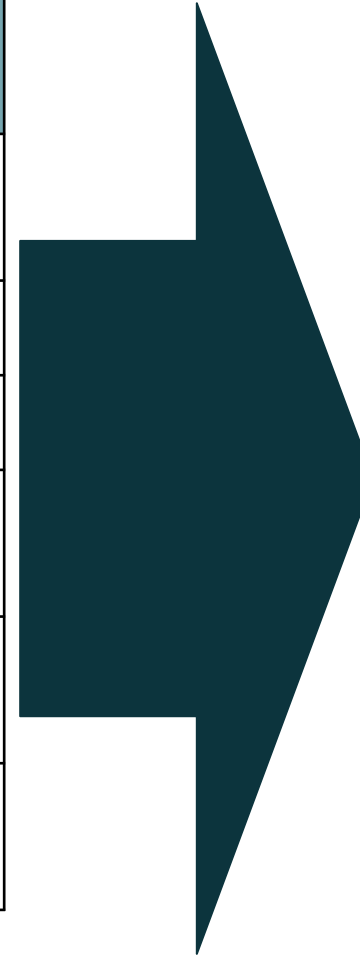
Committee establish criteria to send to vendors

Fall 2023-2024

Committee reviews materials and makes
recommendation to Governing Board

Timeline

Date	TENTATIVE focus of meeting (subject to change)
Wed., Feb 1	Committee overview, legal and laws, ELA standards
Wed., Feb. 8	SOR research, best practices for ELA
Mon., Feb 13	Test data, survey data
Tues., Feb. 21	Review ADE documents, develop criteria
Tues., Feb. 28	Continue to develop criteria and rubrics
Wed., March 8	Continue to develop criteria and rubrics (if needed)



Vendor letters go out on Monday, **July 10, 2023** with requested responses by **July 24, 2023**.

Vendor materials will arrive by **August 11th**.

Materials will be available for public viewing and feedback beginning **August 21st** at Laguna Elementary, room 100.

Proposed Timeline (*subject to change)

Date	TENTATIVE focus of meeting (subject to change)
Wednesday, August 23	Review rubric and material review procedures, begin review of materials
Tuesday, August 29	Review materials
Tuesday, September 5	Review materials
Monday, September 11	Review materials
Monday, Sept 18	Final recommendations to move to next level (Notify vendor finalists)
Monday, Oct 2	Presentations by Vendors*
Wednesday, Oct 4	Final review of materials and recommendation for adoption
Tuesday, Oct. TBD	First Read at Governing Board meeting
Tuesday, Oct or Nov TBD	Governing Board Action

Meeting Location:

Laguna room 100

Time: 4:00-6:00

***Monday, Oct 2nd**
maybe be full or ½ day
with substitutes.

Vendor Letter



Scottsdale *Unified* School District

Engaging all students in world-class, future-focused learning

Dear _____,

Scottsdale Unified School District No. 48 is ready to begin the adoption process for **Elementary** ELA curriculum for grades K-5. Our target date for actual implementation is the fall semester of 2024.

If _____ is interested in being considered, please submit the attached "**Letter of participation**" by **July 24, 2023**. The timeline, letter of participation, guidelines and criteria are included in this letter.

_____ is invited to show textbooks, ancillaries, and supplemental resources for review. Please send sample materials to arrive on or before **August 11, 2023**.

Please note the **Elementary ELA Curriculum Adoption Committee** will strictly adhere to the included criteria and requirements. After a series of evaluations by the committee, publishers who do not meet our needs will be eliminated. The remaining publishers will be a part of our final consideration and voting procedures.

Please return your letter of participation as soon as possible. Our deadline for consideration is **July 24, 2023**. Please feel free to contact me with any questions or concerns. Thank you, I am looking forward to working with you throughout this adoption.

