

Welcome!

Elementary ELA Instructional Materials Review and Adoption Committee

August 23, 2023
4:00-6:00 PM
Laguna

Agenda for Wednesday, August 23, 2023

1. Welcome and Roll Call
2. Approval of Committee Meeting Minutes from March 20, 2023
3. Review Committee Agenda, Purpose, Responsibilities, Norms and Expectations
4. Review Committee Timeline, Arizona Legislation, ELA standards
5. Review criteria and rubric for instructional resources
6. Review submitted resources
7. Future Meetings



Approval of Committee Meeting Minutes

Curriculum Committee Meeting Minutes

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: Monday March 20, 2023 Time: 4:00 - 6:00 PM

Call to Order

Meeting was called to order at 4:09 PM by Diane Murphy.

Attendance

Present: Julie Ballard, Jennifer, Bethke, Candy Bloch, Remi Braca, Sheena Byerley, Pat Collofello, Lindsey Denny, Alison Ellis, Liz Gardemann, Briana Gillette, Beth Greene, Emma Goetz, Kaia Hart, Katie Honeycutt, Samantha Janka, Dede Johnston, Magdalin Leonardo, Mickaela Leopold, Amber Lindsey, Patty Malley, Brianna Maxwell, Diane Murphy, Kendall Regan, Cathy Skinner, Linda Tardie, Raquel Thomas, Meghan Tipton, Nichole Viderman.

Absent: Mahlaima Boemark, Tyler Cary, Amanda Chilcher, Kim Dodds Keran, Jennifer Fox, Nicole Hamilton, Colleen Harrison, Christopher Hodo, Keri Katz, Cherie Kujawa, Sarah Prado, Briana Reed, Kate Russo, Lori Soble, Jesse Torres, Michelle Woulfe, Sarah Yaron.

Information/Discussion and Possible Action

1. Roll Call and Welcome -

Diane Murphy - PreK - 5 ELA Coach

- Committee Members were asked to complete a 10 word sentence, summarizing what they did over spring break, and to share with table mates.

2. Review and Approval of Meeting Minutes from February 28, 2023 -

Diane Murphy - PreK - 4 ELA Coach

- Committee members reviewed the minutes. It was noted that there was a typo in the spelling of a committee members' name.
- A motion was made by Diane Murphy to approve the minutes as amended; seconded by Briana Gillette; motion passed, amended minutes approved.

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

Diane Murphy - PreK - 5 ELA Coach

- Notebooks were available for committee members that missed the meeting on Feb. 28, 2023
- A review of the committee's purpose and norms were discussed.

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
Colleen Harrison

Specialist:

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

Parents/Community:

Briana Gillette
Kate Russo
Mahaima Boemark

Administrators:

Julie Ballard
Chris Hodo



District facilitators and support:

Diane Murphy
Dr. Kim Dodds Keran
Dede Johnston
Tyler Carey

Introductions

- Name
- Role
- School/grade
- One word to describe your summer



Committee 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.



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.

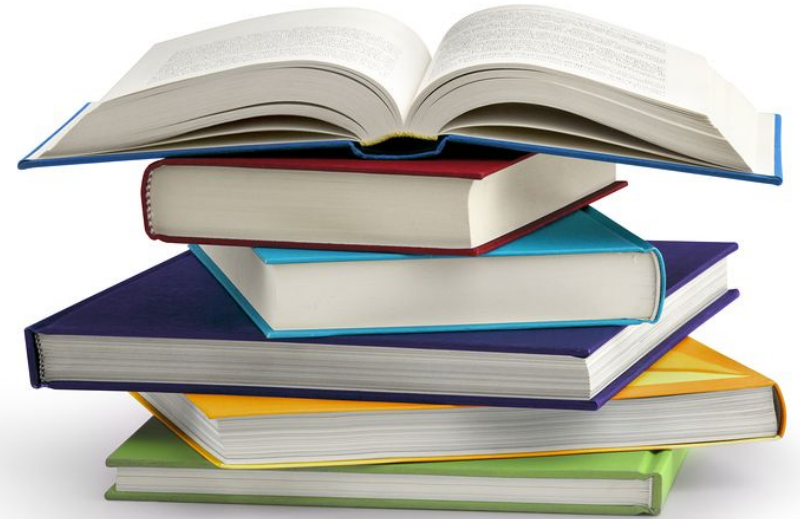
GOAL 5: **OPTIMIZED RESOURCES**

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: 480-484-5009
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/officer 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 slant 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 officer 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 officer or potential subcontractor to that officer 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)

Confidentiality Agreement

A.R.S. § 38-503

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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 bids/proposals or their evaluation with anyone other than the Chairperson and Evaluation Committee Members. This statement is **mandatory**.

