



**ENGLISH LANGUAGE ARTS MATERIALS ADOPTION RECOMMENDATIONS & ELA  
PROJECT TEAM FINAL REPORT**

**POLICY ISSUE/SITUATION:**

The English Language Arts Project Team was charged to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle. The Project Team Report (Phase I) is being presented to the Board and, as a part of that work, the recommendations for instructional materials for Grades K-12 are being presented for Board approval.

**BACKGROUND INFORMATION:**

The ELA Project Team has completed work on the Position Paper, Learning Targets, Best Practices in ELA, K-12 Adoption Rationale, and Professional Development Framework. In addition, instructional resources at all levels have been recommended. The Learning Targets, which are based on the Common Core State Standards, provide the core of the curriculum. Instructional materials are tools to help teachers as they move students towards those targets. The Learning Targets, Position Paper, and Best Practices all provided the foundation for the selection criteria used in resources evaluation and selection. The ELA Project Team Report (Phase I) includes all of these documents and recommendations, and the report is presented for Board approval.

**RECOMMENDATION:**

**(15-543)** It is recommended that the School Board approve the English Language Arts Project Team Report (Phase I), including adoption of: *Booksource* for elementary Classroom and Leveled Libraries, *American Reading Company* for Spanish Leveled Libraries, *Heinemann* for Intervention, *Soluciones* for Spanish Intervention, *American Reading Company* for Elementary Assessment, *Heinemann* for Middle School Explicit Writing Instruction, and *Teacher Designed Writing Units* for High School Explicit Writing Instruction.



May, 2015

In September of 2014, the Beaverton School District Board charged the English Language Arts Project Team with the task of evaluating and making specific programmatic recommendations for the District. The English Language Arts curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional materials and staff development.

Within the review process, the English Language Arts Project Team studied literacy education in the context of today's world. The focus on and demand for higher levels of reading, writing, and speaking skills is evident in the Common Core State Standards as well as within the skill set deemed essential for college and career readiness and success. Our goal is to prepare students to engage in the world as critical thinkers and culturally competent citizens; this requires all students to be highly literate.

Unique to this Project Team was an intentional focus on best practices in literacy as well as professional development for educators. In addition to the review of student data, the Cadres and Project Team engaged in deep discussion about the essential practices in every classroom as well as the necessary professional learning needed to support these practices.

As a result, the Project Team defined a comprehensive set of recommendations that includes:

- Position Paper
- Best Practices in English Language Arts
- Learning Targets
- Data Statements and Synthesis
- K-12 Adoption Rationale
- Professional Development Framework
- Recommended Instructional Resources

These recommendations point the District towards high quality instructional practices that engage and challenge students in 21<sup>st</sup> century literacy learning.

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**WE EXPECT EXCELLENCE**  **WE INNOVATE**  **WE EMBRACE EQUITY**  **WE COLLABORATE** 

**District Goal for 2009-2015**

*All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.*

**ENGLISH LANGUAGE ARTS PROJECT TEAM  
FINAL REPORT  
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## ENGLISH LANGUAGE ARTS PROJECT TEAM 2014-2015

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Middle School			Heather Bollock	Emily Pollard	
High School		Lauren Carrier			Dave Furman
ESL	Sandy Boe	Katherine Johnson			Wendy Orloff
Mentor	Amanda Graham				
TAG	Heidi Hanson				
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Intervention	Jen Burkart	Jennifer Oordt			
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SpEd	Jessica Linderman	Michele Birbeck			Dawn Hehman
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High School					
<b>Community</b>					
		Mack Shively			
<b>Students</b>					
Elementary					
Middle School					
High School			Hailee Meacham		

## ENGLISH LANGUAGE ARTS PROJECT TEAM 2014-2015

	Other	AHS/SRHS Region	BHS Region	SHS Region	WHS Region
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## BSD ENGLISH LANGUAGE ARTS LITERACY POSITION PAPER

In the 21<sup>st</sup> Century, our most compelling challenge is to prepare students with the literacy foundation needed to contribute locally and globally, deepen their skills as thinkers, and develop their intrinsic desire to read and write in order to achieve their goals. If we are to meet this challenge, we must provide students with significant opportunities to engage with and respond to rich texts that reflect the diverse backgrounds and experiences of every student.

In order for students to view themselves as readers and writers, we must create a culture that celebrates the foundational role that literacy plays in life-long learning. Students must be immersed in a print-rich environment that includes a wide selection of resources, reading materials, writing tools, and supportive technologies. Literacy instruction must reflect a progression of learning that builds skills Kindergarten up to and beyond the 12th grade. Providing reading, writing, speaking, listening, and research opportunities that purposefully balance non-fiction with fiction in a variety of contexts will develop critical thinkers and culturally competent citizens.

Additionally, as technological advancement and global interconnectivity continues, literacy education becomes more complex. Consequently, a combination of methods and materials are necessary to successfully reach and grow all learners. Employing multiple instructional strategies, including evidence-based interventions and extensions, can help all students move successfully to the next level of work or study. Concurrently, regular assessment and monitoring of student progress on learning targets and standards should inform and guide instruction. And, finally, a print-rich environment that is both text based as well as digital will provide students the necessary tools to succeed in college or career pathway.

In order to best support educators, purposeful, evidence-based, ongoing literacy professional development is key to improving the methods, practices and strategies that effectively address student literacy needs. Teachers must have quality resources to deepen their knowledge, instructional skills, and cultural competency to effectively meet the needs of our diverse student population. Additionally, teachers need time to collaborate with colleagues at all levels, as well as opportunities to review, design, curate, and share exemplars.

Ultimately, successful literacy education is achieved through a partnership among all stakeholders: teachers, students and their families, school, and the community. The task of the Beaverton School District, then, is to foster a thoughtful climate in which all students are valued for their diversity, supported in their literacy development, motivated, and challenged to continue learning throughout their lives.

## ENGLISH LANGUAGE ARTS (ELA) BEST PRACTICE

The ELA Best Practices document summarizes the research-based strategies for instruction in literacy and language arts. While reading and writing will be taught in all content areas, the following document is crafted specifically for English Language Arts instruction. Practices have been aligned with the *5 Dimensions of Teaching and Learning*;

- *Purpose*
- *Student Engagement*
- *Curriculum and Pedagogy*
- *Assessment for Student Learning*
- *Classroom Environment and Culture*

Although specific best practices are listed under only one dimension, many could be applicable elsewhere as they reflect the inherent connections between the five dimensions. Expert ELA teachers at the elementary, middle and high school level curated instructional practices from valid research and/or professional resources in order to synthesize this report.

The ELA Best Practices is divided into six sections: Elementary Reading, Elementary Writing, Middle School Reading, Middle School Writing, High School Reading, High School Writing. *The 5 Dimensions of Teaching and Learning* serve as a framework to provide cohesive instructional practices within the system; however, the elementary, middle and high school sections provide specific guidance appropriate to each instructional and developmental level.

*"The 5D instructional framework is a tool to help schools and districts successfully implement high-quality instructional practices. The tool can be used as the "lens" for classroom observations, as a guide for teachers, and as a reference during lesson planning and staff meetings about instructional practices."*

Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning*. University of Washington, College of Education.





## Elementary Core Reading Description

*Students become proficient readers when they read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through reading stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading a variety of informational and literary texts on the same subject and synthesizing the information, students engage in reading practices that give them the background to be better readers in all content areas. The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. Instruction is differentiated: students who need explicit and/or additional instruction with reading strategies are provided that opportunity. Effective reading instruction is teaching students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention and knowing how to meet their needs.*

*(Adapted from Oregon CCSS note on range and content found next to 10 Reading Anchor Standards and the introduction to the Foundational skills)*

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### **Purpose**

*The purpose of a Daily Reading Block is:*

To provide students effective reading instruction and time in text to practice strategies and construct information from the texts. Lessons and strategies are related to student need, connected to the CCSS, and clearly articulated with success criteria.

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### **Student Engagement**

*In reading instruction, students:*

- Engage in high level comprehension and strategy work through read aloud, whole & small group lessons, and one-on-one instruction
- Choose from a wide range of accessible texts that build on/represent students' academic background, life experiences, and culture and language
- Articulate and use strategies for book selection
- Review their individual reading goals *before and after reading* and set new goals as appropriate
- Independently read and build reading stamina using interesting texts that they can either read fluently or can access with supports in place
- Engage in inquiry in order to clarify, deepen and assess their thinking
- Participate in quality discourse about texts (using protocols with scaffolded language supports)
- Compose written responses to text using evidence from text, the world and/or their experiences

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### **Curriculum & Pedagogy**

*In reading instruction, students and teachers have access to:*

- Sufficient amount of engaging texts including, but not limited to: literature, informational text, picture books, grade level content, culturally and linguistically relevant texts, classics from multiple countries and perspectives, dual language resources
- Multiple levels within topics and genres
- Multiple copies of texts for whole group/small group/partner work
- Digital texts and supports



*Strategies teachers use in order to teach learning strategies and content knowledge*

*During reading instruction, teachers:*

- Model how to read familiar and unfamiliar text
- Implement mini-lessons and strategies based on formative assessment
- Use a gradual release of responsibility, especially for metacognitive strategies/skills
- Explicitly teach expectations and protocols for student discourse and reading behaviors using language supports and scaffolds (sentence frames, register, etc.)
- Differentiate instruction, responsively and explicitly, based on academic, cultural and linguistic needs
- Explicitly teach strategies for comprehending new vocabulary in context

*Teachers responsively and explicitly teach content in reading instruction using:*

- *BSD Targets (CCSS Anchor Standards #1-9)*
- *BSD Targets (CCSS Foundational Skills)*
- Lessons and strategies inclusive of the English Language Proficiency Standards

*Strategies students use in order to access, comprehend and deepen their thinking of text*

*During reading instruction, students:*

- Annotate text
- Use metacognitive strategies (Questioning, Monitoring Comprehension, Inferring, Predicting, Connecting, Visualizing, Summarizing and Synthesizing,)
- Develop habits of thinking through use of graphic organizers
- Monitor comprehension (word, sentence and whole text level strategies)
- Use flexible strategies to comprehend unknown vocabulary
- Engage in oral and written discourse

*Within daily reading instruction, scaffolds and structures include:*

- Ninety minutes of protected reading
- Whole group instruction includes multiple entry points for student access
- Small group, partner or individual reading instruction are differentiated based on individual needs
- Conferencing during independent reading and/or small group instruction
- Strategy work is supported through gradual release of responsibility
- Teachers use language supports and scaffolds (sentence frames, register, etc.) to engage students in high level discourse and written response.

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### **Assessment for Student Learning**

*Multiple assessment opportunities inform instruction and evaluate individual student growth.*

*Teachers:*

- Give formative assessments based on goal(s) during whole group, small group, partner or one-on-one conferring
- Continually assess students' reading interests, attitudes and strategy use
- Use and provide opportunities for students to use rubrics/checklists to assess proficiency on grade level learning targets
- Help students reflect regularly upon their own individual reading goals



## Classroom Environment & Culture

### Reading space and environment:

- Includes classroom libraries organized to facilitate successful student choice
- Include meeting place(s) for small group instruction
- Encourages discourse and interactions that reflect high expectations and a culture of inclusivity, equity, and accountability for learning
- Encourages risk-taking, collaboration and respect for thinking and learning

### Materials/ Resources and Technology

- See Curriculum Pedagogy

### Reading Intervention

Practices Should Mirror Best Practices in Reading Instruction AND:

- Increase intensity (through time or group size)
- Connect to CORE instruction
- Extend past the school day (through after school programs or home connections)

Elementary Reading Best Practice	References
1= Purpose 2= Student Engagement 3= Curriculum and Pedagogy 4= Assessment 5= Classroom Environment and Culture	
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1, 3	Allington, R. L. (2005). "What counts as evidence in evidence-based education?" <i>Reading Today</i> , 23(3), 16.
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5	Elley, W.B. (1992). <i>How in the World Do Students Read? The IEA Study of Reading Literacy</i> . The Hague, the Netherlands: International Association for the Evaluation of Educational Achievement.
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1, 2 & 3	Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide</i> (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides">http://ies.ed.gov/ncee/wwc/publications/practiceguides</a> .
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1 & 4	Popham, W. James. (2008). <i>Transformative Assessment</i> . Alexandria, VA: Association for Supervision and Curriculum Development.
1, 2 & 3	Reynolds, P. Lee, and Sonya Symons. (2001). "Motivational Variables and Children's text Search." <i>Journal of Educational Psychology</i> 93: 14-22.
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4	Wilde, Sandra. (2000). <i>Miscue Analysis Made Easy</i> . Portsmouth, NH: Heinemann.
1,2,3, & 5	Young, T. A. & Moss, B. (2006) "Nonfiction in the Classroom Library: A Literacy Necessity." <i>Childhood Education</i> , 82(4), 207.



## Elementary Core Writing Description

*Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, and editing) across multiple text types, content areas, and forms of writing beginning in kindergarten and continuing across the K-12 grade span. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The CCSS describe what writing skills students need at each grade level and K-12 Writing describes how schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.*

(K-12 Writing -Goals Oregon K-12 Literacy Framework—Writing (Writing Framework)

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### **Purpose**

*The purpose of the daily writing block is:*

To give students clear writing instruction and time to practice the writing process across modes of writing.

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### **Student Engagement**

*Students are engaged in a Writing Block when:*

- Students are explicitly taught expectations of student talk
  - Students are supported with language scaffolds (sentence frames, formal register)
  - Mentor Texts are used as instructional models of the types of writing being taught
  - Students share their writing in a variety of ways (peer, small group or whole class)
  - Students are conferring individually or in small groups with a teacher
  - Students are independently writing pieces within a common genre/ non-genre framework
  - Students can articulate what they are working on as a writer
- 

### **Curriculum and Pedagogy**

*Materials Needed in a Writing Block:*

- Mentor Texts, paper, pens, pencils, posters as teaching tools, rubrics, writer’s notebooks and graphic organizers

*Tasks represented in a Writing Block:*

- Units are based on CCSS, ELP Standards and grade level expectations
- Mentor texts are chosen as models of the genre to be taught
- Mentor texts connect the daily lessons within the unit
- Learning Targets specifically relate to the learning within the lesson or unit
- Planning, writing, revising, editing, illustrating, storytelling, book making, sharing, reading, talking

*Strategies used in a Writing Block:*

- Explicit mini-lessons related to the unit plan
- Mentor Texts used as instructional tools
- Conferring among students and between teachers and student(s)
- Strategies specific to individual student need



### *Habits of thinking evident in a Writing Block*

- All students have something to say
- All students know writing carries voice
- All students have an opportunity for choice in their writing
- All students keep an audience in mind when writing
- All students have a purpose for writing

### *Scaffolds and Structures within a Writing Block:*

- Teachers model expectations of writing
  - Students have writing goals
- 

## **Assessment for Student Learning**

### *Pre-assessments, Formative and Self-Assessments are established within a Writing Block:*

- Pre-assessments determine student learning goals and lessons for the upcoming writing unit
  - Students talk about their writing
  - Students write daily
  - Students can connect the learning target to their own independent writing
  - Students confer with a teacher regularly to set goals and reflect on past goals
  - Students confer with a teacher for in-the-moment adjustments
  - Writing skills and strategies transfer across content areas
  - Students and teachers use rubrics to assess writing growth
  - Rubrics are explicit to lessons, standards and units
  - Student share their writing with others
- 

## **Classroom Environment and Culture**

### *Physical Arrangement:*

- Floor space for gathering to share mentor texts/mini-lessons
- Sharing space where students who are sharing writing can be least disruptive to others
- Easy access to materials (folders, books, paper, etc.)

### *Materials/ Resources and Technology:*

- Paper, pencils, mentor texts, word processing, spelling tools, booklets, revision tools, illustration tools, writing folders equipped with writing supports

### *Routines and Time Management in a Writing Block:*

- 45-60 minutes of consistent daily writing
- Mini lesson (10-15 minutes), individual writing time (30-40 minutes), Closure (5-10 minutes)
- Explicit teaching of Writing expectations (looks like/ sounds like)
- Teachers collaborate to plan, teach and reflect



Elementary Writing Best Practice	References
1= Purpose 2= Student Engagement 3= Curriculum and Pedagogy 4= Assessment 5= Classroom Environment and Culture	
2, 5	Calkins, Lucy (1986). <i>The Art of Teaching Writing</i> . Heinemann.
2, 5	Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman. (2012). <i>Pathways to the Common Core: Accelerating Achievement</i> . Portsmouth, NH: Heinemann.
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2	Glover, Matt. (2009). <i>Engaging Young Writers: Preschool-grade 1</i> . Portsmouth, NH: Heinemann.
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2	Ray, Katie Wood. (2010). <i>In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study</i> . Portsmouth, NH: Heinemann.
3, 4	Routman, Regie. (2005). <i>Writing Essentials: Raising Expectations and Results While Simplifying Teaching</i> . Portsmouth, NH: Heinemann.





Elementary Writing Best Practice	References
3	Stead, Tony. (2002). <i>Is That a Fact?: Teaching Nonfiction Writing K-3</i> . Portland, Me.: Stenhouse.



## Middle School Core Reading Description

*Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They read stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading a variety of informational and literary texts on the same subject and synthesizing the information, students engage in reading practices that give them the background to be **better readers in all content areas**. The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. Instruction is differentiated: students who need explicit and/ or additional instruction with reading strategies are provided that opportunity. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

*(Adapted from Oregon CCSS note on range and content found next to 10 Reading Anchor Standards and the introduction to the Foundational skills)*

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### Purpose

#### *The Vision*

- Daily reading targets reflect the CCSS, ELP Standards, and differentiated needs.
- Targets are communicated visually and verbally.
- Students and teachers set and analyze success criteria based on student needs/ individual goals.
- Whole group lessons are linked and transferable to both individual and shared reading.
- Lessons are often transferable to other content areas.

#### *Best Instructional Practices*

- Teachers look at year-long outcomes when developing lessons and units.
- Tasks and activities are aligned with learning targets and specific desired outcomes.
- Texts are at grade level, are developmentally appropriate, and are culturally relevant within a broader context.
- Teachers provide daily opportunities to read from a variety of sources, with a variety of lengths including novel length text.
- Lessons are student-centered, cognitive, and interactive.
- Develop essential questions to set purpose for reading.
- Establish background knowledge and prior knowledge based on students' needs, particularly in regards to vocabulary, content, and the structure and organization of the text.
- Reading strategies are often transferable to other content areas.

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### Student Engagement

#### *The Vision*

- Classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).
- Strategies are in place to facilitate students' participation and access to learning.
- Materials chosen and tasks given are relevant, authentic, and holistic (big picture to components/whole to part).



### *Best Instructional Practices*

- Reading strategies improve understanding and analysis of fiction and nonfiction text.
- Opportunities are provided for quality discussion about text, including inquiry-based analysis.
- Meaningful text-related discourse occurs in whole group, small group, or partners.
- Classroom work, both instruction and practice, includes reading, thinking, meaning-making, writing, problem-solving, and interacting with texts.
- Instruction employs a variety of practices and resources.
- Teachers scaffold learning with a gradual release of responsibility.
- Opportunities are provided for students to read independently and build reading stamina using interesting texts that they can either read fluently or can access with supports in place
- Graphic organizers for synthesizing, showing thinking and partner conversation.
- Structures allow 45-60 minutes of silent reading per week, including responses to the reading in order to increase engagement and accountability.

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## **Curriculum & Pedagogy**

### *The Vision*

- Instructional materials appropriately challenge and support all students, align with learning targets and content area standards, and are culturally and academically relevant.
- Instructional materials are distributed according to the needs of individual schools and their unique demographics (this includes materials being on-site and easily accessible). Equity of distribution will be achieved to assure equity of instruction.
- Instructional materials are varied and reflect not only different genres (poetry, non-fiction, prose, drama), but different cultures and media (traditional books, digital resources, film).
- Lessons reflect sturdy, replicable, and transferable protocols.

### *Best Instructional Practices*

- Teacher models reading and thinking strategies that offer multiple entry points to the lesson.
- Reading expectations, strategies, and behaviors are explicitly modeled from a variety of written materials.
- A variety of reading and thinking strategies are explicitly taught.
- Opportunities are provided for students discuss text and explain their thinking.
- Teacher scaffolds learning and gradually releases responsibility.

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## **Assessment for Student Learning**

### *The Vision*

- Students assess own learning in relation to the learning targets.
- Teachers create multiple assessment opportunities and expect all students to demonstrate learning.

### *Best Instructional Practices*

- Students and teachers set and analyze student needs/ individual goals.
- Pre-assessments are administered to gauge prior knowledge.
- Formative assessments are integrated into whole group, small group, partner and one-on-one work.
- Teachers use formative and summative assessments to inform instruction.
- Teachers and students use rubrics to assess student work.
- Formative and summative assessments include multiple opportunities.
- Teachers frequently calibrate and moderate to improve assessment practices and provide consistency.



## Classroom Environment & Culture

### The Vision

- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

### Best Instructional Practices

- Classroom configuration is flexible and allows for optimal engagement.
- Students are in a literature rich environment.
- Structures allow for frequent opportunities to check out books from school library.
- Structures allow for 45-60 minutes of silent reading per week in order to increase stamina, fluency and engagement.
- Expectations for routines and use of materials is explicitly taught.
- Teacher strives to make the classroom a safe and comfortable place where students can take risks.

Middle School Reading Best Practice	References
<b>1= Purpose 2= Student Engagement 3= Curriculum and Pedagogy 4= Assessment 5= Classroom Environment and Culture</b>	
1, 2, 3	Burke, Jim. (2013). <i>The English Teacher's Companion</i> . 4th. Portsmouth, NH: Heinemann.
1, 3, 5	Burke, Jim. (2000). <i>Reading reminders: tools, tips, and techniques</i> . Portsmouth, NH: Boynton/Cook Publishers.
2	Burke, Jim. (2010). <i>What's the big idea? Question-driven units to motivate reading, writing, and thinking</i> . Portsmouth, NH: Heinemann.
4	Chappuis, Jan. (2009). <i>Seven strategies of assessment for learning</i> . Boston: Allyn & Bacon Pearson.
2	Fisher, Douglas, et al. (2015). <i>Text-dependent questions, grades 6-12: pathways to close and critical reading</i> . Thousand Oaks, California: Corwin.
3	Gallagher, K. (2004). <i>Deeper Reading: Comprehending Challenging Texts, 4-12</i> . Portland, ME: Stenhouse Publishers.
2	Gallagher, Kelly, and Richard L. Allington. (2009). <i>Readicide: how schools are killing reading and what you can do about it</i> . Portland, Me: Stenhouse Publishers.
1, 4	Hattie, John. (2009). <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i> . London New York: Routledge.



Middle School Reading Best Practice	References
1, 3	Jago, Carol. (2004) <i>Classics in the classroom: designing accessible literature lessons</i> . Portsmouth, NH: Heinemann.
5	Krashen, Stephen. (2004). <i>The Power of Reading</i> . 2nd ed. Westport, CT: Libraries Unlimited.
4, 5	Moss, C. & Brookhart, S. (2009). <i>Advancing formative assessment in every classroom a guide for instructional leaders</i> . Alexandria, Va: Association for Supervision and Curriculum Development.
4, 5	Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. (2012). <i>Best practice: bringing standards to life in America's classrooms</i> . Portsmouth, NH: Heinemann.



## Middle School Core Writing Description

*Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, editing, and publishing) across multiple text types, content areas, and forms of writing beginning in kindergarten and continuing across the K-12 grade span. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The CCSS describe **What** writing skills students need at each grade level and K-12 Writing describes **How** schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.*

(K-12 Writing -Goals Oregon K-12 Literacy Framework—Writing (Writing Framework)

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### Purpose

#### *The Vision*

- Students use the writing process to communicate effectively through written expression in a variety of modes: argumentative, narrative and informative.
- Writing is thinking; students use writing to express learning, gain knowledge, demonstrate growth and communicate with the world around them.

#### *Instructional Best Practices*

- Students are shown an explicit connection between targets and instruction.
- Students' life experiences and backgrounds inform teaching points.
- Students can communicate the current learning target/objective.
- Teacher revisits learning targets throughout the lesson/unit.
- Complex targets are broken down and manageable for all students.
- Students are explicitly taught why they should write.

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### Student Engagement Strategies

#### *The Vision*

- Students engage in a variety of writing strategies to meet their individual academic and social needs.
- Writing tasks are authentic and build upon previous lessons.
- Students have opportunities to write from and about their life experiences.
- Students are provided exemplars within all writing modes to model successful writing and promote learning about writing beyond middle school.

#### *Instructional Best Practices*

- Students experience the entire writing process multiple times throughout a course.
- Students are supported with scaffolds.
- Students confer individually, in small groups, and with a teacher.
- Students are given a variety of authentic and relevant prompts and tasks.
- Students are given explicit instruction around, and opportunities to talk about their writing.



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## Curriculum & Pedagogy

### *The Vision*

- Instructional materials are appropriately challenging and supportive for all students, are aligned with the learning targets and content area standards, and are culturally and academically relevant.
- Writing tasks are sequenced and reflect a progression of skills from 6-8 to account for developmental and intellectual growth.
- Teacher provides tools and techniques to encourage comprehension of the writing process and guide student understanding of themselves as writers.

### *Best Instructional Practices*

- Teachers focus on each step in the writing and revision process in each writing mode.
- Students set and use writing goals to improve practice.
- Students confer with both teacher and peers.
- Time should be built into each class to write.
- Structures allow for repeated practice of writing skills.
- Teacher plans authentic prompts and tasks.
- Conventions are explicitly taught based on current the tasks and student need(s).
- Teachers use write-alouds and model writing in real time in front of students in order to teach metacognition in the writing process.

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## Assessment for Student Learning

### *The Vision*

- Students assess their own learning in relation to the learning targets for writing and targets that align with and promote development as writers (i.e., speaking and listening).
- Teachers create varied, diverse assessment opportunities to provide students feedback in order to improve student writing proficiency.
- Teachers expect all students to demonstrate learning and the ability to self assess to improve writing in all modes.

### *Instructional Best Practices*

- Pre-assessments determine student learning goals and lessons for the upcoming writing unit.
- Teachers and students use rubrics and checklists for formative and summative assessment.
- Teacher uses formative assessment to guide instruction.
- Students are given opportunities to speak intellectually and reflectively about their writing.

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## Classroom Environment & Culture

### *The Vision*

- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

### *Instructional Best Practices*

- Classroom configuration is flexible and allows for optimal engagement.



- Students are in a literature rich environment.
- There is easy access to materials (folders, books, paper, etc.).
- Structures allow for at least 15 minutes of consistent independent daily writing.
- Expectations for routines and use of materials are explicitly taught.
- The writing process is embedded into the classroom culture.
- Teacher strives to make the classroom a safe and comfortable place where students can take risks.

Middle School Writing Best Practice	References
1= Purpose 2= Student Engagement 3= Curriculum and Pedagogy 4= Assessment 5= Classroom Environment and Culture	
3, 5	Burke, Jim. (2013). <i>The English Teacher's Companion</i> . 4th. Portsmouth, NH: Heinemann.
2	Burke, Jim. (2003). <i>Writing reminders: tools, tips, and techniques</i> . Portsmouth, NH: Heinemann.
4	Chappuis, Jan. (2009). <i>Seven strategies of assessment for learning</i> . Boston: Allyn & Bacon Pearson.
1, 5	Gallagher, Kelly. (2006). <i>Teaching adolescent writers</i> . Portland, Me: Stenhouse Publishers.
2, 3, 5	Gallagher, Kelly (2011). <i>Write like this: teaching real-world writing through modeling &amp; mentor texts</i> . Portland, Me: Stenhouse Publishers.
1, 3, 4	Hattie, John. (2009). <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i> . London New York: Routledge.
1	Jago, C. (2001). <i>Beyond Standards: Excellence in the High School English Classroom</i> . Portsmouth, NH: Heinemann.
3	Jago, Carol. (2002). <i>Cohesive Writing: Why Concept is not Enough</i> . Portsmouth, NH: Heinemann.
4	Jago, Carol. (2005). <i>Papers, papers, papers: an English teacher's survival guide</i> . Portsmouth, NH: Heinemann.
2, 5	Kittle, Penny. (2008). <i>Write beside them: risk, voice, and clarity in high school writing</i> . Portsmouth, NH: Heinemann.
4, 5	Moss, C. & Brookhart, S. (2009). <i>Advancing formative assessment in every classroom a guide for instructional leaders</i> . Alexandria, VA: Association for Supervision and Curriculum Development.
5	Stiggins, Richard J., and Jan Chappuis. (2012). <i>An introduction to student-involved assessment for learning</i> . Boston: Pearson.





Middle School Writing Best Practice	References
4	Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. (2012). <i>Best practice: bringing standards to life in America's classrooms</i> . Portsmouth, NH: Heinemann.
5	Zemelman, Steven, and Harvey Daniels. (1988). <i>A community of writers: teaching writing in the junior and senior high school</i> . Portsmouth, NH: Heinemann.



## High School Core Reading Description

*Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They read stories, drama, poems, and myths from diverse cultures and different time periods; students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading a variety of informational and literary texts on the same subject and synthesizing the information, students engage in reading practices that give them the background to be **better readers in all content areas**. The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. Instruction is differentiated: students who need explicit and/or additional instruction with reading strategies are provided that opportunity. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

*(Adapted from Oregon CCSS note on range and content found next to 10 Reading Anchor Standards and the introduction to the Foundational skills)*

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### Purpose

#### *The Vision*

- Daily reading targets reflect the CCSS, ELP Standards, and differentiated needs
- Targets are communicated visually and verbally
- Students and teachers set and analyze success criteria based on student needs/ individual goals
- Whole group lessons are linked and transferable to both individual and shared reading
- Lessons are often transferable to other content areas

#### *Instructional Best Practices*

- Tasks and activities are aligned with learning targets and specific desired outcomes.
- Texts are at grade level, are developmentally appropriate, and are culturally relevant within a broader context.
- Teachers provide daily opportunities to read from a variety of sources.
- Lessons are student-centered, cognitive, and interactive.
- Develop essential questions to set purpose for reading.
- Establish background knowledge and prior knowledge based on students' needs, particularly in regards to vocabulary, content, and the structure and organization of the text.

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### Student Engagement

#### *The Vision*

- Classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).
- Strategies are in place to facilitate students' participation and access to learning.
- Materials chosen and tasks given are relevant, authentic, and holistic (big picture to components/whole to part).

#### *Instructional Best Practices*

- Create engaging before, during, and after reading strategies.



- Give students choice in reading materials.
- Balance complex texts with easier ones
- Instruction is given for metacognitive activities.
- Instructional strategies and texts employ students' academic backgrounds, life experiences, cultures and language to support rigor and cultural dynamics.
- Teacher models the strategies that proficient readers use.
- Teacher utilizes read-aloud opportunities to ensure that all students have access to learning and to engage students in the disciplinary habits of thinking, for explicit teaching of strategies, and to scaffold gradual release of responsibility.
- Students learn through student talk activities that employ substantive and intellectual thinking.

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## Curriculum & Pedagogy

### *The Vision*

- Instructional materials appropriately challenge and support all students, align with learning targets and content area standards, and are culturally and academically relevant.
- Instructional materials are distributed according to the needs of individual schools and their unique demographics (this includes materials being on-site and easily accessible).
- Instructional materials are eclectic and reflect not only different genres (poetry, non-fiction, prose, drama), but, also different cultures and media (traditional books, digital resources, film).
- Lessons reflect sturdy, replicable, and transferable structures

### *Instructional Best Practices*

- Teach reading as thinking.
- Instruction employs a variety of instructional practices and resources to support the diverse learning styles of all students.
- Instruction, including questioning strategies, moves students to higher level thinking skills including analysis and synthesis.
- Teacher structures lessons with scaffolding and utilizes a gradual release of control to allow students greater independence and opportunities to show individual growth and acquisition of skills.
- Teachers will explicitly model and teach students the reading process (including pre, during and post-reading strategies).
- Students engage in regular, authentic discussions about the text.
- Texts grow progressively more complex throughout the course of study.
- Instruction includes strategies for reading a variety of media for various purposes.

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## Assessment for Student Learning

### *The Vision*

- Students assess own learning in relation to the learning targets.
- Teachers create multiple assessment opportunities and expect all students to demonstrate learning.

### *Instructional Best Practices*

- Teacher uses formative and summative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.
- Multiple opportunities are provided for students to show proficiency including formative and summative assessments through a variety of products.
- Teacher provides strategies for students to self-assess their metacognition and their comprehension of the text.



- Teachers will assess before, during, and after students read.
- Assessments are authentic and foster student learning and thinking to promote the appreciation of reading.
- Learning involves constructing ideas, expressions in a variety of forms, and opportunities for reflection.
- Students use assessment data to set learning goals and measure individual progress.
- Students are encouraged to “go beyond” the text to see connections between the reading, their lives and the world at large.

## Classroom Environment & Culture

### *The Vision*

- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

### *Instructional Best Practices*

- Teacher creates a respectful environment for all students to learn.
- Classroom environment facilitates independent and group learning and provides access to materials and routines which support independent learning.
- Instruction includes time and protocols to encourage student collaborative talk and risk-taking.
- Learning is interactive, sociable, collaborative, democratic and indicative of best practices.
- Classroom environment reflects accessible resources including a classroom/school library, displays of student work, displays of relevant information, and access to various media resources.

Reading Best Practice	References
1= Purpose 2= Student Engagement 3= Curriculum and Pedagogy 4= Assessment 5= Classroom Environment and Culture	
1, 2, 3, 4, 5	Burke, Jim. (2013). <i>The English Teacher's Companion</i> . 4th. Portsmouth, NH: Heinemann.
3, 4	Burke, J. (2001). <i>Illuminating Text: How to Teach Students to Read the World</i> . Portsmouth, NH: Heinemann.
1, 2, 3, 4	Burke, Jim. (2010). <i>What's the big idea? Question-driven units to motivate reading, writing, and thinking</i> . Portsmouth, NH: Heinemann.
4	Chappuis, Jan. (2009). <i>Seven strategies of assessment for learning</i> . Boston: Allyn & Bacon Pearson.
3	Fisher, Douglas, et al. (2015). <i>Text-dependent questions, grades 6-12: pathways to close and critical reading</i> . Thousand Oaks, California: Corwin.
1, 2, 3, 4	Gallagher, K. (2004). <i>Deeper Reading: Comprehending Challenging Texts, 4-12</i> . Portland, ME: Stenhouse Publishers.



Reading Best Practice	References
5	Gallagher, Kelly, and Richard L. Allington. (2009). <i>Readicide: how schools are killing reading and what you can do about it</i> . Portland, Me: Stenhouse Publishers.
3	Hattie, John. (2009). <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i> . London New York: Routledge.
1	Jago, C. (2001). <i>Beyond Standards: Excellence in the High School English Classroom</i> . Portsmouth, NH: Heinemann.
1, 2, 3	Jago, C. (2011). <i>With Rigor for All</i> (2nd ed.). Portsmouth, NH: Heinemann.
4	Stiggins, Richard J., and Jan Chappuis. (2012). <i>An introduction to student-involved assessment for learning</i> . Boston: Pearson.
1, 2, 3, 4, 5	Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. (2012). <i>Best practice: bringing standards to life in America's classrooms</i> . Portsmouth, NH: Heinemann.



## High School Core Writing Description

*Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, and editing) across multiple text types, content areas, and forms of writing beginning in kindergarten and continuing across the K-12 grade span. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The CCSS describes **what** writing skills students need at each grade level. K-12 Writing describes **how** schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.*

(K-12 Writing -Goals Oregon K-12 Literacy Framework—Writing (Writing Framework)

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### **Purpose**

#### *The Vision*

- Students use the writing process to communicate effectively through written expression in a variety of modes: argumentative, narrative and informative.
- Writing is thinking; students use writing to express learning, gain knowledge, demonstrate growth and communicate with the world around them.

#### *Instructional Best Practices*

- Tasks and activities are aligned with learning targets and specific desired outcomes.
  - Clearly communicate connections to standards and past and future learning.
  - Writing tasks are grade level and intellectually appropriate and authentic to students' experiences.
- 

### **Student Engagement**

#### *The Vision*

- Students engage in a variety of writing strategies to meet their individual academic and social needs.
- Writing tasks are authentic and build upon previous lessons.
- Students have opportunities to write from and about their life experiences.
- Students are provided exemplars within all writing modes to model successful writing and promote learning about writing beyond high school.

#### *Instructional Best Practices*

- Formative and summative assessments include multiple opportunities and reflect the learning of a variety of skills based on student need.
- Students participate in metacognitive activities to develop revision and editing skills.
- Instructional strategies and materials capitalize on students' academic backgrounds, life experiences, cultures and language to support rigor, reflect cultural dynamics, and encourage authentic writing.
- Students talk one-on-one about their writing and engage in class-wide discussion to develop their writing.
- Give students choices in the majority of their writing topics.



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## Curriculum & Pedagogy

### *The Vision*

- Instructional materials are appropriately challenging and supportive for all students, are aligned with the learning targets and content area standards, and are culturally and academically relevant.
- Writing tasks are sequenced and reflect a progression of skills from 9-12 to account for developmental and intellectual growth.
- Teacher provides tools and techniques to encourage comprehension of the writing process and guide student understanding of themselves as writers.

### *Instructional Best Practices*

- Use models to teach revision and the writing process.
- Provide frameworks, models, and scaffolding to develop more sophisticated written expression. Models should include teacher, student, and real-world writing samples.
- Develop varied, authentic writing opportunities that challenge students to improve their writing skills.
- Implement a writing workshop model, including conferencing with the teacher and with other students.

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## Assessment for Student Learning

### *The Vision*

- Students assess their own learning in relation to the learning targets for writing and targets that align with and promote development as writers (i.e., speaking and listening).
- Teachers create varied, diverse assessment opportunities to provide students feedback in order to improve student writing proficiency.
- Teachers expect all students to demonstrate learning and the ability to self assess to improve writing in all modes.

### *Instructional Best Practices*

- Students have multiple opportunities to demonstrate proficiency across writing modes.
- Teacher uses formative and interim assessments to make instructional adjustments, modify future lessons, and give targeted feedback to students.
- Students use assessment data to set learning goals and measure individual progress.
- Teachers assure the reliability of the scoring of writing via collaboration and moderation.
- There is an established audience for student work.
- Feedback is given at a time that is either instructionally relevant or useful for subsequent assignments.

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## Classroom Environment & Culture

### *The Vision*

- The physical arrangement of the room is conducive to learning.
- Classroom discourse and interactions reflect high expectations and belief about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.
- Classroom norms encourage risk-taking, collaboration and respect for thinking.

### *Instructional Best Practices*

- Teacher creates a respectful, safe and supportive environment for all students to learn through facilitation.



- Classroom environment facilitates independent and group learning.
- Students experience clear classroom routines and rituals, especially writing every day.
- Teachers provide instruction and support of group processes to promote student engagement and growth.

Writing Best Practice	References
1= Purpose 2= Student Engagement 3= Curriculum and Pedagogy 4= Assessment 5= Classroom Environment and Culture	
1, 2, 3, 4, 5	Burke, Jim. (2013). <i>The English Teacher's Companion</i> . 4th. Portsmouth, NH: Heinemann.
1, 2, 3, 4	Burke, Jim. (2010). <i>What's the big idea? Question-driven units to motivate reading, writing, and thinking</i> . Portsmouth, NH: Heinemann.
4	Chappuis, Jan. (2009). <i>Seven strategies of assessment for learning</i> . Boston: Allyn & Bacon Pearson.
3	Fisher, Douglas, et al. (2015). <i>Text-dependent questions, grades 6-12: pathways to close and critical reading</i> . Thousand Oaks, California: Corwin.
1, 2, 3, 5	Gallagher, Kelly (2011). <i>Write like this: teaching real-world writing through modeling &amp; mentor texts</i> . Portland, Me: Stenhouse Publishers.
3, 4	Hattie, John. (2009). <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i> . London New York: Routledge.
3, 4, 5	Jago, C. (2001). <i>Beyond Standards: Excellence in the High School English Classroom</i> . Portsmouth, NH: Heinemann.
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4	Stiggins, Richard J., and Jan Chappuis. (2012). <i>An introduction to student-involved assessment for learning</i> . Boston: Pearson.
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3	Zemelman, Steven, Harvey Daniels, and Arthur A. Hyde. (2012). <i>Best practice: bringing standards to life in America's classrooms</i> . Portsmouth, NH: Heinemann.
5	Zemelman, S. and Harvey Daniels. (1988). <i>A Community of Writers: Teaching Writing in the Junior and Senior High School</i> . Portsmouth, NH: Heinemann.





## **ENGLISH LANGUAGE ARTS (ELA), KINDERGARTEN**

(Reading) - ALT 1 - Literature

I can actively engage in literary reading activities with purpose and understanding.