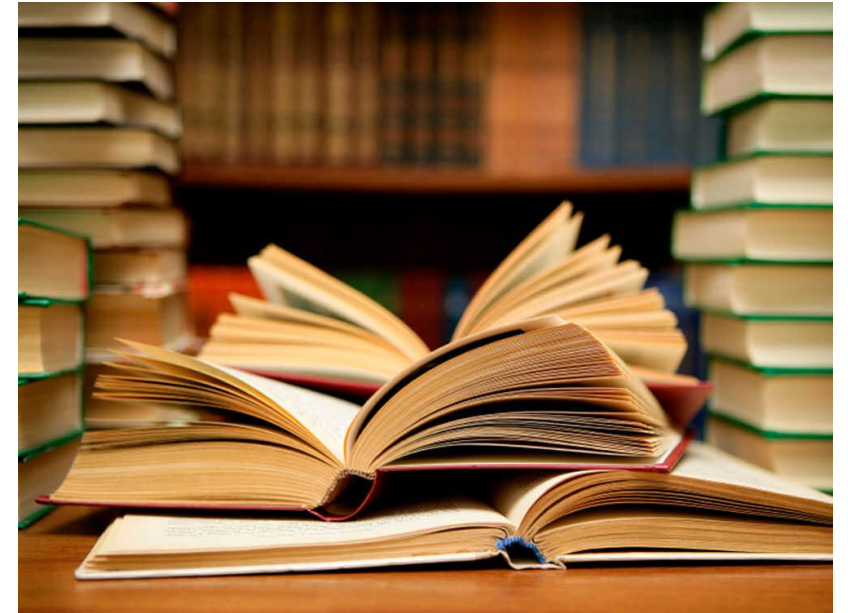
Dede Johnston, Curriculum & Instructional Material Specialist
dianejohnston@susd.org
480-484-8659

[Criteria for materials]

Legislation: Textbook Adoption

15-721 - Textbook adoption

- **Governing Board shall approve** textbooks, supplemental materials, teaching aids, and computer software
- **Open meeting law**
- **Public review for 60 days**



Legislation: Move On When Reading

[A.R.S §15-704](#) -

- administer **screening and diagnostic reading assessments** to monitor student progress and plan evidence-based appropriate and effective instruction and intervention; screening for indicators of dyslexia
- adopt an **evidence-based core reading curriculum** that includes the **essential components** of reading instruction (phonological awareness, phonics, fluency, vocabulary, comprehension, spelling and handwriting)
- provide ongoing **teacher training on evidence-based reading research**
- devote **reasonable amounts of time to explicit evidence-based core reading instruction** and intensive, evidence-based instruction until students meet proficiency on reading standards

Legislation: Move On When Reading⁴

[A.R.S §15-211](#) -

- reasonable amounts of time to **explicit evidence-based instruction**
- at least one **Dyslexia Training Designee (DTD)** at each school (15-219)
- all schools and districts annual submit a **Literacy Plan** and student achievement data
- Approximately \$45 million provided to schools for purpose of **supporting early reading instruction**

[HB2026](#)

- **Literacy plan and triannual data** for review must be **approval by ADE MOWR team** in order to receive funds

Legislation: Move On When Reading⁴

[A.R.S §15-701](#) -

- **retention of a 3rd grade student** that does not demonstrate sufficient reading skills on the statewide assessment.
- **parent communication** to any student at risk of reading below grade level will receive written notification of specific reading deficiency within three weeks of identifying reading deficiency.

Legislation: Sexually explicit materials

[HB 2495](#) - Sexually explicit materials

- Schools may not **refer students to or use any explicit material in any manner.**

Legislation:

[15-721](#): Textbook adoption

[A.R.S §15-704](#): MOWR - screening, evidence-based core curriculum, teacher PD, reasonable time

[A.R.S §15-211](#) and [HB2026](#): MOWR - explicit evidence-based instruction, DTD, literacy plan

[A.R.S §15-701](#): 3rd grade retention and parent “at-risk” communication

[HB 2495](#): Sexually explicit materials



Arizona ELA Standards

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards. Decisions about instructional practice and techniques are made at a local level.

[Arizona Department of Education English Language Arts Standards](#)

- *The standards do not necessarily address students who are far below or far above the grade level.*

Arizona ELA Standards

The Arizona English Language Arts Standards are the foundation to guide the construction and evaluation of English Language Arts programs in Arizona K-12 schools and the broader Arizona community.

