

OAK PARK SCHOOL DISTRICT 97
Oak Park, Illinois

March 9, 2010

Language Arts Curriculum Adoption - Grades 6-8

This report outlines the process involved in developing a new middle school language arts scope and sequence for instruction, including materials that are aligned to the Illinois Learning Standards. Included are the specific recommendations for materials, the associated curriculum maps, and the purchase costs.

Strategic Plan Connections:

Strategy I: We will ensure the highest academic achievement for each student.

Strategy II: We will make each student the active agent of his/her educational experience by incorporating all staff's input. We will provide students with a language arts curriculum that includes integrated, project based learning and assessment.

Strategy III: We will establish a culture of inclusion that respects and promotes diversity such as special education children and Spanish immersion students.

Strategy IV: We will ensure learning experiences that develop the whole child to accomplish our mission and objectives.

Timeline and Process of the Curriculum Study

Based on the approved curriculum study and adoption cycle of District 97, middle school language arts staff began the process of developing a common set of language arts assessments at the same time as they began the formal process of mapping curriculum and selecting new teaching materials. Normally, the process of developing common assessments would take place following the selection of new materials. However, since the middle school math assessments had been in place already for over a year, it was decided that initial pilot assessments could be started using the Illinois Learning Frameworks as the basis for the test questions. Using the unit tests from one of the sample textbooks as a guide, the development of pilot assessments began in fall 2008 and continued through the initial pilot testing in spring 2009.

The following staff members participated in the language arts pilot and selection process over the past two years:

Brooks Middle School

6th grade

Antoinette Cofield - LA
Laura LaBarbera - LA
Lauren Robinzine - LA
Jacqueline Maher- Instructional Classroom

7th grade

Megan Vervynk - LA
Lisa Pearson - LA
Jane Fahey (retired) - LA
Linds Suggs – Instructional Classroom
Mary O'Toole – Resource Room

8th grade

Lisa Hendrix - LA
Cynthia Simone - LA
Sheela Barot - LA
Gail Durckel – Resource/team teaching LA and Lit Skills

All grades

Karen Calhoun-alternative education

Julian Middle School

6th Grade

Jennifer Galant – LA/Social Studies
Carley Mazur – LA/Social Studies
Jolyn Alexander – LA/Social Studies

7th Grade

Bessie Santos - LA
Stacey Hill - LA

8th Grade

Kevin Berger - LA
Colette Switski – LA
Carise Comstock – LA (7-8 Team)

The dated entries below show the progress made by the language arts committee as they mapped their curriculum, selected a pilot textbook, and piloted the common assessments for the first time.

April 2008: Language Arts teachers began discussion of a pilot benchmark assessment to tentatively be in place for fall, 2008. Teachers requested that a decision be held over to the summer so that materials could be thoroughly reviewed prior to the development of a pilot assessment.

June 2008: Ms. Lisa Hendrix (English Department Co-Chair, Brooks) attended the cabinet meeting to discuss the development of the pilot assessments. Board and district goals for benchmarking student progress were further defined. District administration approved the initial pilot date for benchmarking for spring 2009. This allowed the department to review textbooks and benchmark materials in tandem throughout the 2008-2009 academic year. The district and department determined that once materials were adopted, benchmark testing would occur in the fall and spring of each year. These test dates, along with the yearly March ISAT testing, would give teachers three data points to inform their instruction. This is in support of the district's RtI initiative.

July 2008: At the request of the District, Ms. Hendrix attended a presentation by Grant Wiggins, Ed.D, author of *Understanding by Design (UbD)*. This format of teaching uses backward design, "asking learners [to] make sense [out] of a lot of information or confusing claims" (Big Ideas: An Authentic Education e-journal). Ms. Hendrix and Ms. Carise Comstock (English Department Co-Chair, Julian) met to outline the process for textbook and benchmark adoption for the 2008-2009 academic year.

September 2008: Ms. Hendrix and Ms. Comstock informed staff that textbooks to review were on order from three publishers. Teachers reviewed materials for two months in preparation for November 2008 Institute Day, when the department met to review the Illinois Standards in relation to the textbooks and accompanying materials.

November 2008: Teachers and administrators spent Institute Day closely reviewing materials, assessing the pros and cons of each text. Special Education faculty participated so that the needs of all district students could be considered for the pilot. The decision was made to pilot Prentice Hall's *Literature SE/Writing & Grammar*, Illinois version, 2010. The text was selected for the following reasons:

- the variety and complexity of content (literature and grammar combined into one text)
- the inclusion of content from a variety of ethnicities thus promoting diversity and tolerance
- the inclusion of multiple levels of readings aligned by objectives and themes in main text(differentiation, RtI)
- high interest, low level materials for students at risk
- multi-lingual versions of the text (English and Spanish)
- its ability to directly align to Illinois State standards

- the inclusion of benchmark assessments (ISAT aligned)
- high degree of teaching resources and professional development (transparencies, graphic organizers, vocabulary development)
- high level of technology available (video program, audio program, online exams and grading, Visual Art Museum which supports interdisciplinary learning and multiple learning styles)
- overall philosophy of teaching. Grant Wiggins is a leading contributor to the text and his *Understanding by Design* is a research-validated method of teaching.