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Printed Name

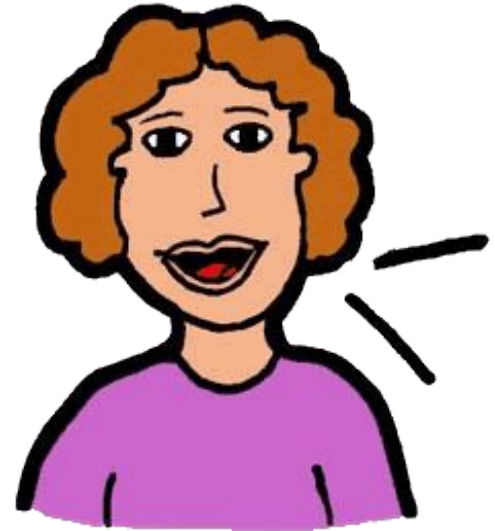
Signature

Position

Date

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.

Timeline for Phase 2

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

Public viewing and feedback beginning **August 21st** at Laguna Elementary, from 8:00-3:00 in room 500.

Five evening public viewings on:
August 30, Sept 6, Sept. 13, Sept. 20, and Sept. 27 from 3:00-6:00.



Date	TENTATIVE focus of meeting (subject to change)
Wed., Aug 23	Review Phase I, laws, adoption criteria, rubric, review materials
Tues., Aug 29	Review materials
Tues., Sept 5	Review materials
Mon., Sept 11	Review materials
Mon., Sept 18	Review materials; recommend programs for presentations
Mon, Wed., Oct 2/4	Presentations
Tues. Oct 17	First read of recommendation to Governing Board
Tuesday, Nov 7	Governing Board action on recommendation

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](#) -

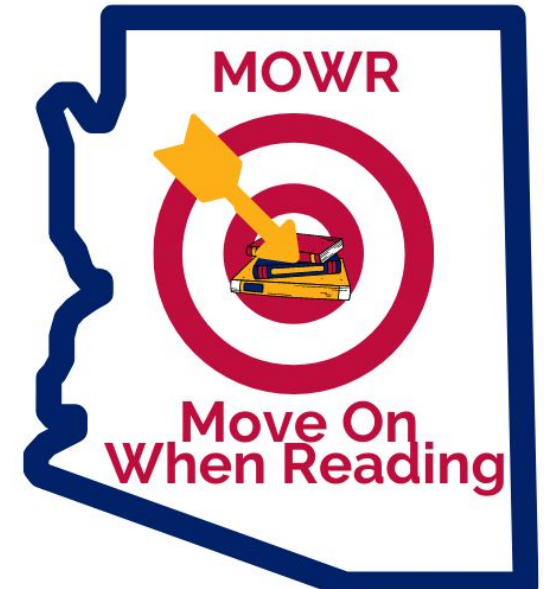
- screening and diagnostic reading assessments
- evidence-based core reading curriculum
- teacher training on evidence-based reading research
- time to explicit evidence-based core reading instruction

[A.R.S §15-211](#) -

- explicit evidence-based instruction
- Dyslexia Training Designee (DTD)
- Literacy Plan
- Support early reading instruction

[HB2026](#)

- Literacy plan and triannual data approval by ADE MOWR team



Legislation: Move On When Reading

[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.**

Arizona ELA Standards

Arizona's English Language Arts Standards – 2nd Grade

Reading Standards for Literature	
Key Ideas and Details	
2.L.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.L.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.L.1.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.L.1.4	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.1.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.L.1.6	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.1.7	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.1.8 (Not applicable to literature)	
2.L.1.9	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	
"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.L.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.L.1.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.L.1.3	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.L.1.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.L.1.5	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.L.1.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.L.1.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.L.1.8	Describe how reasons support specific points the author makes in a text.
2.L.1.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
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.L.1.1	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
2.L.1.2	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.L.1.3	b. Know spelling-sound correspondences for additional common vowel teams.
2.L.1.4	c. Identify and apply all six syllable types to decode appropriate grade-level text.
2.L.1.5	d. Decode words with common prefixes and suffixes.
2.L.1.6	e. Identify words with inconsistent but common spelling-sound correspondences.
2.L.1.7	f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
2.L.1.1	Read with sufficient accuracy and fluency to support comprehension.
2.L.1.2	a. Read on-level text with purpose and understanding.
2.L.1.3	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.L.1.4	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
Text Types and Purposes	
2.W.1.1	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.1.2	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.1.3	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.1.4	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.1.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.1.6	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.1.7	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.1.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.1.9 (Begins in grade 4)	