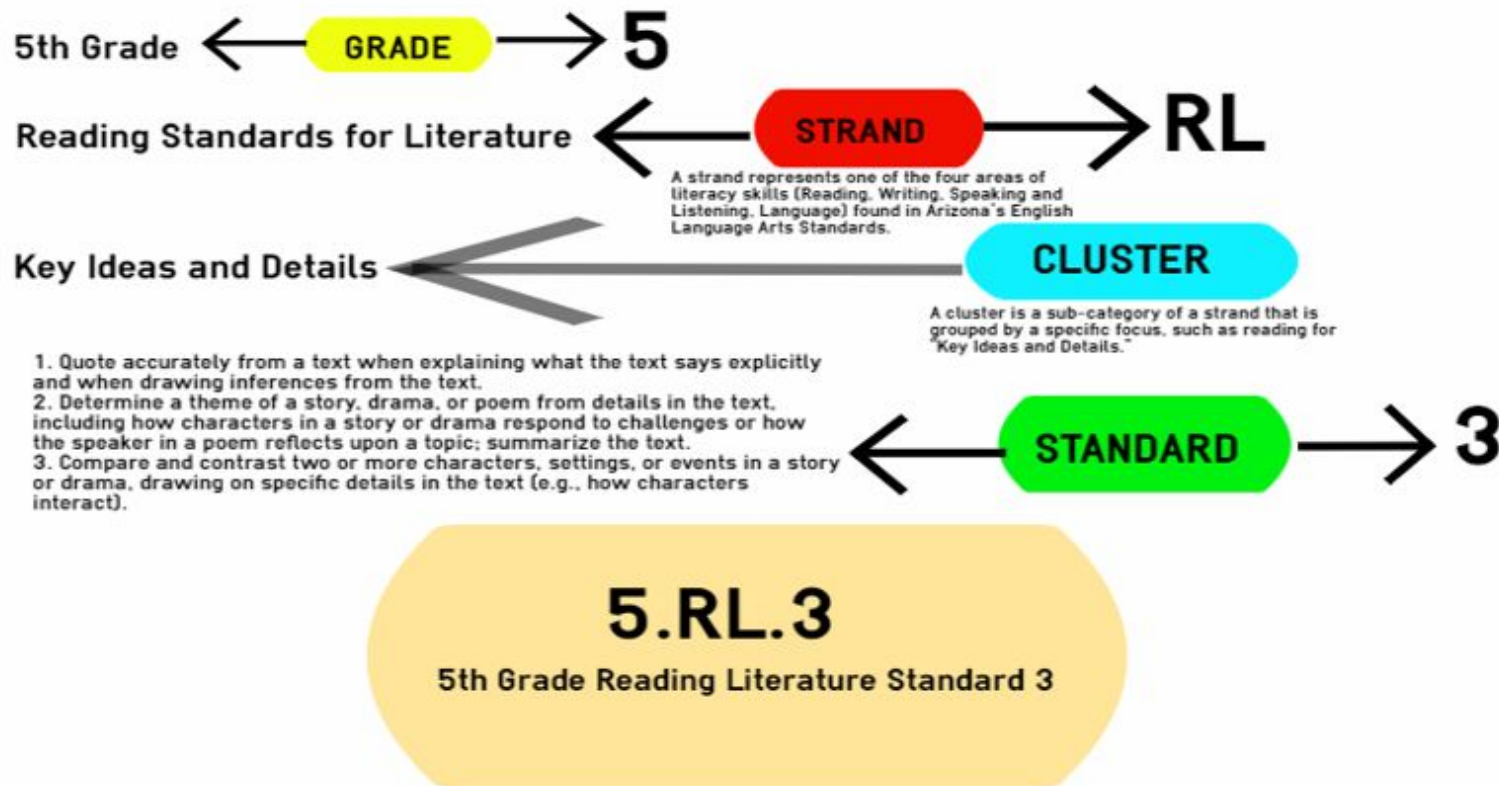
- The standards provide and promote: **progression, expectations, higher-level thinking.**
- The standards are: **research and evidence based, broad** in nature, designed as an **integrated approach to literacy.**

The Arizona English Language Arts Standards Are **NOT:**

- **curriculum** or **instructional** practices.