Prentice Hall was contacted and provided 100 texts for each grade level at each middle school. Using these new books as the guide, the department selected benchmark materials to pilot for April 2009 by meeting in grade level groups. The purpose was to insure that benchmarking would align to state testing as well as yield useful data to inform teaching. For April 2009 only, benchmark testing would include all tests at one time. If the text and its benchmarks were adopted, the benchmark testing would be broken into two groups as decided at the June 2008 meeting with the Cabinet.

December 2008-June 2009: Materials arrived for distribution to teachers in late winter. Teachers began to review materials, incorporating them into the classroom. Numerous professional development opportunities occurred (including an introduction to the online version and capabilities) as representatives from Pearson visited the two middle schools.

April 2009: The pilot form of the benchmarking assessment was administered over a period of several days. The goal was to test the questions for ease of use and to obtain feedback about the length of tests. Faculty feedback was positive following a review of the student results. Harla Hutchinson produced reports from the multiple-choice portion of the tests that yielded valuable data to inform instruction. Specific objectives for the whole class as well as by individual students were analyzed for mastery. This approach allows teachers to remediate for individual student needs as well as assess possible gaps in curriculum as a whole. The essay portion of the test was graded by grade level teachers using the ISAT rubrics from the ISBE website. To insure reliability and validity, grade level teachers exchanged papers and graded them with student names removed.

June/July 2009: Ms. Hendrix took an online course on curriculum mapping from PBS TeacherLine emphasizing the Heidi Hayes Jacobs method. Ms. Hendrix and Ms. Comstock met during the summer to create a curriculum map for Language Arts (see attached). The map has been piloted during the 2009-2010 academic year for all middle school grade levels. Literary concepts, reading strategies, and vocabulary were aligned to Illinois state standards and sequencing was based upon concepts assessed on the ISATs. Prentice Hall's Illinois version of the pilot text is integral to the map in all of these areas. The map was created using backward design using the sequence of concepts from the language arts department at Oak Park River Forest High School. It is anticipated that the elementary schools will use the map as their endpoint when they conduct their textbook adoption in 2009-2011, allowing for a better sequence of skills coverage from kindergarten through 12th grade. This will also assist in finding gaps and repetitions in curriculum throughout the grade levels. A diary portion of the map allows for professional input and the continual assessment by teachers of curriculum throughout

the year. Department meetings will be used for teachers to share the pros and cons of the curriculum. The piloted text and benchmarking tests add reliability and validity to the map since they are a research-validated curriculum.

September 2009-June 2010: Pilot texts were distributed to teachers and their classes. A rotation was set at each middle school so that all teachers would be able to use the materials for at least one trimester. Resource-room and self-contained teachers in Special Education were also provided materials so they could be a part of the pilot. A letter was mailed home to all middle school families explaining the pilot and benchmarking process (see attached). Materials were also made available to the public for review.

October 2009: Prentice Hall representatives presented a workshop about online usage and technological capabilities during a Wednesday morning faculty meeting at GBMS. Ms. Comstock attended so that she could share the information with PJMS faculty.

November 2009: Benchmarking testing for units 1-3 were administered. Overall, faculty found this format to be acceptable (minimal loss of teaching time, lowered student stress and fatigue). Harla Hutchinson emailed faculty the results of the multiple-choice portion of the testing. Faculty members were able to analyze data for their specific grade level, whole classes, and individual students. Faculty could then remediate where needed and review gaps in the curriculum as a whole. Teachers were responsible for grading their own essays. It must be noted that the grading of essays is a time-consuming undertaking. Faculty found it more beneficial in spring of 2009 to have a set time to exchange and review essays and to review multiple-choice data. Currently, faculty is working with building administration to set aside time to review benchmarking data. The online resources for the Pearson text may be helpful in this area (capabilities to directly input data and create a profile for each student).

December 2009: Ms. Hendrix and Ms. Comstock attended an elementary reading committee meeting with the elementary school representatives, Carol Theesfeld, and Dr. Anderson. Ms. Hendrix and Ms. Comstock shared the adoption process the middle schools experienced during the past year and a half. They offered to work with the elementary schools regarding textbook adoption and curriculum mapping so that the process would be consistent across all grade levels within the District.

January 2010: Following a half year of piloting, the language arts department officially adopted the Prentice Hall/Pearson text at the January departmental meeting. Harla Hutchinson attended the department meeting and shared districtwide results from the benchmarking data. At department request, she has offered to send each teacher the previous year's data once classes are populated each summer. This allows teachers to start the year with a clear understanding of student needs and provides support for the RtI initiatives.