**AST 1.1 - (Key Ideas) - Ask, Answer:** I can ask or answer questions about key details in a text.

**AST 1.2 - (Key Ideas) - Retell Familiar:** I can retell familiar stories including key ideas.

**AST 1.3 - (Key Ideas) - Main Events:** I can identify characters, setting and main events in a story.

**AST 1.4 - (Craft-Structure) - Unknown Words:** I can ask and answer questions about unknown words in a text.

**AST 1.5 - (Craft-Structure) - Common Texts:** I can recognize common types of texts (e.g. story books and poems).

**AST 1.6 - (Craft-Structure) - Author-Illustrate:** I can name the author and illustrator of a story and define the role of each.

**AST 1.7 - (Knowledge-Ideas) - Describe Relationship:** I can describe the relationship between illustrations and the story in which they appear.

**AST 1.8 - (Knowledge-Ideas) - Compare-Contrast:** I can compare and contrast the adventures and experiences of characters in familiar stories.

(Reading) - ALT 2 - Info Text

I can actively engage in informational text activities with purpose and understanding.

**AST 2.1 - (Key Ideas) - Ask, Answer Questions:** I can ask or answer questions about key details in a text.

**AST 2.2 - (Key Ideas) - Identify Main Topic:** I can identify the main topic and retell key details of a text.

**AST 2.3 - (Key Ideas) - Describe Connection:** I can describe the connection between two individuals, events, ideas or pieces of information in a text.

**AST 2.4 - (Craft-Structure) - Ask, Answer:** I can ask and answer questions about unknown words in a text.

**AST 2.5 - (Craft-Structure) - Identify:** I can identify the front cover, back cover and title page of a book.

**AST 2.6 - (Craft-Structure) - Name Author, Illustration:** I can name the author and illustrator of text and define the role of each in presenting the ideas or information in a text.

**AST 2.7 - (Knowledge-Ideas) - Describe Relationship:** I can describe the relationship between illustrations and the text in which they appear.

**AST 2.8 - (Knowledge-Ideas) - Identify Reasons:** I can identify the reasons an author gives to support points in a text.

**AST 2.9 - (Knowledge-Ideas) - Identify Similarities:** I can identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).

(Reading) - ALT 3 - Print

I can demonstrate that words are separated by spaces in print. (Foundations)

**AST 3.1 - (Print Concepts) - Follow Words:** I can demonstrate understanding of the organization and basic features of print.

**AST 3.2 - (Print Concepts) - Recognize:** I can recognize that spoken words are represented in written language by specific sequences of letters.

**AST 3.3 - (Print Concepts) - Demonstrate:** I can recognize that spoken words are represented in written language by specific sequences of letters.

**AST 3.4 - (Print Concepts) - Recognize-Name:** I can recognize and name all upper- and lowercase letters of the alphabet.

(Reading) - ALT 4 - Speak Words

I can demonstrate understanding of spoken words, syllables, and sounds. (Foundations)

**AST 4.1 - (Phonemic Awareness) - Recognize, Produce:** I can recognize and produce rhyming words.

**AST 4.2 - (Phonemic Awareness) - Blend, Segment:** I can count, pronounce, blend and segment syllables in spoken words.

**AST 4.3 - (Phonemic Awareness) - Recognize Spoken Words:** I can blend and segment onsets and rimes of single-syllable spoken words.

**AST 4.4 - (Phonemic Awareness) - Isolate, Pronounce:** I can isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in simple, one-syllable words to make new words.

**AST 4.5 - (Phonemic Awareness) - Add, Substitute:** I can add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

(Reading) - ALT 5 - Phonics

I can demonstrate knowledge and apply grade-level phonics and word analysis skills in decoding words. (Foundations)

**AST 5.1 - (Phonemic-Word Recognize) - Demonstrate:** I can demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**AST 5.2 - (Phonemic-Word Recognize) - Associate Long and Short:** I can associate the long and short sounds with common spellings for the five major vowels.

**AST 5.3 - (Phonemic-Word Recognize) - High-frequency Words:** I can read common high-frequency words by sight.

**AST 5.4 - (Phonemic-Word Recognize) - Distinguish:** I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

(Reading) - ALT 6 - Sound. Letters

I can distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Foundations)

(Writing) - ALT 1 - Opinion

I can draw, dictate, and write opinion pieces on a topic or book, stating an opinion or preference.

**AST 1.1 - Focus and Organizational Structure:** I can tell my reader the topic or name the book I am writing about.

**AST 1.2 - Elaboration:** I can state my opinion or preference about the topic or book (e.g., My favorite book is...).

(Writing) - ALT 2 - Info-Explanatory

I can draw, dictate, and write informative/explanatory texts to name a topic and supply some information.

**AST 2.1 - Focus and Organizational Structure:** I can name the topic I am writing about.

**AST 2.2 - Elaboration:** I can give information about the topic.

(Writing) - ALT 3 - Narrate

I can draw, dictate, and write to narrate a single event or several loosely linked events.

**AST 3.1 - Focus and Organizational Structure:** I can draw, write, and dictate a single event or several loosely linked events.

**AST 3.2 - Elaboration:** I can tell about the events in order.

**AST 3.3 - Conclusion:** I can provide a reaction to what happened.

(Lang) ALT 1 - Grammar

I can demonstrate command of Standard English grammar when writing or speaking.

**AST 1.1 - Upper - lowercase letters:** I can print many upper- and lowercase letters.

**AST 1.2 - Nouns and Verbs:** I can use frequently occurring nouns and verbs.

**AST 1.3 - Plural Nouns:** I can form regular plural nouns.

**AST 1.4 - Question Words:** I can correctly use question words.

**AST 1.5 – Prepositions:** I can use the most frequently occurring prepositions.

**AST 1.6 - Complete Sentences:** I can produce and expand complete sentences.

(Lang) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

**AST 2.1 - Capitalize:** I can capitalize the first word in a sentence and “I”.

**AST 2.2 - End Punctuation:** I can recognize and name end punctuation.

**AST 2.3 - Phonemes:** I can write a letter for most consonant and short-vowel sounds (phonemes).

**AST 2.4 - Spell words Phonetically:** I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**(Lang) ALT 4 - Unknown -Multiple Meaning Words**

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**AST 4.1 - Meanings:** I can identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**AST 4.2 - Inflections Affixes:** I can use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, ful, -less) as a clue to the meaning of an unknown word.

**(Language) ALT 5 - Word Relationships**

With guidance and support from adults, I can explore word relationships and nuances in word meanings.

**AST 5.1 - Sort:** I can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**AST 5.2 - Antonyms:** I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**AST 5.3 - Real Life Connections:** I can identify real-life connections between words and their use (e.g., note places at school that are colorful).

**AST 5.4 - Meaning of Verbs:** I can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**(Language) ALT 6 - Using Words and Phrases**

I can use words and phrases acquired through conversations, reading and being read and responding to texts.

**(Speaking-Listening) ALT 1 - Conversation-Collaboration**

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**(Speaking-Listening) ALT 2 - Integrate-Evaluate**

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**(Speaking-Listening) ALT 3 – Evaluate, Speak, Point-of-View**

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**(Speaking-Listening) ALT 4 - Line of Reason**

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 1**

### (Reading) ALT 1 - Literature-Prose and Poetry

Reading Literature: With prompting and support, I can actively engage in reading prose and poetry of appropriate complexity for grade 1.

**AST 1.1 - (Key Ideas) - Questions about Key Details:** I can ask and answer questions about key details in a text.

**AST 1.2 - (Key Ideas) - Retell Stories:** I can retell stories, including key details, and demonstrate understanding of their central message or lesson.

**AST 1.3 - (Key Ideas) - Describe using Key Details:** I can describe characters, settings, and major events in a story, using key details.

**AST 1.4 - (Craft-Structure - Identify Words:** I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**AST 1.5 - (Craft-Structure - Differences of Books:** I can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**AST 1.6 - (Craft-Structure) - Identify Storyteller:** I can identify who is telling the story at various points in a text.

**AST 1.7 - (Knowledge-Ideas) - Use Illustrations:** I can use illustrations and details in a story to describe its characters, setting, or events.

**AST 1.8 - (Knowledge-Ideas) - Compare, Contrast:** I can compare and contrast the adventures and experiences of characters in stories.

### (Reading) ALT 2 - Informational Text

Reading Informational Text: I can, with prompting and support, read informational texts appropriately complex for grade 1.

**AST 2.1 - (Key Ideas) - Questions about Key Details:** I can ask and answer questions about key details in a text.

**AST 2.2 - (Key Ideas) - Retell Details:** I can identify the main topic and retell key details of a text.

**AST 2.3 - (Key Ideas) - Describe Connections:** I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

**AST 2.4 - (Craft-Structure) - Ask, Answer Questions:** I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**AST 2.5 - (Craft-Structure) - Use Text Features:** I know and can use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**AST 2.6 - (Craft-Structure - Distinguish Information:** I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**AST 2.7 - (Knowledge-Ideas) - Describe Key Ideas:** I can use the illustrations and details in a text to describe its key ideas.

**AST 2.8 - (Knowledge-Ideas) - Identify Reasons:** I can identify the reasons an author gives to support points in a text.

**AST 2.9 - (Knowledge-Ideas) - Identify Similarities:** I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### (Reading) ALT 3 - Grade Level

Reading Foundational Skills: I can read grade-level text with purpose, the appropriate rate, expression, and with sufficient accuracy to support comprehension.

**AST 3.1 - (Print Concepts) - Demonstrate Understanding:** I can demonstrate understanding of the organization and basic features of print.

**AST 3.2 - (Print Concepts) - Dem. Understanding:** I can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**AST 3.3 - (Phonemic Awareness) – Distinguish Vowel Sounds:** I can distinguish long from short vowel sounds in spoken single-syllable words

**AST 3.4 - (Phonemic Awareness) - Orally Produce Phonemes:** I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**AST 3.5 - (Phonemic Awareness) - Pronounce Phonemes:** I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**AST 3.6 - (Phonemic Awareness) - Segment Phonemes:** I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**AST 3.7 - (Phonemic Word Recognition) - Spelling-Sound:** I can know the spelling-sound correspondences for common consonant digraphs.

**AST 3.8 - (Phonemic Word Recognition) - Decode:** I can decode regularly spelled one-syllable words.

**AST 3.9 - (Phonemic Word Recognition) - Know final --e:** I can know final –e and common vowel team conventions for

**AST 3.10 - (Phonemic Word Recognition) - Know Syllable Vowel:** I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**AST 3.11 - Phonemic Word Recognition) - Decode Two-Syllable:** I can decode two-syllable words following basic patterns by breaking the words into syllables.

**AST 3.12 - (Phonemic Word Recognition - Inflectional Ending:** I can read words with inflectional endings

**AST 3.13 - (Phonemic Word Recognition) - Irregularly Spelled:** I can recognize and read grade-appropriate irregularly spelled words.

(Writing) ALT 1 - Opinion

I can write opinion pieces on a topic or book, stating an opinion with a reason.

**AST 1.1 - Focus and Organizational Structure:** Focus and Organizational Structure: I can give a topic or name of a book I am writing about and state an opinion.

**AST 1.2 - Elaboration:** Elaboration: I can give a reason for my opinion.

**AST 1.3 - Conclusion:** Conclusion: I can provide some sense of closure.

(Writing) ALT 2 - Informational-Explanatory

I can write informative/explanatory texts to name a topic and supply some facts.

**AST 2.1 - Focus and Organizational Structure:** Focus and Organizational Structure: I can name a topic.

**AST 2.2 - Elaboration:** Elaboration: I can give some facts about the topic.

**AST 2.3 - Conclusion:** Conclusion: I can provide some sense of closure.

(Writing) ALT 3 - Narrative

I can write narratives to recount two or more sequenced events, including some details about what happened.

**AST 3.1 - Focus and Organizational Structure:** Focus and Organizational Structure: I can recount two or more sequenced events.

**AST 3.2 - Elaboration:** Elaboration: I can include some details regarding what happened.

**AST 3.3 - Transition:** Transition: I can use temporal words to signal order.

**AST 3.4 - Conclusion:** Conclusion: I can provide some sense of closure.

(Language) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

**AST 1.1 - Proper, Possessive Nouns:** Use common, proper, possessive nouns

**AST 1.2 - Plural Nouns:** Use singular and plural nouns with matching verbs in basic sentences

**AST 1.3 - Pronouns:** Use personal, possessive, and indefinite pronouns

**AST 1.4 - Verbs:** Use verbs to convey a sense of past, present, and future

**AST 1.5 - Adjectives:** Use frequently occurring adjectives

**AST 1.6 – Conjunctions:** Use frequently occurring conjunctions

**AST 1.7 - Determiners:** Use determiners

**AST 1.8 - Prepositions:** Use frequently occurring prepositions

**AST 1.9 - Complete Sentences:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

**AST 2.1 - Capitalization:** Capitalize dates and names of people.

**AST 2.2 - Punctuation:** Use end punctuation for sentences.

**AST 2.3 - Commas:** Use commas in dates and to separate single words in a series.

**AST 2.4 - Conventional Spelling:** Use conventional spelling for words with common spelling patterns, and for frequently occurring irregular words.

**AST 2.5 - Spell Untaught Words:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

(Language) ALT 4 - Unknown -Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.



**AST 4.1 - Meanings:** I can Use sentence-level context as a clue to the meaning of a word or phrase

**AST 4.2 - Affixes:** I can use frequently occurring affixes as a clue to the meaning of a word.

**AST 4.3 - Root Words:** I can identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

(Language) ALT 5 - Word Relationships

I can (with guidance and support from adults) demonstrate understanding of word relationships and nuances in word meanings.

**AST 5.1 - Sort:** I can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**AST 5.2 - Key Attributes:** I can define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**AST 5.3 - Real Life Connections:** I can identify real-life connections between words and their use (e.g., note places at home that are cozy).

**AST 5.4 - Meaning of Verbs:** I can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

(Language) ALT 6 - Using Words and Phrases

I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

(Speaking- Listening) ALT 1 – Conversation-Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking - Listening) ALT 2 - Integrate-Evaluate

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking - Listening) ALT 3 – Evaluate. Speaking.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking - Listening) ALT 4 - Line of Reason

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking -Listening) ALT 5- Display Data

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 2**

### (Reading) ALT 1 - Literature

I can read and comprehend grade level literature, including stories and poetry independently

**AST 1.1 - (Key Ideas) - Ask, Answer Questions:** I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**AST 1.2 - (Key Ideas) - Recount Stories:** I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**AST 1.3 - (Key Ideas) - Describe Characters:** I can describe how characters in a story respond to major events and challenges.

**AST 1.4 - (Craft-Structure) - Supply Rhythm, Meaning:** I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a a story, poem, or song.

**AST 1.5 - (Craft-Structure) - Structure of Story:** I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**AST 1.6 - (Craft-Structure) - Character Point of View:** I can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**AST 1.7 - (Knowledge-Ideas) - Demonstrate Understanding:** I can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**AST 1.8 - (Knowledge-Ideas) - Compare, Contrast:** I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### (Reading) ALT 2 – Informational Text

I can read and comprehend grade level informational texts, including history/social studies, science, and technical texts

**AST 2.1 - (Key Ideas) - Ask, Answer Questions:** I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**AST 2.2 - (Key Ideas) - Identify Main Topic:** I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**AST 2.3 - (Key Ideas) - Describe Connection:** I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**AST 2.4 - (Craft-Structure) – Determine the Meaning of Words:** I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**AST 2.5 - (Craft-Structure) - Text Features:** I 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.

**AST 2.6 - (Craft-Structure) - Identify Main Purpose:** I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**AST 2.7 - (Knowledge-Ideas) - Clarify a Text:** I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**AST 2.8 - (Knowledge-Ideas) - Reason Support Point:** I can describe how reasons support specific points the author makes in a text.

**AST 2.9 - (Knowledge-Ideas) - Compare, Contrast:** I can compare and contrast the most important points presented by two texts on the same topic.

(Reading) ALT 3 - Phonics

I know and apply grade-level phonics and word analysis skills in decoding words. (Foundational Skills)

**AST 3.1 - (Phonics and Word Recognition) - Distinguish Vowels:** I can distinguish long and short vowels when reading regularly spelled one-syllable words.

**AST 3.2 - (Phonics and Word Recognition) - Spelling-Sound Correspondence:** I know spelling-sound correspondences for additional common vowel teams.

**AST 3.3 - (Phonics and Word Recognition) - Decode:** I can decode regularly spelled two-syllable words with long vowels.

**AST 3.4 - (Phonics and Word Recognition) - Common Prefixes:** I can decode words with common prefixes and suffixes.

**AST 3.5 - (Phonics and Word Recognition) – Spelling - Sound Correspondences:** I can identify words with inconsistent but common spelling-sound correspondences.

**AST 3.6 - (Phonics and Word Recognition) - Irregularly Spelled Word:** I recognize and read grade-appropriate irregularly spelled words.

(Reading) ALT 4 - Fluency

Read with sufficient accuracy and fluency to support comprehension.

**AST 4.1 - (Fluency) - Purpose, Understanding:** I can read grade-level text with purpose and understanding.

**AST 4.2 - (Fluency) - Read Orally, Accurately:** I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**AST 4.3 - (Fluency) - Use Context:** I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on a topic or book, stating an opinion with supporting reasons.

**AST 1.1 - Introduce and Opinion:** I can introduce a topic or book I am writing about and state an opinion.

**AST 1.2 - Elaboration:** I can give reasons that support the opinion.

**AST 1.3 - Links and Transitions:** I can use linking words (e.g., because, and, also) to connect opinion and reasons

**AST 1.4 - Conclusion:** I can provide a concluding statement or section.

(Writing) ALT 2 – Informative - Explanatory

I can write informative/explanatory texts to introduce a topic and develop points.

(Writing) ALT 3 - Narrative

I can write narratives to recount a well elaborated event or a short sequence of events including details to describe actions.

**AST 3.1 - Focus and Organizational Structure:** I can recount two or more sequenced events.

**AST 3.2 - Elaboration:** I can give some details to describe actions, thoughts and feelings.

**AST 3.3 - Transition:** I can use temporal words to signal order.

**AST 3.4 – Conclusion:** I can provide some sense of closure.

(Lang) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

**AST 1.1 - Collective Nouns:** I can use of collective nouns

**AST 1.2 - Irregular Plural Nouns:** I can form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)

**AST 1.3 - Reflexive Pronouns:** I can use reflexive pronouns (e.g., myself, ourselves)

**AST 1.4 - Irregular Verbs:** I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)

**AST 1.5 - Adjectives and Adverbs:** I can use adjectives and adverbs and choose between them depending on what is to be modified.

**AST 1.6 - Simple and Compound Sentences:** I can produce, expand, and rearrange complete simple and compound sentences.

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

**AST 2.1 - Capitalization:** I can capitalize holidays, product names and geographic names.

**AST 2.2 - Plural Nouns:** I can use commas in greetings and closings of letters.

**AST 2.3 - Apostrophe:** I can use an apostrophe to form contractions and frequently occurring possessives.

**AST 2.4 - Spelling Patterns:** I can generalize learned spelling patterns when writing words.

**AST 2.5 - Reference Materials:** I can consult reference materials including beginning dictionaries as needed to check and correct spellings.

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.

(Language) ALT 4 - Unknown - Multiple Meaning Words

I can 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.

**AST 4.1 - Meanings:** I can use sentence-level context as a clue to the meaning of a word or phrase.

**AST 4.2 - Prefix:** I can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

**AST 4.3 - Root Words:** I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**AST 4.4 - Compound Words:** I can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**AST 4.5 - Glossaries:** I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of word relationships and nuances in word meanings.

**AST 5.1 - Real-Life Connections:** I can identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

**AST 5.2 - Meaning of Verbs:** I can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

(Language) ALT 6 - Using Words and Phrases

I can 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).

(Speaking-Listening) ALT 1 - Conversation - Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 – Integrate - Evaluate

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak, Point of View

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **ENGLISH LANG ARTS (ELA), GRADE 3**

### (Reading) ALT 1 - Literature

I can read and understand grade level literature, including stories, drama, and poetry independently.

**AST 1.1 - (Key Ideas) - Ask, Answer Questions:** I can ask and answer questions to demonstrate understanding, referring to the text.

**AST 1.2 - (Key Ideas) - Recount Genres:** I can recount different genres of stories (e.g. fables, folktales, and myths from diverse cultures) determining the central message and how it is conveyed through key details.

**AST 1.3 - (Key Ideas) - Describe Characters:** I can describe characters (e.g., traits, motivations, or feelings), and explain how their actions contribute to the sequence of events.

**AST 1.4 - (Craft-Structure) - Determine Meaning:** I can determine the meaning of words and phrases, distinguishing literal and non-literal language.

**AST 1.5 - (Craft-Structure) - Identify Storyteller:** I can refer to parts of a text, using terms such as chapter, scene, and stanza.

**AST 1.6 - (Craft-Structure) - Describe Successive:** I can describe how each successive part builds on earlier sections.

**AST 1.7 - (Craft-Structure) - Point of View:** I can distinguish my own point of view from that of the narrator/characters.

**AST 1.8 - (Knowledge-Skills) - Illustrations:** I can explain how illustrations contribute meaning to the story (e.g., create mood, emphasize aspects of a character or setting).

**AST 1.9 - (Knowledge-Skills) - Compare, Contrast:** I can compare and contrast themes, settings, and plots of stories in a series and/or from the same author about the same or similar characters.

### (Reading) ALT 2 - Inform. Text

I can read and understand grade level informational text, including history, social studies, science, and technical texts independently.

**AST 2.1 - (Key Ideas) - Ask, Answer Questions:** I can ask and answer questions to demonstrate understanding, referring to the text.

**AST 2.2 - (Key Ideas) - Determine Main Idea:** I can determine the main idea of the text.

**AST 2.3 - (Key Ideas) - Recount Key Details:** I can recount key details and explain how they support the main idea.

**AST 2.4 (Key Ideas) - Relationship between Ideas:** I can describe the relationship between ideas in a text (series of historical events, scientific ideas, or steps in technical procedures) using time, sequence, and/or cause/effect.

**AST 2.5 - (Craft-Structure) - Determine Meaning:** I can determine the meaning of academic and domain-specific words and phrases.

**AST 2.6 - (Craft-Structure) - Use Text Features:** I can use text features and search tools to locate information (e.g., key words, sidebars, and hyperlinks).

**AST 2.7 - (Craft-Structure) - Point of View:** I can distinguish my own point of view from that of the author.

**AST 2.8 - (Knowledge-Ideas) - Use Info From Illustrations:** I can use information gained from illustrations (e.g., maps, photographs) and words to demonstrate understanding of the where, when, why and how of a text.

**AST 2.9 - (Knowledge-Ideas) – Describe Logical Connections:** I can describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence.)

**AST 2.10 - (Knowledge-Ideas) – Compare Contrast:** I can compare and contrast the most important points and key details in two texts on the same topic.

**AST 2.11 - (Focus Organ-Structure) - Recount:** I can write narrative to recount two or more sequenced events, including some details about what happened.

**AST 2.12 - (Elaboration) - Include Details:** I can include some details regarding what happened.

**AST 2.13 - (Transition) - Use Temporal Words:** I can use temporal words to signal order.

**AST 2.14 - (Conclusion) - Provide Closure:** I can provide some sense of closure.

(Reading) ALT 3 - Phonics and Word Recognition

Foundational: I know and can apply grade-level phonics and word analysis skills in decoding words

**AST 3.1 - Long-Short Vowels:** I can distinguish long and short vowels when reading regularly spelled one-syllable words.

**AST 3.2 - Spelling-Sound Correspondences:** I know spelling-sound correspondences for additional common vowel teams.

**AST 3.3 - Two Syllable Words (long vowels):** I can decode regularly spelled two-syllable words with long vowels.

**AST 3.4 - Prefix and Suffix:** I can decode words with common prefixes and suffixes.

**AST 3.5 - ID Spelling-Sound Words:** I can identify words with inconsistent but common spelling-sound correspondences.

**AST 3.6 - Recognize Irregular Spellings:** I can recognize and read grade-appropriate irregularly spelled words.

(Reading) ALT 4 - Fluency

Foundational: I can read with sufficient accuracy and fluency to support comprehension.

**AST 4.1 - Read On-level Text:** I can read on-level text with purpose and understanding.

**AST 4.2 - Read On-level Texts Orally:** I can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**AST 4.3 - Using Context:** I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on topics or texts, supporting a point of view with reasons.

**AST 1.1 - Focus and Organizational Structure:** I can introduce a topic or text I am writing about, state an opinion, and create an organizational structure that lists reasons.

**AST 1.2 - Elaboration:** I can provide reasons that support the opinion.

**AST 1.3 - Transition:** I can use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinion and reasons.

**AST 1.4 - Conclusion:** I can provide a concluding statement or section.

**(Writing) ALT 2 - Informative-Explanatory**

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**AST 2.1 - Focus and Organizational Structure:** I can introduce a topic and group related information and include illustrations when useful.

**AST 2.2 - Elaboration:** I can use facts, definitions, and details to develop a topic.

**AST 2.3 - Transition:** I can use linking words and phrases to connect ideas (e.g., also, another, and, more, but) within categories.

**AST 2.4 - Conclusion:** I can provide a concluding statement or section.

**(Writing) ALT 3 - Narrative**

I can write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.

**AST 3.1 - Focus and Organizational Structure:** I can establish a situation, introduce a narrator and/or characters, and organize an event sequence.

**AST 3.2 – Elaboration:** I can use dialogue and descriptions of actions, thoughts, and feelings to develop events or show response of characters to situations.

**AST 3.3 - Transition:** I can use temporal words and phrases to signal event order.

**AST 3.4 - Conclusion:** I can provide a sense of closure.

**(Language) ALT 1 - Grammar**

I can demonstrate command of standard English grammar when writing or speaking.

**AST 1.1 - Regular and Irregular Plural Nouns:** I can form and use regular and irregular plural nouns

**AST 1.2 - Abstract Nouns:** I can use abstract nouns (e.g., childhood)

**AST 1.3 - Regular-Irregular Verbs:** I can form and use regular and irregular verbs

**AST 1.4 - Simple Verb Tense:** I can form and use simple verb tenses (e.g., I walked; I walk; I will walk)

**AST 1.5 - Subject-verb Agreement:** I can ensure subject-verb and pronoun-antecedent agreement

**AST 1.6 - Comparative-Superlative Adverb-Adjectives:** I can form and use comparative and superlative adjectives and adverbs

**AST 1.7 - Conjunctions:** I can use coordinating (and, but, or, yet, for, nor, so) and subordinating (e.g. after, unless, since) conjunctions

**AST 1.8 - Sentences:** I can produce simple, compound, and complex sentences

**(Language) ALT 2 - Conventions**

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

**AST 2.1 - Capitalization of Titles:** I can capitalize appropriate words in titles

**AST 2.2 -Commas in Addresses:** I can use commas in addresses



**AST 2.3 - Commas and Quotation Marks:** I can use commas and quotation marks in dialogue

**AST 2.4 - Possessives:** I can form and use possessives

**AST 2.5 - Conventional Spelling:** I can conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**AST 2.6 - Spelling Patterns:** I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words.

**AST 2.7 - Reference Materials:** I can consult reference materials: including beginning dictionaries, as needed to check and correct spellings.

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

**AST 3.1 - Choose Words and Phrases:** I can choose words and phrases for effect

**AST 3.2 - Differences between Spoken and Written:** I can recognize and observe differences between the conventions of spoken and written standard English

(Lang) ALT 4 - Unknown -Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**AST 4.1 - Sentence-level Context:** I can use sentence-level context as a clue to the meaning of a word or phrase.

**AST 4.2 - Affix:** I can determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat).

**AST 4.3 - Root Words:** I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)

**AST 4.4 - Glossaries:** I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of word relationships and nuances in word meanings.

**AST 5.1 - Literal and Non-literal Meanings:** I can distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

**AST 5.2 - Real-Life Connections:** I can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**AST 5.3 - States of Mind:** I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

(Language) ALT 6 - Using Words and Phrases

I can acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

(Speaking-Listening) ALT 1 – Conversation - Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 – Integrate - Evaluate.

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak, Point of View

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **ENGLISH LANG ARTS (ELA), GRADE 4**

(Reading) ALT 1 - Literature

READING LITERATURE: I can read and understand literature.

**AST 1.1 - (Key Ideas) - Refer to Details:** I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**AST 1.2 - (Key Ideas) - Determine Theme:** I can determine the theme of a story, drama, or poem from details in a text, and summarize the text.

**AST 1.3 - (Key Ideas) - Describe Characters:** I can describe in depth, a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**AST 1.4 - (Craft-Structure) - Determine Meaning:** I can determine the meaning of words and phrases used in text, including those that allude to significant characters found in mythology.

**AST 1.5 - (Craft-Structure) - Explain Major Difference:** I can explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting, descriptions, dialogue, stage directions) when writing or speaking about a text.

**AST 1.6 - (Craft-Structure) - Compare, Contrast:** I can compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

**AST 1.7 - (Knowledge-Ideas) - Make Connections:** I can make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**AST 1.8 - (Knowledge-Ideas) - Compare, Contrast:** I can compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**AST 1.9 - (Range of Reading) - Read, Comprehend:** By the end of the year, I can read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(Reading) ALT 2 – Informational Text

READING INFORMATIONAL: I can read and understand informational texts.

**AST 2.1 - (Key Ideas) - Refer to Details:** I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**AST 2.2 - (Key Ideas) - Determine Main Idea:** I can determine the main idea of the text and explain how it is supported by key details; summarize the text.

**AST 2.3 - (Key Ideas) - Explain Events:** I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in text.

**AST 2.4 - (Craft-Structure) - Determine Meaning:** I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**AST 2.5 - (Craft-Structure) - Describe Structure:** I can describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**AST 2.6 - (Craft-Structure) - Compare, Contrast:** I can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided.

**AST 2.7 - (Knowledge-Ideas) - Interpret Information:** I can interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**AST 2.8 - (Knowledge-Ideas) - Use Reason, Evidence:** I can explain how an author uses reasons and evidence to support particular points in a text.

**AST 2.9 - (Knowledge-Ideas) - Integrate Information:** I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**AST 2.10 - (Range Reading) - Read, Comprehend:** By the end of the year, I will be able to read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(Reading) ALT 3 - Phonics

READING FOUNDATION: Phonics and Word Recognition: I know and apply grade-level phonics and word analysis skills in decoding words.

**AST 3.1 - (Phonics and Word Recognition) - All Letter Sound:** I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

(Reading) ALT 4 - Accuracy

READING FOUNDATION: Fluency: I can read with sufficient accuracy and fluency to support comprehension.

**AST 4.1 - (Phonics and Word Recognition) - Use Combined Knowledge:** I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**AST 4.2 - (Fluency) - Read Grade Level Text:** I can read grade-level text with purpose and understanding.

**AST 4.3 - (Fluency) - Read Grade Level Prose:** I can read grade-level prose and poetry orally with accuracy, at an appropriate rate, and with expression on successive readings.

**AST 4.4 - (Fluency) - Use Context:** I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**AST 1.1 - Focus and Organizational Structure:** Focus and Organizational Structure: I can clearly introduce a topic or text, state an opinion, and create an organizational structure grouping related ideas that supports my purpose.

**AST 1.2 – Elaboration:** I can provide reasons for my opinion that are supported by facts and details.

**AST 1.3 - Transition:** I can link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

**AST 1.4 - Conclusion:** I can provide a concluding section or statement related to my opinion.

(Writing) ALT 2 - Informative-Explanatory

I can write informative/explanatory texts to examine a topic to convey ideas and information clearly.

**AST 2.1 - Focus and Organizational Structure:** I can introduce a topic, group related information into paragraphs and sections, and include formatting (e.g., headings), illustrations, or multimedia when useful.

**AST 2.2 - Elaboration:** I can use facts, definitions, details, examples or quotations to develop a topic.

**AST 2.3 - Transition:** I can use linking words and phrases to connect ideas within categories (e.g., another, for example, also, because).

**AST 2.4 - Precise Language:** I can use precise language and domain-specific vocabulary to inform about or explain the topic.

**AST 2.5 – Conclusion:** I can provide a concluding statement or section related to information or explanation presented.

(Writing) ALT 3 - Narrative

I can write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.

**AST 3.1 - Focus and Organizational Structure:** I can establish a situation, introduce a narrator and/or characters, and organize an event sequence.

**AST 3.2 - Elaboration:** I can use dialogue and descriptions to develop events and/or show response of characters to situations.

**AST 3.3 - Transition:** I can use a variety of transitional words, phrases, and clauses to manage sequence of events.

**AST 3.4 - Precise Language:** I can use a variety of transitional words and phrases to manage event sequence.

**AST 3.5 - Conclusion:** I can provide a conclusion that follows from the experience or events.

(Language) ALT 1 - Grammar

I can demonstrate command of standard English grammar when writing or speaking.

**AST 1.1 - Relative Pronouns:** I can relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why)

**AST 1.2 - Progressive Verb Tenses:** I can form and use the progressive verb tenses

**AST 1.3 - Modal Auxiliaries:** I can use modal auxiliaries to convey various conditions

**AST 1.4 - Ordering Adjectives:** I can order adjectives within sentences according to conventional patterns

**AST 1.5 - Prepositions:** I can form and use prepositional phrases

**AST 1.6 - Complete Sentences** I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

**AST 1.7 - Choosing Words or Phrases:** I can choose words or phrases to convey ideas precisely

**AST 1.8 - Formal-Informal English:** I can differentiate between contexts that call for formal and informal English

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

**AST 2.1 - Capitalization:** I can correct capitalization

**AST 2.2 - Commas and Quotations:** I can use commas and quotations from speech, text and coordinating conjunctions in a compound sentence

**AST 2.3 - Spelling:** I can spell grade level appropriate words

**AST 2.4 - Punctuation:** I can choose punctuation for effect

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

**AST 3.1 - Convey Ideas:** I can choose words and phrases to convey ideas precisely.

**AST 3.2 - Punctuation:** I can choose punctuation for effect.

**AST 3.3 - Differentiate between Contexts:** I can differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion)

(Language) ALT 4 - Unknown – Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**AST 4.1 - Use Context:** I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**AST 4.2 - Greek and Latin Affixes:** I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**AST 4.3 - Consult Reference Materials:** I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**AST 5.1 - Similes and Metaphors:** I can explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**AST 5.2 - Idioms, Adages, Proverbs:** I can recognize and explain the meaning of common idioms, adages, and proverbs.

**AST 5.3 - Antonyms:** I can demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

(Language) ALT 6 - Using Words and Phrases

I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

(Speaking-Listening) ALT 1 – Conversation - Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-Listening) ALT 2 – Integrate -Evaluate.

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-Listening) ALT 3 – Evaluate, Speak. Point of View

I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

(Speaking-Listening) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-Listening) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-Listening) ALT 6 - Adaptive Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 5**

### (Reading) ALT 1 - Literature

I can read and understand literature.

**AST 1.1 - (Key Ideas) - Use Quote:** I can use quotes frequently and effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.

**AST 1.2 - (Key Ideas) - Determine A Theme:** I can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.

**AST 1.3 - (Key Ideas) - Compare, Contrast Character:** I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**AST 1.4 - (Craft-Structure) - Figurative Language:** I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**AST 1.5 - (Craft-Structure) - Structure of Story:** I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**AST 1.6 - (Craft-Structure) - Narrator's Point of View:** I can describe how a narrator's or speaker's point of view influences how events are described.

**AST 1.7 - (Knowledge-Ideas) - Visual Elements:** I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**AST 1.8 - (Knowledge-Ideas) - Same Genre:** I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**AST 1.9 - (Range-Reading) - Read, Comprehend:** By the end of the year, I will be able to read and comprehend literature, including stories, dramas, poetry at the high end of the grades 4-5 text complexity band independently and proficiently.

### (Reading) ALT 2 - Informational Text

I can read and understand informational texts.

**AST 2.1 - (Key Ideas) - Quote Accurately:** I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**AST 2.2 - (Key Ideas) - Two Main Ideas:** I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**AST 2.3 - (Key Ideas) - Relationships:** I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**AST 2.4 - (Craft-Structure) - Meaning of Words:** I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**AST 2.5 - (Craft-Structure) - Compare, Contrast:** I can compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**AST 2.6 - (Craft-Structure) - Analyze Multiple Accounts:** I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.



**AST 2.7 - (Knowledge-Ideas) - Draw on Information:** I can draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**AST 2.8 - (Knowledge-Ideas) - Reasons, Evidence:** I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**AST 2.9 - (Knowledge-Ideas) - Integrate Info:** I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**AST 2.10 - (Range of Reading) - Informational Text:** By the end of the year, I will be able to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

(Reading) ALT 3 - Decode Words

READING FOUNDATIONAL: I know and apply grade-level phonics and word analysis skills in decoding words.

**AST 3.1 - (Foundational) - Letter-Sound:** I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

(Reading) ALT 4 - Accuracy-Fluency

READING FOUNDATIONAL: I can read with sufficient accuracy and fluency to support comprehension.

**AST 4.1 - (Foundation) - On-level Text:** I can read on-level text with purpose and understanding.

**AST 4.2 - (Foundation) - Prose and Poetry:** I can read grade-level prose and poetry orally with accuracy, at an appropriate rate, and with expression on successive readings.

**AST 4.3 - (Foundation) - Word Recognition:** I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(Writing) ALT 1 - Opinion

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**AST 1.1 - Focus and Organizational Structure:** I can introduce a topic or text clearly, state an opinion, and create a logical organizational structure in which ideas are logically grouped to support my purpose.

**AST 1.2 - Elaboration:** I can provide logically ordered reasons for my opinion that are supported by facts and details.

**AST 1.3 - Transition:** I can use words, phrases, and clauses (e.g., consequently, specifically) to link opinions and reasons.

**AST 1.4 - Conclusion:** I can provide a concluding section or statement related to my opinion.

(Writing) ALT 2 - Info-Explain

I can write informative/explanatory texts to examine a topic to convey ideas and information clearly.

**AST 2.1 - Focus and Organizational Structure:** I can introduce a topic, provide a general focus, group related information, and include formatting (e.g., headings), illustrations, or multimedia when useful.

**AST 2.2 - Supporting Details:** I can use facts, definitions, details, quotations or other relevant information to develop a topic.

**AST 2.3 - Transition:** I can use phrases and clauses to link ideas within and across categories (e.g., in contrast, especially).

**AST 2.4 - Precise Language:** I use precise language and topic-specific vocabulary to inform about or explain the topic.

**AST 2.5 - Conclusion:** I can provide a concluding statement or section related to information or explanation presented.

(Writing) ALT 3 - Narrative

I can write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.

**AST 3.1 - Focus and Organizational Structure:** I can establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.

**AST 3.2 - Elaboration:** I can use dialogue, descriptions and pacing to develop experiences and events or show the responses of characters to situations.

**AST 3.3 - Transition:** I can use a variety of transitional words, phrases, and clauses to manage sequence of events.

**AST 3.4 - Precise Language:** I can use concrete words and phrases and sensory details to convey experiences and events precisely.

**AST 3.5 - Conclusion:** I can provide a conclusion that follows from the narrated experiences and events.

(Language) ALT 1 - Grammar

I can demonstrate command of Standard English grammar when writing or speaking.

**AST 1.1 - Conjunction, Preposition, and Interjection:** I can explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**AST 1.2 - Perfect Verb Tenses:** I can form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

**AST 1.3 - Sequence-States-Conditions:** I can use verb tense to convey various times, sequences, states, and conditions.

**AST 1.4 - Inappropriate Verb Shifts:** I can recognize and correct inappropriate shifts in verb tense.

**AST 1.5 - Correlative Conjunctions:** I can use correlative conjunctions (e.g., either/or, neither/nor).

(Language) ALT 2 - Conventions

I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

**AST 2.1 - Punctuation to Separate:** I can use punctuation to separate items in a series.\*

**AST 2.2 - Comma Use in Intro:** I can use a comma to separate an introductory element from the rest of the sentence.

**AST 2.3 - Comma Use to Set Off Words:** I can use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

**AST 2.4 - Underlining, Quotes, and Italics:** I can use underlining, quotation marks, or italics to indicate titles of works.

**AST 2.5 - Grade-appropriate Spelling:** I can spell grade-appropriate words correctly, consulting references as needed.

(Language) ALT 3 - Knowledge of Language

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

**AST 3.1 - Expand, Combine, and Reduce Sentences:** I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**AST 3.2 - Compare, Contrast Varieties of English:** I can compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

(Language) ALT 4 - Unknown -Multiple Meaning Words

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**AST 4.1 - Use Context:** I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**AST 4.2 - Greek and Latin Affixes:** I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

**AST 4.3 - Consult Reference Materials:** I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

(Language) ALT 5 - Word Relationships

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**AST 5.1 - Interpret Figurative Language:** I can interpret figurative language, including similes and metaphors, in context.

**AST 5.2 - Idioms, Adages, and Proverbs:** I can recognize and explain the meaning of common idioms, adages, and proverbs.

