

Welcome!

Elementary ELA Instructional Materials Review and Adoption Committee

Feb 28, 2023

4:00-6:00 PM

Mohave District Annex

Approval of Committee Meeting Minutes

Curriculum Committee Meeting Minutes



DRAFT
MINUTES OF

PreK - 5 English Language Arts (ELA) Curriculum Adoption Committee
SCOTTSDALE UNIFIED SCHOOL DISTRICT NO. 48
Mohave District Annex (MDA) 8500 E. Jackrabbit Rd., Scottsdale AZ 85258

Date: Tuesday, February 21, 2023 Time: 4:00 - 6:00 PM

Call to Order

Meeting was called to order at 4:02 PM by Diane Murphy.

Attendance

Present: Julie Ballard, Jennifer Bethke, Candy Bloch, Sheena Byerley, Amanda Chilcher, Pat Collofello, Lindsey Denny, Kim Dodds Keran, Alison Ellis, Jennifer Fox, Liz Gardemann, Briana Gillette, Beth Greene, Emma Goetz, Nicole Hamilton, Colleen Harrison, Kaia Hart, Christopher Hodo, Katie Honeycutt, Samantha Janka, Dede Johnston, Keri Katz, Cherie Kujawa, Magdalin Leonardo, Mickaela Leopold, Amber Lindsey, Patty Malley, Brianna Maxwell, Diane Murphy, Briana Reed, Kendall Regan, Kate Russo, Cathy Skinner, Lori Soble, Linda Tardie, Meghan Tipton, Jesse Torres, Nichole Viderman, Michelle Woulfe.

Absent: Mahlaima Boemark, Remi Braca, Tyler Cary, Sarah Prado, Raquel Thomes, Sarah Yaron.

Non-Committee Attendance: Jill Scott.

Information/Discussion and Possible Action

1. Roll Call and Welcome -

Diane Murphy, PreK - 5 ELA Coach

- Committee members were shown quotes made by former US Presidents. They were asked to pick the one that most resonates with them and to share why they choose it with their table mates.

2. Review and Approval of Meeting Minutes from February 13, 2023. -

Diane Murphy, PreK - 5 ELA Coach

- A motion was made by Diane Murphy and seconded by Amber Lindsey to approve the minutes from February 13, 2023 as written. Minutes approved.

3. Review Committee Agenda, Purpose, Norms and Expectations -

Diane Murphy, PreK - 5 ELA Coach

- A review of the committee's purpose and norms was discussed.

Agenda for Tuesday, February 28, 2023

1. Roll Call and Welcome
2. Approval of Committee Meeting Meeting from 2/21/23 (Action Item)
3. Review of Committee Agenda, Purpose, Norms, and Expectations
4. Arizona K-5 ELA Standards
5. Generate priority criteria for instructional resources
7. Future Meetings



Committee Members

Classroom Teachers:

Sarah Prado
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

District facilitators and support:

Diane Murphy
Dr. Kim Dodds Keran
Dede Johnston
Tyler Carey

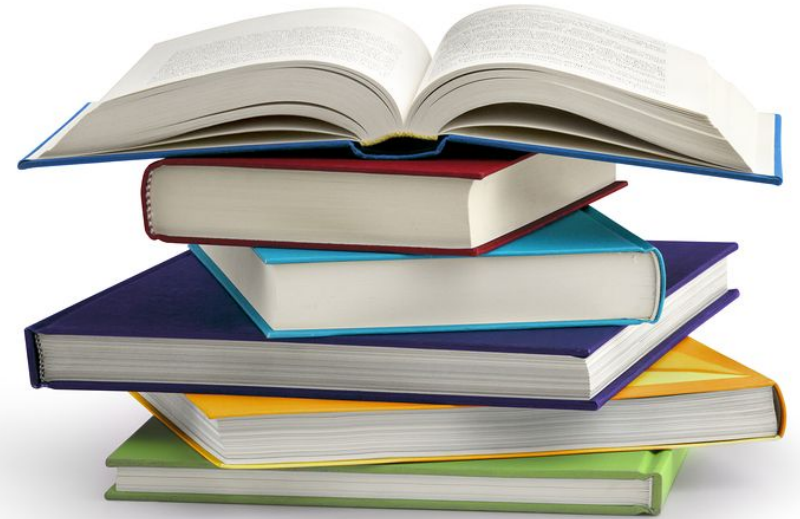
Introductions

- Name
- School
- Share your favorite or an unusual app you like to use



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.