February 2010: Dr. Anderson, Carol Theesfeld, Mary Stollberg, Lisa Hendrix, and Carise Comstock met to review materials in preparation of ordering for 2010-2011. Kristin Sweet White (Prentice Hall representative) was available by phone conference. Materials for the general education, SPED, resource room, and RtI initiatives are all available. The program has a

vast array of technological abilities ranging from an online version of the text to speech to text to differentiated levels of assignments. Prentice Hall/Pearson has agreed to the following:

- District 97 will keep the piloted version of the texts rather than returning the texts to the publisher. These will be made available to students who do not have Internet access at home or who require an at-home copy of the text.
- Access to the online version is available with the purchase of each text. Pearson has amended the subscription support from six years to eight years in order to meet the district's cycle for textbook adoption.
- Pearson has reduced the ratio for free teacher kits from every 50 texts purchased to every 40 texts purchased. This allows kits for all general education, resource, and self-contained teachers.
- The Reader's Notebook - On-Level Version, The Reader's Notebook - Adapted Version, *Reality Central Anthology*, and Reality Central Writing Journal will be purchased for general education teachers, resource teachers and/or as an RtI intervention, Level II. This will also address the needs of ELL students.
- Prentice Hall will provide complete professional development training to faculty the week of August 13, 2010 for three days (one day per grade level). Teachers will sign up as they did for PowerTeacher so that they may receive training for the online capabilities of the program. District 97 will pay teachers at the hourly rate according to the current contract.
- Prentice Hall will provide ongoing professional development throughout the 2010-2011 academic year (two or three times as expressed by faculty need).
- Prentice Hall has provided brochures (frequently asked questions and usage) and complete samples of 6th-8th grade materials for the main office at GBMS and PJMS for public review. Materials are currently being bundled and will be sent to GBMS and PJMS.
- Prentice Hall has submitted a proposal of estimated costs to District 97 (see attached).

| | |
|-----------------------------------|---|
| Total Value of "No Charge" Items: | \$204,903.30 |
| Total Cost to District 97: | \$107,506.04 |
| Funding Source: | Teaching and Learning 2009-2010 textbook budget |

Next Steps

This proposal will be presented to the Board of Education on March 9. Language arts department members will be in attendance to talk about the process, highlight the selected materials, and give a brief demonstration of online resources. Following review and discussion by the Board, it is anticipated that the Board will receive the motion for approval at the March 23, 2010 regular meeting. If approved, materials will be ordered by the April 15 purchase order deadline so that materials will be received by teachers prior to the end of the school year.

Administrative Recommendation

It is our recommendation that the Board review the middle school language arts adoption process, the draft curriculum maps, and the selected materials at the March 9 Board meeting. We also recommend that the Board vote on the acceptance of the selected materials at the March 23 Board meeting, with funding coming from the existing Teaching and Learning budget for textbooks and materials.

Attachments:

1. Parent Letter for Fall 2009 Pilot of Materials
2. Curriculum Maps – 6th, 7th, and 8th Grades
3. Materials Lists

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Assistant Superintendent for Teaching and Learning

Carol Theesfeld
Coordinator for Teaching and Learning

Kelly Baird, Ph.D., J.D.
Coordinator for Teaching and Learning

Lisa Hendrix, MAT, MA: Reading
English Department Co-Chair, Brooks

Carise Comstock, M.Ed.
English Department Co-Chair, Julian

Attachment 1: Parent Letter (Fall 2009)

Dear Parents and Guardians,

The Language Arts Department is piloting a new textbook series (Prentice Hall/Pearson, Illinois version) for the 2009-2010 school year. These pilot texts will rotate from team to team each trimester at both Gwendolyn Brooks Middle School and Percy Julian Middle School. In an effort to streamline the curriculum, Language Arts educators will follow the curriculum map that was generated this past summer using the Heidi Hayes Jacobs model. This map is a work in progress and throughout the year, Language Arts teachers will use professional development time to periodically reassess and align the new texts and supplemental materials to the Illinois state standards while providing authentic literary experiences to District 97 students.

District 97's strategic plan calls for data driven analysis to better understand student needs. To meet this goal, students will take a standards based assessment of language arts progress in November and May to ensure concept awareness and personal growth. Assessments should take approximately three days each time, with results used by teachers to differentiate instruction and revise curricula. These assessments are pilots based on the new textbook and will undergo the review process throughout the academic year.

Materials are available for review at District 97's main office. Feedback is welcome as we continue this process.