**AST 5.3 - Use Relationship Between Words:** I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

(Language) ALT 6 - Using Words and Phrases

I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

(Speaking-Listening) ALT 1 - Conversation-Collaboration

I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(Speaking-List) ALT 2 - Integrate-Evaluate

I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(Speaking-List) ALT 3 - Evaluate Speaking POV

I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(Speaking-List) ALT 4 - Line of Reason

I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(Speaking-List) ALT 5- Display Data

I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(Speaking-List) ALT 6 - Adapt Speech

I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 6**

### Language ALT 1

I can use conventions and language correctly.

**AST 1.1 - Conventions:** I can use conventions and language to enhance my writing.

**AST 1.2 - Pronouns:** I can use pronouns correctly.

**AST 1.3 - Spelling and Punctuation:** I can spell correctly and use punctuation to set off details related to the subject.

**AST 1.4 - Sentence Patterns:** I can vary sentence patterns and maintain style and tone.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST 1.1 - Inferences and Analysis of Text:** I can find evidence to support inferences and analysis of a text with guidance.

**AST 1.2 - Main Idea-Theme-Summarize:** I can provide the main idea or theme of a text and summarize the key details.

**AST 1.3 - Unknown Vocabulary:** I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).

**AST 1.4 - Plot and Character:** I can describe how plot unfolds and how the characters respond.

**AST 1.5 Introduction to a Text:** I can describe how an individual, event, or idea is introduced and explained in a text.

### Reading ALT 2

I can analyze an author's craft and structure.

**AST 2.1 - Meaning of Words:** I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone.

**AST 2.2 - Developing the Main Idea:** I can analyze how a sentence, chapter, scene, or section fits into the text and helps develop the main idea, theme, setting, or plot.

**AST.2.3 - Point of View:** I can explain how the author develops the point of view of the narrator or speaker of a text (literary).

**AST 2.4 - Author's POV Revealed in Text:** I can determine an author's point of view or purpose and explain how it's revealed in the text (informational).

### Reading ALT 3

I can analyze knowledge and ideas from multiple sources.

**AST 3.1 - Compare-Contrast Experiences:** I can compare and contrast the experiences of reading, listening to, or viewing a story, drama, or poem.

**AST 3.2 - Compare-Contrast Similar Themes:** I can compare and contrast how two or more works address similar themes and topics.

**AST 3.3 - Information from Media:** I can integrate information from different media or formats to develop a coherent understanding of a topic or issue.

**AST 3.4 - Evaluate Claims:** I can evaluate claims in a text that are supported by evidence and those that are not.

Research ALT 1

I can conduct effective research.

**AST 1.1 - Thesis for Research:** I can use a given question or thesis to guide my research.

**AST 1.2 - Multiple Sources:** I can gather and organize information from multiple sources.

**AST.1.3 - Citations:** I can report basic citation information.

Social Studies ALT 1

I can identify and describe significant events and cultures within geographic regions.

**AST 1.1 - Historical and Current Events:** I can demonstrate an understanding of historical and current events, people, religions, and cultures.

**AST 1.2 - Geographic Tools:** I can use a variety of geographic tools.

**AST 1.3 - Government:** I can describe different forms of government.

**AST 1.4 - Economics:** I can explain basic economic concepts.

Social Studies ALT 2

I can apply my knowledge to analyze information (source documents, data, maps, graphs, charts, models) and develop a relevant conclusion with appropriate evidence.

**AST 2.1 - Analyze Information:** I can accurately analyze information to reach a relevant conclusion.

**AST 2.2 - Conclusions:** I can support my conclusions with relevant evidence.

**AST 2.3 - Basic Arguments:** I can give basic arguments for and against an issue.

**AST 2.4 - Analyze Relationships:** I can analyze relationships.

Speaking-Listening ALT 1

I can engage effectively in collaborative discussions on a variety of topics and issues.

**AST 1.1 - Discussion Preparation:** I can come to discussions prepared.

**AST 1.2 - Roles in Discussions:** I can understand my role in classroom discussions.

**AST 1.3 - Engagement:** I can question and respond in ways that show I am engaged.

**AST 1.4 - Reflection and Paraphrasing:** I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Speaking-Listening ALT 2

I can effectively present information.

**AST 2.1 - Organization:** I can present information that is organized and clear.

**AST 2.2 - Oral Presentations:** I can use appropriate body language, eye contact, volume and speed during oral presentations.

**AST 2.3 - Digital Media - Visuals:** I can use digital media and/or visuals to display information.

**AST 2.4 - Demonstrate Understanding:** I can present information in my own words to demonstrate understanding of my topic.

#### Writing ALT 1

I can write arguments to support claims.

**AST 1.1 - Writing Style:** I can produce writing in a style appropriate to task, purpose, and audience.

**AST 1.2 - Writing Process:** I can use the writing process.

**AST 1.3 - Claims and Evidence:** I can introduce claim(s) and organize the reasons and evidence clearly.

**AST 1.4 - Transitional Words:** I can use transitional words and phrases to create clarity.

**AST 1.5 - Conclusion:** I can provide a concluding statement or section.

#### Writing ALT 2

I can write informative/explanatory texts.

**AST 2.1 - Writing Style:** I can produce writing in a style appropriate to task, purpose and audience.

**AST 2.2 - Writing Process:** I can use the writing process.

**AST 2.3 - Introductions:** I can introduce a topic and organize ideas.

**AST 2.4 - Develop a Topic:** I can develop a topic using relevant facts, information, and examples.

**AST 2.5 - Transitional Words:** I can use transitional words and phrases to create clarity.

**AST 2.6 - Precise Language:** I can use precise language and domain-specific vocabulary to explain the topic.

**AST 2.7 - Conclusion:** I can provide a concluding statement or section that supports the information.

#### Writing ALT 3

I can write narrative texts.

**AST 3.1 - Engagement:** I can engage and orient the reader in my writing.

**AST 3.2 - Writing Process:** I can use the writing process.

**AST 3.3 - Narrative Techniques:** I can use narrative techniques.

**AST 3.4 - Transitional Words:** can use transitional words and phrases to convey sequence.

**AST 3.5 - Precise Language:** I can use precise language, relevant description, and sensory details.

**AST 3.6 - Conclusion:** I can provide a conclusion of the narrated experiences or events.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 7**

### Language ALT 1

I can use conventions and language correctly.

**AST 1.1 - Conventions:** I can use conventions and language to enhance my writing.

**AST 1.2 - Pronouns:** I can use pronouns correctly.

**AST 1.3 - Spelling and Punctuation:** I can spell correctly and use punctuation to set off details related to the subject.

**AST 1.4 - Sentence Patterns:** I can vary sentence patterns and maintain style and tone.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST.1.1 - Inferences and Analysis:** I can find multiple pieces of evidence to support inferences and analysis of a text.

**AST.1.2 - Main Idea:** I can provide the main idea or theme of a text and can explain how key details connect to the main idea or theme.

**AST.1.3 - Unknown Vocabulary:** I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).

**AST.1.4 - Elements of Plot:** I can analyze how the elements of plot interact.

**AST 1.5 - Interaction in Text:** I can draw relevant connections between a series of ideas or events and explain how individuals, events, and ideas interact over the course of a text.

### Reading ALT 2

I can analyze and evaluate an author's craft and structure.

**AST.2.1 - Word Meaning Impact:** I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone.

**AST 2.2 - Form and Meaning:** I can analyze how the form or structure of a piece of literature contributes to its meaning.

**AST 2.3 - Points of View of Characters:** I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text (literary).

**AST.2.4 - Author's Point of View:** I can determine an author's point of view or purpose and analyze how the author's position is different from that of others (informational).

### Reading ALT 3

I can analyze knowledge and ideas from multiple sources.

**AST 3.1 - Compare-Contrast Different Forms:** I can compare and contrast reading, listening to, or viewing a story, drama, or poem and analyze the unique techniques of each.

**AST 3.2 - Compare-Contrast Similar Themes:** I can compare, contrast, and accurately analyze how two or more works address similar themes or topics.

**AST 3.3 - Compare-Contrast Different Media:** I can compare and contrast information from different media or formats to develop a coherent understanding of a topic or issue.



**AST 3.4 - Evaluate Claims:** I can accurately evaluate if specific claims in a text have reasoning that is relevant and sufficient.

#### Research ALT 1

I can conduct effective research.

**AST 1.1 - Thesis for Research:** I can use a given question or thesis to guide my research.

**AST.1.2 - Information from Multiple Sources:** I can gather and organize information from multiple sources.

**AST 1.3 - Citations:** I can report basic citation information.

#### Social Studies ALT 1

I can identify and describe significant events, developments, and cultures within a civilization.

**AST 1.1 - Historical Events:** I can demonstrate an understanding of historical events, people, religions, and cultures.

**AST 1.2 - Government:** I can describe different forms of government.

**AST 1.3 - Economics:** I can explain basic economic concepts.

#### Social Studies ALT 2

I can apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop relevant conclusions with appropriate evidence.

**AST 2.1 - Analyze for Conclusion:** I can accurately analyze information to reach a relevant conclusion.

**AST 2.2 - Relevant Evidence:** I can support my thinking with sufficient, relevant evidence.

**AST 2.3 - Basic Arguments:** I can give basic arguments for and against an issue.

**AST 2.4 - Analyze Relationships:** I can analyze relationships.

#### Speaking-Listening ALT 1

I can engage effectively in collaborative discussions on a variety of topics and issues.

**AST 1.1 - Discussion Prep:** I can come to discussions prepared.

**AST 1.2 - Role in Discussions:** I can understand my role in classroom discussions.

**AST 1.3 - Engagement:** I can question and respond in ways that show I am engaged.

**AST 1.4 - Reflection and Paraphrasing:** I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### Speaking-Listening ALT 2

I can effectively present information.

**AST 2.1 - Organized and Clear:** I can present information that is organized and clear.

**AST 2.2 - Oral Presentation Elements:** I can use appropriate body language, eye contact, volume, and speed.

**AST 2.3 - Digital Media and Visuals:** I can use digital media and/or visuals to display information.

**AST 2.4 - Presenting Information:** I can present information in my own words to demonstrate understanding of my topic.

Writing ALT 1

I can write arguments to support claims.

**AST.1.1 - Writing Style:** I can produce writing in a style appropriate to task, purpose, and audience.

**AST 1.2 - Writing Process:** I can use the writing process.

**AST 1.3 - Reasons and Evidence:** I can introduce claim(s), acknowledge opposing claims, and organize the reasons and evidence clearly.

**AST 1.4 - Transitional Words:** I can use transitional words and phrases to create clarity.

**AST 1.5- Conclusion:** I can provide a supportive concluding statement or section.

Writing ALT 2

I can write informative/explanatory texts.

**AST 2.1 - Writing Style:** I can produce writing in a style appropriate to task, purpose, and audience.

**AST 2.2 - Writing Process:** I can use the writing process.

**AST 2.3 - Thesis Statement:** I can introduce a topic clearly using a thesis statement and organize ideas.

**AST 2.4 - Develop a Topic:** I can develop a topic using relevant facts, information, and examples.

**AST 2.5 - Transitional Words:** I can use transitional words and phrases to create cohesion and clarity.

**AST 2.6 - Precise Language:** I can use precise language and domain-specific vocabulary to explain the topic.

**AST 2.7 - Conclusion:** I can provide a concluding statement or section that supports the information.

Writing ALT 3

I can write narrative texts.

**AST 3.1 - Engagement:** I can engage and orient the reader in my writing.

**AST 3.2 - Writing Process:** I can use the writing process.

**AST 3.3 - Narrative Techniques:** I can use narrative techniques.

**AST 3.4 - Transitional Words:** I can use transitional words and phrases to convey sequence.

**AST 3.5 - Precise Language:** I can use precise language, relevant description, and sensory details.

**AST 3.6 - Conclusion:** I can provide a conclusion of the narrated experiences or events.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 8**

### Language ALT 1

I can use conventions and language correctly.

**AST 1.1 - Conventions:** I can use conventions and language to enhance my writing.

**AST 1.2 - Pronouns:** I can use pronouns correctly.

**AST 1.3 - Spelling and Punctuation:** I can spell correctly and use punctuation to set off details related to the subject.

**AST 1.4 - Sentence Patterns:** I can vary sentence patterns and maintain style and tone.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST 1.1 - Inferences of Text:** I can find the most relevant evidence to support analysis and inferences of a text.

**AST 1.2 - Summarize Key Details of Text:** I can summarize the key details, identify the central idea or theme, and begin to analyze how it develops over the course of the text.

**AST 1.3 - Unknown Vocabulary:** I can determine or clarify the meaning of unknown vocabulary using a range of strategies (context clues, word stems, reference materials).

**AST 1.4 - Analyze Plot:** I can analyze how particular parts of plot propel the action, reveal aspects of a character, or provoke a decision.

**AST 1.5 - Drawing Connections:** I can draw connections between a series of ideas of events and analyze how individuals, events, and ideas interact over the course of the text.

### Reading ALT 2

I can analyze and evaluate an author's craft and structure.

**AST 2.1 - Meaning of Words:** I can determine the meaning of words and phrases and analyze how specific words impact meaning and tone (e.g. analogies or allusions to other texts).

**AST 2.2 - Analyze Form for Meaning:** I can analyze how the form or structure of a piece of literature contributes to its meaning.

**AST 2.3 - Different Points of View:** I can analyze how different points of view create effects such as suspense or humor.

**AST 2.4 - Author's POV:** I can determine an author's point of view or purpose and analyze how the author responds to conflicting evidence or viewpoints (informational).

### Reading ALT 3

I can analyze knowledge and ideas from multiple sources.

**AST 3.1 - Text and Performance:** I can analyze the similarities and differences between a text and a performance and evaluate the choices made by the directors or actors.

**AST 3.2 - Using Different Mediums to Present:** I can evaluate the advantages and disadvantages of using different mediums to present a topic or idea.

**AST 3.3 - Relevant and Sufficient Evidence:** I can evaluate if specific claims in a text have reasoning that is relevant and sufficient; I can recognize when evidence is irrelevant.

**AST 3.4 - Addressing Similar Themes-Topics:** I can analyze how two or more works address similar themes or topics.

#### Research ALT 1

I can conduct effective research.

**AST 1.1 - Thesis for Research:** I can use a given question or thesis to guide my research.

**AST 1.2 - Info from Multiple Sources:** I can gather and organize information from multiple sources.

**AST 1.3 - Citations:** I can report basic citation information.

**AST 1.4 - Presenting Information:** I can present information in my own words to demonstrate understanding of my topic.

#### Social Studies ALT 1

I can identify and describe significant events and perspectives in US history from 1765 to Reconstruction.

**AST 1.1 - US History from 1765 to Reconstruction:** I can demonstrate an understanding of significant events and perspectives in US history from 1765 to Reconstruction.

**AST 1.2 - Economics:** I can apply basic economic concepts to US history.

#### Social Studies ALT 2

I can identify and explain the foundations, structures, and functions of US government.

**AST 2.1 - Historical Foundations of Democracy:** I can identify the historical foundations that influenced the development of US democracy.

**AST 2.2 - Three Branches of Government:** I can explain the structure and function of the three branches of government and the checks and balances between each branch.

**AST 2.3 - Federal, State, Local Governments:** I can explain the relationship between federal, state and local governments.

**AST 2.4 - Civic Responsibility:** I can explain the role of civic responsibility in US democracy.

#### Social Studies ALT 3

I can apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop a relevant conclusion with appropriate evidence.

**AST 3.1 - Relevant Conclusion:** I can accurately analyze information to reach a relevant conclusion.

**AST 3.2 - Compelling Evidence:** I support my thinking with compelling and well-organized evidence.

**AST 3.3 - Detailed Arguments:** I can give detailed arguments for and against an issue.

**AST 3.4 - Analyze Relationships:** I can analyze relationships.

#### Speaking-Listening ALT 1

I can engage effectively in collaborative discussions on a variety of topics and issues.

**AST 1.3 - Engagement:** I can question and respond in ways that show I am engaged.

**AST 1.4 - Reflection and Paraphrasing:** I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**AST 1.1 - Discussion Preparation:** I can come to discussions prepared.

**AST 1.2 - Role in Discussions:** I can understand my role in collegial discussions.

#### Speaking-Listening ALT 2

I can effectively present information.

**AST 2.1 - Organization of Information:** I can present information that is organized and clear.

**AST 2.2 - Oral Presentations:** I can use appropriate body language, eye contact, volume, and speed during oral presentations.

**AST 2.3 - Digital Media and Visuals:** I can use digital media and/or visuals to display information.

**AST 2.4 - Demonstrating Understanding:** I can present information in my own words to demonstrate understanding of my topic.

#### Writing ALT 1

I can write arguments to support claims.

**AST 1.1 - Writing Style:** I can produce writing in a style appropriate to task, purpose, and audience.

**AST 1.2 - Writing Process:** I can use the writing process.

**AST 1.3 - Reasons and Evidence:** I can introduce claim(s), acknowledge opposing claims, provide a counter claim, and organize the reasons and evidence clearly.

**AST 1.4 - Supporting Claims:** I can support claim(s) with clear reasons and relevant evidence.

**AST 1.5 - Transitional Words:** I can use transitional words and phrases to create clarity.

#### Writing ALT 2

I can write informative/explanatory texts.

**AST 2.1 - Writing Style:** I can produce writing in a style appropriate to task, purpose, and audience.

**AST 2.2 - Writing Process:** I can use the writing process.

**AST 2.3 - Thesis Statement:** I can introduce a topic clearly using a thesis statement and organize ideas.

**AST 2.4 - Develop a Topic:** I can develop a topic using relevant facts, information, and examples.

**AST 2.5 - Transitional Words:** I can use transitional words and phrases to create cohesion and clarity.

**AST 2.6 - Precise Language:** I can use precise language and domain-specific vocabulary to explain the topic.

**AST 2.7 - Conclusion:** I can provide a concluding statement or section that supports the information.

#### Writing ALT 3

I can write narrative texts.

**AST 3.1 - Engagement:** I can engage and orient the reader in my writing.

**AST 3.2 - Writing Process:** I can use the writing process.

**AST 3.3 - Narrative Techniques:** I can use narrative techniques.

**AST 3.4 - Transitional Words:** I can use transitional words and phrases to convey sequence.

**AST 3.5 - Precise Language:** I can use precise language, relevant description, and sensory details.

**AST 3.6 - Conclusion:** I can provide a conclusion of the narrated experiences or events.

## ENGLISH LANGUAGE ARTS (ELA), GRADE 9

### Language ALT 1

I can select and apply effective words and syntax.

**AST 1.1 - Spelling:** I can consistently use spelling conventions/rules correctly in my writing. Errors do not impede readability.

**AST 1.2 - Punctuation:** I have consistent control over basic punctuation conventions: end punctuation, commas, apostrophes, quotation marks, and dialogue. Errors do not impede readability.

**AST 1.3 - Grammar:** I have consistent control over basic grammar conventions: subject-verb agreement, independent and dependent clauses, complete sentences (avoiding run-ons and fragments). Errors do not impede readability.

### Language ALT 2

I can use correct conventions (spelling, punctuation, and grammar) in my writing.

**AST 2.1 - Word Choice:** I can use words throughout the entire piece that are appropriate for audience and purpose but may not always be precise. My word choice establishes an appropriate voice.

**AST 2.2 - Fluid Writing:** I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST.1.1 - Inferences:** I can make inferences using relevant textual evidence (details, examples, information).

**AST.1.2 - Identify Central Ideas:** I can summarize the key details and identify the central idea.

**AST.1.3 - Unknown Vocabulary:** I can determine or clarify the meaning of unknown vocabulary.

**AST.1.4 - Complex Characters:** I can analyze how complex characters are introduced, developed, and connected to the plot.

**AST 1.5 - Identify Connections in a Text:** I can identify the connections and/or the distinctions between individuals, events, and ideas in a text.

### Reading ALT 2

I can analyze and evaluate an author's craft and structure.

**AST.2.1 - Author's Words and Phrases:** I can identify and interpret the author's use of word choice and literary devices and analyze how they shape the meaning of a text.

**AST.2.2 - Structure and Meaning:** I can analyze how the structure of a text influences its meaning.

**AST.2.3 - Narrator's POV:** I can determine how a narrator's point of view is influenced by culture and time period (literary).

**AST 2.4 - Author's POV :** I can determine the author's point of view or purpose and identify the argumentative strategies used (informational).

## Reading ALT 3

I can evaluate how one or more works address similar themes or topics.

**AST.3.1 - Representation of a Subject:** I can analyze the theme in one or more diverse forms, media, or genres and determine which details are emphasized in each account.

**AST.3.2 - Validity of Reasoning:** I can analyze the validity of reasoning and sufficiency of evidence and identify faulty reasoning (informational).

## Speaking-Listening ALT 1

I can demonstrate my understanding and listening skills through small group and in-class discussions independently or in response to a prompt.

**AST.1.1 - Working with Partners:** I can prepare for and participate effectively with partners, building on the ideas of others, and expressing myself clearly and persuasively.

**AST.1.2 - Info in Different Formats:** I can integrate and evaluate information presented in various formats

**AST.1.3 - Speaker's POV:** I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Speaking-Listening ALT 2

I can present information effectively.

**AST.2.1 - Present Information:** I can present information clearly, concisely, and logically.

**AST.2.2 - Body Language-Eye Contact:** I can use natural, effective body language and appropriate eye contact.

**AST.2.3 - Visual Displays-Multimedia:** I can make use of visual displays/multi-media to express information and enhance understanding.

**AST.2.4 - Command of English:** I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

## Writing ALT 1

I can write an argumentative piece using evidence.

**AST 1.1 - Thesis Statement:** I can articulate a position by writing and defending a clear thesis statement/claim in my introduction in response to a prompt.

**AST 1.2 - Claims and Arguments:** I can organize reasons and apply evidence in support of my claim and acknowledge arguments that run counter to my own.

**AST 1.3 - Transitions:** I can use basic transitions that connect ideas and evidence.

**AST 1.4 - Conclusion:** I can provide a conclusion that summarizes the claim and ideas.

## Writing ALT 2

I can write an informative/explanatory piece using evidence.

**AST 2.1 - Thesis Statement:** I can present a clear thesis statement in my introduction in response to a prompt.

**AST 2.2 - Organization and Topic Development:** I can organize my ideas and develop the topic with relevant, sufficient concrete details.



**AST 2.3 - Transitions:** I can use basic transitions that connect ideas and evidence.

**AST 2.4 - Conclusion:** I can provide a conclusion that summarizes the topic and ideas.

Writing ALT 3

I can write narrative pieces.

**AST 3.1 - Drawing in the Reader:** I can draw the reader into my storyline.

**AST 3.2 - Narrative Techniques:** I can use narrative techniques to develop the plot and/or characters.

**AST 3.3 - Sequencing Techniques:** I can use effective sequencing techniques to develop plot.

**AST 3.4 - Conclusion:** I can develop a relevant conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

**AST 4.1 - Previewing Strategies:** I can consistently use prewriting strategies to plan my writing.

**AST 4.2 - Revisions and Feedback:** I can make revisions for changes to content in response to feedback.

**AST 4.3 - Proofreading:** I can proofread and edit for spelling, punctuation, and grammar.

**AST 4.4 - Writing Format:** I can produce a polished piece of writing that is properly formatted.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 10**

### Language ALT 1

I can select and apply effective words and syntax.

**AST 1.1 - Word Choice:** I can use words throughout the entire piece that are appropriate for audience and purpose but may not always be precise. My word choice establishes an appropriate voice.

**AST 1.2 - Fluid Writing :** I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical.

### Language ALT 2

I can use conventions (spelling, punctuation and grammar) in my writing.

**AST 2.1 - Spelling:** I can consistently use spelling conventions/rules correctly in my writing. Errors do not impede readability.

**AST 2.2 - Punctuation:** In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have consistent control over: colons and semi-colons. Errors do not impede readability.

**AST 2.3 - Grammar:** In addition to 9th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences - avoiding run-ons and fragments), I have consistent control over: basic phrases, pronoun antecedent agreement, and verb tenses. Errors do not impede readability.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST 1.1 - Inferences:** I can make inferences using relevant textual evidence (details, examples, information).

**AST 1.2 - Identify Central Ideas:** I can summarize the key details and identify the central idea or theme.

**AST 1.3 - Complex Characters:** I can analyze how complex characters are introduced, developed, and connected to the plot or theme.

**AST 1.4 - Identify Connections in a Text:** I can identify the connections and/or the distinctions between individuals, events, and ideas in a text.

### Reading ALT 2

I can analyze and evaluate an author's craft and structure.

**AST 2.1 - Author's Use of Words:** I can interpret the author's use of words and phrases (figurative, connotative, technical) and analyze how they shape meaning and tone.

**AST 2.2 - Structure of a Text:** I can analyze how the structure of a text (parallel plots, flashbacks, pacing) influences its meaning.

**AST 2.3 - Narrator's POV:** I can determine how a narrator's point of view is influenced by culture and time period (literary).

**AST 2.4 - Author's POV:** I can identify an author's point of view or purpose and analyze the rhetoric used (informational).

## Reading ALT 3

I can evaluate how two or more works address similar themes or topics.

**AST 3.1 - Analyzing Theme:** I can analyze the theme in two or more diverse forms, media, or genres and determine which details are emphasized in each account.

**AST 3.2 - Validity of Reasoning and Sufficiency:** I can analyze the validity of reasoning and sufficiency of evidence and identify fallacious reasoning (informational).

## Speaking-Listening ALT 1

I can demonstrate my understanding and listening skills through small group and in-class discussions with limited teacher facilitation and prompts.

**AST 1.1 - Partners:** I can prepare for and participate effectively with partners, building on the ideas of others, and expressing myself clearly and persuasively.

**AST 1.2 - Evaluate Information:** I can integrate and evaluate information presented in various formats.

**AST 1.3 - Speaker's POV:** I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Speaking-Listening ALT 2

I can demonstrate my ability to structure and present orally.

**AST 2.1 - Present Information:** I can present information clearly, concisely, and logically.

**AST 2.2 - Body Language-Eye Contact:** I can use natural, effective body language and appropriate eye contact.

**AST 2.3 - Visual Displays and Multimedia:** I can make use of visual displays/multi-media to express information and enhance understanding.

**AST 2.4 - Command of Formal English:** I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

## Writing ALT 1

I can write an argumentative piece using evidence.

**AST 1.1 - Thesis Statement:** I can articulate a position by writing and defending a clear thesis statement/claim in my introduction, which may be in response to a prompt.

**AST 1.2 - Claims and Arguments:** I can organize reasons and apply evidence in support of my claim and develop arguments that run counter to my own.

**AST 1.3 - Transitions:** I can consistently use transitions that connect ideas and evidence.

**AST 1.4 - Conclusion:** I can provide a conclusion that connects back to the claim and ideas.

## Writing ALT 2

I can write an informative/explanatory piece using evidence.

**AST 2.1 - Thesis Statement:** I can present a clear thesis statement in my introduction, which may be in response to a prompt.

**AST 2.2 - Organization and Topic Development:** I can organize my ideas and develop the topic with relevant, purposeful, and sufficient concrete details.

**AST 2.3 - Transitions:** I can consistently use transitions that connect ideas and evidence.

**AST 2.4 - Conclusion:** I can develop a conclusion that connects back to the topic and ideas.

Writing ALT 3

I can write narrative pieces.

**AST 3.1 - Drawing in the Reader:** I can draw the reader into my storyline.

**AST 3.2 - Narrative Techniques:** I can use narrative techniques to develop the plot and/or characters.

**AST 3.3 - Sequencing Techniques:** I can use effective sequencing techniques to develop plot.

**AST 3.4 - Conclusion:** I can develop a relevant conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

**AST 4.1 - Pre-Writing Strategies:** I can consistently use prewriting strategies to plan my writing.

**AST 4.2 - Revisions and Feedback:** I can make revisions for changes to content in response to feedback.

**AST 4.3 - Proofreading:** I can proofread and edit for spelling, punctuation, and grammar.

**AST 4.4 - Polished Piece of Writing:** I can produce a polished piece of writing that is properly formatted.

## **ENGLISH LANG ARTS (ELA), GRADE 1 1**

### Language ALT 1

I can select and apply effective words and syntax.

**AST 1.1 - Word Choice:** I can choose words that are thoughtful and precise to establish an appropriate and/or engaging voice.

**AST 1.2 - Fluid Writing:** I can vary sentence structure for effect to enhance my writing. My writing is fluid, not mechanical.

### Language ALT 2

I can use correct conventions (spelling, punctuation, and grammar) in my writing.

**AST 2.1 - Spelling:** I can correctly use spelling conventions/rules correctly in my writing. Errors do not impede readability.

**AST 2.2 - Punctuation:** In addition to 9th and 10th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, dialogue, colons, and semi-colons), I have consistent control over: dashes and hyphen, parentheses, and ellipses. Errors do not impede readability.

**AST 2.3 - Grammar Conventions:** In addition to 9th and 10th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences - avoiding run-ons and fragments, basic phrases, pronoun antecedent agreement, and verb tenses), I have consistent control over: parallel structure, complex phrases, and active versus passive voice. Errors do not impede readability.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST 1.1 - Inferences:** I can make inferences using relevant textual evidence (details, examples, information).

**AST 1.2 - ID Central Ideas:** I can summarize the key details and identify the central idea or theme.

### Reading ALT 2

I can analyze and evaluate an author's craft and structure.

**AST 2.1 - Author's Words and Phrases:** I can identify and interpret the author's word choice and literary devices and analyze how they shape the meaning of a text

**AST 2.2 - Structure and Meaning:** I can analyze how the structure of a text influences its meaning.

**AST 2.3 - Narrator's POV:** I can determine how a narrator's point of view is influenced by culture and time period (literary).

**AST 2.4 - Author's POV:** I can determine the author's point of view or purpose and identify the argumentative strategies used (informational).

### Reading ALT 3

I can evaluate how two or more works address similar themes or topics.

**AST 3.1 - Analyze Theme:** I can analyze the theme in two or more diverse forms, media, or genres and determine which details are emphasized in each account.

**AST 3.2 - Validity of Reasoning:** I can analyze the validity of reasoning and sufficiency of evidence and identify faulty reasoning (informational).

#### Speaking-Listening ALT 1

I can initiate and participate effectively in a range of collaborative discussions.

**AST 1.1 - Preparation:** I can come prepared in order to participate effectively.

**AST 1.2 - Working with Peers:** I can work with peers to set clear goals and guidelines, establishing individual roles as needed.

**AST 1.3 - Promote Discussion:** I can promote discussion by posing and responding to questions that verify or challenge ideas and conclusions.

**AST 1.4 - Responding Thoughtfully:** I can respond thoughtfully to diverse perspectives.

#### Speaking Listening ALT 2

I can present information effectively, using natural and appropriate body language, eye contact, volume, rate of speech, and inflection.

**AST 2.1 - Presenting Content Clearly:** I can present meaningful and appropriate content clearly, concisely, and logically.

**AST 2.2 - Body Language-Eye Contact:** I can use natural, effective body language and appropriate eye contact.

**AST 2.3 - Presenting Info Diverse Formats:** I can present information using diverse formats, including digital media.

**AST 2.4 - Command of Formal English:** I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

**11 Lang Arts Speak Listen AST.2.5:** I can present information using diverse formats.

#### Writing ALT 1

I can write an argumentative piece using evidence.

**AST 1.1 - Introduction:** I can independently formulate, support, and communicate a clear statement/claim in my introduction.

**AST 1.2 - Claims and Arguments:** I can organize reasons and apply evidence in support of my claim and develop thorough arguments that run counter to my own, attempting to acknowledge strengths and limitations.

**AST 1.3 - Transitions:** I can consistently use appropriate transitions that connect ideas and evidence.

**AST 1.4 - Conclusion:** I can develop a conclusion that connects back to the claim and attempts to offer thought-provoking insight.

#### Writing ALT 2

I can write an informative/explanatory piece using evidence.

**AST 2.1 - Thesis Statement:** I can independently present a clear thesis statement in my introduction.

**AST 2.2 - Organization and Topic Development:** I can organize my ideas and develop the topic thoroughly with relevant, purposeful, and sufficient concrete details.

**AST 2.3 - Transitions:** I can consistently use appropriate transitions that connect ideas and evidence.

**AST 2.4 - Conclusion:** I can develop a conclusion that connects back to the topic and attempts to offer thought-provoking insight.

Writing ALT 3

I can write narrative pieces.

**AST 3.1 - Engagement:** I can creatively engage my audience with my beginning.

**AST 3.2 - Narrative Techniques:** I can use a variety of narrative techniques to develop the plot and/or characters.

**AST 3.3 - Sequencing Techniques:** I can use a variety of effective sequencing techniques to develop plot.

**AST 3.4 - Conclusion:** I can develop a relevant and insightful conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

**AST 4.1 - Pre-Writing Strategies:** I can consistently use prewriting strategies to plan my writing according to audience and purpose.

**AST 4.2 - Revisions and Feedback:** I can consistently and purposefully make revisions for changes to content independently and in response to feedback.

**AST 4.3 - Proofreading:** I can consistently and purposefully proofread and edit for spelling, punctuation, and grammar independently and in response to feedback.

**AST 4.4 - Polished Piece of Writing:** I can consistently produce a polished piece of writing that is properly formatted.

## **ENGLISH LANGUAGE ARTS (ELA), GRADE 12**

### Language ALT 1

I can select and apply effective words and syntax.

**AST 1.1 - Word Choice:** I can choose words that are thoughtful and precise to establish an appropriate and/or engaging voice.

**AST 1.2 - Sentence Structure:** I can vary sentence structure for effect to enhance my writing. My writing is fluid, not mechanical.

### Language ALT 2

I can use correct conventions (spelling, punctuation, and grammar) in my writing.

**AST 2.1 - Spelling:** I have strong control over all grade-level spelling and punctuation conventions.

**AST 2.2 - Punctuation:** I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical.

**AST 2.3 - Grammar:** I have consistent control over basic grammar conventions: subject-verb agreement, independent and dependent clauses, complete sentences (avoiding run-ons and fragments). Errors do not impede readability.

### Reading ALT 1

I can demonstrate comprehension of key ideas and details of grade-level literary and informational texts.

**AST 1.1 - Inferences:** I can make inferences using relevant textual evidence (details, examples, information).

**AST 1.2 - ID Central Ideas:** I can summarize the key details and identify the central idea or theme.

### Reading ALT 2

I can analyze and evaluate an author's craft and structure.

**AST 2.1 - Author's Use of Words:** I can interpret the author's use of words and phrases (figurative, connotative, technical) and analyze how they shape meaning and tone.

**AST 2.2 - Structure of a Text:** I can analyze and evaluate how the structure of a text influences its meaning.

**AST 2.3 - Narrator's POV:** I can determine how a narrator's point of view shapes the content and style of a text (including satire, sarcasm, irony, and understatement); I can recognize the effect of the author's choices (literary).

**AST 2.4 - Author's POV:** I can identify an author's point of view and analyze the rhetorical style and its influence (informational).

### Reading ALT 3

I can evaluate how two or more works address similar themes or topics.

**AST 3.1 - Analyze Theme:** I can analyze the theme in two or more diverse forms, media, or genres and determine which details are emphasized in each account.

**AST 3.2 - Validity of Reasoning :** I can analyze the validity of reasoning and sufficiency of evidence and identify faulty reasoning (informational).



## Speaking Listening ALT 1

I can initiate and participate effectively in a range of collaborative discussions.

**AST 1.1 - Preparation:** I can come prepared in order to participate effectively.

**AST 1.2 - Working with Peers:** I can work with peers to set clear goals and guidelines, establishing individual roles as needed.

**AST 1.3 - Promote Discussion:** I can promote discussion by posing and responding to questions that verify or challenge ideas and conclusions.

**AST 1.4 - Responding Thoughtfully:** I can respond thoughtfully to diverse perspectives.

## Speaking-Listening ALT 2

I can present information effectively, using natural and appropriate body language, eye contact, volume, rate of speech, and inflection.

**AST 2.1 - Presenting Content Clearly:** I can present meaningful and appropriate content clearly, concisely, and logically.

**AST 2.2 - Body Language-Eye Contact:** I can use natural, effective body language and appropriate eye contact.

**AST 2.3 - Present Information:** I can present information using diverse formats, including digital media.

**AST 2.4 - Command of Formal English:** I can demonstrate my command of formal English and adapt my speech to a variety of contexts.

## Writing ALT 1

I can write an argumentative piece using evidence.

**AST 1.1 - Thesis Statement:** I can independently formulate, support, and communicate a clear, thought-provoking thesis statement/claim in my introduction

**AST 1.2 - Claims and Arguments:** I can organize reasons and apply evidence in support of my claim and develop thorough arguments that run counter to my own, acknowledging strengths and limitations.

**AST 1.3 - Transitions:** I can consistently use a variety of fluid transitions between ideas.

**AST 1.4 - Conclusion:** I can develop a conclusion that connects back to the claim and includes relevant insight.

## Writing ALT 2

I can write an informative/explanatory piece using evidence.

**AST 2.1 - Thesis Statement:** I can independently present a clear and thought-provoking thesis statement in my introduction.

**AST 2.2 - Narrative Techniques:** I can organize my ideas and develop the topic thoroughly with relevant, purposeful, and sufficient concrete details.

**AST 2.3 - Transitions:** I can consistently use a variety of appropriate fluid transitions between ideas.

**AST 2.4 - Conclusion:** I can develop a conclusion that connects back to the topic and includes relevant insight.

## Writing ALT 3

I can write narrative pieces.

**AST 3.1 - Engagement:** I can creatively engage my audience with my beginning.

**AST 3.2 - Narrative Techniques:** I can use a variety of narrative techniques to develop the plot and/or characters.

**AST 3.3 - Sequencing Techniques:** I can use a variety of effective sequencing techniques to develop plot.

**AST 3.4 - Conclusion:** I can develop a relevant and insightful conclusion/resolution.

Writing ALT 4

I can use the writing process to improve my writing.

**AST 4.1 - Pre-Writing Strategies:** I can consistently use prewriting strategies to plan my writing according to audience and purpose.

**AST 4.2 - Revisions and Feedback:** I can consistently and purposefully make revisions for changes to content independently and in response to feedback.

**AST 4.3 - Proofreading:** I can consistently and purposefully proofread and edit for spelling, punctuation, and grammar independently and in response to feedback.

**AST 4.4 - Polished Piece of Writing:** I can consistently produce a polished piece of writing that is properly formatted.

## ELA DATA STATEMENTS

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### **Secondary Writing**

Achieving an ACT English/Writing Score of 19 is one way students can demonstrate the Essential Skill of Writing required for graduation. The percentage of 11<sup>th</sup> grade Black and Hispanic/Latino students earning an ACT English/Writing score of 19 or higher in 2014 was 30%; less than half the passing rates for Asian, White, and Multiracial students. While nearly every TAG student (97%) scores at the level demonstrating Essential Skills in Writing, only one in five students on an IEP do so. For ELL students, the rate is 6%.

### **Elementary Reading**

#### *OAKS Reading Achievement*

There is a wide range of student performance when OAKS reading results are disaggregated by student group. Students who did not meet standard on OAKS reading last year will be unlikely to earn a college and career readiness score on the Smarter Balanced ELA assessment this year. 50% of Hispanic/Latino students did not meet standard on OAKS Reading in 2014 – three times the rate of their Asian and White classmates. In contrast, students who exceeded standard on OAKS Reading are much more likely to be on track to college and career readiness as measured by the Smarter Balanced ELA assessment. Fewer than 20% of elementary Black and Hispanic students exceeded standard on OAKS Reading in 2014 compared to 55% of Asian students and 45% of White students.

#### *OAKS Reading Growth*

The growth model for state tests compares a student's test score gain from the previous year with the gain of other students in Oregon who have the same score(s) in prior years as the student (known as the student's "academic peers"). By definition, 65% of students each year demonstrate growth that is classified as either "typical" or "more than typical" compared to their academic peers. In Beaverton, student groups in grades 4 and 5 with typical growth rates on OAKS Reading of less than 65% are Black (59%), Hispanic/Latino (61%), Economically Disadvantaged (60%), Special Education (60%), and active ELL students (60%). In contrast, student groups with typical growth above the norm are White (73%), Asian (80%), and TAG (86%).