Committee Norms

We will...

- 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.
- question and challenge the idea, not the person.



Consensus Decision Making

- It is an acceptable resolution; one that can be supported, even if it is not the “first choice” or “favorite” of each individual.
- *“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.



Arizona ELA Standards

Please review the ELA standards for K-5.

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.11	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
2.R.12	a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
2.R.13	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. 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 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.3	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.4	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.5	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.6	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.7	Recall information from experiences or gather information from provided sources to answer a question.
2.W.8	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.11	Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.
2.W.12	Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/ s, ss, ce, ci, cy, /t/ t, ff, ph, /k/ c, c, ck 2. Vowels: /i/ o, o, a, oa, ow (long o); /a/ a, a, e, ay, eigh (long a)
Spelling	
2.W.13	Know and apply phonics and word analysis skills when encoding words. a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., -ch, -tch, k, -ck, -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, ou, ou, ue). 4. Vowel-r combinations (e.g., -turn, star, third, four, for). 5. Contractions (e.g., well, I'm, they've, don't). 6. Homophones (e.g., bear, bare, past, passed). 7. Plurals and possessives (e.g., its, it's). b. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). c. With prompting and support, spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried, babies). 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: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).
Speaking and Listening Standards	
Comprehension and Collaboration	
2.S.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.S.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.S.3	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.S.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.S.5	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. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!). g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
2.L.13	With assistance, link sentences into a simple, cohesive paragraph that contains a main idea, supporting details, and a conclusion.
2.L.14	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
2.L.15	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
2.L.16	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. a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/re-tell). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmilk). d. Use sentence-level context as a clue to the meaning of a word or phrase. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.17	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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.18	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).



AZ 2nd Grade 2016 ELA Standards

Proposed Criteria



Revise and Edit

Arizona state Requirements	Content and Instructional Concepts	Educator and Student Support Usability
● ARS 15-704 ● Science of Reading ● Structured Literacy	● Foundational Skills ● Text Selection, Range, and Quality ● Writing ● Instructional Context ● Assessment Tools	● Alignment to standards ● Differentiation ● Design ● Supports

- Does the criteria include the important priorities we have identified?
- Does the criteria make sense?
- Are there ways to subgroup the criteria?

Proposed Criteria

Arizona state Requirements	Content and Instructional Concepts	Educator and Student Support Usability
• ARS 15-704 • Science of Reading • Structured Literacy	• Foundational Skills • Text Selection, Range, and Quality • Writing • Instructional Context • Assessment Tools	• Alignment to standards • Differentiation • Design • Supports



Revise and Edit

- Does the criteria include the important priorities we have identified?
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KEY

~~Cross-off~~ = suggested delete

italics = suggested new language

OK - bullets that are OK

Highlight changes AND rewrite language

When combining - be specific

Guidelines for Adoptions



CURRICULUM EVALUATION GUIDELINES

Use these guidelines to evaluate how well a curriculum aligns with the findings from the science of reading.

K-5 English Language Arts (ELA) Important Preliminary Statements

Unlike learning to speak and understand language, learning to read and write is <u>not naturally acquired</u> . However, the vast majority of students can learn to read and write when provided with effective instruction. These guidelines have been developed to assist educators and decision-makers in selecting curricula and instructional materials that support maximally effective instruction.
The foundation of effective instruction in word recognition is built upon explicitly and systematically teaching how letters represent the sounds within spoken words, how letters are used to sound out printed words, and how to read words accurately, automatically, and fluently so that comprehension takes place and reading development can proceed beyond the basic level.
Reading ability must develop so that students can comprehend at increasing levels of sophistication—the whole point of reading. Thus, curricula must not emphasize foundational word recognition skills to the exclusion or near-exclusion of language development (e.g., vocabulary, syntax, discourse) and the building of background knowledge. Curricula should emphasize developing these key aspects of language comprehension orally, at first, while foundational reading skills are being developed, then continue to develop these elements through reading once students are able to read fluently.
As is true of all complex human behaviors, some students will require additional instruction in building foundational skills while <u>others will require much less</u> . Almost all will require some. Instruction should be adjusted based on proper assessment, providing more intensive skills instruction to those whose scores indicate they are exhibiting difficulties in developing foundational skills.
If 85% of students are not achieving proficiency in foundational skills with a Tier 1 curriculum as measured with a reliable and valid curriculum based measure, the first assumption should be that something vital is lacking in the program or its implementation, not the students.