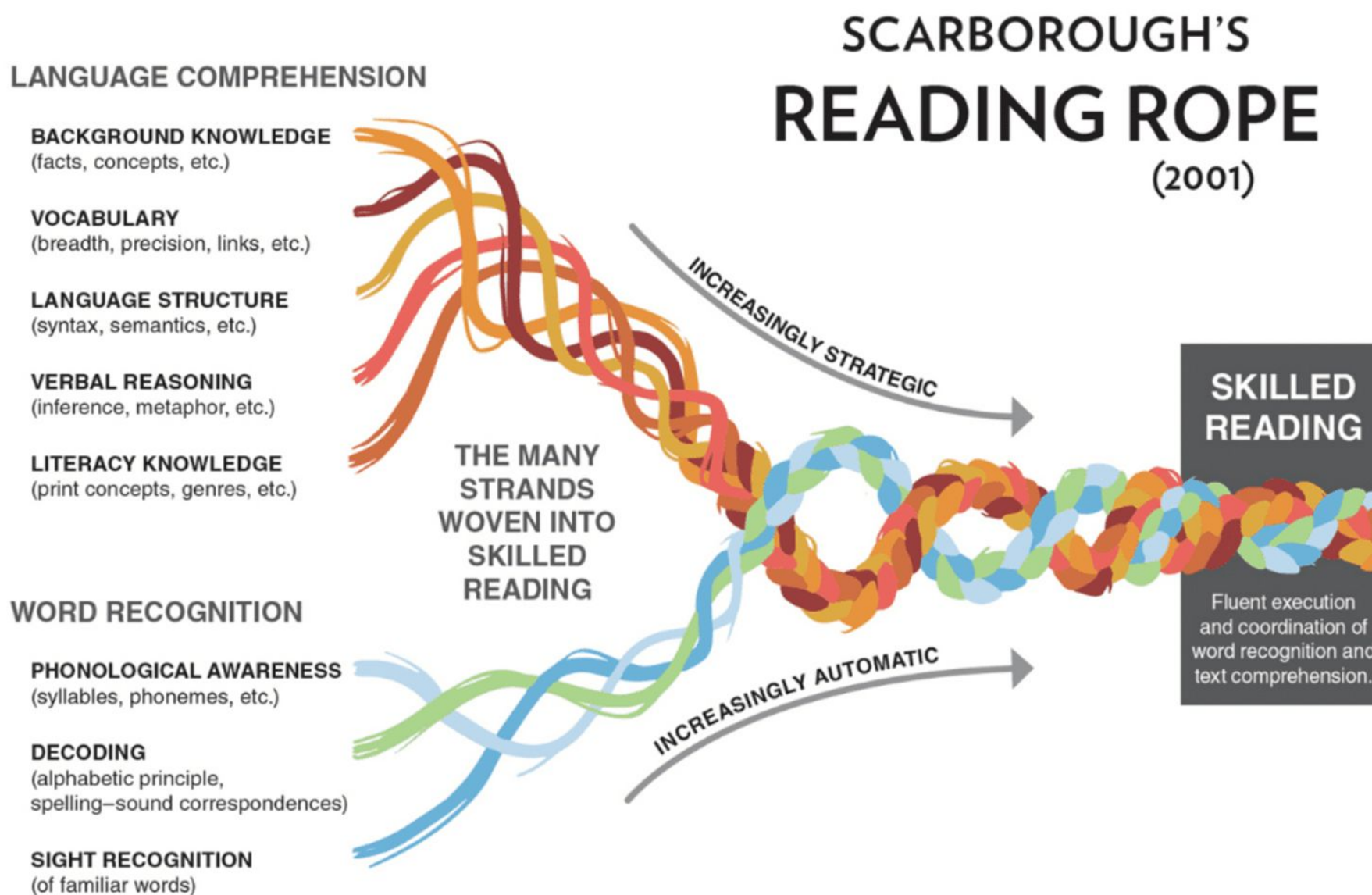
Range of Writing	
2.W.10 (Begins in grade 3)	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
2.W.1.1	a. Write legibly in manuscript using correct letter formation.
2.W.1.2	b. Transcribe ideas in manuscript with automaticity and proper spacing.
2.W.1.3	a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/ = s, ss, ce, ci, cy, /f/ = f, ff, ph; /k/ = c, k, ck 2. Vowels: /o/ = o, o, oa, ow (long o); /ai/ = a, a, e, ei, ey, eigh (long a)
Spelling	
2.W.1.1	Know and apply phonics and word analysis skills when encoding words.
2.W.1.2	a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, sch, 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, au, ou, ue). 4. Vowel combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare, past, passed). 7. Plurals and possessives (e.g., its, its').
2.W.1.3	b. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-i, 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).
2.W.1.4	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).
2.W.1.5	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.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.S.1.2	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.S.1.3	b. Build on others' talk in conversations by linking their comments to the remarks of others.
2.S.1.4	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.S.1.5	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.S.1.6	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.S.1.7	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.S.1.8	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.1.8	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.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2.L.1.2	a. Use collective nouns (e.g., group).
2.L.1.3	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2.L.1.4	c. Use reflexive pronouns (e.g., myself, ourselves).
2.L.1.5	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.1.6	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.1.7	f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!).
2.L.1.8	g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
2.L.1.9	h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
2.L.1.10	i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
Knowledge of Language	
2.L.1.1	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
2.L.1.2	a. Capitalize holidays, product names, and geographic names.
2.L.1.3	b. Use commas in greetings and closings of letters.
2.L.1.4	c. Use an apostrophe to form contractions and frequently occurring possessives.
2.L.1.5	d. Generalize learned spelling patterns when writing words (e.g., cage → badge, boy → boil).
2.L.1.6	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Vocabulary Acquisition and Use	
2.L.1.1	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.1.2	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.1.3	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.1.4	c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birthhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
2.L.1.5	d. Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.1.6	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.1.7	Demonstrate understanding of word relationships and nuances in word meanings.
2.L.1.8	a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.1.9	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.1.10	c. 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