**ELA DATA: PROJECT TEAM REVIEW**

Elementary	Middle	High
<p>The subgroup data sticks out as being significantly different. The subgroups struggle more on both OAKS and DRAs</p> <p>When comparing DRA to OAKS reading, OAKS shows a higher percentage of students meeting or exceeding compared DRA data.</p> <p>There's a significant gap increase from 1<sup>st</sup> grade to 3<sup>rd</sup> grade with DRAs</p> <p>Without DRA data for 4<sup>th</sup> and 5<sup>th</sup>, it is difficult to compare DRA data and OAKS data for those grades</p> <p>In general, the district performs higher than the state in grades 3-5 on OAKS</p> <p>Our reading grades as reported by the district are somewhat higher than what the OAKS Data and State Report</p> <p>50% of Latino students in grades 3 – 5 met or exceeded in the area of Reading in BSD</p> <p>60% of Black students in grades 3 – 5 met or exceeded in the area of Reading in BSD</p> <p>60% of Native American students in grades 3 – 5 met or exceeded in the area of Reading in BSD</p> <p>75% of White students in grades 3 – 5 met or exceeded in the area of Reading in BSD</p> <p>85% of Asian/Pacific Islander students in grades 3 – 5 met or exceeded in the area of Reading In BSD</p> <p>55% of economically disadvantaged students in BSD met or exceeded in the area of Reading in BSD</p> <p>32% of LEP students in BSD met or exceeded in the area of reading</p>	<p>8th Grade Explore Reading scores indicate our average student will not be college ready</p> <p>41% of our Grade 8 students are on track to be career and college ready</p> <p>BSD has more students in every ethnic group that exceed in OAKS reading than the state</p> <p>The percentage of LEP students who meet or exceed in OAKS reading goes down consistently in elementary and middle school but up in high school</p> <p>At the high school level more students are meeting or exceeding in OAKS reading than in elementary and middle school</p> <p>Multi-race and white students often have similar scores.</p> <p>A higher percentage of SWD's meet or exceed at the high school level than at the elementary or middle school level</p> <p>Girls consistently score better in elementary and middle school. In high school it evens out</p> <p>ECD's scores are significantly lower than other students.</p>	<p>8th to 11th grade Meets and Exceeds number increased. Observation: 300 fewer students for district. Even more for state. <math>\frac{2}{3}</math> of those 300 are from Economically Disadvantaged families. Question? Where are the students? Dropped out? Moved?</p> <p>When students transition to a new level the scores decline significantly</p> <p>Hispanic, ECD scores are below the state average</p> <p>Students score higher district vs state OAKS, ACT and SAT.</p> <p>Teachers feel they don't have enough time to collaborate with other teachers. Teachers collaborating with other teachers feel that it has a positive impact</p> <p>Only 75 teachers responded to the survey</p> <p>Differentiated instruction - is time the challenge?</p> <p>Of the graduates who make it into a university, BSD students are at or above state data as well as above a 3.0 GPA</p> <p>Only 31% of our ELL students met the OUS Entrance Requirement in ELA vs.</p>

**ELA DATA: PROJECT TEAM REVIEW**

Elementary	Middle	High
<p>in BSD</p> <p>35% of students with disabilities met or exceeded in the area of reading in BSD</p> <p>Beaverton School District is outperforming the state on OAKs test results in each subgroup area of race by 8-14% except Latino where we are within 1.5% of state performance levels</p> <p>Beaverton School District outperforms the state in OAKs test results for the demographic sub group areas by 4 – 7 % except in the area of economically disadvantaged where we underperform by 1%</p> <p>Between 4<sup>th</sup> and 5<sup>th</sup> grade there is a more significant dip in meets or exceeds for LEP students. (37% met or exceed in grade 3, 40% in grade 4, 19% in grade 5, 6.6% in grade 6, 11% for grade 7, 9 % for grade 8)</p> <p>For Oaks Reading Growth Data we observe similar trends from the above</p> <p>For our Black students, however, fewer than 50% are meeting growth targets</p> <p>We would like to see data for the OAKS assessments and growth targets broken down within ECD and ELL for racial demographic to help us understand the relative impact of economics vs. race vs. ELL in these various metrics. It is hard to draw conclusions about the impact of race on performance without first disaggregating the impacts of socioeconomic status, special needs status, and English language proficiency</p>	<p>A higher percentage of students meet or exceed in high school than in elementary school</p> <p>70% of students meet the college readiness benchmark on the EXPLORE English test and only 41% meet the benchmark on the reading test</p> <p>Teachers feel least confident in SIOP and in differentiated instruction compared to other areas of instruction</p> <p>87% of staff surveyed say that collaboration has a positive impact on instruction yet, 71% don't believe they have enough time to collaborate</p> <p>The general profile/shape of the data was consistent across all assessments in Grade 8</p>	<p>93% of our TAG and 83% of our white students</p>

## ELA ADOPTION IMPLEMENTATION PLAN

E L E M E N T A R Y	Phase I - 2015-2016	Phase II - 2016-2018
M I D D L E	<ul style="list-style-type: none"> <li>❖ Reading Intervention</li> <li>❖ Formative Reading Assessment</li> <li>❖ Small Group Leveled Texts</li> <li>❖ Classroom Libraries</li> <li>❖ Professional Development for K-5 teachers August 17-19</li> </ul>	<ul style="list-style-type: none"> <li>❖ Common Core State Standards Aligned Curriculum</li> <li>❖ Handwriting</li> <li>❖ Spelling</li> <li>❖ Interim Comprehension Assessments</li> <li>❖ Additional Writing Resources</li> <li>❖ Professional Development for K-5 teachers</li> </ul>
H I G H	<ul style="list-style-type: none"> <li>❖ Funds for purchasing texts are given to each school based on Best Practices</li> <li>❖ One to three professional texts that will support summer Professional Development around Argumentative and Informative Writing</li> <li>❖ Two days of Summer Professional Development on Writing Instruction led by Mary Ehrenworth</li> <li>❖ One optional Summer Professional Development day led by Kelly Gallagher.</li> <li>❖ Continual Professional Development with writing experts throughout the year</li> <li>❖ Time to coordinate and develop instructional resources for explicit writing instruction with the consultation and support of a .4 Curriculum Developer.</li> <li>❖ Creation of a High School Reading Cohort</li> </ul>	<ul style="list-style-type: none"> <li>❖ Materials to support explicit reading instruction.</li> <li>❖ Print &amp; Digital reading materials for classroom use.</li> <li>❖ Print &amp; Digital materials to support explicit reading instruction.</li> <li>❖ Summer Professional Development (2016-17) around explicit reading instruction.</li> </ul>

## ELEMENTARY ELA ADOPTION, RATIONALE

### **OAKS Reading Achievement**

There is a wide range of student performance when OAKS reading results are disaggregated by student group. Students who did not meet standard on OAKS reading last year will be unlikely to earn a college and career readiness score on the Smarter Balanced ELA assessment this year. 50% of Hispanic/Latino students did not meet standard on OAKS Reading in 2014 – three times the rate of their Asian and White classmates. In contrast, students who exceeded standard on OAKS Reading are much more likely to be on track to college and career readiness as measured by the Smarter Balanced ELA assessment. Fewer than 20% of elementary Black and Hispanic students exceeded standard on OAKS Reading in 2014 compared to 55% of Asian students and 45% of White students.

### **OAKS Reading Growth**

The growth model for state tests compares a student's test score gain from the previous year with the gain of other students in Oregon who have the same score(s) in prior years as the student (known as the student's "academic peers"). By definition, 65% of students each year demonstrate growth that is classified as either "typical" or "more than typical" compared to their academic peers. In Beaverton, student groups in grades 4 and 5 with typical growth rates on OAKS Reading of less than 65% are Black (59%), Hispanic/Latino (61%), Economically Disadvantaged (60%), Special Education (60%), and active ELL students (60%). In contrast, student groups with typical growth above the norm are White (73%), Asian (80%), and TAG (86%).

### **Professional Development Goals: 2015/2016**

***Goals were developed to respond to significant data statements to address diverse student need.***

*By the end of 2015/2016 Elementary teachers will be able to articulate and begin to implement the structure of the reading block in order to meet the diverse needs of each and every BSD student.*

*By the end of 2015/2016 Elementary teachers will develop the capacity to select appropriate formative assessments that align with student needs. Teachers will formatively assess in order to match students to appropriate text. As a result students will increase their engagement and ability to comprehend text.*

*By the end of 2015/2016 Elementary teachers will understand how to use formative assessments to identify a student's stage of reading development and specific strengths/needs. Teachers will use this knowledge to choose appropriate instructional grouping models, structures, texts, content and strategies to support students in reading and comprehending grade level text.*

**Phase 1 Resources:**

*These resources support the professional development plan based on our significant data statements.*

- Formative Reading Assessment
- Reading Intervention
- Classroom Libraries
- Leveled Text Sets for Small Group Instruction

**Curriculum and Pedagogy**

The Vision for reading assessment from the [Center for Educational Leadership](#):

**The School Board-Approved best reading practices related to the Structure of the Reading Block, Reading Assessment and Small Group Instruction grades K-5:****Purpose**

*The purpose of a Daily Reading Block is:*

To provide students effective reading instruction and time in text to practice strategies and construct information from the texts. Lessons and strategies are related to student need, connected to the CCSS, and clearly articulated with success criteria.

**Curriculum & Pedagogy**

*In reading instruction, students and teachers have access to:*

- Sufficient amount of engaging texts including, but not limited to: literature, informational text, picture books, grade level content, culturally and linguistically relevant texts, classics from multiple countries and perspectives, dual language resources
- Multiple levels within topics and genres
- Multiple copies of texts for whole group/small group/partner work
- Digital texts and supports

*Strategies teachers use in order to teach learning strategies and content knowledge*

*During reading instruction, teachers:*

- Implement mini-lessons and strategies based on formative assessment
- Use a gradual release of responsibility, especially for metacognitive strategies/skills
- Explicitly teach expectations and protocols for student discourse and reading behaviors using language supports and scaffolds (sentence frames, register, etc.)
- Differentiate instruction, responsively and explicitly, based on academic, cultural and linguistic needs
- Explicitly teach strategies for comprehending new vocabulary in context



*Strategies students use in order to access, comprehend and deepen their thinking of text*

*During reading instruction, students:*

- Annotate text
- Use metacognitive strategies (Questioning, Monitoring Comprehension, Inferring, Predicting, Connecting, Visualizing, Summarizing and Synthesizing,)
- Develop habits of thinking through use of graphic organizers
- Monitor comprehension (word, sentence and whole text level strategies)
- Use flexible strategies to comprehend unknown vocabulary
- Engage in oral and written discourse

*Within daily reading instruction, scaffolds and structures include:*

- Ninety minutes of protected reading
- Whole group instruction includes multiple entry points for student access
- Small group, partner or individual reading instruction are differentiated based on individual needs
- Conferring during independent reading and/or small group instruction
- Strategy work is supported through gradual release of responsibility
- Teachers use language supports and scaffolds (sentence frames, register, etc.) to engage students in high level discourse and written response.

### **Assessment for Student Learning**

*Multiple assessment opportunities inform instruction and evaluate individual student growth.*

*Teachers:*

- Give formative assessments based on goal(s) during whole group, small group, partner or one-on-one conferring
- Continually assess students' reading interests, attitudes and strategy use
- Use and provide opportunities for students to use rubrics/checklists to assess proficiency on grade level learning targets
- Help students reflect regularly upon their own individual reading goal

### **Classroom Environment & Culture**

*Reading space and environment:*

- Includes classroom libraries organized to facilitate successful student choice

### **Elementary ELA Resources:**

***Materials must align to School Board approved Instructional Best Practices and will be supported by the Professional Development.***

- **Reading Intervention:** Heinemann - Fountas and Pinnell Leveled Literacy Intervention
- **Reading Assessment:** Heinemann - Fountas and Pinnell Benchmark Assessment OR American Reading Company IRLA/INIL.
- **Classroom Libraries:** Book Source - BSD Teacher Curated
- **Leveled Text Sets:** Book Source - BSD Teacher Curated

## MIDDLE SCHOOL ELA ADOPTION, RATIONALE

### **Beaverton School District Data Statement:**

Achieving an ACT English/Writing Score of 19 is one way students can demonstrate the Essential Skill of Writing required for graduation. The percentage of 11th grade Black and Hispanic/Latino students earning an ACT English/Writing score of 19 or higher in 2014 was 30%; less than half the passing rates for Asian, White, and Multiracial students. While nearly every TAG student (97%) scores at the level demonstrating Essential Skills in Writing, only one in five students on an IEP do so. For ELL students, the rate is 6%.

### **Professional Development Goal: 2015/2016**

*By the end of 2015/2016 Middle School Humanities teachers will deeply understand and employ strategies to explicitly teach Argumentative, Informative and Narrative writing with the result of students achieving independence, confidence and demonstrating growth as writers with these modes.*

### **Curriculum and Pedagogy**

The Vision for writing instruction from the [Center for Educational Leadership](#):

- Instructional materials are appropriately challenging and supportive for all students, are aligned with the learning targets and content area standards, and are culturally and academically relevant.
- Writing tasks are sequenced and reflect a progression of skills from 6-8 to account for developmental and intellectual growth.
- Teacher provides tools and techniques to encourage comprehension of the writing process and guide student understanding of themselves as writers.

### **The School Board-Approved Best Writing Instructional Practices related to Curriculum and Pedagogy grades 6-8:**

- Teachers focus on each step in the writing and revision process in each writing mode.
- Students set and use writing goals to improve practice.
- Students confer with both teacher and peers.
- Time should be built into each class to write.
- Structures allow for repeated practice of writing skills.
- Teacher plans authentic prompts and tasks.
- Conventions are explicitly taught based on current task and student need.
- Teachers use write-alouds and model writing in real time in front of students in order to teach metacognition in the writing process.

***Materials selected must align to the above best practices and will be supported by the Professional Development outlined below.***

### **Middle School Writing Institute (August 2015)**

#### **Topics covered in the Writing Institute:**

- Curriculum development based on decades of research, best practices and aligned with the Common Core

- Creating ambitious goals that encourage independence, volume, qualities of good writing and craft
- Genre studies in writing essays, short fiction and informational texts
- Methods of holding students accountable for doing their best work
- Teaching reading in the writing workshop
- Classroom structures that support inquiry and collaboration
- Assessment-based small group instruction
- Using performance assessments and learning progressions to develop data-based instruction in writing
- Using toolkits, charts and student-facing rubrics that support writers in revision
- Using mentor texts to lift the level of student work
- Teaching students to research towards source-based information and argument writing
- Using technology to enhance the research and writing process

**Materials for consideration:**

[Units of Study](#), Teacher’s College Columbia University

This program offers teachers support for explicit writing instruction in narrative, argumentative, and informative writing aligned to the expectations of the Common Core State Standards.

**Note:** The DBQ Project (<http://www.dbqproject.com>) was a resource that the material review panel strongly favored. However, this resource is not **core** writing curriculum, and therefore does not fall within the parameters of Phase 1 of the ELA adoption. Teaching and Learning is considering how to acquire these materials as supplements to the Social Studies curriculum.

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## HIGH SCHOOL ELA ADOPTION, RATIONALE

*“To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. The overwhelming focus of writing to prepare for both career and college validates students having expertise as writers of arguments and informative texts above all.”* -U.S. Department of Education, Office of Vocational and Adult Education

### **Beaverton School District Data Statement:**

Achieving an ACT English/Writing Score of 19 is one way students can demonstrate the Essential Skill of Writing required for graduation. The percentage of 11th grade Black and Hispanic/Latino students earning an ACT English/Writing score of 19 or higher in 2014 was 30%; less than half the passing rates for Asian, White, and Multiracial students. While nearly every TAG student (97%) scores at the level demonstrating Essential Skills in Writing, only one in five students on an IEP do so. For ELL students, the rate is 6%.

### **Professional Development Goals: 2015/2016**

*By the end of 2015/2016 high school English Language Arts teachers will employ strategies to explicitly teach Argumentative and Informative writing in response to ongoing professional development with the result of students achieving independence, confidence and demonstrating growth as writers with these modes.*

*By the end of 2015/2016 high school English Language Arts teachers will utilize student centered learning (specifically student self-assessment) strategies with the results of students achieving an in-depth understanding of their writing process and learning gaps, and areas to improve to demonstrate growth and interest as independent writers.*

### **Curriculum and Pedagogy**

The Vision for writing instruction from the [Center for Educational Leadership](#):

- Instructional materials are appropriately challenging and supportive for all students, are aligned with learning targets and content area standards. and are culturally and academically relevant.
- Writing tasks are sequenced and reflect a progression of skills from 9-12 to account for developmental and intellectual growth.
- Teacher provides tools and techniques to encourage comprehension of the writing process and guide students understanding of themselves as writers.

### **The BSD best writing instructional practices related to Curriculum and Pedagogy grades 9-12:**

- Use models to teach revision and the writing process
- Provide frameworks, models, and scaffolding to develop more sophisticated written expression. Models should include teacher, student, and real- world writing samples.
- Develop varied, authentic writing opportunities that challenge students to improve their writing skills.
- Implement a writing workshop model, including conferencing with the teacher and with other students.

### High School Resources:

Teacher generated materials aligned to School Board approved Instructional Best Practices and supported by Professional Development with national experts Carol Jago, Mary Ehrenworth and Kelly Gallagher. This will include curriculum, classroom materials and formative/ summative assessments that are aligned to the Common Core using our Instructional Best Practice as a guide - specifically, to include but not be limited to the following:

- Techniques for scaffolding when teaching Argumentative and Informative writing, including coaching partner talk and debate work, teaching students to seek and analyze evidence, and working on logic.
- Creating ambitious goals that encourage independence, volume, qualities of good writing and craft.
- Methods of holding students accountable for doing their best work within these modes.
- Teaching techniques for revision in the writing workshop
- Classroom structures that support inquiry and collaboration
- Assessment-based small group instruction
- Performance assessments and learning progressions to develop data-based instruction in writing
- Mentor texts and exemplars to lift the level of student work
- Teaching students to research towards source-based information and argument writing

### References:





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- Center for Educational Leadership. (2012). *5 Dimensions of Teaching and Learning*. University of Washington, College of Education
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- Hattie, John. *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge, 2009. Print.
- Jago, C. (2001). *Beyond Standards: Excellence in the High School English Classroom*. Portsmouth, NH: Heinemann.
- Jago, Carol. *Cohesive Writing: Why Concept is not Enough* . Portsmouth, NH: Heinemann, 2002. Print.
- Kittle, P. (2008). *Write Beside Them*. Portsmouth, NH: Heinemann.
- Zemelman, S., H. Daniels, & A. Hyde. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.




## 2015-2016 ELA PROFESSIONAL DEVELOPMENT

WHEN	LEVEL	PD FOCUS	PROVIDER
August 17-19, 2015	Elementary	Small Group Instruction 90 Minute Reading Block Formative Assessment	Kathy Collins Teaching and Learning TOSA's Intervention Teachers
August 20-21, 2015	Elementary	Projecting Writing Units	Matt Glover
October- May Dates TBA	Elementary	Ongoing ELA Support <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● 90 Minute Reading Block</li> <li>● Formative Assessment</li> </ul>	Kathy Collins and Teaching and Learning TOSA's
August 17-20, 2015	Middle School	Writing Units of Study	Columbia Teacher's College
October-May Dates TBA	Middle School	Ongoing Writing Support	Columbia Teacher's College and Teaching and Learning TOSA's
August 7, 2015	Middle & High	Teaching Adolescent Writers	Kelly Gallagher
August 19-20, 2015	High School	Argumentative and Informative Writing Institute	Mary Ehrenworth
October – May Dates TBA	High School	Ongoing Writing Support <ul style="list-style-type: none"> <li>• Argumentative and Informative Writing</li> </ul>	Carol Jago & Amy Andruschat
September- October Dates TBA	All	Summer Professional Development Repeated	Teaching and Learning TOSA's
October- April Dates TBA	All	Writing Cohorts <ul style="list-style-type: none"> <li>● Monthly Lesson Study</li> </ul> Unit Development/ Revision	Teaching and Learning TOSA's
September – May	All	ELA Resource Support Trainings	Teaching and Learning TOSA's

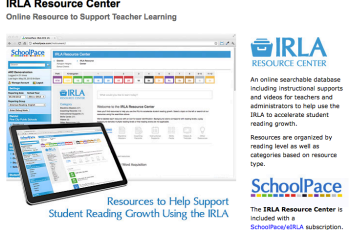


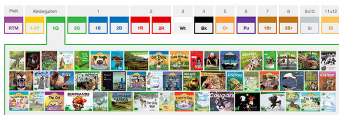
## ENGLISH LANGUAGE ARTS ADOPTION RESOURCES





### Elementary

Instructional Focus	Vendor	Description	Image
Classroom Library	Booksource	<p><b>Classroom Library:</b> Booksource offers 50-book above-grade level, 50-book below-grade level, and 50-book at grade level libraries for Kindergarten through Fifth Grade. All of the books in these collections are leveled A-Z. With multiple genres, 50% nonfiction, and a mix of new and classic titles. <i>Booksource offers customized classroom libraries to meet the needs of students.</i></p>	
Classroom Library Spanish	Booksource	<p>Booksource has selected titles at each grade level to meet a variety of Spanish language needs. 50 Spanish Classroom Favorites offer a balance of fiction and nonfiction and include some of our most popular titles and authors. Authentic Spanish Language Collections contain titles from around the world, originally written and published in Spanish.</p>	
Leveled Library	Booksource	<p><b>Leveled Library:</b> This collection offers above-grade level books, below-grade level books, as well as on grade level books. The leveled library offers multiple genres, 40% nonfiction, and a mix of new and classic titles. <i>Booksource offers customized leveled libraries to meet the needs of students.</i></p>	
Classroom Leveled Library Spanish	American Reading Company	<p>ARC offers an extensive database of more than 8500 Spanish language titles from over 85 publishers, reflect the richness and diversity of the Spanish language and Spanish-speaking cultures. The best authentic books and the finest translations are organized into leveled collections based on the developmental sequence of reading acquisition in Spanish.</p>	<p>Spanish Products</p>  <p><small>American Reading Company offers a unified, standards-based framework for student assessment, instruction, and for text leveling in Spanish. <a href="#">Learn more about our leveling system</a></small></p>

<p>Intervention</p>	<p><b>Heinemann LLI</b> (Leveled Literacy Intervention)</p>	<p>The <i>Fountas &amp; Pinnell Leveled Literacy Intervention System</i> (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, <i>LLI</i> supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of <i>LLI</i> is to bring students to grade level achievement in reading.</p>	
<p><b>Spanish Intervention</b></p>	<p><b>Soluciones: K-2</b> Spanish Intervention</p>	<p>Soluciones is a comprehensive K-2 Spanish Reading Intervention Program that: improves and sustains reading achievement, provides immediate and strategic intervention, delivers intensive vocabulary/language development and support, uses authentic Spanish Literature Titles</p>	<p><b>Program Information</b></p> <p>Soluciones is a comprehensive K-2 Spanish Reading Intervention Program that:</p> <ul style="list-style-type: none"> <li>• Improves and sustains reading achievement</li> <li>• Provides immediate and strategic intervention</li> <li>• Delivers intensive vocabulary/language development and support</li> <li>• Uses authentic Spanish literature titles</li> </ul>
<p><b>Assessment</b></p>	<p><b>American Reading Company</b></p>	<p><b>IRLA: Independent Reading Level Assessment Framework</b>  <b>Formative Assessment Framework for Teaching and Learning Built on Common Core Standards</b></p> <p>The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12.</p>	 <p>Electronic and Book Assessment Formats</p>
<p><b>Spanish Assessment</b></p>	<p><b>American Reading Company</b></p>	<p>ENIL: Not a mere translation of IRLA (See above)</p> <p>ENIL stays true to the idiosyncrasies of the process involved in learning how to read in Spanish, while taking advantage of its commonalities with the acquisition of literacy skills in English. Specifically, ENIL includes every Common Core State Standard for Reading, as well as those Language and Foundational Skills standards key to reading success in Spanish, for students in grades PreK through 12.</p>	 <p>ENIL</p>




Elementary Digital Components			
Digital Focus	Vendor	Description	Image
IRLA Resource Center Online Resources to Support Teacher Learning	American Reading Company	The IRLA Resource Center is web-based and is included with your <a href="#">SchoolPace/eIRLA</a> subscription. It can be accessed via either a supported web browser on a PC/Mac computer or on a tablet device that supports HTML5, such as the iPad	 <p><b>IRLA Resource Center</b> Online Resource to Support Teacher Learning</p> <p>An online searchable database including instructional supports and videos for teachers and administrators to help use the IRLA to accelerate student reading growth. Resources are organized by reading level as well as categories based on resource type.</p> <p>The IRLA Resource Center is included with a <a href="#">SchoolPace/eIRLA</a> subscription.</p>
IRLA eLibraries	American Reading Company	IRLA eLibraries are collections of digital books available to schools as part of a subscription service. Each eLibrary is leveled and organized using the <a href="#">IRLA</a> , American Reading Company's Common Core State Standards-based leveling system. The price for IRLA eLibraries in the 2014/2015 school year is \$250 per reading level, per school, per school year.	 <p><b>IRLA eLibraries</b> eBook Subscription Platform</p>
Spanish comprehensive online tool	American Reading Company	The <b>eENIL</b> is a comprehensive online tool that allows teachers to measure student achievement using the CCSS while reflecting the different developmental stages specific to learning to read in Spanish. Teachers identify the skills that each student has mastered and which ones he/she needs to do next. The eENIL is included in <a href="#">SchoolPace™</a> .	 <p><b>eENIL: Electronic Evaluación del nivel independiente de lectura</b> Real-time formative assessment for students learning to read in Spanish</p> <p>The eENIL is a comprehensive online tool that allows teachers to measure student achievement using the CCSS while reflecting the different developmental stages specific to learning to read in Spanish. Teachers identify the skills that each student has mastered and which ones he/she needs to do next.</p> <p>The eENIL supports all of American Reading Company's classroom-ready solutions and is included in <a href="#">SchoolPace™</a>.</p> <p>Change Daily Instruction with the Power of Real-Time Skill Assessment</p>
Spanish eLibraries	American Reading Company	Spanish eCollections are available for Y, 1G, 2G, 1B-2R and WT-PU. A <a href="#">SchoolPace</a> subscription is required to purchase any IRLA eLibraries.	

Middle School			
Instructional Focus	Vendor	Description	Image
Explicit Writing Instruction	<a href="#">Heinemann</a> 	<p><b>Grade-specific Units of Study</b></p> <ul style="list-style-type: none"> <li>-- Are organized around the three types of writing mandated by the Common Core—argument, information, and narrative writing</li> <li>-- Lay out six weeks of instruction (16–18 sessions) in each unit</li> <li>-- Include all of the teaching points, mini-lessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum</li> </ul> <p>Additional Resources:</p> <p><b>If... Then... Curriculum: Assessment-Based Instruction, Grades 6–8</b></p> <p><b>Writing Pathways: Performance Assessments and Learning Progressions, 6–8</b></p> <p><b>A Guide to the Common Core Writing Workshop, Grades 6–8</b></p> <p><b>The Resources for Teaching Writing CD-ROM</b></p> <p>Student self-assessment checklists in <a href="#">Spanish</a>.</p>	
Middle School			
Instructional Focus	Vendor	Description	Image
Explicit Writing Instruction Resources and Assessment	<a href="#">Heinemann</a> 	<p>Heinemann has a CD of references and updates a website that links to primary source documents to support writing with evidence.</p>	

**High School**

Please see Appendix N for additional information		<i>High School English Language Arts teachers will design writing units and assessments specifically focused on Argumentative and Informative Writing. The structure for curating and sharing materials will be continuously informed by literacy experts Mary Ehrenworth and Carol Jago. A Curriculum Developer position has been instituted to ensure teacher generated materials are shared, and (where appropriate) aligned with the Units of Study Curriculum at 6-8 to bridge learning, gather data and make an impact on student writing 6-12.</i>	
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**High School**

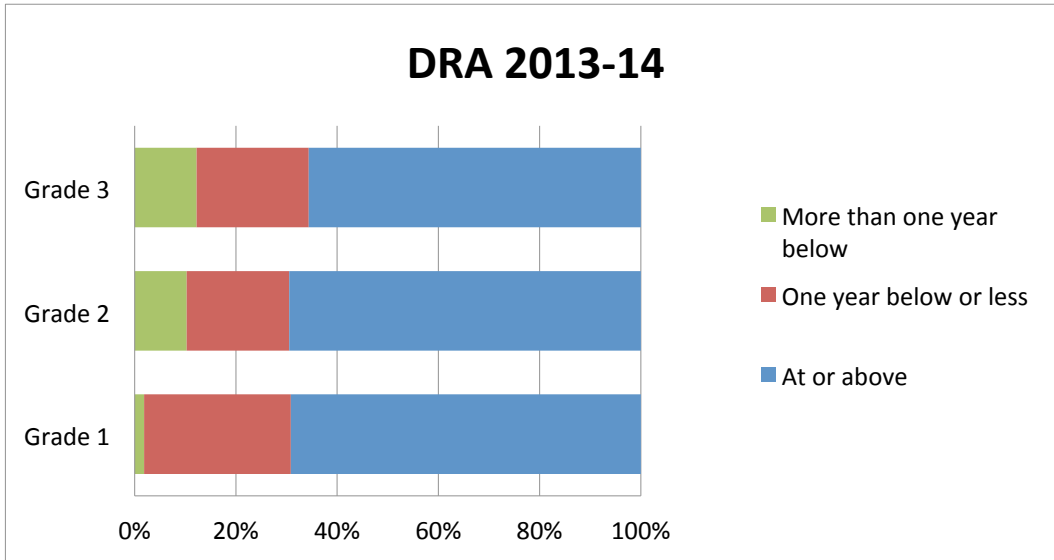
Instructional Focus	Vendor	Description	Image
<b>Explicit Writing Instruction</b>	N/A	Teachers will be designing units of study that will connect to digital resources such as online collaborative writing tools, primary source documents and research practices.	 <p>TEACHERS<b>Source</b></p> <p>BSD &gt; Community</p> <p>Community Content Areas ▾</p>

ENGLISH LANGUAGE ARTS PROJECT TEAM  
FINAL REPORT  
*APPENDIX TABLE OF CONTENTS*

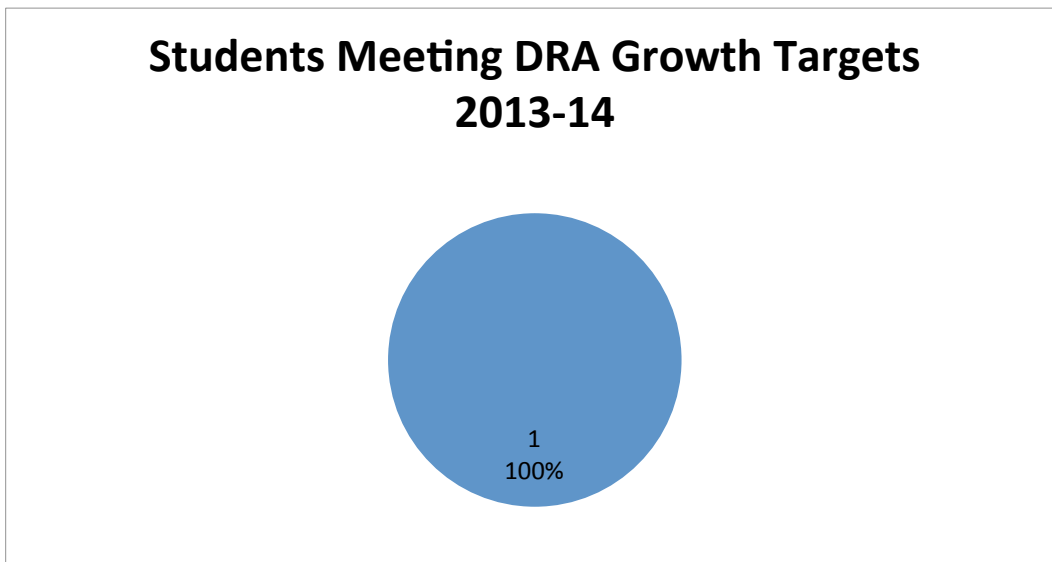
Appendix A	DRA Data Grades 1-3
Appendix B	Report Card Data Grades K-5
Appendix C	OAKS Reading Data Grades 3-8 and 11
Appendix D	OAKS Growth Data Grades 4-8
Appendix E	EXPLORE Data Grades 8-9
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DRA DATA Grades K-5

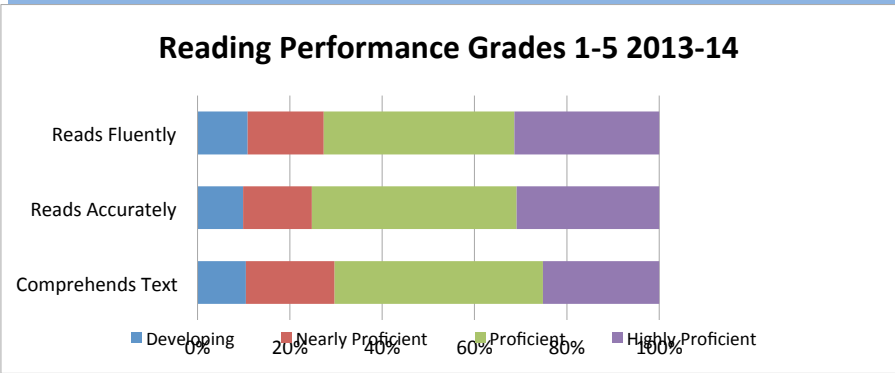
Grade	At or above	One year below or less	More than one year below
Grade 1	1880	788	51
Grade 2	2079	607	307
Grade 3	1918	648	358



Met	4107
Not Met	2940



Reading Learning Target	Mark	Trimester 3	KG	1	2	REPORT CARD DATA	Grades	Sample	Other	Reads Acc	Reads Fluently
Comprehends Text	1	1,636						Developing	1,636	1,537	1,696
	2	2,996						Nearly Profic	2,996	2,328	2,572
	3	7,045						Proficient	7,045	6,926	6,442
	4	3,933	x	x	x	x	x	Highly Profic	3,933	4,819	4,900
Comprehension	1	178									
	2	495									
	3	1,701									
	4	402	x								
Concepts of Print	1	50									
	2	327									
	3	2,351									
	4	51	x								
Decoding and Word Recognition	1	284									
	2	509									
	3	1,046									
	4	934	x								
Letter and Sound Recognition	1	87									
	2	429									
	3	2,200									
	4	64	x								
Phonemic Awareness	1	152									
	2	479									
	3	1,924									
	4	220	x								
Reads accurately	1	1,537									
	2	2,328									
	3	6,926									
	4	4,819	x	x	x	x	x				
Reads fluently	1	1,696									
	2	2,572									
	3	6,442									
	4	4,900	x	x	x	x	x				
Speaking and Listening	1	143									
	2	487									
	3	1,928									
	4	222	x								



Test Results - Report Options

School Year	School District	School	Subgroup	Test Subject	Report Type	
2013-14	Beaverton SD 48J	All District	Total Population	Reading & Lit	Detail	
Subgroup	Grade Level	Performance	District		State	
			N	%	N	%
<b>Total Population</b>	<b>Grade 03</b>	<b>Participation</b>	<b>3116</b>	<b>99.4%</b>	<b>42120</b>	<b>99.5%</b>
Total Population	Grade 03	Meets or Exceeds	2264	74.1%	27677	66.2%
Total Population	Grade 03	Exceeds	929	30.4%	8421	20.1%
Total Population	Grade 03	Meets	1335	43.7%	19256	46%
Total Population	Grade 03	Nearly Meets	419	13.7%	6984	16.7%
Total Population	Grade 03	Low	358	11.7%	6694	16%
Total Population	Grade 03	Very Low	14	0.5%	472	1.1%
<b>Total Population</b>	<b>Grade 04</b>	<b>Participation</b>	<b>3086</b>	<b>99.5%</b>	<b>42146</b>	<b>99.5%</b>
Total Population	Grade 04	Meets or Exceeds	2335	77%	30149	72%
Total Population	Grade 04	Exceeds	1311	43.2%	13615	32.5%
Total Population	Grade 04	Meets	1024	33.8%	16534	39.5%
Total Population	Grade 04	Nearly Meets	366	12.1%	6086	14.5%
Total Population	Grade 04	Low	294	9.7%	5009	12%
Total Population	Grade 04	Very Low	39	1.3%	641	1.5%
<b>Total Population</b>	<b>Grade 05</b>	<b>Participation</b>	<b>3188</b>	<b>99.7%</b>	<b>42107</b>	<b>99.6%</b>
Total Population	Grade 05	Meets or Exceeds	2320	73.8%	28302	67.6%
Total Population	Grade 05	Exceeds	1200	38.2%	11612	27.7%
Total Population	Grade 05	Meets	1120	35.6%	16690	39.9%
Total Population	Grade 05	Nearly Meets	466	14.8%	7818	18.7%
Total Population	Grade 05	Low	317	10.1%	5176	12.4%
Total Population	Grade 05	Very Low	40	1.3%	578	1.4%
<b>Total Population</b>	<b>Grade 06</b>	<b>Participation</b>	<b>3025</b>	<b>99.4%</b>	<b>41852</b>	<b>99.5%</b>
Total Population	Grade 06	Meets or Exceeds	2076	69.5%	26928	64.6%
Total Population	Grade 06	Exceeds	710	23.8%	7156	17.2%
Total Population	Grade 06	Meets	1366	45.7%	19772	47.4%
Total Population	Grade 06	Nearly Meets	612	20.5%	10094	24.2%
Total Population	Grade 06	Low	253	8.5%	4065	9.8%
Total Population	Grade 06	Very Low	46	1.5%	583	1.4%
<b>Total Population</b>	<b>Grade 07</b>	<b>Participation</b>	<b>3034</b>	<b>99.6%</b>	<b>42761</b>	<b>99.5%</b>
Total Population	Grade 07	Meets or Exceeds	2378	79.3%	31448	73.9%
Total Population	Grade 07	Exceeds	885	29.5%	9124	21.4%
Total Population	Grade 07	Meets	1493	49.8%	22324	52.4%
Total Population	Grade 07	Nearly Meets	368	12.3%	7194	16.9%
Total Population	Grade 07	Low	239	8%	3667	8.6%
Total Population	Grade 07	Very Low	15	0.5%	267	0.6%
<b>Total Population</b>	<b>Grade 08</b>	<b>Participation</b>	<b>3031</b>	<b>99.4%</b>	<b>42880</b>	<b>99.3%</b>
Total Population	Grade 08	Meets or Exceeds	2241	74.7%	28415	66.5%
Total Population	Grade 08	Exceeds	893	29.8%	9466	22.1%
Total Population	Grade 08	Meets	1348	44.9%	18949	44.3%
Total Population	Grade 08	Nearly Meets	383	12.8%	7590	17.8%
Total Population	Grade 08	Low	345	11.5%	6203	14.5%
Total Population	Grade 08	Very Low	30	1%	534	1.2%
<b>Total Population</b>	<b>Grade 11</b>	<b>Participation</b>	<b>2739</b>	<b>99.8%</b>	<b>40371</b>	<b>97.9%</b>
Total Population	Grade 11	Meets or Exceeds	2376	87.5%	34000	84.5%
Total Population	Grade 11	Exceeds	892	32.9%	9877	24.5%
Total Population	Grade 11	Meets	1484	54.7%	24123	59.9%
Total Population	Grade 11	Nearly Meets	110	4.1%	2588	6.4%
Total Population	Grade 11	Low	206	7.6%	3463	8.6%
Total Population	Grade 11	Very Low	23	0.8%	188	0.5%

Test Results - Report Options

School Year	School District	School	Subgroup	Test Subject
2013-14	Beaverton SD 48J	All District	Student Gender	Reading & Lit

Subgroup	Grade Level	Performance	District		State	
			N	%	N	%
<b>Female</b>	<b>Grade 03</b>	<b>Participation</b>	<b>1566</b>	<b>99.6%</b>	<b>20610</b>	<b>99.6%</b>
Female	Grade 03	Meets or Exceeds	1173	76.7%	14150	69.2%
Female	Grade 03	Exceeds	528	34.5%	4504	22%
Female	Grade 03	Meets	645	42.2%	9646	47.1%
Female	Grade 03	Nearly Meets	197	12.9%	3233	15.8%
Female	Grade 03	Low	152	9.9%	2898	14.2%
Female	Grade 03	Very Low	8	0.5%	179	0.9%
<b>Female</b>	<b>Grade 04</b>	<b>Participation</b>	<b>1474</b>	<b>99.5%</b>	<b>20655</b>	<b>99.5%</b>
Female	Grade 04	Meets or Exceeds	1175	81.2%	15313	74.6%
Female	Grade 04	Exceeds	680	47%	7126	34.7%
Female	Grade 04	Meets	495	34.2%	8187	39.9%
Female	Grade 04	Nearly Meets	144	10%	2752	13.4%
Female	Grade 04	Low	115	7.9%	2232	10.9%
Female	Grade 04	Very Low	13	0.9%	224	1.1%
<b>Female</b>	<b>Grade 05</b>	<b>Participation</b>	<b>1547</b>	<b>99.7%</b>	<b>20489</b>	<b>99.6%</b>
Female	Grade 05	Meets or Exceeds	1179	77.4%	14432	70.8%
Female	Grade 05	Exceeds	638	41.9%	6064	29.8%
Female	Grade 05	Meets	541	35.5%	8368	41.1%
Female	Grade 05	Nearly Meets	209	13.7%	3617	17.8%
Female	Grade 05	Low	122	8%	2118	10.4%
Female	Grade 05	Very Low	14	0.9%	203	1%
<b>Female</b>	<b>Grade 06</b>	<b>Participation</b>	<b>1491</b>	<b>99.9%</b>	<b>20347</b>	<b>99.6%</b>
Female	Grade 06	Meets or Exceeds	1066	72.3%	13832	68.3%