Arizona ELA Standards

How to Read the Arizona English Language Arts Standards



Reading
Literature
Informational
Foundational

Writing
Foundational

Listening & Speaking
Language

Arizona ELA Standards

Arizona's English Language Arts Standards – 2nd Grade

Reading Standards for Literature	
Key Ideas and Details	
2.L.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.L.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.L.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.L.4	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
2.L.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.L.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
2.L.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.L.8	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
2.L.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
Reading Standards for Informational Text	
Key Ideas and Details	
2.I.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.I.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.I.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
2.I.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.I.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.I.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.I.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.R.1	Describe how reasons support specific points the author makes in a text.
2.R.2	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
2.R.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
2.R.1.1	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
2.R.1.2	Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.R.1.3	Know spelling-sound correspondences for additional common vowel teams.
2.R.1.4	Identify and apply all six syllable types to decode appropriate grade-level text.
2.R.1.5	Decode words with common prefixes and suffixes.
2.R.1.6	Identify words with inconsistent but common spelling-sound correspondences.
2.R.1.7	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
2.R.1.8	Read with sufficient accuracy and fluency to support comprehension.
2.R.1.9	Read on-level text orally with purpose and understanding.
2.R.1.10	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.R.1.11	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
Text Types and Purposes	
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing	
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.9	(Begins in grade 4)

Range of Writing	
2.W.10	(Begins in grade 3)
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
2.W.1.1	Demonstrate and apply handwriting skills.
2.W.1.2	Write legibly in manuscript using correct letter formation.
2.W.1.3	Transcribe ideas in manuscript with automaticity and proper spacing.
2.W.1.4	Demonstrate and apply sound-letter concepts.
2.W.1.5	Write the most common graphemes (letters or letter groups) for each phoneme. For example:
2.W.1.6	1. Consonants: /s/ = s, ss, ce, ci, cy, /t/ = t, ff, ph, /k/ = c, k, ck
2.W.1.7	2. Vowels: /i/ = o, o, a, oa, ow (long o); /a/ = a, e, ai, ay (long a)
Spelling	
2.W.2.1	Know and apply phonics and word analysis skills when encoding words.
2.W.2.2	Spell on-level, regular, single-syllable words that include:
2.W.2.3	1. Position-based patterns (e.g., -ch, -tch, k, -ck, -ge, -dge).
2.W.2.4	2. Complex consonant blends (e.g., scr, str, squ).
2.W.2.5	3. Less common vowel teams for long vowels (e.g., ow, oo, ou, ue).
2.W.2.6	4. Vowel-r combinations (e.g., -urn, star, third, four, for).
2.W.2.7	5. Contractions (e.g., well, I'm, they've, don't).
2.W.2.8	6. Homophones (e.g., bear, bare, past, passed).
2.W.2.9	7. Plurals and possessives (e.g., its, /s).
2.W.2.10	b. With prompting and support, spell two- and three-syllable words that:
2.W.2.11	1. Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
2.W.2.12	2. Include familiar compound words (e.g., houseboat, yellowtail).
2.W.2.13	3. Include the most common prefixes and derivational suffixes (e.g., -un-, -en-, -ful, -ment, -less).
2.W.2.14	c. With prompting and support, spell words with suffixes that require:
2.W.2.15	1. Consonant doubling (e.g., running, slipped).
2.W.2.16	2. Dropping silent e (e.g., smiled, paving).
2.W.2.17	3. Changing y to i (e.g., cried, babies).
2.W.2.18	d. Spell grade-level appropriate words in English, as found in a research-based list ("See guidelines under Word Lists in the ELA Glossary), including:
2.W.2.19	1. Irregular words (e.g., against, many, enough, does).
2.W.2.20	2. Pattern-based words (e.g., which, kind, have).
Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.2	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2.SL.3	b. Build on others' talk in conversations by linking their comments to the remarks of others.
2.SL.4	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.5	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.6	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
2.SL.7	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.8	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.L.11	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of Standard English	
2.L.12	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2.L.13	a. Use collective nouns (e.g., group).
2.L.14	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2.L.15	c. Use reflexive pronouns (e.g., myself, ourselves).
2.L.16	d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).
2.L.17	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.18	f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!).
2.L.19	g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
2.L.20	h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
2.L.21	i. With assistance, link sentences into a simple, cohesive paragraph that contains a main idea, supporting details, and a conclusion.
2.L.22	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
2.L.23	a. Capitalize holidays, product names, and geographic names.
2.L.24	b. Use commas in greetings and closings of letters.
2.L.25	c. Use an apostrophe to form contractions and frequently occurring possessives.
2.L.26	d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2.L.27	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
2.L.28	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.L.29	a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
2.L.30	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2.L.31	a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
2.L.32	b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
2.L.33	c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
2.L.34	d. Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.35	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.36	Demonstrate understanding of word relationships and nuances in word meanings.
2.L.37	a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.38	b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.L.39	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., "When other kids are happy that makes me happy).