The Arizona ELA 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.



Science of reading is a body of 30+ years of research on **how students learn** to read, **what works** when they don't learn, and **what instruction** is most likely to work for most students.

Science of Reading

Word Recognition - Skills that need to be mastered. Finite

Language Comprehension - Lifelong learning skills. Infinite

Five Literacy “accelerators”

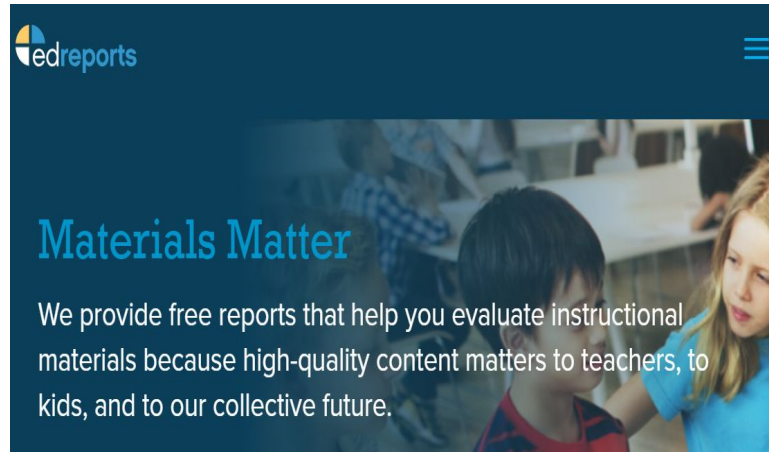
- **Foundational skills**
- **Background knowledge** - general knowledge
 - *Prior knowledge is the strongest indicator of a child’s ability to inference.* -Marilyn Adams
 - *Reading tests are general knowledge tests in disguise.* - Dan Willingham
- **Vocabulary**
- **Writing about what you read**
- **Reading complex texts**