Kevin M. Anderson, Ed.D.
Assistant Superintendent for Teaching and Learning

Lisa Hendrix, MAT, MA: Reading
Language Arts Department Co-Chair, Brooks

Carise Comstock, M.Ed.
Language Arts Department Co-Chair, Julian

6thCurrdraft.xls

| TIME | Reading Theme | Literary Theme | Grammar Theme | Suggested Pilot Content | Assessment Log | Writing Log/Novel Log | Novel Log |
|---|---|---|--|---|----------------|-----------------------|-----------|
| AUG (5) | Beginning of year - get to know you activities, teacher selected pre-tests, etc. Use this time accordingly. | | | | | | |
| SEPT (21) | Predictions | Plot Narrator, Point of View | Common & Proper Nouns Singular & Plural Nouns | <i>Stray or The Homecoming (MC)</i> <i>The Drive-in Movies or the Market Square Dog (MC)</i> | | | |
| E.1C.1 F.1C.1 E.1B.9 G.2A.2 F.2A.2 F.1B.2 F.2B.8 F.3A.5 G.3A.4 F.1B.11 E.2A.5 F.1B.5 E.3A.6 F.3A.5 | Fact and Opinion Make Inferences | Author's Perspective Tone Characterization Conflict and Resolution | Pronouns Verbs Principal Parts of Verbs | <i>My Papa, Mark Twain or Stage Fright (MC)</i> <i>Names, Nombres or the Lady and the Spider (MC)</i> <i>The Tail or Dragon, Dragon (MC)</i> <i>Zlateh, the Goat or The Old Woman Who Lived With the Wolves (MC)</i> | | | |
| OCT (21) | Draw Conclusions | Theme Setting | Simple Verb Tenses Perfect Tenses of Verbs | <i>The Circuit or The All-American Slurp (MC)</i> <i>The King of Mazy May or Aaron's Gift (MC)</i> | | | |
| F.1B.6 G.1C.4 G.2A.2 F.1B.2 F.1B.7 F.1C.8 F.2B.3 E.5A.1 E.1A.2 E.3A.6 F.3A.5 F.3A.2 | Author's Purpose Main Idea | Autobiography Expository Essay Author's Influences Mood | Adjectives & Articles Comparisons & Adjectives Adverbs Conjunctions & Interjections | <i>Water or Hard as Nails (MC)</i> <i>Jackie Robinson: Justice At Last or The Shutout (MC)</i> <i>Turkeys or Langston Terrace (MC)</i> <i>La Lena Buena or from The Pigman and Me (MC)</i> | | | |
| NOV (16) | Context Clues | Rhythm, Rhyme Figurative Language | Simple & Compound Subjects Sentence Types | <i>Poetry Collection I or Poetry Collection II (MC)</i> <i>Poetry Collection III or Poetry Collection IV (MC)</i> | | | |
| E.1B.9 F.2A.8 F.1C.9 E.3A.6 F.3A.5 | BENCHMARK #1 - UNIT TESTS 1-3 | | | | | | |
| DEC (14) | Paraphrase | Forms of Poetry Sound Devices | Subject Complements Predicate Nouns & Adjectives | <i>Poetry Collection V or VI (MC)</i> <i>Poetry Collection VII or VIII (MC)</i> | | | |
| E.1B.9 G.2B.4 F.2A.1 E.1C.8 F.3A.5 G.3A.4 | Information Texts | | | <i>Web Site, News Article (p. IL T80) or Persuasive Speech, Editorial (P. IL T84)</i> | | | |

6thCurrdraft.xls

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|---|--|--|--|--|
| <p>JAN (18)</p> <p>E.1B.9 2.6.09 F.2A.2 E.3B.7 F.3A.5</p> | <p>Summarize</p> <p>Compare and Contrast</p> | <p>Dialogue in Drama</p> <p>Stage Directions</p> | <p>Prepositions & Appositives</p> <p>Gerund & Gerund Phrases</p> | <p><i>The Phantom Tollbooth, Act I</i></p> <p><i>The Phantom Tollbooth, Act II</i></p> |
| <p>FEB (18)</p> <p>2.06.9 F.1B.2 E.3B.7</p> | <p>Comparing Literary Works</p> <p>ISAT Review</p> | <p>Author's Purpose</p> | <p>Combining Sentences for Variety</p> | <p><i>from You're a Good Man Charlie Brown and Happiness Is a Charming Charlie-Brown at Orlando Rep</i></p> |
| <p>MAR (16)</p> <p>E.1B.9 E.2A.2 G.2A.1 F.3A.5</p> | <p>ISATS</p> <p>Themes in Folk Literature: Cause & Effect</p> <p>Themes in Folk Literature: Cause & Effect</p> | <p>Fables & Folk Tales</p> <p>Myths</p> | <p>Verbs</p> <p>Principal Parts of Verbs</p> | <p><i>The Tiger Who Would Be King & the Ant and The Dove or The Lion and the Bulls and A Crippled Boy (MC)</i></p> <p><i>Arachne or Prologue from The Whale Rider (MC)</i></p> |
| <p>APR (19)</p> <p>F.1B.1 E.1C.8 F.3A.5</p> | <p>Purpose for Reading</p> | <p>Personification</p> <p>Universal Theme</p> | <p>Simple Verb Tenses</p> <p>Perfect Tenses of Verbs</p> | <p><i>Why the Tortoise's Shell is Not Smooth or He Lon, Bruh Bear, and Bruh Rabbit (MC)</i></p> <p><i>The Three Wishes or The Stone</i></p> |
| <p>MAY (20)</p> | <p>Teacher Choice</p> <p>BENCHMARK</p> <p>#2 - UNIT</p> <p>TESTS 4-6</p> | | | |