Please review the ELA standards for K-5.



Arizona ELA Standards Scavenger Hunt

1. ELA standards have **4** strands.
2. Reading Literature has **9** standards and Reading Informational has **10** standards.
3. Which reading standards address compare and contrast? **RL9 RI9**
4. Which standards address vocabulary? **RL4 RI4 L4 L5 L6**
5. Where would you find phonics standards? **Reading Foundational Skills, RF1 RF2 RF3**



Arizona ELA Standards Scavenger Hunt

6. What is the difference between grades K-1 and 2-5 in “Reading Foundational Skills”? **Grades K-1 include RF1 Print Concepts and RF2 Phonological Awareness**

7. What are the three main types of writing that are included in the standards? **Narrative, Informational, Opinion**

8. Which standards address handwriting? **WF1**

9. What standards address spelling? **WF3**

10. What are the two Speaking and Listening clusters? **Comprehension and Collaboration, Presentation of Knowledge and Ideas**

Priorities for a ELA Curriculum

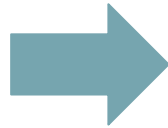
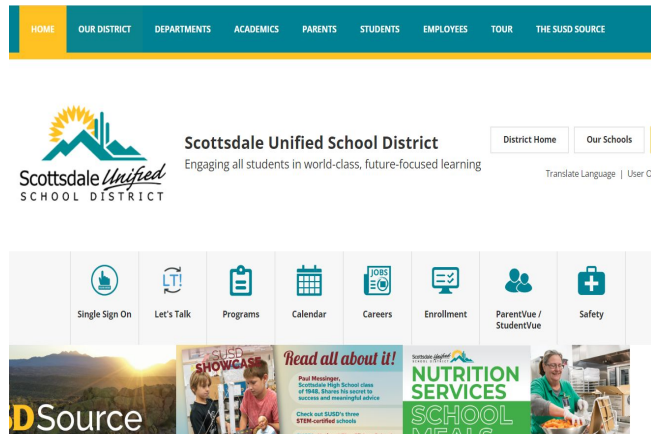
- # 1. What should a new ELA curriculum include?
- ## 2. Prioritize your list.
- 
- A collection of colorful school supplies including a laptop, pencils, a notepad, a ruler, and a folder, arranged in a cluster on the right side of the slide.



Committee Responsibilities

- Shared understanding of **ELA standards, Science of Reading research and evidence-based best practices for ELA literacy instruction.**
- Understand how **Arizona legislation** affects instructional materials.
- Review achievement **student data** to inform decisions.
- **Review information** from national organizations, and teachers regarding instructional materials.
- Research, develop and prioritize a **list of criteria** for instructional materials to share with vendors.
- **Review submitted materials** using a rubric based on priority criteria.
- **Come to consensus on a recommendation** to the Governing Board.

Committee Information



OUR DISTRICT

About Our District

Our District

125 Years

Legacy of Success

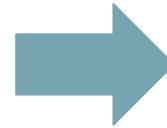
+ History

Annual / Financial Reports

Coronado Promise

+ District Additional Assistance Override

District Committees



In Progress

2022 Strategic Planning Committee
- Phase 3

Capital Planning Committee

COVID ICS Emergency Response
Subcommittee

English Language Development
Task Force

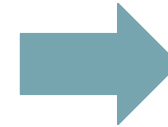
ESSER Committee and Survey

Gifted Advisory Committee

Gifted Supplemental Reading Book
List Committee

Gifted Task Force

PK-5 ELA Adoption Committee



Meetings

02/01/2023

[02/01/2023 Meeting Agenda](#)

Future Meetings

Wednesday, February 8, 2023

4:00 - 6:00

Mohave District Annex

Focus: Research and Evidence-based practices

- Monday, February 13
- Tuesday, February 21
- Tuesday, February 28
- Wednesday, March 8



Homework:

Please read the article,
["Science of Reading; Defining Guide"](#), by The Reading League