Female	Grade 06	Exceeds	394	26.7%	3960	19.5%
Female	Grade 06	Meets	672	45.6%	9872	48.7%
Female	Grade 06	Nearly Meets	303	20.6%	4660	23%
Female	Grade 06	Low	95	6.4%	1584	7.8%
Female	Grade 06	Very Low	10	0.7%	184	0.9%
<b>Female</b>	<b>Grade 07</b>	<b>Participation</b>	<b>1497</b>	<b>99.8%</b>	<b>20924</b>	<b>99.5%</b>
Female	Grade 07	Meets or Exceeds	1226	82.8%	16265	78.1%
Female	Grade 07	Exceeds	488	33%	4973	23.9%
Female	Grade 07	Meets	738	49.9%	11292	54.2%
Female	Grade 07	Nearly Meets	159	10.7%	3104	14.9%
Female	Grade 07	Low	90	6.1%	1380	6.6%
Female	Grade 07	Very Low	5	0.3%	81	0.4%
<b>Female</b>	<b>Grade 08</b>	<b>Participation</b>	<b>1487</b>	<b>99.7%</b>	<b>20974</b>	<b>99.3%</b>
Female	Grade 08	Meets or Exceeds	1169	79.4%	14909	71.3%
Female	Grade 08	Exceeds	516	35%	5359	25.6%
Female	Grade 08	Meets	653	44.3%	9550	45.7%
Female	Grade 08	Nearly Meets	158	10.7%	3463	16.6%
Female	Grade 08	Low	138	9.4%	2418	11.6%
Female	Grade 08	Very Low	8	0.5%	122	0.6%
<b>Female</b>	<b>Grade 11</b>	<b>Participation</b>	<b>1376</b>	<b>99.8%</b>	<b>19831</b>	<b>98.1%</b>
Female	Grade 11	Meets or Exceeds	1197	87.6%	17158	86.8%
Female	Grade 11	Exceeds	450	32.9%	5186	26.2%
Female	Grade 11	Meets	747	54.6%	11972	60.6%
Female	Grade 11	Nearly Meets	59	4.3%	1145	5.8%
Female	Grade 11	Low	99	7.2%	1409	7.1%
Female	Grade 11	Very Low	12	0.9%	56	0.3%
<b>Male</b>	<b>Grade 03</b>	<b>Participation</b>	<b>1550</b>	<b>99.1%</b>	<b>21510</b>	<b>99.4%</b>
Male	Grade 03	Meets or Exceeds	1091	71.5%	13527	63.3%

Male	Grade 03	Exceeds	401	26.3%	3917	18.3%
Male	Grade 03	Meets	690	45.2%	9610	45%
Male	Grade 03	Nearly Meets	222	14.6%	3751	17.6%
Male	Grade 03	Low	206	13.5%	3796	17.8%
Male	Grade 03	Very Low	6	0.4%	293	1.4%
<b>Male</b>	<b>Grade 04</b>	<b>Participation</b>	<b>1612</b>	<b>99.6%</b>	<b>21491</b>	<b>99.5%</b>
Male	Grade 04	Meets or Exceeds	1160	73.1%	14836	69.4%
Male	Grade 04	Exceeds	631	39.8%	6489	30.4%
Male	Grade 04	Meets	529	33.3%	8347	39.1%
Male	Grade 04	Nearly Meets	222	14%	3334	15.6%
Male	Grade 04	Low	179	11.3%	2777	13%
Male	Grade 04	Very Low	26	1.6%	417	2%
<b>Male</b>	<b>Grade 05</b>	<b>Participation</b>	<b>1641</b>	<b>99.8%</b>	<b>21618</b>	<b>99.5%</b>
Male	Grade 05	Meets or Exceeds	1141	70.5%	13870	64.5%
Male	Grade 05	Exceeds	562	34.7%	5548	25.8%
Male	Grade 05	Meets	579	35.8%	8322	38.7%
Male	Grade 05	Nearly Meets	257	15.9%	4201	19.5%
Male	Grade 05	Low	195	12%	3058	14.2%
Male	Grade 05	Very Low	26	1.6%	375	1.7%
<b>Male</b>	<b>Grade 06</b>	<b>Participation</b>	<b>1534</b>	<b>99%</b>	<b>21505</b>	<b>99.4%</b>
Male	Grade 06	Meets or Exceeds	1010	66.8%	13096	61.2%
Male	Grade 06	Exceeds	316	20.9%	3196	14.9%
Male	Grade 06	Meets	694	45.9%	9900	46.2%
Male	Grade 06	Nearly Meets	309	20.4%	5434	25.4%
Male	Grade 06	Low	158	10.4%	2481	11.6%
Male	Grade 06	Very Low	36	2.4%	399	1.9%
<b>Male</b>	<b>Grade 07</b>	<b>Participation</b>	<b>1537</b>	<b>99.4%</b>	<b>21837</b>	<b>99.4%</b>
Male	Grade 07	Meets or Exceeds	1152	75.8%	15183	69.8%





Report Type
Detail

Test Results - Report Options

School Year	School District	School	Subgroup	Test Subject
2013-14	Beaverton SD 48J	All District	Race/Ethnicity	Reading & Lit

Subgroup	Grade Level	Performance	District		State	
			N	%	N	%
<b>American Indian/Alaskan Native</b>	<b>Grade 03</b>	<b>Participation</b>	<b>15</b>	<b>100%</b>	<b>597</b>	<b>99.5%</b>
American Indian/Alaskan Native	Grade 03	Meets or Exceeds	11	73.3%	319	53.6%
American Indian/Alaskan Native	Grade 03	Exceeds	2	13.3%	66	11.1%
American Indian/Alaskan Native	Grade 03	Meets	9	60%	253	42.5%
American Indian/Alaskan Native	Grade 03	Nearly Meets	4	26.7%	131	22%
American Indian/Alaskan Native	Grade 03	Low	0	0.0%	137	23%
American Indian/Alaskan Native	Grade 03	Very Low	0	0.0%	8	1.3%
<b>American Indian/Alaskan Native</b>	<b>Grade 04</b>	<b>Participation</b>	<b>17</b>	<b>100%</b>	<b>653</b>	<b>99.1%</b>
American Indian/Alaskan Native	Grade 04	Meets or Exceeds	13	76.5%	405	62.1%
American Indian/Alaskan Native	Grade 04	Exceeds	3	17.6%	131	20.1%
American Indian/Alaskan Native	Grade 04	Meets	10	58.8%	274	42%
American Indian/Alaskan Native	Grade 04	Nearly Meets	3	17.6%	120	18.4%
American Indian/Alaskan Native	Grade 04	Low	1	5.9%	109	16.7%
American Indian/Alaskan Native	Grade 04	Very Low	0	0.0%	18	2.8%
<b>American Indian/Alaskan Native</b>	<b>Grade 05</b>	<b>Participation</b>	<b>11</b>	<b>100%</b>	<b>622</b>	<b>99.4%</b>
American Indian/Alaskan Native	Grade 05	Meets or Exceeds	6	54.5%	314	50.6%
American Indian/Alaskan Native	Grade 05	Exceeds	1	9.1%	85	13.7%
American Indian/Alaskan Native	Grade 05	Meets	5	45.5%	229	36.9%
American Indian/Alaskan Native	Grade 05	Nearly Meets	3	27.3%	167	26.9%
American Indian/Alaskan Native	Grade 05	Low	2	18.2%	127	20.5%
American Indian/Alaskan Native	Grade 05	Very Low	0	0.0%	13	2.1%
<b>American Indian/Alaskan Native</b>	<b>Grade 06</b>	<b>Participation</b>	<b>18</b>	<b>100%</b>	<b>657</b>	<b>99.7%</b>
American Indian/Alaskan Native	Grade 06	Meets or Exceeds	12	66.7%	315	48%

American Indian/Alaskan Native	Grade 06	Exceeds
American Indian/Alaskan Native	Grade 06	Meets
American Indian/Alaskan Native	Grade 06	Nearly Meets
American Indian/Alaskan Native	Grade 06	Low
American Indian/Alaskan Native	Grade 06	Very Low
<b>American Indian/Alaskan Native</b>	<b>Grade 07</b>	<b>Participation</b>
American Indian/Alaskan Native	Grade 07	Meets or Exceeds
American Indian/Alaskan Native	Grade 07	Exceeds
American Indian/Alaskan Native	Grade 07	Meets
American Indian/Alaskan Native	Grade 07	Nearly Meets
American Indian/Alaskan Native	Grade 07	Low
American Indian/Alaskan Native	Grade 07	Very Low
<b>American Indian/Alaskan Native</b>	<b>Grade 08</b>	<b>Participation</b>
American Indian/Alaskan Native	Grade 08	Meets or Exceeds
American Indian/Alaskan Native	Grade 08	Exceeds
American Indian/Alaskan Native	Grade 08	Meets
American Indian/Alaskan Native	Grade 08	Nearly Meets
American Indian/Alaskan Native	Grade 08	Low
American Indian/Alaskan Native	Grade 08	Very Low
<b>American Indian/Alaskan Native</b>	<b>Grade 11</b>	<b>Participation</b>
American Indian/Alaskan Native	Grade 11	Meets or Exceeds
American Indian/Alaskan Native	Grade 11	Exceeds
American Indian/Alaskan Native	Grade 11	Meets
American Indian/Alaskan Native	Grade 11	Nearly Meets
American Indian/Alaskan Native	Grade 11	Low
American Indian/Alaskan Native	Grade 11	Very Low

2	11.1%
10	55.6%
6	33.3%
0	0.0%
0	0.0%
<b>11</b>	<b>100%</b>
8	72.7%
4	36.4%
4	36.4%
1	9.1%
2	18.2%
0	0.0%
<b>9</b>	<b>100%</b>
5	55.6%
1	11.1%
4	44.4%
3	33.3%
1	11.1%
0	0.0%
-	-
> 95.0%	> 95.0%
-	-
-	-
-	-
-	-
-	-

49	7.5%
266	40.5%
218	33.2%
110	16.8%
13	2%
<b>697</b>	<b>99.4%</b>
429	61.5%
82	11.8%
347	49.8%
171	24.5%
88	12.6%
9	1.3%
<b>751</b>	<b>99.2%</b>
377	50.2%
74	9.9%
303	40.3%
182	24.2%
177	23.6%
15	2%
<b>648</b>	<b>95.3%</b>
512	79%
84	13%
428	66%
53	8.2%
82	12.7%
1	0.2%





Asian/Pacific Islander	Grade 05	Exceeds	267	57.9%	730	36.6%
Asian/Pacific Islander	Grade 05	Meets	126	27.3%	738	37%
Asian/Pacific Islander	Grade 05	Nearly Meets	45	9.8%	309	15.5%
Asian/Pacific Islander	Grade 05	Low	19	4.1%	195	9.8%
Asian/Pacific Islander	Grade 05	Very Low	4	0.9%	24	1.2%
<b>Asian/Pacific Islander</b>	<b>Grade 06</b>	<b>Participation</b>	<b>440</b>	<b>99.5%</b>	<b>1938</b>	<b>99.6%</b>
Asian/Pacific Islander	Grade 06	Meets or Exceeds	346	80.1%	1357	71.5%
Asian/Pacific Islander	Grade 06	Exceeds	153	35.4%	460	24.2%
Asian/Pacific Islander	Grade 06	Meets	193	44.7%	897	47.3%
Asian/Pacific Islander	Grade 06	Nearly Meets	54	12.5%	378	19.9%
Asian/Pacific Islander	Grade 06	Low	28	6.5%	143	7.5%
Asian/Pacific Islander	Grade 06	Very Low	4	0.9%	20	1.1%
<b>Asian/Pacific Islander</b>	<b>Grade 07</b>	<b>Participation</b>	<b>476</b>	<b>99.4%</b>	<b>2026</b>	<b>99.3%</b>
Asian/Pacific Islander	Grade 07	Meets or Exceeds	409	88.5%	1590	80.7%
Asian/Pacific Islander	Grade 07	Exceeds	207	44.8%	601	30.5%
Asian/Pacific Islander	Grade 07	Meets	202	43.7%	989	50.2%
Asian/Pacific Islander	Grade 07	Nearly Meets	34	7.4%	237	12%
Asian/Pacific Islander	Grade 07	Low	19	4.1%	136	6.9%
Asian/Pacific Islander	Grade 07	Very Low	0	0.0%	7	0.4%
<b>Asian/Pacific Islander</b>	<b>Grade 08</b>	<b>Participation</b>	<b>436</b>	<b>99.3%</b>	<b>2078</b>	<b>99.4%</b>
Asian/Pacific Islander	Grade 08	Meets or Exceeds	358	86.1%	1501	74.3%
Asian/Pacific Islander	Grade 08	Exceeds	191	45.9%	620	30.7%
Asian/Pacific Islander	Grade 08	Meets	167	40.1%	881	43.6%
Asian/Pacific Islander	Grade 08	Nearly Meets	27	6.5%	268	13.3%
Asian/Pacific Islander	Grade 08	Low	27	6.5%	234	11.6%
Asian/Pacific Islander	Grade 08	Very Low	4	1%	17	0.8%
<b>Asian/Pacific Islander</b>	<b>Grade 11</b>	<b>Participation</b>	<b>399</b>	<b>99.8%</b>	<b>2029</b>	<b>98.3%</b>
Asian/Pacific Islander	Grade 11	Meets or Exceeds	360	93%	1665	83.8%

Asian/Pacific Islander	Grade 11	Exceeds	167	43.2%	539	27.1%
Asian/Pacific Islander	Grade 11	Meets	193	49.9%	1126	56.7%
Asian/Pacific Islander	Grade 11	Nearly Meets	8	2.1%	114	5.7%
Asian/Pacific Islander	Grade 11	Low	18	4.7%	195	9.8%
Asian/Pacific Islander	Grade 11	Very Low	1	0.3%	13	0.7%
<b>Black/African American</b>	<b>Grade 03</b>	<b>Participation</b>	<b>80</b>	<b>98.8%</b>	<b>955</b>	<b>99.4%</b>
Black/African American	Grade 03	Meets or Exceeds	49	62.8%	450	48%
Black/African American	Grade 03	Exceeds	12	15.4%	76	8.1%
Black/African American	Grade 03	Meets	37	47.4%	374	39.9%
Black/African American	Grade 03	Nearly Meets	12	15.4%	207	22.1%
Black/African American	Grade 03	Low	16	20.5%	259	27.6%
Black/African American	Grade 03	Very Low	1	1.3%	21	2.2%
<b>Black/African American</b>	<b>Grade 04</b>	<b>Participation</b>	<b>77</b>	<b>100%</b>	<b>957</b>	<b>99.3%</b>
Black/African American	Grade 04	Meets or Exceeds	46	59.7%	502	53.1%

Black/African American	Grade 04	Exceeds
Black/African American	Grade 04	Meets
Black/African American	Grade 04	Nearly Meets
Black/African American	Grade 04	Low
Black/African American	Grade 04	Very Low
<b>Black/African American</b>	<b>Grade 05</b>	<b>Participation</b>
Black/African American	Grade 05	Meets or Exceeds
Black/African American	Grade 05	Exceeds
Black/African American	Grade 05	Meets
Black/African American	Grade 05	Nearly Meets
Black/African American	Grade 05	Low
Black/African American	Grade 05	Very Low
<b>Black/African American</b>	<b>Grade 06</b>	<b>Participation</b>
Black/African American	Grade 06	Meets or Exceeds
Black/African American	Grade 06	Exceeds
Black/African American	Grade 06	Meets
Black/African American	Grade 06	Nearly Meets
Black/African American	Grade 06	Low
Black/African American	Grade 06	Very Low
<b>Black/African American</b>	<b>Grade 07</b>	<b>Participation</b>
Black/African American	Grade 07	Meets or Exceeds
Black/African American	Grade 07	Exceeds
Black/African American	Grade 07	Meets
Black/African American	Grade 07	Nearly Meets
Black/African American	Grade 07	Low
Black/African American	Grade 07	Very Low
<b>Black/African American</b>	<b>Grade 08</b>	<b>Participation</b>
Black/African American	Grade 08	Meets or Exceeds

19	24.7%
27	35.1%
13	16.9%
14	18.2%
4	5.2%
<b>85</b>	<b>100%</b>
46	54.8%
13	15.5%
33	39.3%
19	22.6%
16	19%
3	3.6%
<b>89</b>	<b>100%</b>
46	53.5%
6	7%
40	46.5%
20	23.3%
17	19.8%
3	3.5%
<b>98</b>	<b>99%</b>
65	67.7%
15	15.6%
50	52.1%
20	20.8%
10	10.4%
1	1%
<b>86</b>	<b>98.9%</b>
47	55.3%

135	14.3%
367	38.8%
198	20.9%
217	22.9%
29	3.1%
<b>1024</b>	<b>99.3%</b>
491	48.6%
119	11.8%
372	36.8%
266	26.3%
214	21.2%
40	4%
<b>955</b>	<b>99.1%</b>
427	45.7%
75	8%
352	37.7%
284	30.4%
190	20.3%
33	3.5%
<b>1053</b>	<b>98.8%</b>
563	54.1%
89	8.6%
474	45.6%
276	26.5%
180	17.3%
21	2%
<b>1047</b>	<b>98.8%</b>
469	45.1%

Black/African American	Grade 08	Exceeds	7	8.2%	83	8%
Black/African American	Grade 08	Meets	40	47.1%	386	37.1%
Black/African American	Grade 08	Nearly Meets	14	16.5%	239	23%
Black/African American	Grade 08	Low	21	24.7%	289	27.8%
Black/African American	Grade 08	Very Low	3	3.5%	43	4.1%
<b>Black/African American</b>	<b>Grade 11</b>	<b>Participation</b>	<b>87</b>	<b>98.9%</b>	<b>1000</b>	<b>95.4%</b>
Black/African American	Grade 11	Meets or Exceeds	57	65.5%	634	63.7%
Black/African American	Grade 11	Exceeds	9	10.3%	84	8.4%
Black/African American	Grade 11	Meets	48	55.2%	550	55.3%
Black/African American	Grade 11	Nearly Meets	7	8%	123	12.4%
Black/African American	Grade 11	Low	22	25.3%	219	22%
Black/African American	Grade 11	Very Low	1	1.1%	19	1.9%
<b>Hispanic/Latino</b>	<b>Grade 03</b>	<b>Participation</b>	<b>773</b>	<b>99.5%</b>	<b>9969</b>	<b>99.7%</b>
Hispanic/Latino	Grade 03	Meets or Exceeds	373	49.3%	4449	45.3%

Hispanic/Latino	Grade 03	Exceeds	66	8.7%	708	7.2%
Hispanic/Latino	Grade 03	Meets	307	40.6%	3741	38.1%
Hispanic/Latino	Grade 03	Nearly Meets	187	24.7%	2431	24.8%
Hispanic/Latino	Grade 03	Low	190	25.1%	2736	27.9%
Hispanic/Latino	Grade 03	Very Low	7	0.9%	206	2.1%
<b>Hispanic/Latino</b>	<b>Grade 04</b>	<b>Participation</b>	<b>792</b>	<b>99.6%</b>	<b>9689</b>	<b>99.6%</b>
Hispanic/Latino	Grade 04	Meets or Exceeds	404	52.2%	5012	52.5%
Hispanic/Latino	Grade 04	Exceeds	119	15.4%	1350	14.2%
Hispanic/Latino	Grade 04	Meets	285	36.8%	3662	38.4%
Hispanic/Latino	Grade 04	Nearly Meets	190	24.5%	2174	22.8%
Hispanic/Latino	Grade 04	Low	162	20.9%	2099	22%
Hispanic/Latino	Grade 04	Very Low	18	2.3%	255	2.7%
<b>Hispanic/Latino</b>	<b>Grade 05</b>	<b>Participation</b>	<b>793</b>	<b>99.6%</b>	<b>9462</b>	<b>99.6%</b>
Hispanic/Latino	Grade 05	Meets or Exceeds	379	48.7%	4493	48.1%
Hispanic/Latino	Grade 05	Exceeds	99	12.7%	1124	12%
Hispanic/Latino	Grade 05	Meets	280	36%	3369	36.1%
Hispanic/Latino	Grade 05	Nearly Meets	198	25.4%	2533	27.1%
Hispanic/Latino	Grade 05	Low	179	23%	2083	22.3%
Hispanic/Latino	Grade 05	Very Low	22	2.8%	233	2.5%
<b>Hispanic/Latino</b>	<b>Grade 06</b>	<b>Participation</b>	<b>724</b>	<b>99.3%</b>	<b>9345</b>	<b>99.5%</b>
Hispanic/Latino	Grade 06	Meets or Exceeds	308	43.1%	4222	45.6%
Hispanic/Latino	Grade 06	Exceeds	57	8%	612	6.6%
Hispanic/Latino	Grade 06	Meets	251	35.2%	3610	39%
Hispanic/Latino	Grade 06	Nearly Meets	262	36.7%	3297	35.6%
Hispanic/Latino	Grade 06	Low	121	16.9%	1527	16.5%
Hispanic/Latino	Grade 06	Very Low	23	3.2%	221	2.4%
<b>Hispanic/Latino</b>	<b>Grade 07</b>	<b>Participation</b>	<b>733</b>	<b>99.6%</b>	<b>9400</b>	<b>99.5%</b>
Hispanic/Latino	Grade 07	Meets or Exceeds	413	57.1%	5426	58.3%



<b>Multi-Racial</b>	<b>Grade 03</b>	<b>Participation</b>	
Multi-Racial	Grade 03	Meets or Exceeds	
Multi-Racial	Grade 03	Exceeds	
Multi-Racial	Grade 03	Meets	
Multi-Racial	Grade 03	Nearly Meets	
Multi-Racial	Grade 03	Low	
Multi-Racial	Grade 03	Very Low	
<b>Multi-Racial</b>	<b>Grade 04</b>	<b>Participation</b>	
Multi-Racial	Grade 04	Meets or Exceeds	
Multi-Racial	Grade 04	Exceeds	
Multi-Racial	Grade 04	Meets	
Multi-Racial	Grade 04	Nearly Meets	
Multi-Racial	Grade 04	Low	
Multi-Racial	Grade 04	Very Low	
<b>Multi-Racial</b>	<b>Grade 05</b>	<b>Participation</b>	
Multi-Racial	Grade 05	Meets or Exceeds	
Multi-Racial	Grade 05	Exceeds	
Multi-Racial	Grade 05	Meets	
Multi-Racial	Grade 05	Nearly Meets	
Multi-Racial	Grade 05	Low	
Multi-Racial	Grade 05	Very Low	
<b>Multi-Racial</b>	<b>Grade 06</b>	<b>Participation</b>	
Multi-Racial	Grade 06	Meets or Exceeds	

<b>247</b>	<b>99.6%</b>		
203	82.2%		
94	38.1%		
109	44.1%		
17	6.9%		
25	10.1%		
2	0.8%		
<b>229</b>	<b>99.6%</b>		
190	83%		
111	48.5%		
79	34.5%		
23	10%		
15	6.6%		
1	0.4%		
<b>210</b>	<b>99.5%</b>		
171	81.8%		
86	41.1%		
85	40.7%		
24	11.5%		
13	6.2%		
1	0.5%		
<b>195</b>	<b>98.5%</b>		
148	75.9%		

<b>2377</b>	<b>99.5%</b>		
1679	70.7%		
551	23.2%		
1128	47.5%		
337	14.2%		
336	14.2%		
22	0.9%		
<b>2331</b>	<b>99.4%</b>		
1798	77.2%		
871	37.4%		
927	39.8%		
285	12.2%		
217	9.3%		
29	1.2%		
<b>2287</b>	<b>99.6%</b>		
1665	73%		
719	31.5%		
946	41.5%		
371	16.3%		
224	9.8%		
22	1%		
<b>2141</b>	<b>99.4%</b>		
1459	68.2%		

Multi-Racial	Grade 06	Exceeds	49	25.1%	432	20.2%
Multi-Racial	Grade 06	Meets	99	50.8%	1027	48%
Multi-Racial	Grade 06	Nearly Meets	30	15.4%	459	21.4%
Multi-Racial	Grade 06	Low	13	6.7%	187	8.7%
Multi-Racial	Grade 06	Very Low	4	2.1%	35	1.6%
<b>Multi-Racial</b>	<b>Grade 07</b>	<b>Participation</b>	<b>190</b>	<b>100%</b>	<b>2269</b>	<b>99.3%</b>
Multi-Racial	Grade 07	Meets or Exceeds	174	91.6%	1749	77.1%
Multi-Racial	Grade 07	Exceeds	76	40%	535	23.6%
Multi-Racial	Grade 07	Meets	98	51.6%	1214	53.5%
Multi-Racial	Grade 07	Nearly Meets	11	5.8%	333	14.7%
Multi-Racial	Grade 07	Low	3	1.6%	170	7.5%
Multi-Racial	Grade 07	Very Low	2	1.1%	17	0.7%
<b>Multi-Racial</b>	<b>Grade 08</b>	<b>Participation</b>	<b>240</b>	<b>99.6%</b>	<b>2257</b>	<b>99.1%</b>
Multi-Racial	Grade 08	Meets or Exceeds	190	79.2%	1608	71.2%
Multi-Racial	Grade 08	Exceeds	80	33.3%	565	25%
Multi-Racial	Grade 08	Meets	110	45.8%	1043	46.2%
Multi-Racial	Grade 08	Nearly Meets	30	12.5%	365	16.2%
Multi-Racial	Grade 08	Low	17	7.1%	259	11.5%
Multi-Racial	Grade 08	Very Low	3	1.2%	25	1.1%
<b>Multi-Racial</b>	<b>Grade 11</b>	<b>Participation</b>	<b>183</b>	<b>99.5%</b>	<b>1864</b>	<b>98%</b>
Multi-Racial	Grade 11	Meets or Exceeds	161	88%	1620	86.9%
Multi-Racial	Grade 11	Exceeds	56	30.6%	523	28.1%
Multi-Racial	Grade 11	Meets	105	57.4%	1097	58.9%
Multi-Racial	Grade 11	Nearly Meets	9	4.9%	110	5.9%
Multi-Racial	Grade 11	Low	12	6.6%	124	6.7%
Multi-Racial	Grade 11	Very Low	1	0.5%	10	0.5%





White	Grade 05	Exceeds	734	45.9%	8835	33.2%
White	Grade 05	Meets	591	36.9%	11036	41.5%
White	Grade 05	Nearly Meets	177	11.1%	4172	15.7%
White	Grade 05	Low	88	5.5%	2333	8.8%
White	Grade 05	Very Low	10	0.6%	246	0.9%
<b>White</b>	<b>Grade 06</b>	<b>Participation</b>	<b>1559</b>	<b>99.6%</b>	<b>26816</b>	<b>99.5%</b>
White	Grade 06	Meets or Exceeds	1216	78.9%	19148	71.5%
White	Grade 06	Exceeds	443	28.7%	5528	20.6%
White	Grade 06	Meets	773	50.1%	13620	50.9%
White	Grade 06	Nearly Meets	240	15.6%	5458	20.4%
White	Grade 06	Low	74	4.8%	1908	7.1%
White	Grade 06	Very Low	12	0.8%	261	1%
<b>White</b>	<b>Grade 07</b>	<b>Participation</b>	<b>1526</b>	<b>99.6%</b>	<b>27316</b>	<b>99.5%</b>
White	Grade 07	Meets or Exceeds	1309	86.2%	21691	79.5%
White	Grade 07	Exceeds	504	33.2%	7042	25.8%
White	Grade 07	Meets	805	53%	14649	53.7%
White	Grade 07	Nearly Meets	138	9.1%	3827	14%
White	Grade 07	Low	66	4.3%	1671	6.1%
White	Grade 07	Very Low	5	0.3%	105	0.4%
<b>White</b>	<b>Grade 08</b>	<b>Participation</b>	<b>1607</b>	<b>99.5%</b>	<b>27721</b>	<b>99.3%</b>
White	Grade 08	Meets or Exceeds	1303	81.4%	20029	72.3%
White	Grade 08	Exceeds	547	34.2%	7281	26.3%
White	Grade 08	Meets	756	47.2%	12748	46%
White	Grade 08	Nearly Meets	156	9.8%	4331	15.6%
White	Grade 08	Low	130	8.1%	3095	11.2%
White	Grade 08	Very Low	11	0.7%	248	0.9%
<b>White</b>	<b>Grade 11</b>	<b>Participation</b>	<b>1503</b>	<b>99.9%</b>	<b>26993</b>	<b>98.1%</b>
White	Grade 11	Meets or Exceeds	1388	92.7%	23851	88.5%





Report Type
Detail































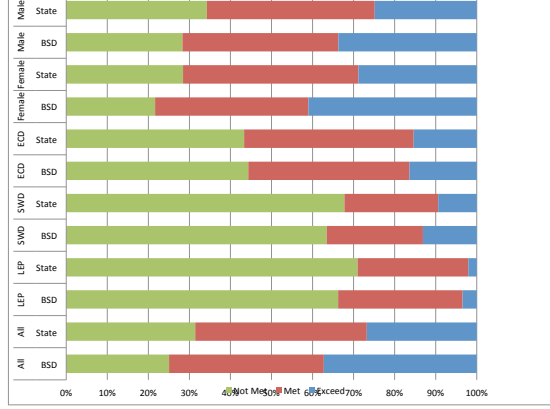


Elem	All BSD	All State	LEP BSD	LEP State	SWD BSD	SWD State	ECD BSD	ECD State	Female BSD	Female State	Male BSD	Male State
Exceed	3440	33648	59	358	183	1938	632	10762	1846	17694	1594	15954
Met	3479	52480	518	4656	327	4631	1515	28963	1681	26201	1798	26279
Not Met	2313	39458	1132	12263	885	13757	1710	30385	974	17456	1339	22002

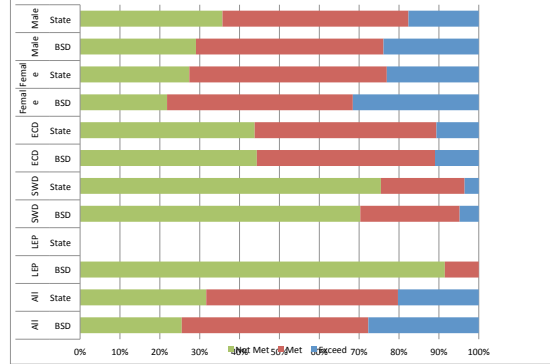
Middle	All BSD	All State	LEP BSD	LEP State	SWD BSD	SWD State	ECD BSD	ECD State	Female BSD	Female State	Male BSD	Male State
Exceed	2488	25746	0	#VALUE!	61	686	403	7157	1398	14292	1090	11454
Met	4207	61045	54	#VALUE!	318	4073	1644	30700	2063	30714	2144	30331
Not Met	2291	40197	581	#VALUE!	896	14618	1630	29485	966	16996	1325	23201

High	All BSD	All State	LEP BSD	LEP State	SWD BSD	SWD State	ECD BSD	ECD State	Female BSD	Female State	Male BSD	Male State
Exceed	892	9877	0	2	36	237	153	2440	1482	15592	442	4691
Met	1484	24123	23	185	160	1847	565	11202	1966	29929	737	12151
Not Met	339	6239	91	878	163	2642	255	4249	1031	16978	169	3629

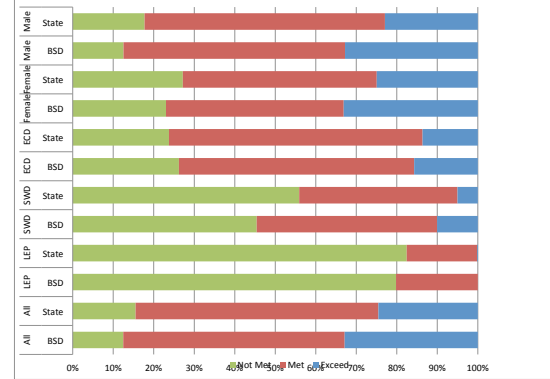
### OAKS Reading - Elementary



### OAKS Reading - Middle



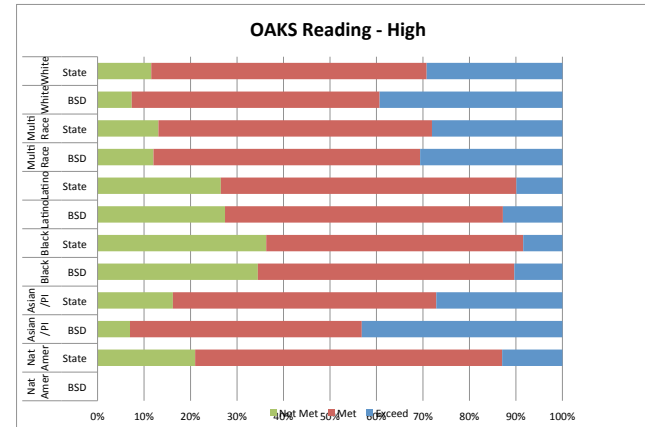
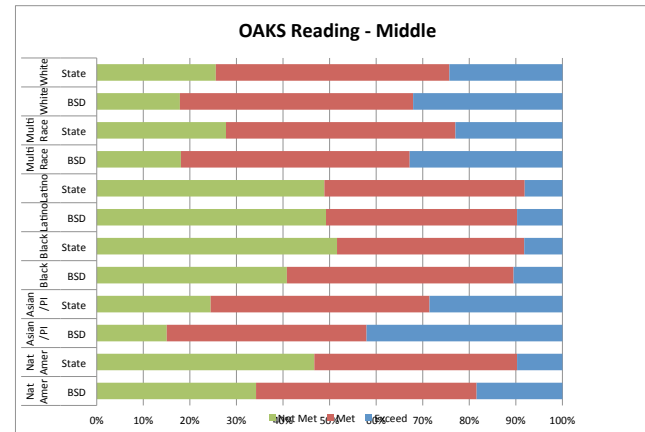
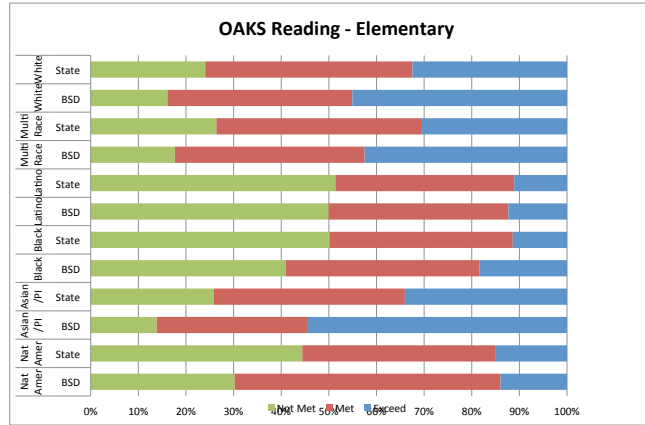
### OAKS Reading - High



	Nat Amer BSD	Nat Amer State	Asian /PI BSD	Asian /PI State	Black BSD	Black State	Latino BSD	Latino State	MultiRace BSD	MultiRace State	White BSD	White State
Elem												
Exceed	6	282	761	1990	44	330	284	3182	291	2141	2054	25723
Met	24	756	444	2344	97	1113	872	10772	273	3001	1769	34494
Not Met	13	830	194	1512	98	1451	1153	14750	121	1843	734	19072

	Nat Amer BSD	Nat Amer State	Asian /PI BSD	Asian /PI State	Black BSD	Black State	Latino BSD	Latino State	MultiRace BSD	MultiRace State	White BSD	White State
Middle												
Exceed	7	205	551	1681	28	247	203	2230	205	1532	1494	19851
Met	18	916	562	2767	130	1212	856	11849	307	3284	2334	41017
Not Met	13	983	197	1440	109	1555	1027	13465	113	1850	832	20904

	Nat Amer BSD	Nat Amer State	Asian /PI BSD	Asian /PI State	Black BSD	Black State	Latino BSD	Latino State	MultiRace BSD	MultiRace State	White BSD	White State
High												
Exceed	#VALUE!	84	167	539	9	84	70	771	56	523	589	7876
Met	#VALUE!	428	193	1126	48	550	327	4947	105	1097	799	15975
Not Met	#VALUE!	136	27	322	30	361	150	2063	22	244	110	3113

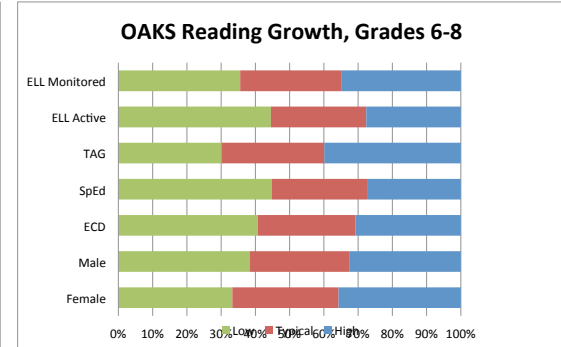
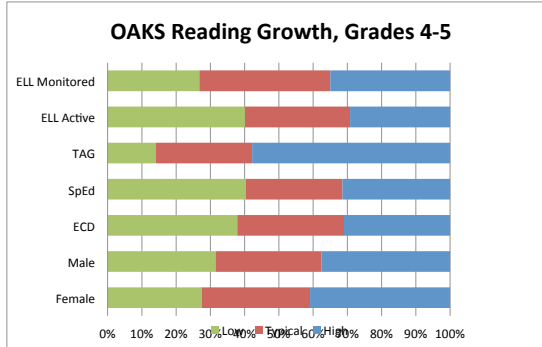
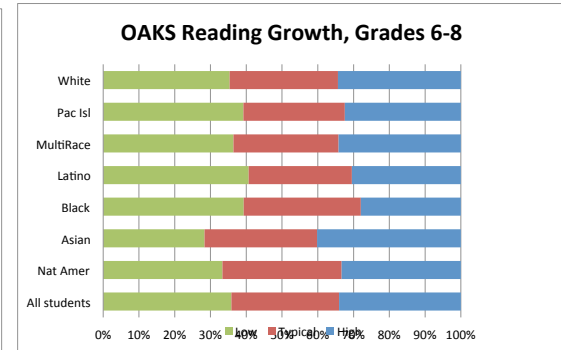
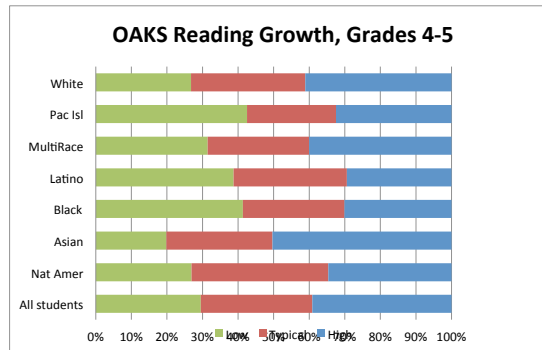


OAKS Reading Growth, Grades 4-8	High	Typical	Low	Typical	More than Typical
District	5001	4240	4610	67%	36%
Nat Amer	18	19	16	70%	34%
Asian	854	592	477	75%	44%
Black	104	113	145	60%	29%
Latino	983	985	1305	60%	30%
MultiRace	363	288	341	66%	37%
Pac Isl	37	31	46	60%	32%
White	2642	2212	2280	68%	37%
Female	2571	2130	2107	69%	38%
Male	2430	2110	2503	64%	35%
ECD	1708	1640	2192	60%	31%
SpEd	532	516	789	57%	29%
TAG	971	605	494	76%	47%
ELL (E, W, X, Y)	397	411	578	58%	29%
ELL (T)	311	289	293	67%	35%

OAKS Reading Growth, Grades 4-5	High	Typical	Low	Typical	More than Typical
All students	2191	1755	1653	70%	39%
Nat Amer	9	10	7	73%	35%
Asian	403	239	159	80%	50%
Black	40	38	55	59%	30%
Latino	404	437	532	61%	29%
MultiRace	163	116	128	69%	40%
Pac Isl	13	10	17	58%	33%
White	1159	905	755	73%	41%
Female	1111	862	746	73%	41%
Male	1080	893	907	69%	38%
ECD	694	698	848	62%	31%
SpEd	243	218	312	60%	31%
TAG	470	228	115	86%	58%
ELL Active	258	271	354	60%	29%
ELL Monitored	98	107	75	73%	35%