7th LA curriculum map draft

| TIME | Reading Theme | Literary Theme | Grammar Theme | Suggested Pilot Content | Assessment Log | Writing Log | Novel Log |
|--|---|--------------------------------------|----------------------------------|--|----------------|-------------|-----------|
| AUG (5) | Beginning of year - get to know you activities, teacher selected pre-tests, etc. Use this time accordingly. | | | | | | |
| SEPT (21) | Context Clues | Narrative Text | Nouns | <i>Papa's Parrot</i> or <i>mk</i> (MC) | | | |
| | | Point of View | Possessive Nouns | <i>An American Childhood</i> or <i>The Luckiest Time of All</i> (MC) | | | |
| G.1A.2 F.1B.2 G.2A.8 G.2A.2 G.1C.4 G.2A.5 G.2A.9 G.3A.4 H.1B.1 | Author's Purpose | Setting | Personal Pronouns | <i>All Summer in a Day</i> or <i>Suzy and Leah</i> (MC) | | | |
| | | Historical Content | Possessive Pronouns | <i>My First Free Summer</i> or <i>From Angela's Ashes</i> (MC) | | | |
| | Predicting | Plot | Verbs | <i>The Bear Boy</i> or <i>Rikki Tikki Tavi</i> (MC) | | | |
| | | Character Traits | Parts of Verbs | from <i>Letters from Rilka</i> or <i>Two Kinds</i> (MC) | | | |
| OCT (21) | Inferences | Conflict/Resolution Theme | Adjectives | <i>The Third Wish</i> or <i>Amigo Brothers</i> (MC) | | | |
| | | | Adverbs | <i>Zoo</i> or <i>Ribbons</i> (MC) | | | |
| G.1B.5 G.2A.2 G.1C.3 G.3A.4 G.1B.8 G.1C.2 G.5B.1 G.2A.8 H.1C.9 | Main Idea | Expository Essay | Conjunctions | <i>Life Without Gravity</i> or <i>Conversational Ballgames</i> (MC) | | | |
| | | Reflective Essay | Prepositions/Phrases | <i>I am a Native of North America</i> or <i>Volar: To Fly</i> (MC) | | | |
| | Fact/Opinion | Persuasive Essay | Subjects/Predicates | <i>The Eternal Frontier</i> or <i>All Together Now</i> (MC) | | | |
| | | Diction | Compound Sub/Pred | <i>The Real Story of a Cowboy's Life</i> or <i>Rattlesnake Hunt</i> (MC) | | | |
| NOV (16) | Drawing Conclusions | Forms of Poetry | Infinitives/Phrases | Poetry Collection 1 (p.584) or Poetry Collection 2 (MC) (p.592) | | | |
| | | Figurative Language | Appositives/Phrases | Poetry Collection 3 (p.604) or Poetry Collection 4 (MC) (p.612) | | | |
| F.2B.7 H.2A.7 G.1C.11 E.3A.5 | BENCHMARK #1 - UNIT TESTS 1-3 | | | | | | |
| DEC (14) | Paraphrase | Sound Devices | Independent/ Subordinate Clauses | Poetry Collection 5 (p.650) or Poetry Collection 6 (MC) (p.658) | | | |
| | | Rhythm/Rhyme | Sentence Structure | Poetry Collection 7 (p. 668) or Poetry Collection 8 (MC) (p. 676) | | | |
| G.1B.8 H.2B.3 G.1C.12 F.1B.2 F.1B.6 F.3A.5 G.2A.8 | Informational Texts | Identify Bias/ Stereotypes Structure | | Teacher Selected Variety from Pilot Book | | | |
| JAN (18) | Purpose for Reading | | Interjections | | | | |
| | | | Double Negatives | | | | |
| F.2A.2 G.3A.4 | Summarizing | Characters' Motives | Sentence Functions and Endmarks | <i>The Monsters are Due on Maple Street</i> | | | |

7th LA curriculum map draft

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|---|--------------------------------------|--|----------------------------------|---|--|--|--|
| FEB (18) F.1C.3 F.1B.12 F.1B.9 G.2A.1 G.2B.2 G.3A.3 | Cause/Effect | Myth Legend and Fact | Punctuation Marks Commas | Icarus and Daedalus or Demeter and Persephone (MC) Tenochtitlan or Popocatepeti and Itztlacihuatl (MC) | | | |
| | Compare/Contrast | Cultural Context Folk Tale | Capitalizations Abbreviations | Sun and Moon in a Box or How the Snake Got Poison (MC) The People Could Fly or All Stories Are Anansi's (MC) | | | |
| | ISAT Review | Use official ISAT sample books and sample tests from All-In-One Prentice Hall workbook | | | | | |
| MAR (16) | ISATS | | | | | | |
| | Elements of Drama | | | | | | |
| APR (19) | Poetry | | | | | | |
| MAY (20) | Teacher Choice | | | | | | |
| | BENCHMARK #2 - UNIT TESTS 4-6 | | | | | | |

Attachment 2: Grade Level Curriculum Maps (8th grade)