Structured Literacy INSTRUCTIONAL MATERIAL REVIEW RUBRIC



The supplemental instructional materials on the [adopted list](#) provides Local Education Agencies (LEAs) with information on supplemental materials for Structured Literacy. Unlike comprehensive core materials, which are reviewed by New Mexico educators for quality and alignment to standards, supplemental materials are not reviewed. The list reflects all materials that were submitted by publishers in response to the state Request for Applications (RFA).

In English Language Arts (ELA), NMPED conducts reviews of comprehensive instructional materials submitted for core designation to identify programs that adequately address grade level standards in all strands of ELA: reading, writing, speaking and listening, and language development. Supplemental materials, which are not reviewed by NMPED, attend to one or more (but not all) of these literacy strands. In this case, supplemental materials are designed to provide support in Structured Literacy instruction.

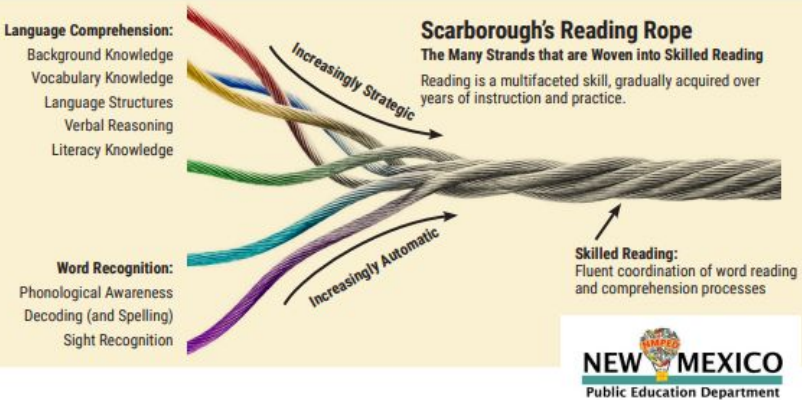
Per SB398, each school district and charter school is required to provide timely, appropriate, systematic, scientific, evidence-based interventions for students displaying characteristics of dyslexia. While some comprehensive programs include

The Simple View of Reading



Structured Literacy components, supplements may be required for intervention or when core materials do not adequately address Structured Literacy. The supplemental instructional materials on the adopted list have not been reviewed for quality and alignment, so school districts/charter schools should conduct their own review to ensure they meet local needs. NMPED is providing LEAs this tool that can be used to evaluate the supplemental instructional materials for components of Structured Literacy.

This Structured Literacy Instructional Material Review Rubric is indebted to The Reading League's Curriculum Evaluation Tool published August 2020. It uses as its foundation two representations of the cognitive development of reading skills: The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Reading Rope (Scarborough, 2001).



Proposed Criteria

Arizona state Requirements	Content and Instructional Concepts	Educator and Student Support Usability
• ARS 15-704 • Science of Reading • Structured Literacy	• Foundational Skills • Text Selection, Range, and Quality • Writing • Instructional Context • Assessment Tools	• Alignment to standards • Differentiation • Design • Supports



Revise and Edit

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KEY

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italics = suggested new language

OK - bullets that are OK

Highlight changes AND rewrite language

When combining - be specific

Future Meetings

Wednesday, March 8, 2023

4:00 - 6:00

Mohave District Annex

Focus: Reviewing criteria and rubric



Future Meetings

4:00 - 6:00

Laguna Elementary



- Wed, **August 23** - review and rate materials
- Tues, **August 29** - review and rate materials
- Tues, **September 5** - review and rate materials
- Mon, **Sept 11** - review and rate materials
- Mon, **Sept 18** - review and rate materials
- **October 2, 3, and/or 4** - presentations