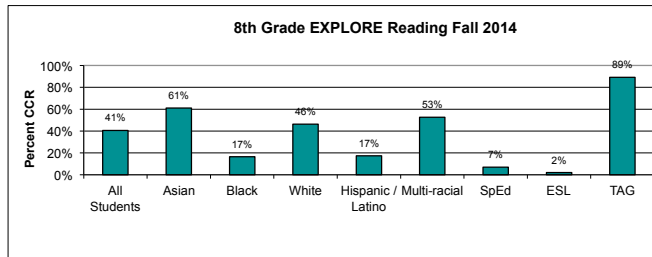
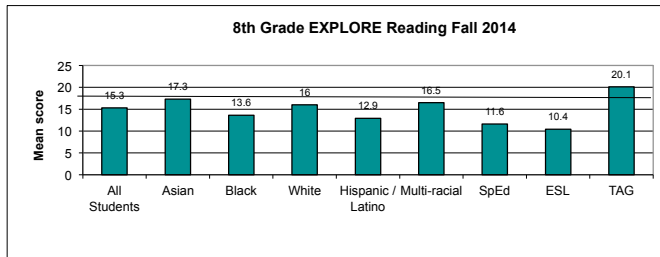
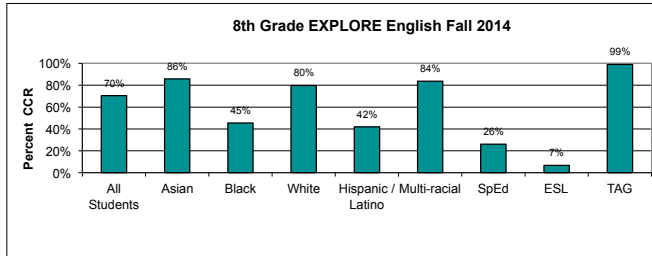
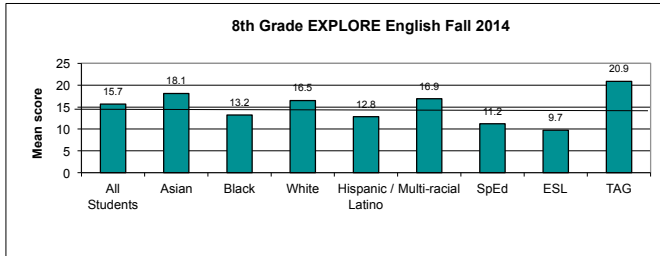
OAKS Reading Growth, Grades 6-8	High	Typical	Low	Typical	More than Typical
All students	2810	2485	2957	64%	34%
Nat Amer	9	9	9	67%	33%
Asian	451	353	318	72%	40%
Black	64	75	90	61%	28%
Latino	579	548	773	59%	30%
MultiRace	200	172	213	64%	34%
Pac Isl	24	21	29	61%	32%
White	1483	1307	1525	65%	34%
Female	1460	1268	1361	67%	36%
Male	1350	1217	1596	62%	32%
ECD	1014	942	1344	59%	31%
SpEd	289	298	477	55%	27%
TAG	501	377	379	70%	40%
ELL Active	139	140	224	55%	28%
ELL Monitored	213	182	218	64%	35%

Students enrolled in District on May 1 for a "full academic year"



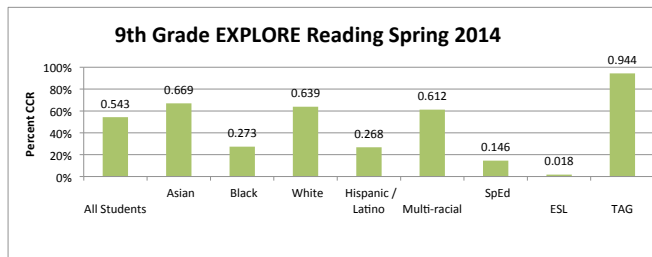
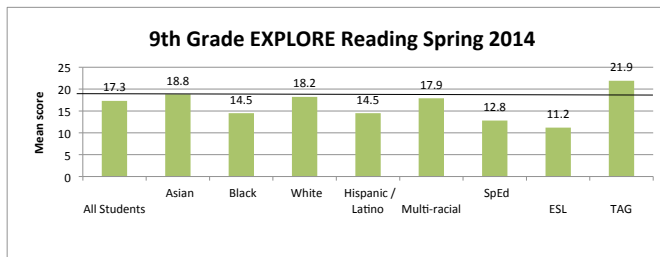
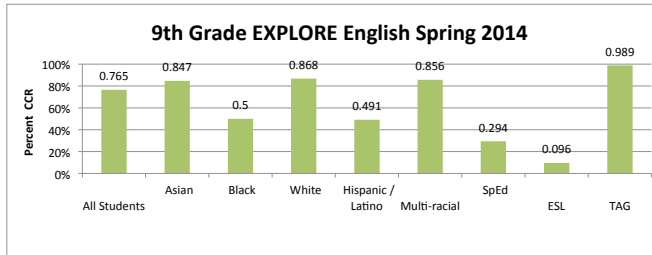
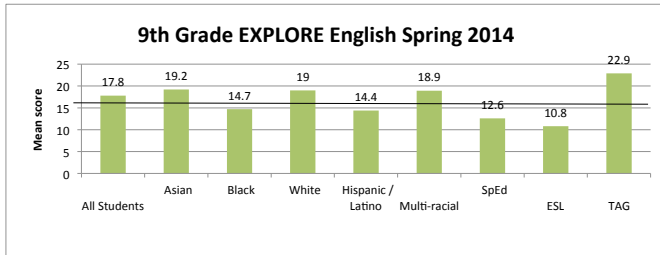
	All Students	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 8	15.7	18.1	13.2	16.5	12.8	16.9	11.2	9.7	20.9
Read 8	15.3	17.3	13.6	16	12.9	16.5	11.6	10.4	20.1

	All Students	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 8	70%	86%	45%	80%	42%	84%	26%	7%	99%
Read 8	41%	61%	17%	46%	17%	53%	7%	2%	89%



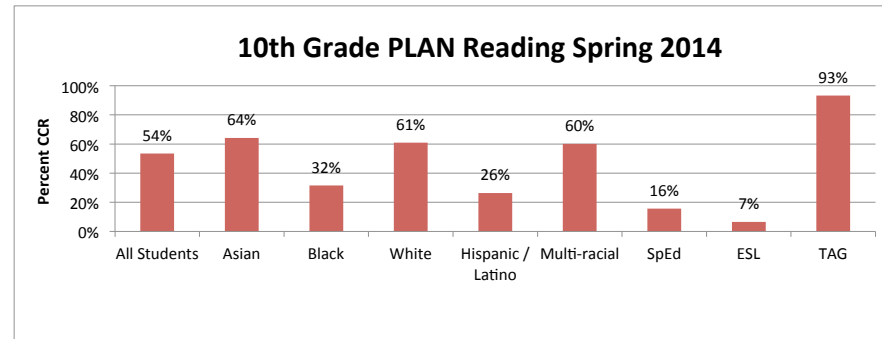
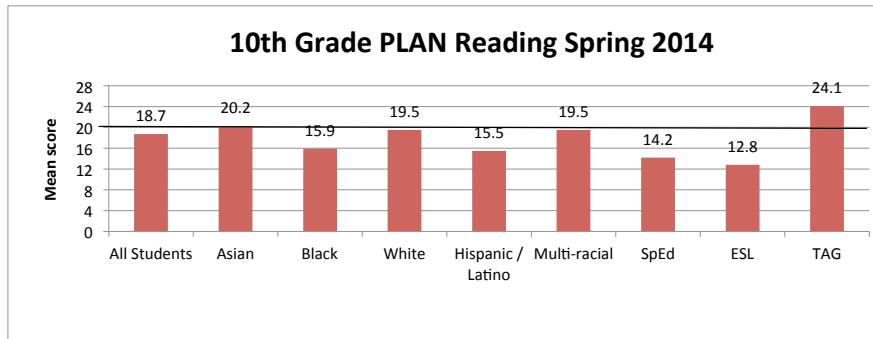
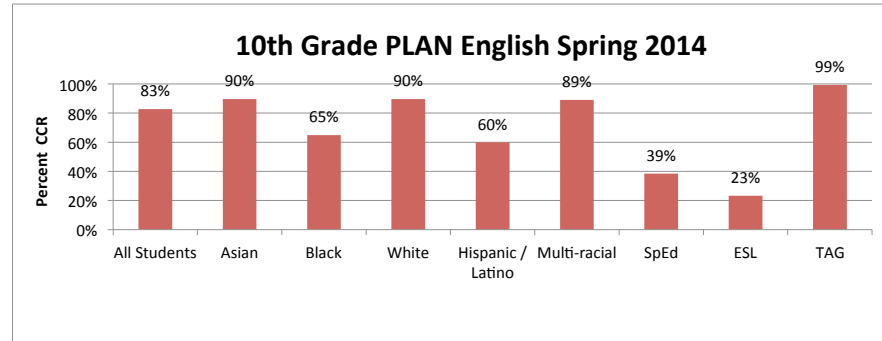
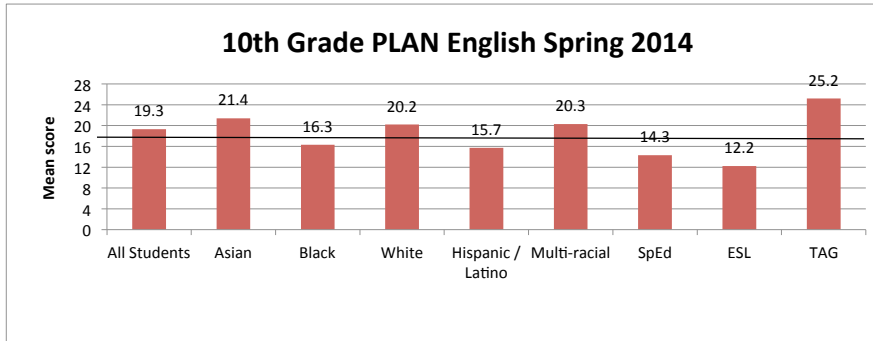
	All Students	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 9	17.8	19.2	14.7	19.0	14.4	18.9	12.6	10.8	22.9
Read 9	17.3	18.8	14.5	18.2	14.5	17.9	12.8	11.2	21.9

	All Students	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 9	77%	85%	50%	87%	49%	86%	29%	10%	99%
Read 9	54%	67%	27%	64%	27%	61%	15%	2%	94%



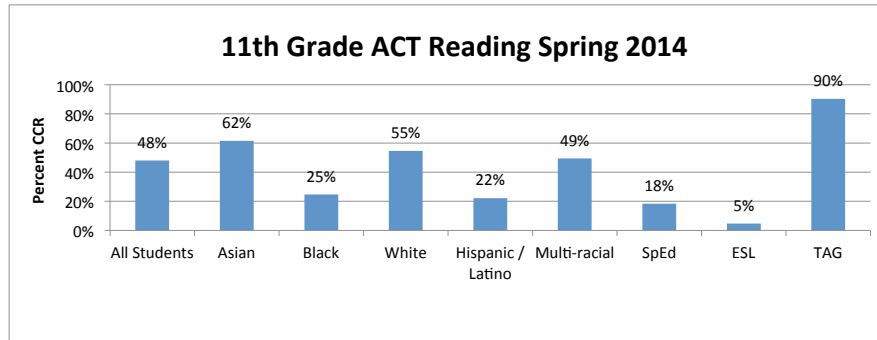
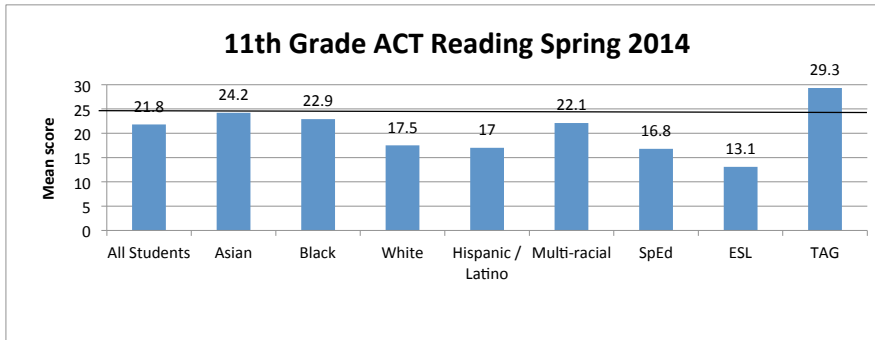
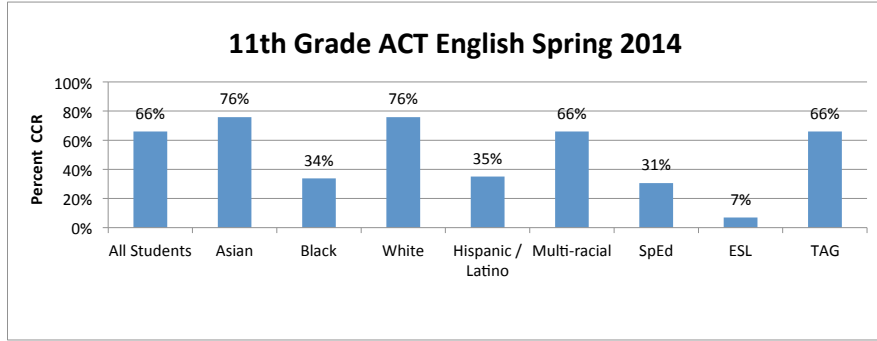
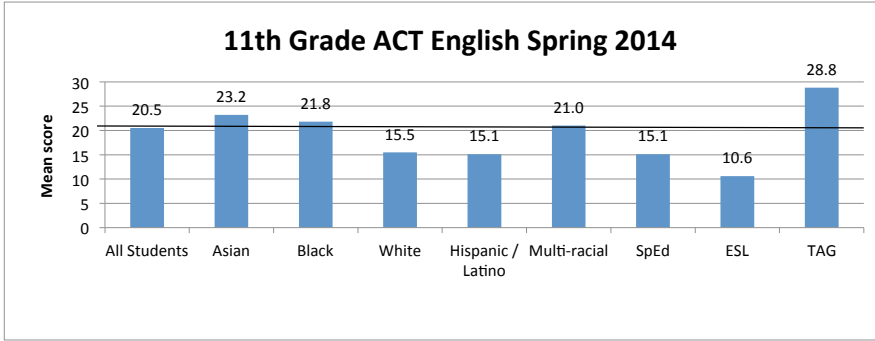
	All Student	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 10	19.3	21.4	16.3	20.2	15.7	20.3	14.3	12.2	25.2
Read 10	18.7	20.2	15.9	19.5	15.5	19.5	14.2	12.8	24.1

	All Student	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 10	83%	90%	65%	90%	60%	89%	39%	23%	99%
Read 10	54%	64%	32%	61%	26%	60%	16%	7%	93%





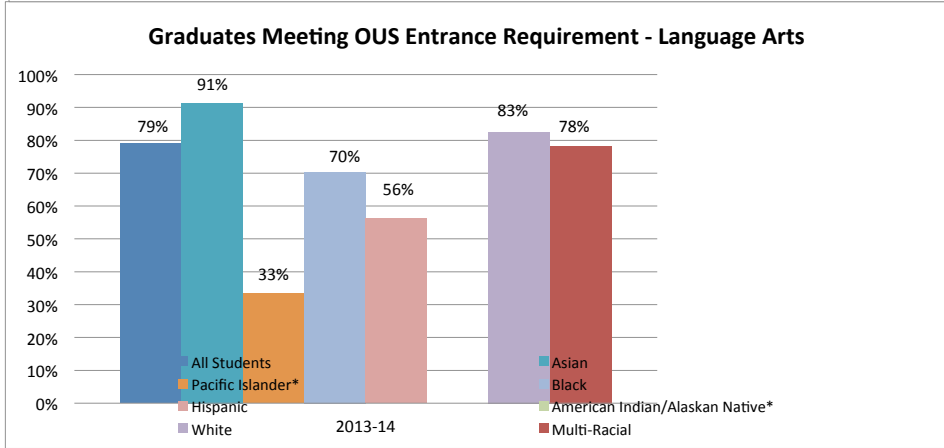
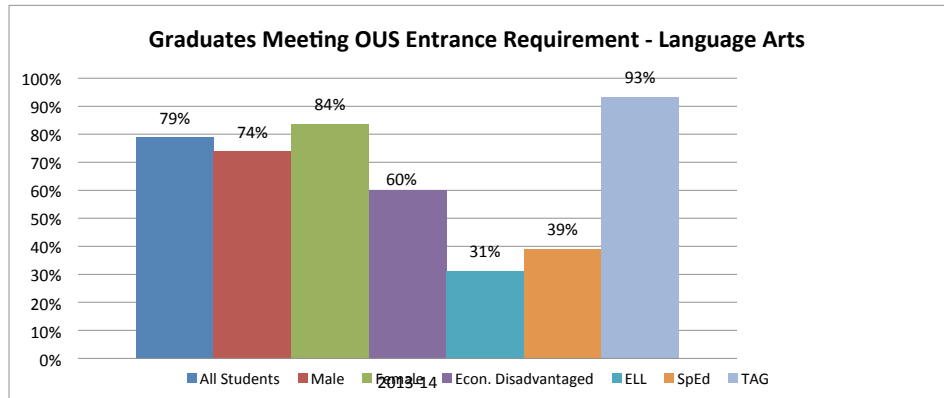
		CCR																	
		All Student:	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG	All Student:	Asian	Black	White	Hispanic / L	Multi-racial	SpEd	ESL	TAG
Engl 11		20.5	23.2	21.8	15.5	15.1	21.0	15.1	10.6	28.8	66%	76%	34%	76%	35%	66%	31%	7%	66%
Read 11		21.8	24.2	22.9	17.5	17	22.1	16.8	13.1	29.3	48%	62%	25%	55%	22%	49%	18%	5%	90%



**Graduates Meeting OUS Entrance Requirements for ELA**

Beaverton School District	2013-14
All Students	79%
Male	74%
Female	84%
Econ. Disadvantaged	60%
ELL	31%
SpEd	39%
TAG	93%
Asian	91%
Pacific Islander*	33%
Black	70%
Hispanic	56%
American Indian/Alaskan Native*	
White	83%
Multi-Racial	78%

\*Fewer than 20 students



Identifying courses: English Composition

A course shall be categorized as an English Composition course if it has:

- CIP 23.0401 English Composition, course number 100 or greater
- CIP 23.0101 English Language and Literature General, course number 100 or greater, course prefix of 'WR' or 'WRI'

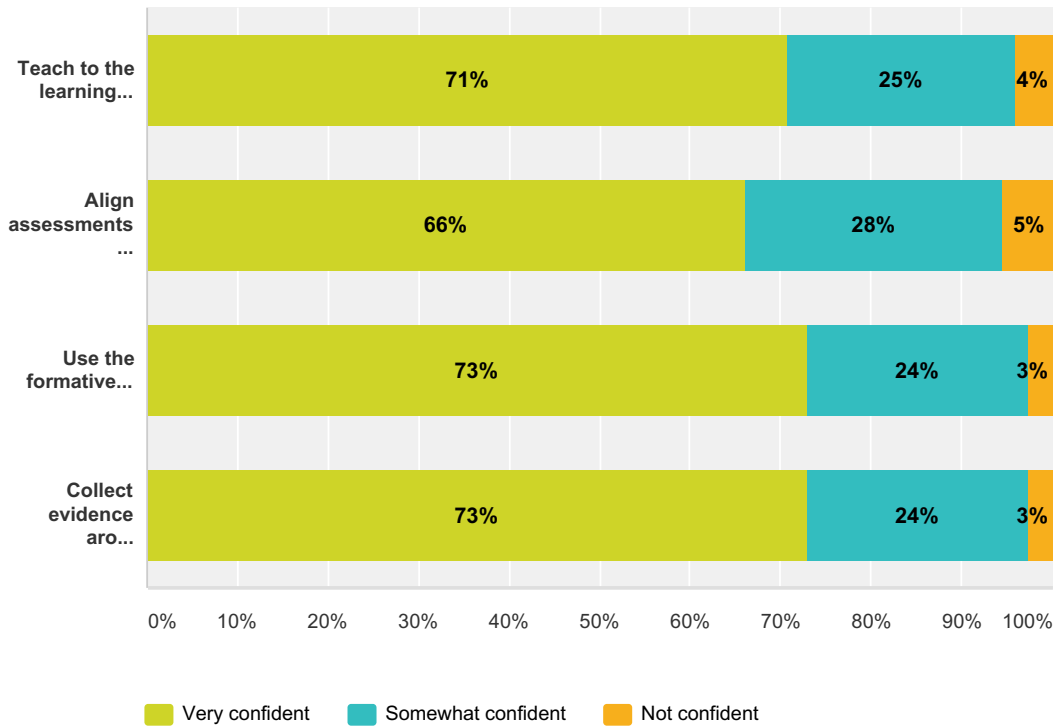
Identifying courses: Arts and Letters

A course shall be categorized as an Arts & Letters course if it has:

- CIP 04.#### Architecture and Related Services
- CIP 09.#### Communications, Journalism, and related programs
- CIP 16.#### Foreign languages, literature, and linguistics
- CIP 50.#### Visual and performing arts
- CIP 23.#### English Language and Literature/Letters, excluding CIP 23.0401 and 23.0101
- CIP 23.0101 English Language and Literature General, course number 100 or greater, does not have a course prefix of WR or WRI
- CIP 24.0103 Humanities/Humanistic Studies, if has a course prefix of HUM,PHIL, or ENG
- CIP 38.0101 Philosophy

### Q11 I feel confident in my ability to...

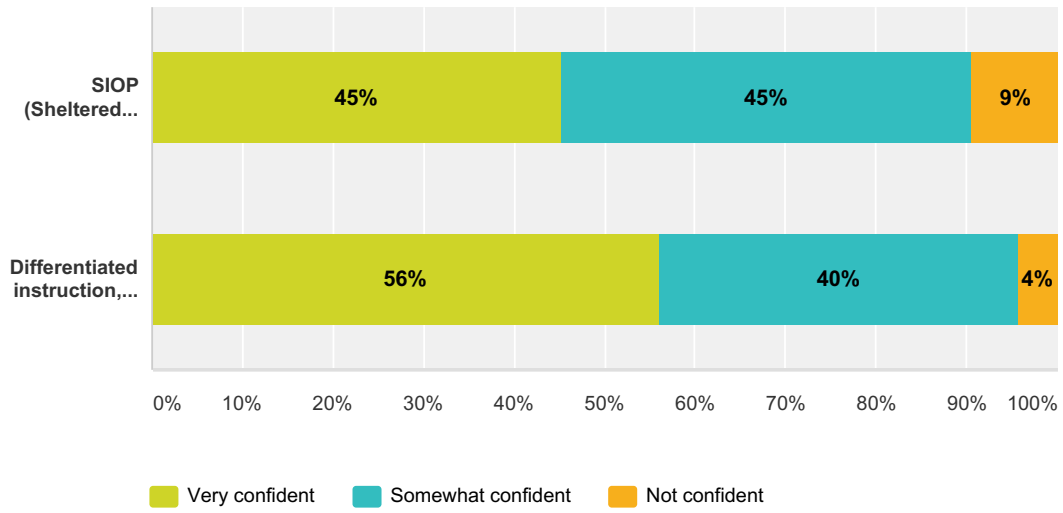
Answered: 75 Skipped: 0



	Very confident	Somewhat confident	Not confident	Total
Teach to the learning targets assigned to my grade level or content area.	71% 53	25% 19	4% 3	75
Align assessments to my grade level or content area learning targets.	66% 49	28% 21	5% 4	74
Use the formative assessment process to monitor and adjust my instruction.	73% 54	24% 18	3% 2	74
Collect evidence around a learning target or group of learning targets.	73% 54	24% 18	3% 2	74

### Q12 I feel confident in my ability to provide...

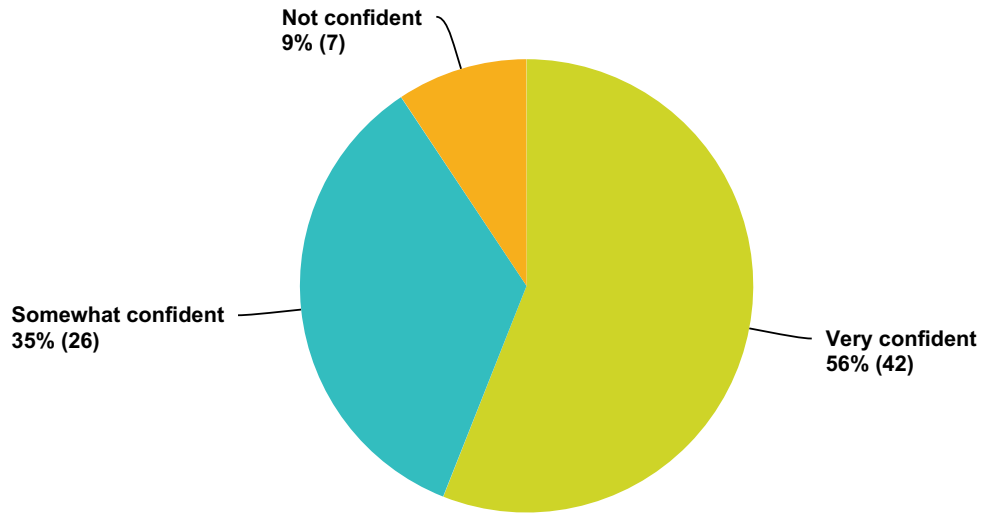
Answered: 75 Skipped: 0



	Very confident	Somewhat confident	Not confident	Total
SIOP (Sheltered Instruction Observation Protocol) strategies for ELL students	45% 34	45% 34	9% 7	75
Differentiated instruction, including directed support for both struggling and advanced learners that meets individual student's learning needs	56% 41	40% 29	4% 3	73

**Q13 Overall, I feel confident that I can accurately report student achievement relative to learning targets.**

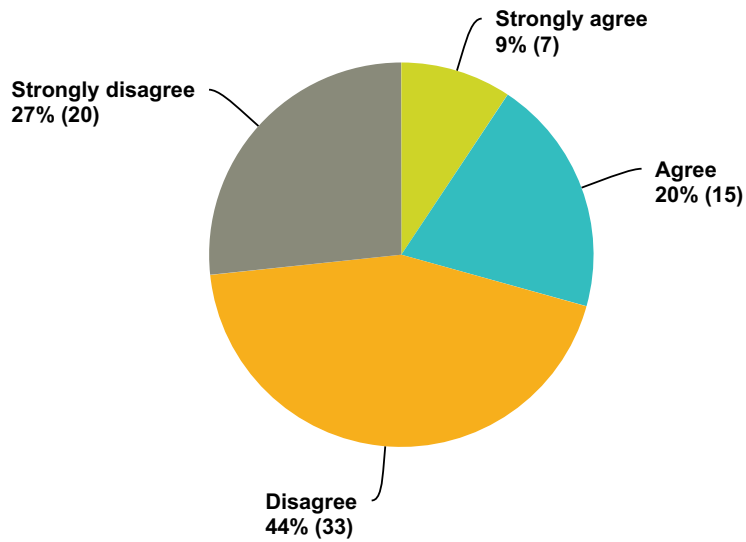
Answered: 75 Skipped: 0



Answer Choices	Responses	
Very confident	56%	42
Somewhat confident	35%	26
Not confident	9%	7
<b>Total</b>		<b>75</b>

**Q14 I have sufficient time to collaborate with my colleagues.**

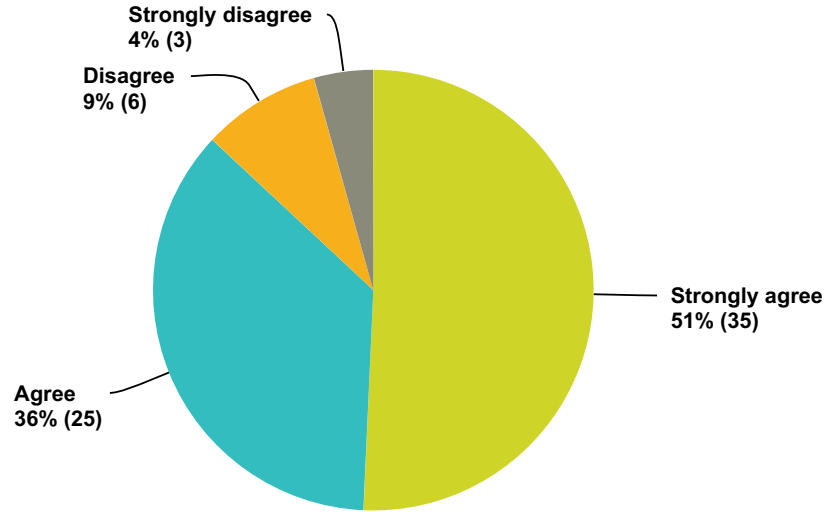
Answered: 75 Skipped: 0



Answer Choices	Responses	
Strongly agree	9%	7
Agree	20%	15
Disagree	44%	33
Strongly disagree	27%	20
<b>Total</b>		<b>75</b>

**Q15 Collaboration with my colleagues has had a positive impact on my instructional practices.**

Answered: 74 Skipped: 1

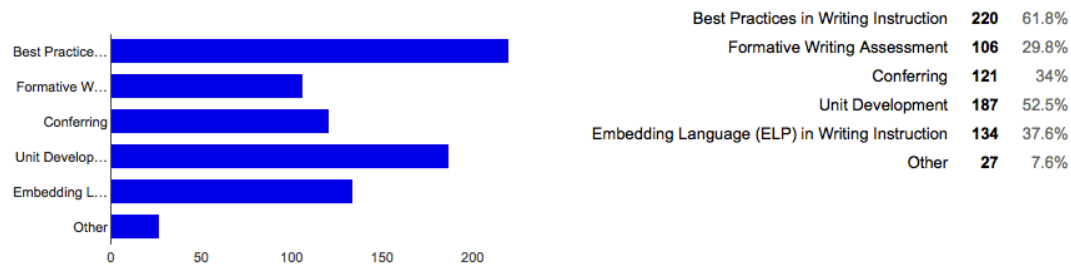


Answer Choices	Responses	
Strongly agree	51%	35
Agree	36%	25
Disagree	9%	6
Strongly disagree	4%	3
<b>Total</b>		<b>69</b>



## ELA Resources & Professional Development Survey - Elementary Teachers

### What type(s) of staff development would help support your writing instruction?



### Please describe other writing staff development needs that may not be listed above:

- Integrating writing with PYP units, more materials that can be used for opinion, explanatory, and narrative writing (sheets, etc.)
- on demand writing performance
- Proficiency grading
- Perhaps it falls under Unit Development, but I would like staff development on embedding writing instruction into content areas (Units of Inquiry for PYP schools)
- supporting ELL students' writing related to ELP
- mentor texts
- Writing samples showing what a 4/3/2/1 would look like.
- Teachers need to be writers themselves. Encouraging teachers to face a blank page will help them teach writing more effectively.
- It would be great to have time to sit down with the targets and ccss, and create writing units that correlate to what we are teaching in reading, science and social studies.
- SIOPing writing lessons
- Useful resources for Common Core...
- There are several different writing instructional philosophies being used and I think the district needs to choose one!
- Matt Glover training; more professional development trainings for writing
- Lucy Calkins
- Interesting ways to publish pieces of writing
- I have been a part of the writing cohort 2 this year. It has been amazing and drastically changed my writing instruction. I wish everyone had this kind of opportunity.
- Collecting notes from multiple sources to build a coherent essay/article
- Best practices for ELLs in writing instruction
- Matt Glover, collaboration and planning with other primary teachers using a workshop model
- There are many scoring guides for writing floating around, the ones the district created that are on Teacher Source, the ones from Lucy Caulkins, and the ones that the Smarter Balanced test uses to score the performance task essays. Which are we to use? They are similar, but we should all be using the same one I think.
- I would like to have time to work with other kindergarten teachers to learn about the common core state standards. (I really liked how this process worked for math this year:)
- I appreciate time to share ideas for teaching writing. It's great to be able to walk away with 2-3 ideas for a unit.
- How to teach writing
- pacing of lessons

- ELD/ESL and how we can work together
- Having more focus as a district on writing overall in the classroom
- Support for a sequential writing program
- Ideas/resources for Informational and Opinion Writing
- Could we get staff development regarding the book that the writing team has been using? The one with the rubrics and the three types of writing?
- professional development for ELA instruction for students with significant disabilities
- Writing instruction differentiation
- WR instruction in Spanish for teachers who teach in bilingual model classes
- Please provide specific writing tools specific to grade level for teachers to use
- Time to work
- Common Core Aligned with supportive curriculum
- I have had the Mat Glover training and I have been involved The Writing Team, but my three teammates have not. I would love to have my teammates up to speed on Mat Glover's approach to writing.
- I think teachers need to know that they should not teach every unit to meet SBAC's "5 paragraph essay" format. It would be helpful for them to design one unit called "Writing for Tests". Then it may help them free up stress about doing it all year long and killing the love of writing.
- Lucy Caulkins
- Revision and editing resources that work for young writers; grammar and sentence structure development.
- Learn Matt Glover
- None
- using writing to address language needs
- Reading and Writing Project out of the Teachers College Columbia University
- building a CCSS writing student center
- Writing to texts as in what students will be required to do for the SBAC
- Record keeping formats for data collection on writing and reading targets
- TCRWP- I would love to have coaches come in and watch my instruction and give feedback on how to improve my time management as well as peer discussions and feedback.
- Writing instruction that is directly tied to CCSS. Resources and lessons to help us navigate CCSS. In particular, with opinion writing
- Intensive help for Title I/impacted ESL students
- Vertical alignment across grades for the types of narrative, informational, opinion writing so that kids get experience in different types of each mode.
- Proficiency grading, and integrating science and social studies in writing. Writing is no longer a stand alone subject.
- Writing instruction that supports PYP unit development
- Michal Glover model
- Kindergarten appropriate writing with the common core expectations.
- Quality curriculum that adheres directly to CCSS
- Time for School Wide Writing Curriculum/Strategies
- rubrics and scoring guides
- Mentor texts- how to select them
- Ideas to support the struggle writer
- Matt Glover
- materials aligned to Common Core
- TIME to plan and produce units of instruction (staff development is helpful, but the time to implement it is invaluable).
- Matt Glover Writer's Workshop Model
- What is unit development? A more structured and step-by-step curriculum that describes exactly how to teach it with clear examples of good writing.

- Collaboration with grading within our building and across grade levels
- BSD needs a common philosophy on how to teach writing - especially at the Elementary level.
- Successful Reading Workshop Models
- Time to plan my writing so I can embed it into my expeditions.
- Presentations to small groups who can plan and share resources.
- GLAD
- I would like to know which books to read on my own that match best practices in all areas. How does one determine what a best practice is?
- Vocabulary building
- Some staff of been able to go to exciting training like math Glover and whatever is happening this year. Others like me have not had this opportunity.
- continue the Writing Project, bring in speakers, let teachers from different school coolaborate, visit others teaching writing.
- School Wide alignment, vertical and horizontal
- observations of great instruction
- incorporating effective writing practices in all areas of study.
- Actual units/framework to follow to anchor my practice.
- Kindergarten specific writing instruction
- Knitting PYP and the standards together to meet the range of writers in our classrooms.
- I would benefit most from staff development that is grade level specific.
- How to best address all writing needs in a lesson that lasts only up to 30 minutes, and reaches ALL the requirements
- Sometimes the pre-packaged kids aren't user friendly. They can include too much information and seem hard to manage. I appreciate books with specific examples of student writing & rubrics. I also appreciate books with papers to copy and share with students as a starting lesson (then I can develop extensions and enrichments to jazz up the lessons).
- Running a writer's workshop, allowing students to have freedom in writing choices
- Schoolwide alignment
- Book study
- We need a complete writing program just like we do
- More anchor papers and walking through them as a grade cohort to investigate what "proficient" looks like.
- Integrated literacy into content
- Handwriting
- Integrating writing into PYP units
- Informative writing
- Kindergarten specific
- I would really LOVE to have the staff developers from Columbia University to be in my classroom. I really do not want time out of my classroom with teachers from the district or PD faciliators. I know it's expensive; however, I feel like the money is more than worth it.
- How To.....write a great introduction, body and conclusion. How to teach this using exemplars etc. Resources????
- Matt Glover Training
- Ideas for informational writing craft- how to make this genre come alive
- Writing instruction within the PYP framework
- Further training in implementing Writer's Workshop from Teacher's College - esp in the area of conferring
- Music teachers can go to OMEA conferences, SWOKE (Kodaly) and POSA (Orff) workshops year-round to improve their literacy teaching skills. We're also making great use of our learning teams. I'd suggest a practice of principals always excusing us from building level trainings so we can attend these events, or allowing us to flex our time if the event is on the weekend.

- best practices for tech use in language arts (without tech people in our buildings, it is hard to implement much of what we read about going on in other school districts--can we make it happen here?)
- We need staff development from outside professionals, the best training I've received (and what guides my lesson planning/instruction) has been from TCRWP, Matt Glover, Katy Wood Ray, Rethinking Literacy speakers and anyone else who comes to town that I can see (I have to use personal days to do this). It would be great to allocate money to bring in these highly trained professionals to train everyone in our district. I don't get anything out of presentations from PD facilitators or colleagues on district committees.
- None, please. No more staff development. Let us instead have time to work at school and plan our units.
- Matt Glover training for my team
- There are way too many targets, objectives, and goals for teachers to have to search for, create, and devise their own teaching materials, strategies, and lesson plans. WE need to provide teachers with a common core aligned curriculum. Anything less is an equity issue and will result in teachers spending time looking for what to teach rather than developing the best instructional practices.
- Inquiry Writing
- Practices from the past like writer's workshop and process writing. It would be great to bring in our own Linda Hoyt.
- developing a year long plan tied to content
- professional gurus that can deliver a lot of "meat" during training time.

### **What resources are you currently using to teach writing?**

- Step Up to Writing and teacher created materials
- Harcourt, modified to fit CCSS; Writing Pathways
- Matt Glover, Lucy Calkins
- Step up to Writing, picture books as examples, Glover books, Units of Study
- PPS, general strategies
- Lucy Calkins Units of Study, Evan Moor Writing, Creative Teaching Press Writing Units, etc
- A smattering of Lucy Calkins, Matt Glover, stuff from TeacherSource and Teachers Pay Teachers
- The units that my team rep brings back from writing team meetings.
- blend of butchered Lucy Calkins, PPS units, stuff I make, and ELA performance tasks that other districts have shared
- many different resources
- Story Town, Regie Routman
- Lucy Calkins Units of Study Curriculum, Writing Pathways, and Mentor Texts
- Step Up To Writing and Lucy Calkins
- CCSS, Author Studies, Lucy Calkins
- Step Up to Writing, Lucy Calkins
- Matt Glover, Mary E., Lucy C.
- Lucy Calkins and Barbara Mariconda
- Writer's Express, Writing A-Z, and various supplements accumulated over the years.
- Lucy Calkins, notebook know how, step up to writing
- Portland Public
- Portland Public School Units; Danny Glover resources; Step Up to Writing
- Four square writing, Step Up to Writing
- Lucy Calkins, Band Street Writing Workshop, SIOP Practices, Roger Taylor materials, materials gleaned from current Harcourt adoption
- Teachers pay teachers, Lucy Calkins

- am currently in a Matt Glover writing cohort group so it has been great making several units of study
- CCSS, Lucy Calkins, 6 traits
- Matt Glover Mentor text, Step Up to Writing, Co-teaching strategies, lessons and Units developed with the writing project
- Units of Study by Lucy Calkins, and a book by Matt Glover
- Step up to Writing, Four Square Writing, Matt Glover Writing Book
- Whatever I can find
- Mix: Story Town, Portland Public Schools writing, Lucy Calkins, other various resources
- Lucy Calkins Matt Glover Storytown Team conferring
- Lucy Calkins
- hodgepodge of six plus traits, Lucy Calkins, Step Up to Writing
- Step Up to Writing, teacher created materials
- Lucy Calkins, Step Up to Writing, mentor text
- CCSS in a writer's workshop model
- Step Up to Writing, Arts for Learning, and some Lucy Calkins ideas.
- n/a
- Lucy Calkins, Mentor Texts, etc
- Teachers Pay Teachers and other staff member's resources
- Not much is available, but I've been using a copy of HMH's Collections program as a resource.
- teacher located/created
- Portland Public Schools Writing Curriculum
- Step up to Writing, Expressive Writing
- I have been working on the Writing Project Team - We have used the work of Matt Glover (mentor texts) and Lucy Calkins in our planning and it has been very successful.
- Lucy Calkins, PPS, ReadWriteThink, Storytown, news articles, non-fiction articles
- Step Up to Writing and Lucy Calkins
- Teaching part-time, haven't taught any writing units this year.
- Various professional books from Heinemann.
- Units of Study in Opinion, Information and Narrative Writing: Lucy Calkins Grade 1 and Explorations in Nonfiction Writing by Tony Stead and Linda Hoyt
- Step Up to writing, Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing
- Lucy Calkins, Matt Glover, I'm on the district writing team
- Lucy Calkins, Ralph Fletcher, Matt Glover, lots of mentor texts
- Writing Pathways
- Homemade, a mix of many different things
- Writing Express, internet, past exemplars and my own creativeness
- Lucy Calkins, Tanny McGregor
- I use the Lucy Calkins kit that was created to address the CCSS standards. Other strategies come from Tony Stead, Stephanie Harvey, Donald Graves, Georgia Heard and others.
- Best practices, Phonics, The Sisters-Daily 5, Lucy Calkins, story town, Fountas and Pinnell, reciprocal work with reading.
- Step up to Writing, Lucy Calkins and my things my team develops
- Portland Public Schools adaptation of Lucy Calkins Units of Writing. It's very good.
- Lucy Calkins, Matt Glover
- Lucy Calkins, smorgasbord of prof books
- First Steps, Lucy Calkins, Reading Writing Project, Four Square Writing, etc.
- SIOP, Step Up to Writing
- Portland Public Schools, Step up to Writing, Lucy Calkins, Community of Writers
- scoring rubric & learning targets
- On line resources and Lucy
- Things I find on TeacherPayTeachers

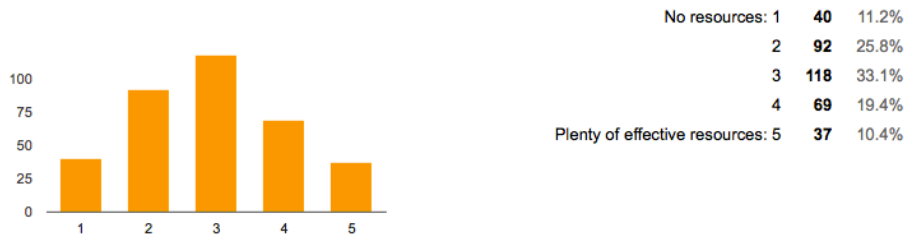
- Lucy Calkins, Explorations in Nonfiction Writing, Portland Public Writing Units
- Step Up To Writing, Portland Public's writing lesson plans, Matt Glover
- A random mix of old adoptions, Lucy Caulkins, and old 6 traits
- Lucy Calkins, Portland Public School Narrative, Informational, and Opinion, Writer's Workshop,
- 6 traits
- mentor texts, writer's notebook, nonfiction mentor text book
- Step up to Writing, Writing workshop
- My own
- In Pictures and In Words (Katie Wood Ray), (Matt Glover)
- Matt Glover - First grade writers - writing project
- Step Up to Writing
- mentor texts, Matt Glover
- Story Town, Lucy Caulkins, my own stuff.
- Lucy Caulkins, Write Traits
- Lucy Caulkins, Harcourt
- Lucy Calkins, Teachers Pay Teachers
- Story Town, my own phonics, writing etc.
- Common Core Standards, Lucy Caulkins NEW Units of Study, My own written ones based on Portland Public,
- Lucy Calkins, Complex Passages, Storytown
- My own units, read alouds & workshop process
- Portland Public School Writing Units online and Lucy Calkins
- Barry Lane Lucy Caulkins Steven Peha 6+1 Writing
- CCSS scoring rubrics
- Projecting possibilities, Calkins Units of Study, Study Driven, Two Writing Teachers Blog, Writing Pathways
- I have been having to make all my own. There are resources out there, but I don't have the money to purchase them,
- Step Up To Writing / Harcourt
- writingfix.com, lessons and units developed during 6 Trait days through the lense of the 3 types of writing
- Lucy Caulkins CCSS, Write Source
- Lucy calkins
- Teachers Pay Teachers, Harcourt
- A mixture of digitally downloaded lessons and books that I've purchased.
- a variety of dated resources
- Step up to writing
- Lucy Calkins, Katie Wood Ray
- Step up, Lucy caulkins
- Units created through the Writing Team Project based on Matt Glover's work.
- Lucy Calkins Pathways, Lucy Calkins units of study. Units of study on teacher source
- Calkins, Harvey
- Matt Glover, Lucy Calkins, Tony stead, and lots of tidbits
- Lucy Calkins, Teachers pay teachers
- Lucy Calkins
- Step up to Writing
- Common Core State Standards and our PYP curriculum
- Teacher Created Units based on Common Core Standards, Arts For Learning adaptations
- a variety
- Lucy Caulkins
- I make it up. Some reference to Matt glover, some to Lucy Calkins. NEED more resources!