| TIME | Reading Theme | Literary Theme | Grammar Theme | Suggested Pilot Content | Assessment Log | Writing Log | Novel Log |
|--|---|--|--|--|----------------|-------------|-----------|
| AUG (5) | Beginning of year - get to know you activities, teacher selected pre-tests, etc. Use this time accordingly. | | | | | | |
| SEPT (21) | Predictions | Plot | Nouns | <i>Raymond's Run</i> or <i>A Retrieved Reformation</i> (MC) | | | |
| <div style="border: 1px solid black; padding: 2px;"> H.1C.1 L.1B.1 G.2A.2 G.3A.4 H.3A.4 H.1B.5 L.1B.3 G.2A.1 G.2A.4 </div> | | Conflict/Resolution | Plural Nouns | <i>Gentleman of Rio en Medio</i> or <i>Out Pilot on the Mississippi</i> (MC) | | | |
| | Author's Purpose | Mood Author's Purpose | Personal Pronouns Reflexive Pronouns | <i>An American Childhood</i> or <i>The Adventure of the Speckled Band</i> (MC) | | | |
| | Compare/Contrast | Setting Character Traits | Action/Linking Verbs Parts of Verbs | <i>Who Can Replace a Man</i> or <i>Tears of Autumn</i> (MC) | | | |
| OCT (21) | Main Idea | Narrative Essay | Adjectives and Articles Verbs | <i>Baseball</i> or <i>Harriet Tubman: Conductor on the Underground Railroad</i> (MC) | | | |
| <div style="border: 1px solid black; padding: 2px;"> G.1B.5 G.1A.3 H.1A.6 H.1B.5 H.2A.6 H.2A.8 L.2A.3 L.2A.5 L.2A.6 L.1B.5 </div> | Inferences | Point of View Theme | Simple Tenses of Verbs Verbs: Tense and Mood | <i>Always to Remember: The Visions of Maya Ying Lin</i> or <i>I Know Why the Caged Bird Sings</i> (MC) | | | |
| | Fact/Opinion | Persuasive Essay Word Choice | Conjunctions Prepositions | <i>Charles</i> or <i>Flowers for Algernon</i> (MC) | | | |
| | | | | <i>The Trouble With Television</i> or <i>On Woman's Right to Suffrage</i> (MC) | | | |
| | | | | <i>Thank You Mam</i> or <i>The Story-Teller</i> (MC) | | | |
| NOV (16) | Context Clues | Sound Devices Figurative Language Comparing Literacy Works: Poetry and Prose | Subject Complements Direct & Indirect Objects | <i>Poetry Collection I</i> or <i>Poetry Collection II</i> (MC) | | | |
| <div style="border: 1px solid black; padding: 2px;"> H.1A.2 L.2A.1 H.1A.4 H.1A.5 G.2A.4 L.2A.6 L.2A.3 H.3A.3 </div> | | | | <i>Poetry Collection III</i> or <i>Poetry Collection IV</i> (MC) | | | |
| | BENCHMARK #1 - UNIT TESTS 1-3 | | | | | | |
| DEC (14) | Paraphrase | Forms of Poetry Imagery | Prepositional Phrases Infinitive Phrases | <i>Poetry Collection V</i> or <i>VI</i> (MC) | | | |
| <div style="border: 1px solid black; padding: 2px;"> H.1B.4 L.1B.4 H.1A.5 G.1C.11 L.3B.7 L.3B.6 G.3A.4 </div> | Informational Texts | Comparing Types of Description | | <i>Poetry Collection VII</i> or <i>VIII</i> (MC) | | | |
| | | | | <i>Technical Directions/Consumer Document</i> | | | |

| | | | | | |
|--|--|--|--|---|---|
| JAN (18) | Drawing Conclusions | Setting & Character | Participial Phrases | <i>The Governess</i> | |
| G.1B.5 G.1B.4 1.2A.6 1.2A.1 G.2A.9 H.3A.3 1.3A.3 | Cause/Effect | Dialogue Character Motivation | Dangling & Misplaced Modifiers Clauses | <i>The Diary of Anne Frank, Acts I and II</i> | |
| FEB (18) | Summarize | Mythology Oral Tradition | Sentence Structure Commas | <i>Coyote Steals the Sun and Moon</i> or <i>Why the Waves Have Whitecaps (MC)</i> <i>Brer Possum's Dilemma</i> or <i>Chicoria (MC)</i> <i>Out of the Dust</i> or <i>Ellis Island (MC)</i> Choice: <i>A Tribute to Martin Luther King, Jr.</i> or <i>An Episode of War (MC)</i> | |
| G.2B.5 H.2B.5 H.1C.6 H.2A.7 1.2A.8 1.2B.4 G.2A.5 H.3A.3 1.3A.3 | Purpose for Reading | Cultural Context Author's Influences | Semicolons & Colons Capitalization | | |
| | ISAT Review | | | | |
| MAR (16) | ISATS Elements of Drama | In progress-teacher input during Institute | | | |
| APR (19) | Poetry | In progress-teacher input during Institute | | | Poetry Slam (between middle schools), Contests for National Poetry Month, Published Anthology |
| MAY (20) | Teacher Choice BENCHMARK #2 - UNIT TESTS 4-6 | | | | |