Knowledge Matters

MOWR, EdReports, Knowledge Matters

Reading Intervention Marketed Name (Link to website)	Publisher	Year published and/or latest edition	Intended Purpose of This Tool	Primary Intervention Use Within the K-12 Framework	Targeted Students	Intended Grade Levels	Primary Delivery Format	Intended Group Size	Recommended Frequency (Days)	Recommended Session Intervention (Minutes)	Elements of Reading	ESSA Evidence Rating with Linked Study	Arizona vendor/sales contact
Intervention programs are color-coded in purple. These intervention products are intended to be used with students unable to access the Tier 1 (core) curriculum.													
Products indicated with an asterisk (*) may be used to support Tier 1 instruction, however, are <u>not considered a comprehensive core program</u> and do not meet legislative requirements for a core program.													
A.R.S. 15-754 requires all districts and charters that serve any K-3 students to adopt instructional curricula and intervention which meets select criteria. Intervention programs used with K-3 students in Arizona must meet one of the top three evidence tiers, as defined by ESSA.													
Only intervention programs highlighted in GREEN have been vetted to meet these requirements and are available to select within a MOWR Literacy Plan.													
Amplify Reading	Amplify Education, Inc.	2020	Intervention/ Supplemental	Tier 1* Tier 2	Struggling Readers English Language Learners	K-3rd	Online (web/app)	Whole group Small group One-on-one	2-3 times per week	10-15 minutes per session	Explicit, Systematic Multisensory/multitool	Top 3 Tiers	Termy Guehlert Senior Account Executive termyg@amplify.com 955-205-661
Benchmark, Choice, Intervention	Benchmark Education Company LLC	2022	Intervention	Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia Special Education	K-5th	Online (web/app) In-person Blended/hybrid	Small group One-on-one	Daily	20-30 minutes per session	Explicit, Systematic Multisensory/multitool	Top 3 Tiers	Eugene Holman Education Sales Consultant 480-280-0502 eholman@benchmarkeducation.com
Connective Reading	McGraw-Hill LLC	2008	Intervention	Tier 2 Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia	3rd-8th	In-person Blended/hybrid	Whole group small group	4-5 days per week	30-45 minutes per session	Explicit, Systematic Multisensory/multitool	Top 3 Tiers	Ashley Adams Senior National Achievement Specialist ashley.adams@mheducation.com 800-321-1020
Dynamilis Learning, Inc.	Reading Plus, LLC	2013	Intervention/ Supplemental	Tier 1* Tier 2 Tier 3	Struggling Readers English Language Learners Special Education	3rd-7th	Online (web/app) Blended/hybrid	Whole group Small group One-on-one	3-5 times per week	20-45 minutes per day	Explicit, Systematic	Top 3 Tiers	Julia Jurek Account Executive Julia.Jurek@mheducation.com 800-219-7900
Early Interventions in Reading	McGraw-Hill, LLC	2012	Intervention	Tier 2 Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia Special Education	Kindergarten	In-person Blended/hybrid	Whole group Small group	3-5 times per week	30-45 minutes per day	Explicit, Systematic Multisensory/multitool	Top 3 Tiers	Ashley Adams Senior National Achievement Specialist ashley.adams@mheducation.com 800-321-1020



Materials Matter

We provide free reports that help you evaluate instructional materials because high-quality content matters to teachers, to kids, and to our collective future.



Knowledge Ignites Literacy and Learning

Knowledge about the world fuels a child's reading comprehension and critical thinking. We share stories from schools that use "knowledge-building" curricula from the earliest grades to inspiring effect.

Rubrics Review



Rubrics were created by the committee in Phase one based on criteria developed through deep dives into Arizona standards, science of reading, Arizona legislations, evaluation guidelines, and students data.

Four Categories:

- A.R.S. 16-704 and Science of Reading
- Evidence-based Principles and Structured Literacy
- Reading texts, Instructional strategies and writing
- Educator/Student ease, support and usability

Vendor Displays and Placecards

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K-5 ELA Elementary Materials Review

Material Number C00	Name of Program Publisher Year published
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<u>ADE MOWR:</u>	Grade Levels Core Tier 1, 2, or 3
<u>EdReports:</u> Alignment: Usability:	
<u>Knowledge Matters:</u>	

<u>On-line Information or other information</u>	<u>On-line Information</u>
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K-5 ELA Elementary Materials Review

Material Number N00	Name of Product Publisher Year published
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<u>ADE MOWR Intervention:</u>	Grade levels Intervention Tier 2 or 3
<u>ADE MOWR Supplemental:</u>	

<u>On-line Information</u>	Overall info about teaching the intervention: time, frequency, duration
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K-5 ELA Elementary Materials Review

Material Number S00	Name of Product Publisher Year published
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<u>ADE MOWR Supplemental:</u>	Grade Levels Supplemental Tier Level 1, 2, or 3

Supplementals are to be used in conjunction with a Tier 1 program. They are not stand-alone programs for Tier 2 and 3 intervention	Overall info about teaching the intervention: time, frequency, duration
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Review Groups

Small groups will review and score each program using the rubric.

Work as a team or partners to explore the resources to evaluate criteria on the rubric. Remember, your rating is individual, not a group rating on the rubric.

Please make a list of questions, if needed.

Group 1: 5, 37, 23, 15, 9 **C01**

Group 2: 3, 32, 25, 18, 33 **C02**

Group 3: 31, 19, 12, 6, 34 **C03**

Group 4: 4, 36, 24, 17, 8 **C04**

Group 5: 30, 20, 13, 29 **C05**

Group 6: 38, 22, 16, 10, 35 **C06**

Group 7: 7, 27, 21, 14, 28 **C08**

Future Meetings

Tuesday, August 29, 2023

4:00 - 6:00

Laguna Elementary, Room 500

Focus: Review Materials

- Tuesday, September 5
- Monday, September 11
- Monday, September 18