- Fountas and Pinnell leveled literacy
- 6 traits, Lucy, GLAD units, step up to writing
- Units of Writing - Lucy Calkins, Common Core Writing Book by Gretchen Owocki, various other trade books
- Lucy Calkins Units of Study
- Step Up
- Lucy C. , Mat G.
- curriculum I create for my students
- Lucy Calkins (Writing Pathways), Empower
- Lucy Caulkins and Nonfiction Craft Lessons
- my own resources and those of my team
- I pull my own from various sources
- CCSS, Lucy Calkins Units of Study
- whatever I can find!
- Misc. resources
- Writer's Workshop and self-created lessons
- Harcourt, Lucy Calkins
- I'm a Reading Specialist so I don't use this
- Regie Routman, Tony Stead and Matt Glover
- Lucy Calkins and Step up to Writing and the Portland Public Writing units
- Lucy calkins
- Lucy Calkins Curricular Guide, Writing Pathways - Lucy Calkins
- I use the Portland Public Writing curriculum lessons
- None
- Lucy Calkins, writing across th curriculum, mentor text,
- Step up to writing and Storyworks that we purchased with money from our PTO
- Storytown, common core language and literacy standard, team-created units
- Portland Public Writing adoption (available online)
- step up to writing, lacy Calkins
- Engage NY ELA Units
- Lucy Calkins, Matt Glover
- Self created resources
- Calkins
- writing rubrics
- PDX Writer's Workshop, 4 Square
- Matt Glover
- Lucy Calkins and teacher-created materials
- Ralph Fletcher and some Lucy Caulkins
- Luch Caulkins
- Storytown Readers and Storytown leveled readers
- A bunch of materials so the writing isn't always cohesive
- Harcourt Storytown and other various resources
- none
- Lucy Calkins - Writing Pathways
- A bit of: Step up to writing, Lucy Calkins
- lacy calkins units of study, ccss
- I'm using only what I have found.
- Lucy Calkins, Nellie Edge
- whatever I cn scrounge up.
- Nothing except what I create myself.
- The internet and Portland Public Schools' units

- Lucy and Matt Glover
- Lucy Calkins Units of Study, Writing Pathways, Selected TPT resources, Creating revisers and editors by Vicki Spandel
- Lucy C., Common Core
- Lucy Calkins, CCSS
- some Lucy Calkins lessons + suggestions from Storytown
- Lucy Calkins and my own collected materials
- Lucy Caulkins and Step Up to Writing
- Lucy Calkins Small Moments, Story Town Curriculum
- Lucy Caulkins, self created units, 6 trait writing, pinterest for anchor charts, team collaboration,
- Contriving on our own
- Lucy Calkins Teaching Writing for Grades 3-5, Step up to Writing
- Writing Pathways and I LOVE the WRITING PROJECT!!!
- We pull from a variety of resources and create our own writing instruction.
- Arts 4 Learning
- Lucy Calkins, Creating Revisers and Editors by Vicki Spandel, Writing Pathways, Student Writing Samples from past years, materials from Teachers Pay Teachers
- Six Traits, Writer's Workshop, teacher-made materials
- Lucy Calkins and Matt Glover
- EmPOWER, Storyworks, Barry Lane, Lucy Calkins
- Lucy Calkins, Portland Public Binders
- The Cafe Web Site, The Core Curriculum Website, Teacher Sources, The Toolbox Series, Lucy Caulkins and Regie Routman books
- Lucy Units of Study, Empower
- Calkins material, Teacher's College materials, Matt Glover ideas, other resources as I hear/read about them
- Handwriting Without Tears
- Reading and writing project units of study
- Daily 5, CCSS resources from Teachers Pay Teachers, Writing A-Z
- Teachers Pay Teachers
- Storytown.
- Units of Study--Caukins
- Lucy Caukins Unit of writing, 6 traits, MAtt Glover style units, teacher's pay teachers
- Local school developed guidelines and assessments.
- Lucy Calkins, Matt Glover, McCracken for some spelling
- All supplemental materials
- Story Town (practicing sight words, letter sounds, scaffolding sentence frames for ESL students
- content standards, ELPS and kindergarten standards



**Do you have access to effective writing instructional materials and resources to address the CCSS?**



**What resources do you still need in order to effectively teach the CCSS in writing?**

- Good books that give examples of lessons on writing exciting intros., clear purposeful bodies and fantastic conclusions; these need to cover the different types of writing etc.
- Those that fulfill the needs for teachers who teach in Spanish.
- More texts to model good writing. Many of them I have had to borrow from libraries, our own school library not having them. First graders need these modeled texts desperately.
- Write Source, Step Up to Writing, Lucy Calkins,
- More thesauri for students More computers for students More adult volunteers More writing handbooks for reference
- Mentor Texts
- mentor texts
- A program not just a lot of bits and pieces
- Something that says this is what you need to do to effectively teach the CCSS in writing and this is how to do it with examples and activities
- Reading/Writing incorporated curriculum
- Mentor texts, especially non-fiction
- A curriculum, assessments, etc.
- Would like more training on Lucy Calkins or paid time to collaborate with teammates on implementing the Calkins units.
- good children's literature
- Unified rubrics based on year end targets for each writing genre that matches the report card.
- Kid-friendly rubrics for the 3 modes of writing
- It would be nice to have clearer rubrics used across the district similar to the new Lucy Calkins rubrics. Ideally, they'd be less time consuming.
- Everything, but I especially need sources for them to read and templates for them to use as they write.
- Specific, engaging, and sequential writing activities that line up with CCSS.
- not sure.
- Individual copy of Writing Pathways
- I would really like to see samples of 2nd grade writing and how it is scored to see if I am on-track with scoring my own students. The Beaverton rubric is very vague. For example, what is the difference in 2nd grade between a conclusion and a "simplistic" conclusion. What does a "strong introduction" sound like for 2nd grade...etc.
- Informative writing resources
- District made scoring guides for parents and early elementary students. District made graphic organizers. District made assessments/writing prompts. Time to attend any required training and time to fully plan for implementing any new instructional strategies. Not be required to learn and

- be expected to use CCSS in several subject areas at once, (as well as use new instructional materials in those subject areas) while at the same time learning a new email system, a new report card system, and a new teacher evaluation system.
- specific guide lines to meet kindergarten goals, rubric, what does it look like. How many sentences, etc. Something understood at all schools that can be used to do report cards and evaluate where students are.
  - Sequential writing program
  - Time to work with other teachers to learn more about CCSS, teach to my students and then reflect with other teachers.
  - More anchor papers and walking through them as a grade cohort to investigate what "proficient" looks like. If I know what is expected in the end, I can better formulate units to meet those needs.
  - Something coherent and aligned that isn't as massive/daunting as the Lucy Calkins UofS. Those books are impressive, but the projects seem unwieldy (and the examples are a bit east coast focused). Would prefer my kids to be producing more quickly. Teaching them to craft an amazing opinion paper that goes on for 6 pages is great and all, but will take far too long and will not prepare them for how they'll be assessed (kind of sad, I know, but that's the reality of what is valued).
  - More copies of the CCSS Lucy Calkins Materials
  - It is hard to know what would be helpful to teach kindergarten writing. The Lucy Calkins model is a little too difficult for many of our students.
  - Reasonable outline and instructional sequence
  - Professional development effective coaching
  - Resources for the three types of writing
  - With the writing project, I would love for more videos or teachers presenting the units that they developed after going to Matt Glover.
  - REAL objects that represent letter sounds to help severely impacted and at risk students have a scaffold to help learn letter sounds. Students who come with no preschool and little to no help from home fall behind in the area of writing compared to those who come knowing how to hold a pencil, write their name, some letter names and/or sounds. We need hands on materials so students can easily access a scaffold to assist with writing. A program such as "Handwriting without Tears" would also help those children learn to correctly hold a pencil and form letters. We cannot teach true writing until these skills are in place.
  - Curriculum books
  - More resources for mentor texts and narrative story development.
  - None.
  - A clear curriculum that closely addresses CCSS. Is there one?
  - I need picture books that model good writing for elementary.
  - Assessments and comprehensive grading rubrics for each type of writing
  - Resources for opinion writing.
  - Alternatives to the writer's conferencing model. With class sizes of 30 students of all writing abilities, ELL learners and behavioral challenges, meeting 1:1 is not efficient.
  - We need more kid magazine subscriptions so we can use them for mentor texts.
  - Lucy Calkins updated adoption by grade level for every classroom
  - More info on current research on best teaching practices- specific for my grade level
  - audio/visuals to accompany writing prompts.
  - Anything that will be helpful that could be structured across grade levels so that we are not starting new each year.
  - Not sure.
  - I'm searching on my own for effective resources for teaching writing. I really like what Portland Public schools has put together. It's very systematic, developmentally appropriate and my students have done well in their writing this year.
  - Mentor texts to match modes of writing at grade level. Time to work with grade level team to create units of study

- Complete online teacher resources on Teacher Source.
- More non-fiction practice/strategies Grade Level anchor models
- If I knew the resources, I'd gather them. Not knowing what resources are available and what is needed for CCSS Writing is the problem to solve.
- Borrowing a Lucy Calkins kit from others and would greatly appreciate one for my classroom as well.
- I would love to have some units planned with samples, rubrics, lessons built in that are meaningful.
- not sure
- The Heinemann resources. Lucy Calkins and various works from the Teacher's College Reading and Writing Project. Linda Hoyt's materials.
- ways to embed writing with science/social studies Writing to accommodate ESL students Spelling and Conventions Resources to teachers that are effectively used for staff development needs to be differentiated. Some of the best practices etc teachers have been to for years...However for the newer teacher this is very much needed.
- Grammar lessons based on my grade
- Alignment of curriculum throughout the school. Time to discuss what prompts we use, what we do specifically at each grade level so we can build on each other's work.
- Money for mentor texts and magazine subscriptions so that students are surrounded by high quality texts that reflect the writing we are working on in the classroom.
- Time to plan with my team and other teachers in my grade level from TWI schools.
- Editing materials for students to use with their writing.
- I teach in Spanish so I need resources in the language of my instruction. Otherwise, I need to translate everything.
- Resources that actually match CCSS. Resources that are already available because time is not given to actually create units.
- We feel pretty well supported.
- Time to plan, with team, across grade levels, etc. The CCSS are great to offer some alignment and scope and sequence, but the instruction is fragmented right now, and knowing what grade levels are doing before us and after us would be exceedingly valuable.
- At a minimum, I would like our building to align and calibrate writing instruction and assessment. Just in our building there are lots of questions about what exactly a 4th grader or 5th grader's writing looks like. This is causing HUGE problems.
- In light of the CCSS, I need a more structured and step-by-step curriculum that describes exactly how to teach it with clear examples of good writing.
- An updated kid friendly rubric for first graders Quality examples of student writing a scope and sequence/ curriculum map or guide to create one to cover all CCSS
- Discussions within the grade level AND school-wide about common curriculum, strategies, alphabet charts, ABC's in room, to link learning for students and staff. Within each grade level having different programs in each classroom makes connections difficult for students and staff. Especially if co-teaching is the model. If flooding/ability grouping were the case, different programs would still hinder the connections especially for ELLs. Common assessments would be helpful to measure student success that links up to the progress report from the regular classroom as well as the ELD learning.
- Unknown at this point
- Time to review standards and align them with the ELP
- Time.
- An actual curriculum.
- Developed units that are thoughtfully planned out to include all CCSS.
- Everything. A comprehensive program from top to bottom. It is frustrating that we are expected to teach Common Core with no materials or training. Please have the training be targeted. Don't make me play learning games. Don't make me create a chart or talk to my neighbor. Treat me like

- an adult in a college level course and just give me the material straight. So much time is wasted at staff development on fluff. It's very frustrating.
- curriculum
  - Some sort of curriculum/unit outline.
  - More structured mini-lessons, especially to help prep students for SBAC.
  - Time to plan writing that is integrated into my grade level's PYP units; exemplars of writing that meet or exceeds the CCSS for writing; updated rubrics with details about what to teach and how to score; pacing guide for teaching writing
  - I find opinion writing the most difficult to find good resources. I'd like to find out more about that.
  - More of a school or district wide way of teaching writing, such as a curriculum, a graphic organizer, and have this tie in with special education and ELD.
  - My staff ALL need the Writing Pathways by Lucy Calkins and professional development to guide how to use it.
  - I feel like I don't want any more piles of resources that have to be stored. I already have plenty of books that my school and my colleagues don't use because we make our own units and literacy activities. What would be most helpful is time to meet with other teachers.
  - Mentor texts in the hands of all teachers, coaching/mentors to do model lessons
  - A consistent writing rubric on teacher source.
  - Maybe just more anchor papers would be helpful.
  - Mentor text related to the Lucy Calkins units of study. Updated Lucy Calkins grade level Writing Teacher's Guides.
  - stacks of great mentor texts to use with students professional development dedicated to learning from mentors such as Lucy Calkins, Reggie Routman, Matt Glover, Sisters
  - Time to work with my team to effectively plan and evaluate student assessments
  - On line resources on teacher source. The problem now is you have to hunt and peck around BSD online resources to find rubrics, trimester assessment activities and worksheets, etc. The rubrics and assessments are changing so fast that we don't know what is "current" and not.
  - Some people have had training with the writing team this year and possibly previous years. It would be nice to have the opportunity to learn from those who have been given this training.
  - Some type of curriculum to refer to
  - Access to benchmark papers, new Calkins Units of Study/Guides that provide more specific ideas for CCSS writing.
  - mentor text lists, writing samples, kid friendly scoring rubrics, grammar lesson ideas, convention lessons ideas, spelling
  - Writing Lessons/Packets/Printables to take to the classroom and teach. I spend too much time finding CCSS writing resources
  - Training
  - This year our team is using Step Up to Writing to teach essay writing. We have also ordered Storyworks from Scholastic which has some writing teaching and activities. We are combining those with Lucy Caulkins ideas. We plan to use Arts For Learning for our narrative writing unit. What we need is ONE source for K-5 so that what is supposed to be taught in the lower grades is taught by the time they get to is in 4th grade. We need something consistent that meets CCSS the provides direct teaching of writing skills.
  - Drawn our lesson plans for entire units.
  - Units that integrate the writing in meaningful ways while still teaching skills!
  - Although I appreciate Lucy Caulkins's perspective on writing, I have not found her books to be very user-friendly.
  - I need significantly more training in writing instruction, specifically how to balance CCSS with other factors such as word choice, sentence fluency, and voice.
  - District Wide expectations. We are given District Rubrics for writing that don't seem to match the current rigor and expectations of the CCSS. This is extremely concerning because the school is unable to develop a fluid writing curriculum to provide students with abilities to build upon throughout the years. I have personally been involved in the Cohort for Writing, but it seems to

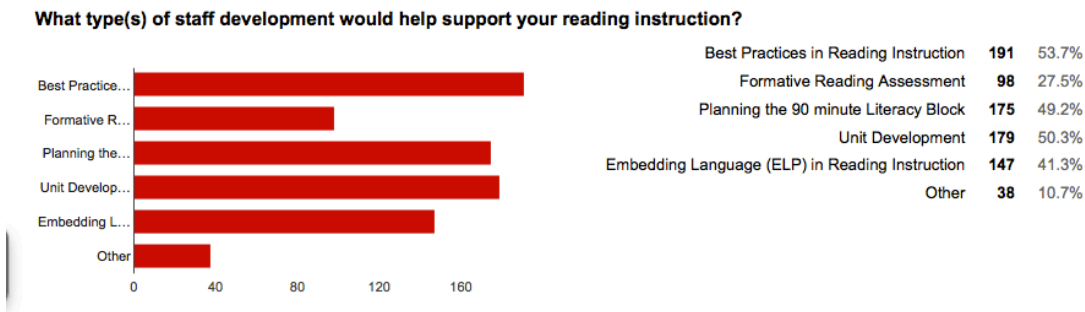
completely contradict the rigor and expectations of the CCSS. Especially when we look at the expectations of the Smarter Balance Assessment. As a school, we would like to be consistent in writing instruction, but we struggle in the expectations with the CCSS, Smarter Balance expectations, and the resources provided.

- I need many non-fiction leveled articles with mentor texts to effectively teach writing.
- More ways to support conferring with students.
- Units, lessons for the different types of writing focused on CCSS not the 6 traits.
- Using CCSS with students that are in self-contained classrooms with special needs. My students have a variety of disabilities and I often spend much of my time developing writing units and curriculum to meet their needs.
- More picture books that support students' writing so they can explore and mimic.
- Mentor texts, rich classroom library, updated school library, sustained PD in unit writing and conferring, a coach!!!
- Resources that are directly linked to Common Core targets. Resources written exactly for those targets.
- Teacher copies of Lucy Calkins Writing Pathways K-8 for each teacher at my school. We currently only have one.
- units for opinion writing. Even better, units and lessons that can be embedded with science, social studies, and health.
- Not a fan at all of CCSS! The writing standards are not developmentally appropriate. the writing rubric is terrible as the last one and 6 traits was much better. Those who developed CCSS were not educators and in an effort to force "rigor" (inflexibility and stiffness) simply moved standards down a grade or 2; and made up this "theory" that we need more non-fiction writing and reading. Do they understand human development over the last 40,000 years? do they understand children and their needs for learning? Do they understand the affects of poverty on the brain, life experiences, and connections to a school culture of academia? NO.
- We only have one set of the new edition of the Units of Study. It is unrealistic to make teachers share manuals. Some teachers have ended up copying the resources they need (um...not legal, and ends up being expensive) or using limited building or classroom funds to buy another set. This seems like something the district should provide to all teachers using the resource!
- <http://dianeravitch.net/category/common-core/>
- Matt Glover's books Writing samples that show proficient, highly proficient, nearly proficient
- Examples of common assessment, image scaffolds for early-language and vocabulary
- need access to the mentor texts we have found with our writing units of study
- District approved challenging resources that are easy to access/use.
- Anchor papers with scores,
- Whatever is available...
- Developed curriculum/units to meet writing and Language standards.
- primary student friendly practice that doesn't require students to go through the entire writing process: for example, support for topic sentences or conclusions, stretching stories, adding details, etc. , grammar and convention support,
- Mentor texts
- Better Scoring guides in Narrative, Argumentation, and Informative.
- Thanks for the new CCSS Lucy Calkins kits. They are easy to pick up and use. My students have been VERY successful!!
- LEssons, planning time, mentor texts, and district collaboration with scoring
- As a new teacher, any resources would be appreciated. It is often difficult to teach writing when unit planning and seminars have taken place prior to employment.
- Is there a writing program out there that is complete? I feel like I am recreating the wheel.
- I am unsure - Lucy seems to fit the bill. However, as a k-5 Resource Teacher it is difficult to work that many grades.
- ALL teachers need access and training for a program such as Step Up to Writing that will equalize what is available. ALL students needs to have access to high quality writing instruction, and not

- providing a curriculum leaves teachers in a black hole of choices. Teachers do not have the time to CREATE their curriculum in all content areas. Give them what they need.
- More Mentor Texts for Units of Study We need to work as a K-5 unit to ensure that our students are receiving writing instruction in a variety of interesting genres that cover the CC categories of narrative, informational and opinion. We need materials and PD that give teachers that information so our students will be exposed to many genres.
  - CCSS anchor posters with scoring rubrics Writing prompts with student friendly outlines Writing process templates Writing paper with the CCSS "I can" statement on top or bottom
  - More mentor texts. More aligned ELPS embedded in the writing curriculum. Explicit short mini-lessons designed to teach within writer's workshop that are not specific to a genre-e.g narrative, informational, opinion.
  - Our grade level has one copy to share of Lucy Calkins writing curriculum to share. There are 3 of us. With our time being so limited, it is not working. We each need a copy in our rooms, along with the mentor texts.
  - Need more leveled fiction and non fiction books to use as mentor texts for student writers.
  - I would like to have time to plan units with other first grade teachers where CCSS were embedded in the unit. Also, intervention strategies for struggling writing and reading students.
  - Alignment of curriculum throughout the school both vertically and horizontally so that we don't need to reteach format and structure every year and to ensure the same level of success from one classroom to the next; time and administrative focus on writing
  - More anchor lessons, more access to quality literature to teach good writing.
  - I would love to have access to "stacks" of books needed to teach the writing units. Our library does not have many of the books needed.
  - Resources for students who experience autism and other communication disorders.
  - Time
  - A program that is aligned
  - Writing resources geared to ELL students
  - An actual writing program would be helpful. I teach first grade so it is a challenge to know what is expecting too much, too little, etc. Also something with lots of examples and exact how to teach writing manual, would be nice.
  - \$\$ to build classroom libraries with books to serve as mentor texts.
  - Correlation between Step Up to Writing and CCSS
  - Larger, updated classroom library
  - a Lucy Calkins: Units of Study kit per teacher instead of per grade level
  - Time for Kids Subscription Weekly Reader Mentor Text Resources
  - Need a bulk of resources at the first grade level-not just one resource, but a variety to sift through and use.
  - I have plenty of resources because I buy them myself, take the time to read materials and use my tuition \$ and personal days to attend professional development to support the resource that I have/use.
  - A lot more nonfiction reading materials, sets are are enough for each child to have a copy to read and enjoy and then to transfer to informational writing.
  - Grade level specific lesson plans with ccss embeded.
  - More for grammar at 4th grade level presented in context of writing Better spelling program (we don't really even have a program)
  - I would love to learn more about the Lucy Calkins writing program.
  - More sample units as the ones we have developed, shared and received from colleagues in the Writing Project.
  - More mentor texts
  - Training for how to best teach the CCSS in a fun and age appropriate writing unit for my grade level.
  - I'd like to see more "Performance Task" like samples for us to give the students as formative writing throughout the year.

- None that I am aware of. I use Lucy Caulkins and work closely with one teammate and talk to other teachers.
- I would love to have multiple copies of mentor texts. I am also interested in having my own copy of Writing Pathways. We just have one in our school.
- Writing materials need to be provided to teachers
- none
- Quick conferring forms that are aligned to CCSS
- I know many people don't want to be told what to teach but there needs to be more continuity between schools and especially within schools so people are teaching with the same tools as far as organization goes and being able to write correct paragraphs and multi-paragraph essays. I teach fourth grade and they are not coming in remotely prepared to write basic paragraphs with a topic sentence. In the smarter balance it asks students to "finish the essay" or "write the introduction to this piece." These types of skills need to be in the adoption so that teachers are not having to create these essays with "missing pieces."
- It's pretty impossible to do it all in half day.
- We need more examples of what a proficient writing portfolio looks like in each of the different grade levels and at different parts of the year. About how many sample pieces are necessary to demonstrate proficiency? Can we see more district agreed on samples of portfolios that show examples of 1's, 2's, 3's, and 4's?
- I appreciate having "kid friendly" rubrics for each writing style. It's also nice to have different ideas for revision and editing, which seems to ALWAYS need work. Please remember that there is not ONE way to teach writing. It's discouraging when things are presented as the ONE and only way to teach. It might work great for one teacher, but that doesn't mean that it's going to work great for everyone. I hope that we can continue to honor teachers' abilities, and focus on ideas to enhance teaching not completely "RE-INVENT the wheel" as if it's the one and only way... getting a little carried away. I think you get the idea.
- More grammar lessons. I have materials on the big topics (opinion, expository, narrative) but very little on the grammar that is aligned to CCSS.
- Curriculum that is aligned to CCSS (rubrics more focused besides available on teacher source)
- Current student exemplars would be helpful.
- More resources for building initial writing skills in Kindergarten (pre-writing, handwriting, etc.).
- More time with my team to map out lessons, formatives and summatives. More PD (not from people at our school or in the district) from an expert in early primary writing practices.
- A research based curriculum such as The Traits Writing Program by Ruth Culham
- Read aloud books (picture books) that align with lessons/teaching
- Time to calibrate scores using set rubrics the District approves as being equal to the task. Can't we just find one rubric for each mode of writing and have the upper elementary teachers use those to score writing?
- Mentor texts that are age appropriate to use with a projected unit of instruction. Time to plan out the goals and lessons for each unit. Important to plan out specific to my classroom needs but also would be great to have some grade level frameworks already established as a foundation to start with.
- I want quick and easy assessments that address the common core INCLUDING grammar and conventions. I want resources I can easily tie into writer's workshop for grammar and conventions that will make a difference.
- Opinion writing
- Easy access to mentor texts (I go to the public library for many).
- It would be nice for other teachers to be able to share their learning or suggestions of who to read for best practices on-line or video (not time away from the class).
- Smaller class size
- The Feierabend Conversational Solfège music literacy method would be helpful. I paid my own money to buy it, so it would follow me from school to school, but we have so many other music teachers in the district who'd like the method but don't have the funds to purchase it

- Mentor texts for each of the genres and ongoing work sessions with other teachers of writing at my grade level. Also, the opportunity to see other teachers in action is helpful.
- District wide writing samples to assess student writing
- Specific units of study and how to best deliver all of the information to students. Right now, this comes from my own head.
- I need more technology to aid my students in effectively producing their ideas. There are great ideas that came out of the district's writing team. I would like more information about this.
- Nothing please. Nothing new!! There are plenty of quality resources already at our fingertips and I am tired of always have to learn new things the district has decided to implement.
- Many people don't understand that there are so many genres under the umbrella of narrative and informative writing. It would be nice for people to see that narratives could be personal narratives, realistic fiction, ect. Also, more samples of proficient writing for each genre. Right now, I believe that there are "4's" that are the samples. Also, mentor texts would be helpful. I have personally bought many books to match my writing units. Having a compilation of mentor texts for different possible units would be helpful. Like a crate of personal narratives, opinion, persuasive, how-to books, etc.
- Writing lessons that address CCSS and are developmentally appropriate
- Books in Spanish at a kindergarten level that show narrative and opinion writing.
- Anything would be helpful. There is no set curriculum which I am aware of.
- All teachers need access and training in writing programs such as step up to writing. Kids need to have teachers who are trained writing instructors. Teachers CAN NOT create their own curriculum.
- Better basal reader, money to spend on teacher pay teachers writing journals for the kids that are grade level appropriate.
- everything or anything
- Grade level writing samples and calibrated writing to clearly define the scores we would give students in each type of writing.



**Please describe other reading staff development needs that may not be listed above:**

- Time to meet and collaborate with my teammates on best practices. It would be wonderful to have a staff development to learn about poverty ( Donna Beagle is a wonderful speaker). Also, it would be great to have training for kindergarten teachers in autism spectrum disorder and behavioral issues. More and more students with major behavioral issues are coming to school and we have had no training on how to work with them.
- Aligning criteria for CCSS comprehension skills in reading
- Excellent literature for my small guided reading groups.
- How to teach integrated units when kids are being pulled out



- How to do reading groups
- Differentiating and allowing student choice.
- Lit Circles?
- Getting a curriculum that truly mirrors what is required for CCSS and matches up with what is being asked them to do in the Smarter Balance Test. Anything less is failure.
- Site visits to other elementary schools
- Lucy Calkins
- Reading instruction within the PYP framework
- Similar to my comments in writing, I would love to have outside professional developers come to the district to help me continue to grow as a reading teacher. It would be great to have someone come to my class and give me feedback. TCRWP and attending workshops by visiting professional developer has been the most worthwhile and influential to my instruction and reading workshop.
- Word attack strategies, activities for lower struggling kids not making progress
- professional guru's that can deliver a lot of "meat" within a training period.
- I am not sure what unit development means?
- Effective staff development: 1) whole group or differentiated staff development times so we have the same information and expectations (tight), 2) working with teams to look at student data to see what the needs are, 2) planning time with our instructional teams to create units/lessons that will address the needs shown by the data 4) time and resources to gather materials But ONLY if you want us to be successful
- Update textbook adoption to meet ccss
- The Tool Kit; CAFE/Daily 5
- Common Core! I would love the have a refined year-long plan that covers all reading CCSS.
- Again, NO MORE staff development, please.
- Intervention/small group instruction
- Writing Pathways implementation
- "lean" literacy--making the most of rich literacy and quality literature experiences without buying, storing or retraining with yet another ginormous literacy adoption that will sit on the shelves for 5 of its 7 years of usefulness
- Addressing the Common Core in reading instruction, what does it look like. Possibly exemplars of student work would be good.
- Assessments for phonics and word analysis, decoding strategies, comprehension lessons using text found in the school library
- As a PYP school, we need support meeting the needs of our readers from emergent to proficient within the PYP framework and units. Planning inquiry to include small group instruction.
- More time to confer with my team
- Guided Reading
- Phonics vs. whole language approach with current research.
- How to make sure that we are covering all the standards (something more than just a checklist)
- Good reading series, grammar workbooks, time, current teaching resources. Undisrupted reading blocks with no RTI at that time, no recess, etc
- Assessments that match common core and what's expected of students for SBAC.
- updated leveled reading books with an equal fiction to nonfiction ratio.
- collaboration and planning with other primary teachers using a workshop model
- Conferring
- Time
- Conferring
- Close reading techniques. More example of how teachers use close reading (videos of them actually teaching). Time to work with others to find meaningful text to use with differentiated levels.
- Adopt a new assessment and provide training.

- None
- Conferring!
- proficiency grading
- needs to be very specific to beginning readers (for kindergarten and first grade)
- The above choices are based on grade level. This need isn't for all k-5. Proficiency scoring and ways that reading is taught needs to reflect on the report card. All parts of the report card should be included in the reading program.
- Professional development with Kindergarten teams across the district to make sure we are all on the same page and so we can plan and share our ideas.
- CCSS
- using reading to address language needs
- Read Aloud, Readers' Theater and TPR for ELs, Bilingual reading instruction with DRA kit in Spanish for Hispanic newcomers,
- How to adapt the DRA to really measure what is CCSS
- Models for teaching CCSS standards
- I feel we need a curriculum to help me teach informational reading skills.
- above, and novel sets of at least 8 books.
- Same as above. Don't give me fluffy ideas. Put a solid program that addresses Common Core in my hands and train me how to use it.
- Close reading
- Creating lessons that ensure they are reaching the common core standards that meet the needs of all students high - low ability levels in whole group, small group and individual needs.
- Scheduling reading around/with RTI and ESL pullouts, collaborating on instruction.
- how to meet the needs of the variety of levels of readers/students in kindergarten - also a staff development class to help teachers with all the students with special needs who enter kindergarten
- Readers workshop model
- articulation of standards, time to develop units based on new standards
- planning for instructional assistants
- Reading Intervention Materials for in class use to support struggling readers
- Differentiating
- Parallel tasks for differentiation- how to have time and resources to create them
- An updated curriculum that aligns to CCSS
- Collaboration time to refine and understand our units so that they have clear reading progressions K-5.
- The biggest struggle I have is how to plan the literacy block. I'd love to see some options along with teaching resources. It's difficult to teach everything from scratch. I'd like to see what resources people are using. Simplifying the reading lesson process.
- books, books, books
- Using curriculum effectively
- Time to create units that are integrated with our science and social studies
- How to keep TAG readers engaged
- supporting ELL students' language related to reading and the ELP
- Same as above, I would appreciate staff development on embedding reading instruction into the content areas (Units of Inquiry for PYP schools)
- I need time and tools to teach reading. I know what I am supposed to be doing, I don't have the time to create everything on my own.
- Intensive Groupings
- Making novel groups work.
- Daily 5 pd
- Structured Mini-Lessons
- staff development for teaching what's needed to prepare kids for Smarter Balance, considering I'm going to be evaluated on the results

- Conferring with readers, creating strategy lessons
- Music teachers can go to OMEA conferences, SWOKE (Kodaly) and POSA (Orff) workshops year-round to improve their literacy teaching skills. We're also making great use of our learning teams. I'd suggest a practice of principals always excusing us from building level trainings so we can attend these events, or allowing us to flex our time if the event is on the weekend.
- Please have staff development that is grade level specific. Reading in KG has very different issues than reading in 5th grade.
- Conferring with students
- Reading groups, RTI programs
- Reading and Writing Project Teachers College Columbia University
- I need time to collaborate with my team mates who also use the Lucy units to study the learning progressions for reading and how I can differentiate my instruction to reach the progressions.
- Teachers need to understand the reading process if assessments are ever going to make sense.
- A complete program that has all the materials intact.
- record keeping for data collection related to CCSS and district targets
- Assessment using multiple samples of student work/ability
- We recently purchase the Lucy Calkins reading kits and we have the black boxes for running records, could we get some training on those? Data keeping ideas, etc?
- and planning that embeds the instruction into expeditions
- Reading intervention for under achieving, struggling readers.
- Daily Five.
- Like in math, it would be great to have meetings to talk and plan writing every few months.
- With large class sizes and minimal support it is difficult to meet frequently with students for reading conferences and small group instruction.and
- Incorporating standards into a student directed learning program (ie. Daily Five)
- If we adopt a new series, I would need time to read and develop the materials.
- Time to work with grade level teams across the district to plan assessments. Right now in Kindergarten, it's all over the board on what schools are doing for assessments. There is no common assessment. We have a BSD Kinder assessment that is not matching the report card and no resources to the assessment. It needs to be more uniform as a district.
- Close reading and CCSS
- Teaching Reading through Inquiry, Differentiation - NOT ability grouping
- I need a Fontas and Pinnell reading kit to facilitate intervention!!!!
- Creating a list of fiction/non-fiction books sets that would support different units of inquiry.
- No staff development needed, rather time to study reading CCSS and implement it in reading instruction.
- How to meet with students and set goals for reading
- Collaboration with grading/assessing within our building and across grade levels
- prof development for teachers and instructional assistants on research based programs for students with autism
- Books alligned with PYP and more Book Room sets of chapter and picture book sets
- Interventions/Extensions
- Research and acquisition of reading material for pre-emergent and emergent readers

### **What resources are you currently using to teach reading?**

- Story Town, non-fiction articles and books, Time for Kids, the science curriculum, Junior Great Books
- books, Interactive Read-Alouds, StoryTown decodables
- Matt Glover, Lucy Calkins
- Currently, I create my own program.

- HB Story Town
- Classroom magazine subscriptions, Storytown, TPT resources, Reading Workshop professional books
- Storytown, Novel studies, Junior Great Books Non Fiction, Scholastic News
- TCRWP units, books from TCRWP staff developers, work from PBEC in Colorado (Debbie Miller, Ellin Keane, Sue Kempton, etc), work from Franki Sibberson
- Harcourt small books, readers & worksheets to create at-level packets. Book sets from the library at each group's DRA level. My own classroom books and read alouds and reading strategy/comprehension mini lessons.
- First Steps, Lucy Calkins, Reading Writing Project, Leveled Books, Libray Books, Novels, Allington, Jr. Great Books, Reading A to Z, PALS, etc.
- Reading A-Z, Printe books with real Spanish text fiction and non-fiction, Big books,
- Learning A-Z, class novels, Daily 5
- Lucy Calkins 3-5 Reading Units of Study, TCRWP Units of Study
- Storytown, DRA, materials from Teachers and Pay Teachers, downloaded off the Internet, or purchased at a bookstore with my own money
- Anything and everything I can get my hands on to meet kids needs.
- Daily 5, Cafe, Harcourt, growing readers
- Harcourt story town
- Trade books, teacher pay teacher units, story town
- Storytown, non-fiction
- novels, story town, magazines, text books,
- Storytown leveled readers, SS text, Science text, novels, pinterest for anchor charts
- Some Harcourt, some bookroom books and personal library of multiple copies of fiction and non-fiction text
- Harcourt, PALS
- Large classroom library, reading journals, and Read Naturally program
- Storytown, Reading A-Z, the Daily 5, Estrellitas, Adelante
- Storytown, Literacy Library, Guided Reading, own books, leveled library, Time for Kids
- Guided Reading
- Story Town, self-designed reading groups, Rigby leveled readers
- Own, Daily 5
- Jr Great Books
- Storytown, Reading Mastery
- Again, a variety of resources that I find on my own.
- Adoption, book room multiple copies; phonics materials
- resources gathered on internet and those of my team
- A-Z books
- Daily 5, Harcourt
- Storytown
- Lucy Calkins, professional books, workshop resources, books and books and more books
- Lucy Calkins, Daily 5, Cafe
- Harcourt, Daily 5 model, Jan Richardson
- EL Camino (Reading Intervention Program for Kinder)
- Lucy Units of Study, Harcourt grammar & spelling, Time for Kids, teacher made book ladders.
- Self made units; Edmark
- Edmark Reading Program, Reading Milestones
- Authentic texts, leveled readers, REad Naturally Rewards, Storytown Intervention kits
- novel sets, Close Reading resources, Read Works (online resource)
- Junior Great Books
- personal library, novel studies
- novel sets, StoryTown, Read Naturally

- parts of storytown through the lense of Daily 5 and the CAFE
- I have a mixture of resources from the Storytown LReaders and personal books
- Fountas and Pinnell, Daily Five, the current adoption, classroom library.
- Storytown, hands on manipulatives for centers (abc work, word work, writing, read to self, read to someone, listening centers, iPads for literacy games).
- Daily 5, Teacher Source, Big books, book room readers, Anchor charts, ...
- novels, LLI, Common Core Writing to Texts, R.A.C.E. (Restate the question, Answer the question in complete sentences, Cite your sources and Expand or Elaborate your answer.
- Storytown, Reading First Training from years back for phonics instruction
- I use the Daily 5 structure and Cafe strategies. I use their website to get ideas for lessons when needed. Leveled sets of books from school bookroom, Leveled Literacy Intervention Kit, Picture books from my classroom/school library and Big Books.
- Storytown and other materials
- El Camino Al Exito
- Lots of things besides the adoption. Mostly a focus on real books, with the occasional NF text thrown in.
- Harcourt Storytown, Stephanie Harvey
- Harcourt, Daily 5
- Moving Into English
- Harcourt, Common Core Lesson Book K-5
- Debbie Miller, Tanny McGregor, Jennifer Serravallo, Patrick Allen
- Novels(Lit Circles), SS and Science Content, Children's Books, TFK, Readworks.org,
- StoryTown (current adoption); Leveled Literacy (RTI)
- Storytown, library books, Arts4Learning units, Time for Kids magazine, class book sets
- Graphic Organizers/Novels
- Harcourt, Jan Richardson - Guided Reading
- common core reading curriculum
- Tool Kit
- Other school district's CCSS modified Storytown lesson plans, readworks.org, resources found on the internet, books from my bookroom and library
- Storytown and whatever I can find on the Internet
- Professional books, Tanny McGregor, Debbie Miller, Sharon Toberski, Words Their Way, Fountas and Pinnel, Lucy Calkins
- novels, nonfiction articles, Storytown, nonfiction books that I check out from my library, GLAD
- RAZ kids, Reading a-z, leveled non-fiction sets
- Big 5 reading strategies and harcourt
- StoryTown, Storyworks (scholastic magazine), Teachers Pay Teacher, and other supplemental books. Plus, my own classroom library.
- Several texts related to CCSS; DRA testing results (the blacklines they have are great for teaching summary writing.)
- Daily 5, Comprehension Connections
- Harcourt - Storytown
- Storytown curriculum pack
- Story Town
- StoryTown CCSS
- Storytown, Cafe, Daily 5, Reading with Meaning, Regie Routman, Lucy Caulkins, Fountas and Pinnell
- Story Town, Lit Circles
- Daily 5, book room books, CAFE, various resources
- leveled readers, the current adoption that helps me plan phonics and high frequency words
- Harcourt Storytown, levelled books
- Story town, book room resources.