Attachment 3: Materials List

| TITLE | ISBN | NET PRICE | QTY | TOTAL | QTY N/C | TOTAL N/C |
|--|---------------|-----------|-----|-------------|---------|-------------|
| Grade 6 | | | | | | |
| <i>Illinois</i> PH Literature SE/Writing & Grammar Student Edition w/Access to PHLitOnline | 0-13-370655-9 | \$94.97 | 566 | \$53,753.02 | | \$0.00 |
| <i>Illinois</i> Teacher's Edition | 0-13-367131-3 | \$123.97 | | \$0.00 | 12 | \$1,487.64 |
| <i>Illinois</i> All-in-One Workbook | 0-13-367836-9 | \$13.47 | | \$0.00 | | \$0.00 |
| <i>Illinois</i> All-in-One Workbook Answer Key | 0-13-367792-3 | \$6.15 | | \$0.00 | 12 | \$73.80 |
| Reader's Notebook, On-Level Version | 0-13-366673-5 | \$12.47 | | \$0.00 | | \$0.00 |
| Reader's Notebook, Adapted Version | 0-13-366677-8 | \$12.47 | | \$0.00 | 185 | \$2,306.95 |
| Reader's Notebook, English Learner's Version | 0-13-366680-8 | \$12.47 | | \$0.00 | | \$0.00 |
| Reader's Notebook, Spanish Version | 0-13-369382-1 | \$12.47 | | \$0.00 | | \$0.00 |
| Reality Central Anthology | 0-13-367435-5 | \$26.97 | | \$0.00 | 185 | \$4,989.45 |
| Reality Central Writing Journal | 0-13-367512-2 | \$12.47 | | \$0.00 | 12 | \$149.64 |
| Teaching Resources and Professional Development | | | | | | |
| Units 1-6 Teaching Resources Package | 0-13-367427-4 | \$259.47 | | \$0.00 | 12 | \$3,113.64 |
| Graphic Organizer Transparencies | 0-13-366827-4 | \$112.97 | | \$0.00 | 12 | \$1,355.64 |
| Reading Kit: Reading and Literacy Intervention | 0-13-366700-6 | \$128.97 | | \$0.00 | 12 | \$1,547.64 |
| Reader's Notebook, Teaching Guide | 0-13-366695-6 | \$18.97 | | \$0.00 | 12 | \$227.64 |
| WordWALL Vocabulary Cards | 0-13-366852-0 | \$216.47 | | \$0.00 | 12 | \$2,597.64 |
| Reality Central Teaching Guide and Resources | 0-13-367440-1 | \$74.97 | | \$0.00 | 12 | \$899.64 |
| Professional Development Guidebook | 0-13-366835-5 | \$30.47 | | \$0.00 | 12 | \$365.64 |
| Classroom Strategies and Teaching Routines | 0-13-367423-1 | \$30.97 | | \$0.00 | 12 | \$371.64 |
| Daily Bellringer Activities | 0-13-367415-0 | \$41.47 | | \$0.00 | 12 | \$497.64 |
| Technology | | | | | | |
| Teacher's Resource CD-ROM | 0-13-369328-7 | \$214.47 | | \$0.00 | 12 | \$2,573.64 |
| See It! PH LIT Video Program | 0-13-366836-3 | \$204.47 | | \$0.00 | 12 | \$2,453.64 |
| Hear It! PH LIT Audio Program | 0-13-366795-2 | \$204.47 | | \$0.00 | 12 | \$2,453.64 |
| PH LIT ExamView® | 0-13-366794-4 | \$140.97 | | \$0.00 | 12 | \$1,691.64 |
| Virtual Art Museum CD-ROM | 0-13-367615-3 | \$124.47 | | \$0.00 | 12 | \$1,493.64 |
| Digital Path 6-Year License, Single Student Access | 0-13-372372-0 | \$59.97 | | \$0.00 | 566 | \$33,943.02 |
| Teacher Online Access Pack | 0-13-367456-8 | \$308.97 | | \$0.00 | 12 | \$3,707.64 |
| Grade 7 | | | | | | |
| <i>Illinois</i> PH Literature SE/Writing & Grammar Student Edition w/Access to PHLitOnline | 0-13-370656-7 | \$94.97 | 566 | \$53,753.02 | | \$0.00 |
| <i>Illinois</i> Teacher's Edition | 0-13-367132-1 | \$123.97 | | \$0.00 | 12 | \$1,487.64 |
| <i>Illinois</i> All-in-One Workbook | 0-13-367783-4 | \$13.47 | | \$0.00 | | \$0.00 |
| <i>Illinois</i> All-in-One Workbook Answer Key | 0-13-367794-X | \$6.15 | | \$0.00 | 12 | \$73.80 |
| Reader's Notebook, On-Level Version | 0-13-366674-3 | \$12.47 | | \$0.00 | | \$0.00 |
| Reader's Notebook, Adapted Version | 0-13-366678-6 | \$12.47 | | \$0.00 | 185 | \$2,306.95 |
| Reader's Notebook, English Learner's Version | 0-13-366686-7 | \$12.47 | | \$0.00 | | \$0.00 |
| Reader's Notebook, Spanish Version | 0-13-369383-X | \$12.47 | | \$0.00 | | \$0.00 |
| Reality Central Anthology | 0-13-367436-3 | \$26.97 | | \$0.00 | 185 | \$4,989.45 |
| Reality Central Writing Journal | 0-13-367513-0 | \$12.47 | | \$0.00 | 12 | \$149.64 |
| Teaching Resources and Professional Development | | | | | | |
| Units 1-6 Teaching Resources Package* | 0-13-367428-2 | \$259.47 | | \$0.00 | 12 | \$3,113.64 |
| Graphic Organizer Transparencies | 0-13-366828-2 | \$112.97 | | \$0.00 | 12 | \$1,355.64 |
| Reading Kit: Reading and Literacy Intervention | 0-13-366701-4 | \$128.97 | | \$0.00 | 12 | \$1,547.64 |
| Reader's Notebook, Teaching Guide | 0-13-366694-8 | \$18.97 | | \$0.00 | 12 | \$227.64 |
| WordWall Vocabulary Cards | 0-13-367853-9 | \$216.47 | | \$0.00 | 12 | \$2,597.64 |

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|--|---------------|----------|-----|-------------|-----|--------------|
| Reality Central Teaching Guide and Resources | 0-13-367441-X | \$74.97 | | \$0.00 | 12 | \$899.64 |
| Professional Development Guidebook | 0-13-366845-2 | \$30.47 | | \$0.00 | 12 | \$365.64 |
| Classroom Strategies and Teaching Routines | 0-13-367423-1 | \$30.97 | | \$0.00 | 12 | \$371.64 |
| Daily Bellringer Activities | 0-13-367416-9 | \$41.47 | | \$0.00 | 12 | \$497.64 |
| Technology | | | | | | |
| Teacher's Resource CD-ROM | 0-13-369321-X | \$214.47 | | \$0.00 | 12 | \$2,573.64 |
| See It! PH LIT Video Program | 0-13-366837-1 | \$204.47 | | \$0.00 | 12 | \$2,453.64 |
| Hear It! PH LIT Audio Program | 0-13-366803-7 | \$204.47 | | \$0.00 | 12 | \$2,453.64 |
| PH LIT ExamView® | 0-13-366796-0 | \$140.97 | | \$0.00 | 12 | \$1,691.64 |
| Virtual Art Museum CD-ROM | 0-13-367615-3 | \$124.47 | | \$0.00 | 12 | \$1,493.64 |
| Digital Path 6-Year License, Single Student Access | 0-13-372373-9 | \$59.97 | | \$0.00 | 566 | \$33,943.02 |
| Teacher Online Access Pack | 0-13-367457-6 | \$308.97 | | \$0.00 | 12 | \$3,707.64 |
| Grade 8 | | | | | | |
| <i>Illinois</i> PH Literature SE/Writing & Grammar Student Edition | 0-13-370657-5 | \$94.97 | 566 | \$53,753.02 | | \$0.00 |
| <i>Illinois</i> Teacher's Edition | 0-13-367136-4 | \$123.97 | | \$0.00 | 12 | \$1,487.64 |
| <i>Illinois</i> All-in-One Workbook | 0-13-367782-6 | \$13.47 | | \$0.00 | | \$0.00 |
| <i>Illinois</i> All-in-One Workbook Answer Key | 0-13-367798-2 | \$6.15 | | \$0.00 | 12 | \$73.80 |
| Reader's Notebook, On-Level Version | 0-13-366676-X | \$12.47 | | \$0.00 | | \$0.00 |
| Reader's Notebook, Adapted Version | 0-13-366679-4 | \$12.47 | | \$0.00 | 185 | \$2,306.95 |
| Reader's Notebook, English Learner's Version | 0-13-366687-5 | \$12.47 | | \$0.00 | | \$0.00 |
| Reader's Notebook, Spanish Version | 0-13-369384-8 | \$12.47 | | \$0.00 | | \$0.00 |
| Reality Central Anthology | 0-13-367437-1 | \$26.97 | | \$0.00 | 185 | \$4,989.45 |
| Reality Central Writing Journal | 0-13-367514-9 | \$12.47 | | \$0.00 | 12 | \$149.64 |
| Teaching Resources and Professional Development | | | | | | |
| Units 1-6 Teaching Resources Package* | 0-13-367429-0 | \$259.47 | | \$0.00 | 12 | \$3,113.64 |
| Graphic Organizer Transparencies | 0-13-366829-0 | \$112.97 | | \$0.00 | 12 | \$1,355.64 |
| Reading Kit: Reading and Literacy Intervention | 0-13-366702-2 | \$128.97 | | \$0.00 | 12 | \$1,547.64 |
| Reader's Notebook, Teaching Guide | 0-13-366693-X | \$18.97 | | \$0.00 | 12 | \$227.64 |
| WordWall Vocabulary Cards | 0-13-367851-2 | \$216.47 | | \$0.00 | 12 | \$2,597.64 |
| Reality Central Teaching Guide and Resources | 0-13-367443-6 | \$74.97 | | \$0.00 | 12 | \$899.64 |
| Professional Development Guidebook | 0-13-367402-9 | \$30.47 | | \$0.00 | 12 | \$365.64 |
| Classroom Strategies and Teaching Routines | 0-13-367423-1 | \$30.97 | | \$0.00 | 12 | \$371.64 |
| Daily Bellringer Activities | 0-13-367417-7 | \$41.47 | | \$0.00 | 12 | \$497.64 |
| Technology | | | | | | |
| Teacher's Resource CD-ROM | 0-13-369322-8 | \$214.47 | | \$0.00 | 12 | \$2,573.64 |
| See It! PH LIT Video Program | 0-13-366838-X | \$204.47 | | \$0.00 | 12 | \$2,453.64 |
| Hear It! PH LIT Audio Program | 0-13-366804-5 | \$204.47 | | \$0.00 | 12 | \$2,453.64 |
| PH LIT ExamView® | 0-13-366797-9 | \$140.97 | | \$0.00 | 12 | \$1,691.64 |
| Virtual Art Museum CD-ROM | 0-13-367615-3 | \$124.47 | | \$0.00 | 12 | \$1,493.64 |
| Digital Path 6-Year License, Single Student Access | 0-13-372374-7 | \$59.97 | | \$0.00 | 566 | \$33,943.02 |
| Teacher Online Access Pack | 0-13-367458-4 | \$308.97 | | \$0.00 | 12 | \$3,707.64 |
| TOTAL VALUE OF NO CHARGE ITEMS | | | | | | \$204,903.30 |
| TOTAL COST TO SCHOOL DISTRICT | | | | | | \$107,506.04 |
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