- multiple book sets, OBOB titles, Storyworks, other CCSS materials found on internet
- Storytown, Lucy Calkins, Fountas & Pinnell
- lit circles, reading across the curriculum,
- Leveled books, Empower brain frames for comprehension, Readworks.org, Newsela.org, Arts for Learning
- Daily 5, Reading A-Z, Lucy Calkins, Fountas and Pinnell, Words Their Way
- Storyworks - Scholastic
- Harcourt Storytown, other personal resources
- LLI
- Novel studies that I have developed over the years. Commercially available novel studies. The science textbook. National Geographic magazines.
- more books for kids at lower levels
- Harcourt and several misc. resources
- Fountas & Pinnell, Soar to Success, Great Leaps, Edmark, Intervention Station, High Noon, Story Town, Orton Gillingham, some Slingerland, and Wilson. Oh, and Lindamood Bell
- StoryTown
- Novel studies, authentic nonfiction text, teacher created materials
- Flying Start; children's literature
- Notice and note, book groups
- Harcourt and book room
- Reading and writing project units if study
- Conversational Solfège
- Harcourt/Fountas and Pinnell/EPS materials/teacher made materials
- Daily 5
- harcourt
- Novels and Book Sets
- Small readers from textbook adoption for some groups
- Story town, alpha friends, DRA reading groups
- Author Studies, RAZ Kids, Leveled Readers
- Trade books, daily 5 structure, fountas and pinnell
- Lucy Calkins Units of Study
- Daily 5, Harcourt, Common Core
- StoryTown
- We've ordered books that work with the PYP units we have written.
- Storytown, teachers pay teachers
- Avenues/MIE/various library books
- Leveled Literacy Instruction
- Flying Start
- Our school book room and some of the small books from Harcourt
- parts of Harcourt
- Reading Mastery
- CCS, Lucy Caulkins Reading Units of Study, own book collection for at level readers, CAFE book,
- StoryTown, Star Reading, Novel Studies
- Trade books, mentor texts
- Storyworks magazines from Scholastic, Teachers Pay Teachers materials, Mosaic of Thought Strategies, Common Core Lesson Book, Scholastic Teacher blogs, some Storytown texts, small group book sets, current event articles, short copyable texts for close reading and Performance Task practice...
- Harcourt Storytown
- Interactive Read-Aloud, Guiding Readers and Writers, Interactive Reader's Notebooks, The CAFE Book

- Story Town, Readink A-Z, my own stuff
- Storytown, teacherspayteachers,
- storytown, lit circles, daily 5, book room, Lucy, Fountas and Pinnell, CC materials off teacher pay teacher
- Engage NY ELA Units
- Calkins
- Story Town, and many other supplemental teacher made materials
- Harcourt, Reading Connections, CAFE book
- Storytown, Guided Reading, Modeled Reading, Read-aloud, Shared Reading
- Reading A-Z, Harcourt leveled books, my own library
- CCSS provides my targets! Flying Start provides remarkable fiction/nonfiction books for my students. I use the Daily 5 strategies to structure my reading block. I use Reading Recovery and Arkansas Small Group models to teach strategies to my students. A gradual release of responsibility is accomplished through modeled, guided and independent reading. Words Their Way is the tool I use to teach spelling. I also use the Phonics They Use by Patricia Cunningham. Students use several sites on the computer to support skills.
- Science/SS integration, novel studies, Storytown
- story town
- Daily 5 structure using Cafe strategies and Harcourt
- ERI, Readwell, Storytown, Leveled Readers, Spelling Mastery
- various Prof. texts
- Leveled books from School Book Room, classroom library
- Harcourt, thematic units that have been developed.
- Storytown, National Geographic, Reader's Workshop, Cafe,
- Storytown, Time for Kids and Daily 5
- Storytown Level 1 and 3
- Harcourt (some, but not using much anymore), novel set, Expeditionary Learning Practices and resources, RAZ-kids, online reading content and adapted activities, nonfiction tradebooks
- StoryTown leveled readers as well as our school's leveled book room.
- Harcourt, Rich novels I choose, and content textbooks.
- Harcourt
- Notice and Note Signposts and Lessons. Close reading strategies.
- Regie Routman, CAFE/ Daily 5, some Storytown
- CCSS, Lucy Calkins units of study
- For student books: Classroom library, book sets from our school book room or library. For teacher: A Curricular Plan for the Reading Workshop from the Reading and Writing Project (precursor to their now published Units of Study for Reading.
- DRA for assessment, leveled books, poetry
- Own resources, story town, Time for Kids, close reading
- Readworks.org, Storytown, Interactive Science, Soc Studies adoptive textbook
- StoryTown, teacher created
- CCSS and harcourt materials
- StoryTown and Collections is what I use for ideas. Obviously, I don't have a class set.
- Storytown, teachers pay teachers.
- Regie Routman in Residence
- Science texts, Harcourt, Phonics for Reading
- great literature and nonfiction books; I do not use the Storytown books
- Storytown, guided reading, The Common Core Lessons book, Comprehension Toolkit text, etc.
- reading/writing project, cafe,
- mostly teacher created materials, some Storytown guided reading books for some group work
- Storytown and my collected materials
- storytown, scholastic news, chapter books

- Storytown, Primary Comprehension Toolkit
- Scholastic Storyworks.
- Whatever materials fit with the PYP units, StoryTown, nonfiction books, novels
- Lucy Calkins, Conferring by Allen, Close Reading in Elementary School, Notice and Note, Falling in Love With Close Reading
- Storytown
- Multiple-novel studies, nonfiction articles, story town, online resrouces
- Avenues & moving into English
- Newsela.com, other online sites, school library/bookroom
- Storytown, classroom library
- Book Sets & Basals
- LLI, leveled bookroom books
- Storytown/Daily Five/Cafe
- Lucy Calkins, Harvey Daniels (Comprehension and Collaboration)
- Mostly novel sets and non-fiction articles. Kids are also using the internet for sources and reading from online encyclopedias and other safe websites.
- Storytown.
- Book room books, common core, websites, and some Storytown
- Story Town, Reading Mastery, ReadWell
- Resources that I have found or bought, Story Town
- Toolkit
- StoryTown, Teachers Pay Teachers, materials from colleagues, resources created by team, Interactive Science, Scott Foresman
- Novels and StoryTown
- Debbie Miller, Stephanie Harvey, StoryTown,
- Mosaic of Thought, Strategies that Work, CAFE, Jr. Great Books, some Harcourt

## **What resources do you still need in order to effectively teach the CCSS in reading?**

- Apparently a LOT. If CCSS wants us to provide kids with 2 similar pieces and synthesize, compare, decide appropriateness/usefulness of text, etc. THEN we need the text and video resources to do so.
- More ERI kits, Reading Mastery, Fountas and Pinnell Reading Assessment
- materials for struggling readers
- I need a curriculum to use. Story town does not work
- Storage for the lit. circle books. I don't have enough book shelves in my classroom. Furthermore, a classroom library would be nice. I have spent hundreds of dollars of my own money on a classroom library for students.
- Supports for students that are struggling in reading.
- time
- Time to plan with my team
- A more in depth classroom library.
- More early reading material for kindergarten
- More book sets
- CCSS is developmentally inappropriate and should not be used; does not take into consideration poverty and that our district is really 2 or 3 different districts with different needs.
- Review of best practices.
- effective online reading programs and the computers to run them.
- See above



- Trainings/money for resources
- Nothing
- Books that cover different reading levels to connect to our units of inquiry
- common assessments, science leveled readers, paired reading, discovery streaming to access video content
- N/A
- .
- short passages on topics to have students read multiple sources to then write a response about
- More levelled books
- \$\$ to buy books for guided reading in small groups
- ?
- Same as writing above.
- I would love to have a copy of the new Lucy Reading Units published Spring 2015
- Any and all I can get.
- multiple copies of books
- not sure that I need more resources, but a "map" of what to systematically teach through the year that hits all the standards would be great
- More classroom books that are at a range of ability levels that are high interest of the age level. In addition, informational book sets that are high interest to use for small group instruction. Having access to Leveled Literacy Intervention across the grade levels K-5 to meet the needs of all students.
- Make sure any new adoption is CCSS aligned
- training
- Time around collaboration and diving into these materials
- New assessments
- More texts for close reading
- Mini lessons and trade books that address the standards or support them. It's so hard to come up with lessons and books to address the standards.
- Whole group lessons and year long ccss curriculum map
- Non fiction materials
- internet, Teachers Pay Teachers, class novels
- phonics and word analysis for upper elementary
- Resources specifically designed to target common core.
- whatever you can throw my way to help these students pass the SBAC (after all what else is there?)
- Leveled Book Room
- Continued access to leveled readers
- It needs to have quality resources for teaching small group instruction
- NONE
- n/a
- Science and social studies content units
- Time! :)
- Monitoring of our Intensive groups that could provide information for APAC meetings and SET meetings K-12. Why would we not have a common assessment to measure across the school and district?
- I loved the old book boxes that have lots of ideas and picture books along with titles of books for each grade that exemplify the CCSS
- There is a lot more to reading in the Common Core, so the time to digest what needs to be taught, when it will be taught, and how we will teach it is what I am hoping for.
- Nonfiction beginning reading books and easy reading chapter books
- not sure...
- Access to excellent literature and high quality nonfiction books for book groups

- I would LOVE if instead of ordering a pre-packaged curriculum (like Storytown) we were given funds to buy sets of highly-engaging books to use with students. The excitement from kids is much higher when they are immersed in quality literature.
- not sure
- small group centers/activities and materials
- How to align what I have with CCSS and not have to create everything from scratch.
- More units with chapter books-access to class sets of chapter books
- Non-fiction texts and articles at a variety of reading levels
- It would be great to have resources that address CCSS reading and our science/social studies targets at the same time since we don't have time to break them apart.
- We need more books in classroom libraries.
- More resources for inferential comprehension
- I would like to see units of study with the CCSS in mind
- unit ideas
- Common tools for teaching and assessing reading comprehension
- I need more leveled readers for kindergarten. I also need readers that go above kindergarten level so that students have something to read when they go past that level. An app for leveling books would also be extremely beneficial so that I could more accurately level my library.
- NON FICTION LEVELD READERS-we have almost NO non-fiction text available and what I have I purchased on my own with my own money. With Commom Core pushing for more informational text, it is crucial that every Kinder teacher has a varied supply of decent non-fiction text available in the classroom!!!!
- More leveled readers
- Small group resources, decoding supports, non-fiction texts, close reading
- Better/More appropriate interventions for ESL students and better core instruction for ESL students. I like Avenues and think that something like it would be beneficial for schools to use for core reading classroom instruction. Please do better this time. I really did not like Storytown when I was in the classroom and it's intervention pieces for ELLs and struggling learners were not good either.
- A library of leveled trade books. No program. Just money for books.
- more books - many, many QUALITY books for classroom libraries at appropriate reading levels
- Examples of CCSS reading units that include authentic text at the appropriate grade level
- high interest, low ability leveled reading books
- Assessment materials
- money for multiple copy books
- Intervention resources
- ccss alignment at our school between grade levels
- More reading group leveled books
- StoryTown assessments don't match common core very well, so updated assessments (both summative and formative). District-wide measurements to assess reading skills so teachers aren't just using "observations" and the DRA twice a year.
- Units that are already planned because time is not given to plan CCSS units.
- Leveled texts
- Resources with short passages so kids can read, find information/evidence, use higher level thinking skills. Also using interactive journaling.
- trade books and sets for guided reading instruction, more non-fiction!
- Story Town
- Hhi
- all
- Like in math, it would be great to have meetings to talk and plan writing every few months.

- We need something like Storyworks that is paid for by the district. Please do not buy parts of a program. Storyworks is a good combination of timely articles in fiction, non-fiction and poetry that directly teach the CCSS in a way that is fun and engaging. I hate basal readers.
- Sets of actual children's literature (not anthologies)
- The actual Units of Study for the Reading Workshop by Calkins and the Reading and Writing Project
- differentiated non fiction texts
- unsure
- Smaller class sizes. Emergent level books in Spanish that are culturally relevant and not direct translations of the English adoption. The translations are poor and do not equate the same reading level because of the variations in language. Also, many of the translations use Spanish dialects not used by my families, so students struggle to predict words that actually appear in the text.
- More novels, multiple copies of nonfiction material that align with social studies and science standards
- Team planning time
- More read alouds that address the CCSS
- ???
- More leveled books at the K-2 readability levels
- Resources that actually match CCSS without having to dig through a manual.
- Rich leveled library, sustained PD, a coach!!!
- a time to share resources among the kindergarten teachers across the district - we have a wealth of knowledge to share
- a logical map of learning targets
- leveled books 3-34, sight word activities for independent work,
- A resource list for ELL students of CCSS books
- more nonfiction reading materials that are engaging and interesting for k-5 ELL students
- everything
- A curriculum aligned to common core with supportive materials for checking for understanding.
- planning time across the district
- Books for my classroom library; more book sets for our school bookroom (multi-cultural, multi-genre)
- I am curious what Lucy Calkin's reading units of study have to offer
- more Spanish reading materials
- We need a reading curriculum that is not archaic. We have NOTHING to use that is aligned. We had to purchase our own CCSS aligned materials. Teachers need resources.
- I have plenty of resources because i buy them myself, take the time to read materials and use my tuition \$ and personal days to attend professional development to support my understanding and use of the resources that I have/use. I wish those professionals could come into my class and see my workshop to give specific feedback.
- plan/collaboration with team time
- multiple leveled readers at DRA levels 1-16
- Lessons and text related specifically to the standards
- Updated Lucy Calkins grade level Reading Teacher's Guides.
- More leveled texts & intervention materials for struggling readers
- Junior Great Books, non fiction books with similar subjects at different levels
- books and books and books for classroom library and book groups
- More staff so that I can differentiate.
- lessons for the CCSS standards
- mentor texts with some explicit mini lessons to address CCSS standards; close reading (what is it?) resources to help teach it.
- more multi copy books, especially informational, at level 50/60

- NA
- More Non-Fiction resources on our Unit of Inquiry Topics, I'd LOVE to have Leveled Literacy, Material with lower reading levels to support struggling readers
- Resources that specifically address the science/social studies topics we address as we have to combine those with our literacy block.
- access to excellent literature
- More curriculum materials at grade level
- Time
- A larger classroom library that spans the reading levels of students
- None
- more books
- New inclusive curriculum that meets CCSS standards.
- A new curriculum for some guidance.
- Time to plan
- Lucy is currently finalizing the updated by grade level tied to the CCSS curriculum, access in every classroom etc.
- I have purchased many of my reading materials on my own- Word work materials especially.
- Chapter books.
- time to teach
- Don't know that they exist
- more staff development around the targets
- na
- A curriculum that has a scope and sequence that is aligned with CCSS.
- time to review the CCSS for this area
- Everything!
- Unit plans, books, etc.
- Unit planning
- anything but story town
- Materials, such as magazine subscriptions -- Harcourt has plentiful leveled material, and you gotta love that.
- Various leveled books for our units of inquiry for PYP.
- WE need a curriculum that is aligned to CCSS. Leaving teachers to search for and create materials that cover the vast requirements will leave students at risk.
- All
- children's literature
- Centralized resource/key professional text for Reading Workshop
- appropriate, interesting, and updated 1st grade book. Fiction and Non-fiction that connects to our science and social studies standards.
- none
- More recently published, leveled books
- BOOKS for below level readers that are high interest, units of study for teaching strategies within genres
- A program that is CCSS aligned
- Lots of sets of leveled books, especially non-fiction that matches our content, LLI for intervention, Lots of great read alouds. NOT really interested in an anthology, canned curriculum approach. Too much goes to waste!
- Time to plan, laptop for each student to practice answering short answer and essay questions in an environment similar to the testing environment.
- The black box
- I struggle with fitting all the CCSS standards. Quick assessments and better ways to make sure I get them all in my small group instruction
- Smarter Balance Support Reading

- high interest above level reading materials
- Time to dig into the ELP and see how they coordinate with ELA
- More Readers' Workshop resources, ideas, that have been tried and deemed worthy by other BSD teachers.
- Leveled Literacy Intervention kits from Fountas and Pinnell would be great, and more authentic complex texts in our book room.
- Electronic tools
- Nonfiction, TIME for Kids, National Geographic for kids
- More high trade books both fiction and non-fiction leveled to all readers.
- We just need more time.
- great non-fiction texts
- More informational text/books for teaching in guided reading groups.
- below grade level reading sets
- Play based phonics instruction
- More leveled sets
- Is time a resource? Cause, i need, we all need, time!
- newsela.com pro subscription for nonfiction; something equivalent for fiction; funds to refresh book sets for school bookrooms
- I need to add some books to my classroom library to address the needs of my current class. Each year is different in terms of how many text levels are present in one group of children.
- New units of study that are being released for each grade level (Lucy Calkins and TC) and their formative assessment kit (leveled book set - I already use the running records but need these books)
- more variety of novel sets, access to age-appropriate reading passages to use for close reading lessons
- Phonics materials for rhyming, syllables, phoneme blending
- Time to read the materials I have.
- Planning time and lower class sizes
- BSD needs a reading instruction philosophy as well as a set of clearly defined best practices.
- If a new curriculum is not being adopted, what resources will be provided to new teachers? Will they be given guidelines for how to teach small reading groups? Especially all the new Kindergarten teachers we'll have next year, will they be provided with leveled readers and formats for teaching guided readding groups? Will there be an outline of the progression of the skills/pacing guide?
- Bon fiction materials
- Whatever is available that the disctrict can obtain or disctribute so we are not reinventing the reading wheel at each school.
- Better school library and classroom libraries
- more nonfiction text and series books to support my classroom library
- An outline of most important concepts, so that I don't miss things from the standards. And my novel studies.
- non-fiction leveled reading materials
- More Leveled Literacy kits
- Not sure

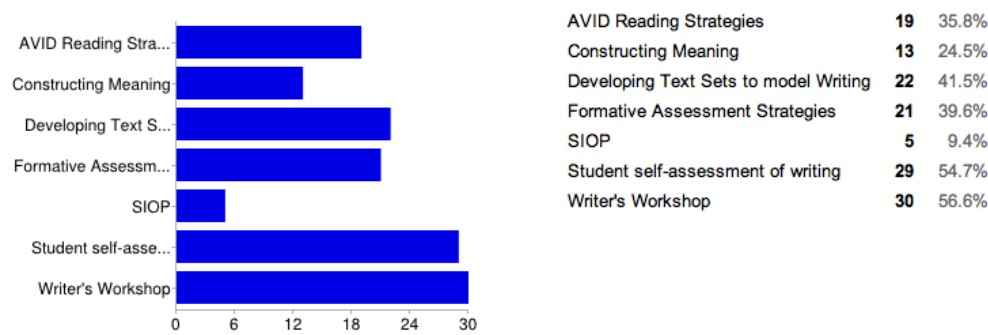
# Number of daily responses



## Middle School Survey Results

### Writing Professional Development\*:

**Writing: What type(s) of professional development would help support your writing instruction?**



\*Correction: AVID Reading Strategies should say AVID writing.

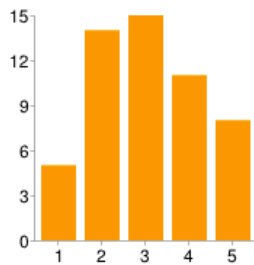
### Please suggest other writing staff development topics that may not be listed above:

- Oregon Writing Project
- Time to talk with other teachers about what they're doing in their classes.
- I want to see a pacing guide, or year-long curriculum plans with scope and sequence and texts used for 6th grade from a highly proficient practice. I frequently feel like I am trying to just guess what curriculum to use, without feedback that my choices are valid or on par with highly effective teachers. I have already taken the AVID writing and speaking workshop in San Diego last summer. It was very beneficial. I have also already taken Constructing Meaning, so while I did not check it on the above list, I know it is valuable training for anyone who has not yet had it.
- Oregon Writing Project (National Writing Project) staff development
- Let us use 6+1 writing. Kids got it. It's easy to understand.
- Use of six traits with Common Core. Effective and efficient feedback.
- Strategies for teaching each of the three writing styles: narrative, informative, and argumentative
- Anything that will support the Common Core and SBAC
- Text sets - not for modeling, but for writing from Developing sets of mentor texts. What are the focuses for writing instruction? Expectations: How much and often should we write, as decided by teachers We need vertical alignment to make sure we are aligned to the High School.
- SD in using text sets. Not so much to use as models/exemplars, but for creating them for students to read as a topic for writing.
- Developing mentor texts.
- Truly defining what we mean by "authentic" writing.
- It seems that one of the most beneficial staff development activities would be developing a set of guidelines for writing. -What is our focus? -What are the expectations in writing? Quantity? Modes? Frequency? Formats? -What does vertical alignment look like for writing? -We need to know what HS is doing so we can work toward that.
- Because we have a humanities model, it would be nice to have training centered on integrating writing into the Social Studies Content.
- I've been reading Notice and Note: Strategies for Close Reading... I think some more staff development around this would be great. Also, strategies for building Writer's Workshop into a Humanities framework.
- Calibration of common assessment scoring (not only amongst teammates, but across the district--ie, is a 3 the same for a low SES school as it is for a high SES school?) Have a take-away with mini lesson ideas and effective commonly used templates
- Time. We need time to assess student writing.
- How do work Writer's Workshop into the Humanities model effectively.
- I would prefer \*not\* to have any staff development if it requires that teachers be out of their classrooms and away from their students.
- Differentiation for TAG/highly capable learners, literary analysis
- Have Amy Hattendorf teach all my classes.
- Student peer-editing techniques Student-teacher Conferencing techniques mentor texts getting students to write/think about social justice topics and current events
- Lucy Caukins Did you mean AVID Writing Strategies?
- Common Core aligned writing resources.
- Step Up To Writing. I do like this program, however, I do not want to be pulled away from my students to learn more about it. I would like a staff development day to cover this.
- Argumentative Writing Expository Writing

## Middle School Survey Results

### Writing Resource\*:

Do you have access to effective writing instructional materials and resources to address the Writing Learning Targets in your course? \*



1	5	9.4%
2	14	26.4%
3	15	28.3%
4	11	20.8%
5	8	15.1%

### Comments:

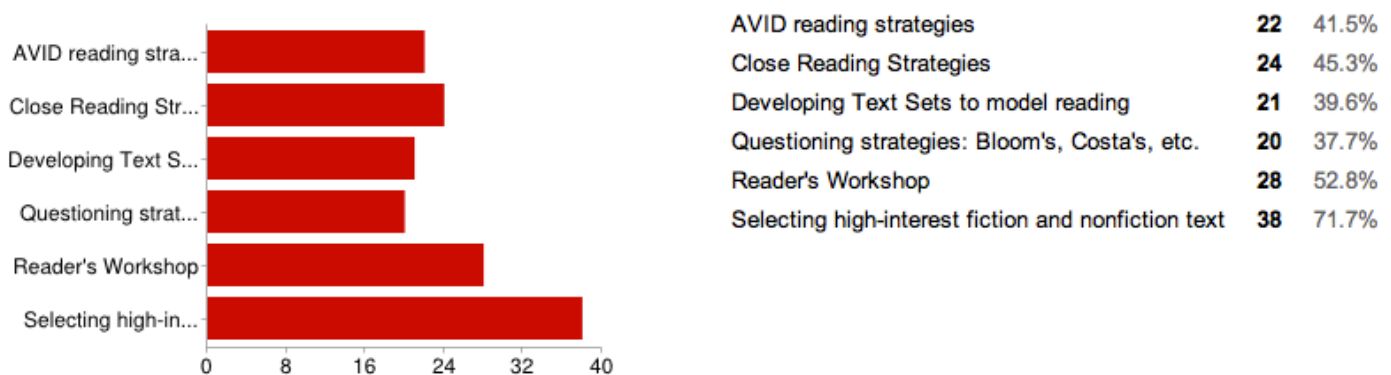
- I need History materials, Non fiction books, and more lit kit books.
- I just don't have the TIME to do an adequate job of it.
- Time to talk with other teachers about what they're doing in their classes.
- We don't have anything consistent. Everything has been cobbled together over the years.
- All of my writing materials are self-created. I don't have any textbook or resources for writing at my school. I have worked with teams of teachers to create lessons, but have done this with minimal district resources.
- Plenty of materials to address writing. Not enough time to \*grade\* writing assignments.
- what resources? Most of what I use is self created or created by my Humanities team.
- It's mostly teacher made materials.
- Most of the materials I use I create myself.
- Most resources that i am using I have collected and created myself. As a new teacher I was not provided with much writing materials. What I was given was piecemeal and out of date.
- I only have middle school Lucy Caulkins materials for writing.
- None
- I have a lot of materials but the latest and greatest would be expected.
- If we are to require research papers, we need access to reliable technology and a teacher librarian.
- We can research and find good quality writing resources. AVID also provides some scaffolds. It would be great to have set resources that are of exceptionally high quality, aligned with Common Core and ODE standards that are common throughout Beaverton, and that we don't have to spend copious amounts of time researching for. Most schools should already have access to AVID strategies.
- As mentioned above, an easy to use source of effective mini lessons and templates that are commonly used across the district would be helpful. A student reference book like Writers Express would be great to have for all the students to use. Needless to say, but computer availability would be helpful.
- We have ELA stuff, but we need Humanities materials. SS is part of Humanities and resources should be provided. We need common organizers.
- We have to search for new material or create new material or adapt current materials to address the "Writing Learning Targets" in our course.
- •We have some ELA materials and some SS materials. What we need are some Humanities materials. Whatever that is. There is too much to cover and not enough time. So it would make sense to provide teachers with an integrated (with history and literature) writing curriculum.
- llll
- Because we have a Humanities model, we lack materials that blend social studies and language arts - I spend much of my time creating my own materials.
- Honestly, I'm not sure if we have access to effect writing instructional materials or not. What kinds of texts do we have to support argumentative writing? What kinds of texts do we have in which I can use multiple writings on the same topic and then construct an assignment in which the students write to inform or persuade based on the different texts? Right now, I frequently just go straight to the internet to try to find resources. Do we have those resources in our media center? I usually do this work at night as finding time during the day or during staff development days (when we are often tasked with other assignments) is difficult. At the last adoption, it seemed like everything was just kind of deposited in the storage room without an opportunity for any staff development around their use. I have some favorites that I use, but are these the most effective? I don't know.
- I have sufficient resources and materials, but I had to seek it out myself. There's a great book by Kelly Gallagher called Write Like This. I also love using Reading, Writing, and Rising Up and the Joy of Teaching by Linda Christensen. The Oregon Writing Project really taught me how to be a teacher of writing. I highly suggest that we get Linda Christensen, or other teachers to model lessons/teach courses to staff.
- It would be nice if we could all have a list of available resources that may be accessed throughout the district.
- Much of the material I use I find on the internet or create.



## Middle School Survey Results

### Reading Professional Development\*:

#### Reading: What type(s) of professional development would help support your reading instruction?



#### Please suggest other reading staff development topics that may not be listed above:

- I want to see a year-long curriculum example which blends social studies and language arts. What does the reading instruction look like for this year-long class?
- Time to talk with other teachers about what they're doing in their classes.
- Integrating reading strategies with the history content.
- I have taught reading and writing for over twenty years. I really just need time to actually put to use all that I have learned. ONE HOUR per day for both language arts and social studies is not enough time to cover anything effectively.
- USING text sets to teach reading.
- Being given one or two close reading strategies to use throughout the year. •How to use sets of thematically oriented short stories. •What are the reading expectations? Novels? Short stories? Non-fiction? -What is the focus?
- What do reading assessments look like across the district? -What do students need to be doing to be HS ready?
- I'd be interested not so much in how to select high interest books, but to have an opportunity for teachers to share what books they've used successfully and what new books their students are excited about.
- Tying high interest novels to SS curriculum.
- I would prefer \*not\* to have any staff development if it requires that teachers be out of their classrooms and away from their students.
- Book Note and Notice is a great resource. Workshops with Mary Ehrenworth also invaluable.
- Using text sets to teach reading Actual close reading strategies Reading questions: What will the expectations be for reading instructions? How can we make sure that we are aligned with the High Schools? In other words how many novels should MS read to prep kids for HS?
- Again, if it supports the Common Core and SBAC, I will support it.
- I have done a lot of work independently to read and find high interest books for my middle school students. i need \$ to buy them.
- Separate Language Arts from Social Studies. Dissolve Humanities. I realize that this decision has been made, but it was not a good decision. As long as we regard literature as a text, we are denying the value of stories and the people who inhabit them.
- Socratic seminars discussion skills so that students can engage with each other about their reading The books "texts and Lessons" (common core aligned reading strategies and texts) Using Newsela for nonfiction reading

## Middle School Survey Results

### Reading Resources\*:

Do you have access to effective reading instructional materials and resources to address the Reading Learning Targets in your course?



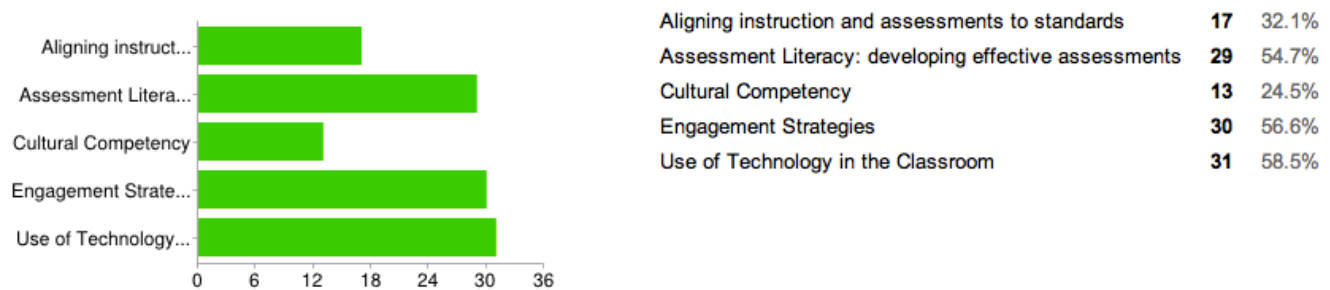
### Comments:

- I don't have any formal reading curriculum from the district for reading. We read, "The Giver," "Iqbal," "Shadow Spinner" in 6th grade, and use this to teach reading.
- I have more reading materials than writing but I could use more high interest texts. Once again though I have collected and created most of my resources.
- I have access to plenty of novels, sets, short stories, resources. I really just need enough time with my students to actually do them.
- Getting books and numbers is challenging sometimes.
- I need differentiated curriculum to support my Humanities content.
- •We need novel sets and solid agreements among grades and buildings on who uses what. •Short story sets. Preferably around central themes or linked to the SS topics by grade level. •Non-fiction texts about the history content, by grade level.
- I wish we had more and newer books in our multiple copies collection.
- +++++We need new/better social studies portion of our humanities curriculum. Are there any text sets out there that are a true "humanities" format? I want something that incorporates fiction short stories with cultural and physical geography nonfiction.++++++
- I do not want a new adoption of a literature curriculum. we still don't use what we bought several years ago. I want \$ to buy specific novel sets and non fiction books. I want to "re do" the district grade level novels agreement.
- - Would love to realign novels for each grade level. We did this years ago as a Language Arts dept but it would be great to do this again. There has been much shifting of staffing in the Humanities dept, teachers teaching different grades, etc. It would be great to know what books were being read at what levels and have some common agreements. - Would love to have more of a budget to buy differentiated novels for things like Lit Circles and tie-ins to our SS curriculum.
- Time to talk with other teachers about what they're doing in their classes would be nice.
- Novel sets - and agreements We should have a list of short stories around common themes Non-fiction texts about the history content by grade level
- Plenty of materials. Not enough time. Too many learning targets.
- We lack materials that blend the Social Studies content with Reading. Historical Fiction and fictional history novels and short stories could tie in nicely, but I currently have to find many of my own. I do not need another Reading Textbook or anthology that is unrelated to the history content.
- Again, nothing consistent.
- Takes time, but I manage to find what I need.
- I could use more resources in Non-fiction reading
- We have a great deal for reading comprehension, but could use more for Analysis of Author's Craft and Multiple Sources.

## Middle School Survey Results

### General Professional Development:

#### General: What other type(s) of professional development would help support your instruction?



#### Please suggest other professional development topics that may not be listed above:

- Use of technology in the classroom puts the cart before the horse; we never seem to have enough technology resources, and so it makes it difficult to try to learn new ways to use what we don't have.
- This question required an answer, so I chose one at random. It should have the option "none of the above." We already have too much staff development and too little time to implement it. I would prefer \*not\* to have any staff development if it requires that teachers be out of their classrooms and away from their students.
- I would like to have access to simple tutorials or a workshop of ideas to better use the technology we have available.
- I would appreciate a scope and sequence, as well as a clear direction on what should be taught in 7th Grade Humanities!
- Humanities! Additionally, if middle schools are moving toward 90 minute classes, we need training on keeping middle school students engaged and learning for that long of a class.
- We have done "aligning instruction and assessment to standards" as well as the other things on the list, and yet apparently, we are still not making progress in getting kids to do what they need to do before high school. Something important is missing. Please show me a year-long curriculum in which that is done successfully. I will model my curriculum after it (or copy it!).
- It would be great to have technology to use.
  - Expert Workshops: choose highly effective former SS and LA teachers to lead mini-workshops on particular units they have created (showing off things like the timeline, curriculum, final assessments, etc). I am a former LA teacher and feel like a fish out of water when teaching SS material. I have no idea really where to begin (what is important regarding this VAST topic! Do I focus on important events, people, wars, etc? How long should I spend going over this topic?). It would be awesome to see actual former SS teachers that excel at curriculum showcasing units that they have created and kids love. I would ideally walk away from the workshop with ideas of how to teach the unit, but in my teaching style, what are the important big ideas my students should walk away with, etc.
- I only checked this box as I was required to pick one of the choices in order to submit.
- Integrating some TPR (Total, Physical Response)
- better articulation from middle to high. it seems that 9th graders are not writing and reading as much as we ask them to do in 8th grade. I have students read 9 novels a year and they write 6-7 3-page essays year. I'd like to have 6-12 articulation as a professional dev. in Literature and Writing.
- I would love to use more technology in my classroom - or elsewhere. However, there is none available and two of our three labs are completely tied up with SBAC testing for two-thirds of the school year. Yes, two-thirds. We don't even have computer carts anymore to use in our classrooms. What few computers I have in my classroom are on their last legs and it's been made clear they will not be fixed or replaced. What good is professional development on technology if we don't have any technology?

## Middle School Survey Results

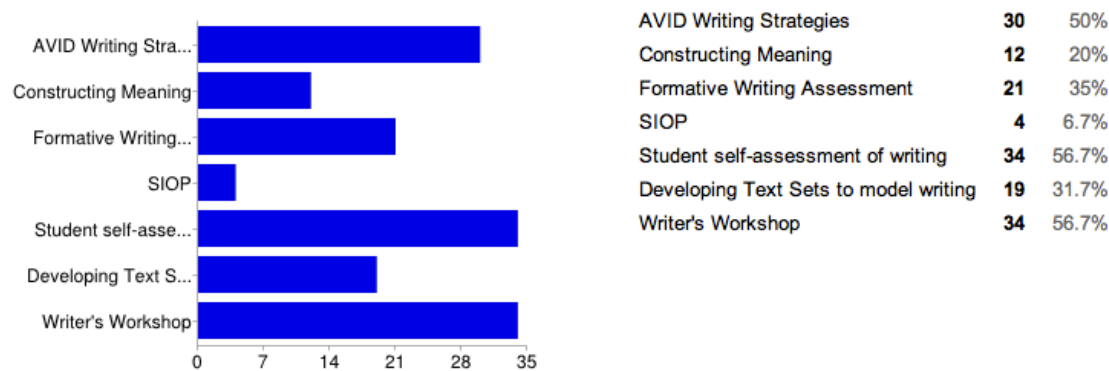
### Overall Comments:

- Let people pick their PD Create time for MS to met with HS for alignment DON'T PRELOAD CHOICES FOR PEOPLE IF YOU WANT AUTHENTIC IDEAS.
- Whatever we pick, we need some actual curriculum materials and some training along with it. We also need time to learn the curriculum and plan. PLEASE! :)
- - It would be great to offer SS focused PD to former LA teachers and LA focused PD to former SS teachers. I feel extremely comfortable (and excited) running writer's workshops and teaching reading strategies so these types of PD feel repetitive and not as valuable as some of my other colleagues might feel. On the flip side, after three years of Humanities, I still feel uncomfortable, unconfident, and not excited about almost everything I do on the SS side of Humanities.
- Robin: I remember a talk you gave at Cedar Park one time, and you expressed your frustration in "Solving for Jesse," who was a student in your son's kindergarten class. You predicted a challenging classroom future for this little kid who couldn't focus or sit "criss cross apple sauce." I wish we could clear the decks and design a school district that speaks to kids, not targets.
- Thanks for asking.
- \* I already filled this survey out but forgot to add: Please stop doing 1/2 day PDs. They are extremely hard to take off, for both the teacher and the sub. Depending on if it's a morning or afternoon, some staff are losing all their plan time, which as a Humanities teacher, is valuable important time as we juggle two subjects. I would rather consolidate and miss one or two days versus a whole bunch of 1/2 days spread out over the year. The half-day commitments have deterred me from joining committees and from signing up for previous professional development opportunities.
- We need rubrics that accurately show what the students are supposed to be able to do. The current targets are not specific enough for me to really understand what is appropriate at my grade level. Another adoption that just provides 6+ additional textbooks and anthologies - that staff development is not provided for - and that are unrelated to the district mandated Humanities model is a waste of time and money.
- •Please let teachers select some of their own PD. It is painful to sit through PD you have already done. Provide options.  
•Create a time for MS and HS to meet to discuss alignments. •In terms of this survey. Please don't pre-load the choices. This will bias your survey results.
- Separate humanities to be Language Arts and Social Studies so the two equally important subject matters may be covered proficiently/completely. Humanities is becoming too unbalanced with historical non-fiction (material wise). Kids need to love reading, which can most effectively be done through fiction. Once that is accomplished and then maintained, kids can appreciate what value historical non-fiction brings to their learning.
- Can't you just let us teach? It would be really nice if you would trust us to do our jobs without all this backseat driving.
- Bring back Language Arts and Social Studies. Test scores should most definitely go up when you have TWO classes focusing on writing and reading skills. It is a crime.
- Can we agree how we're going to evaluate student writing? Do we use 6 traits anymore? Do we use only proficiency ratings? Do we give holistic scores? What does a 4 Highly Proficient look like? How do we help the low SES and ESL students become proficient, given the large class sizes, the short duration of humanities classes, and the lack of pull-out instruction?
- I am a very experienced, highly qualified Language Arts and Social Studies teacher with a master's degree. I prefer to not be pulled away from my students for any staff development. I would MUCH rather do staff development during staff development days.

## High School Survey Results

### Writing Professional Development\*:

What type of professional development would help support your writing instruction?



Please suggest other writing staff development topics that may not be listed above:

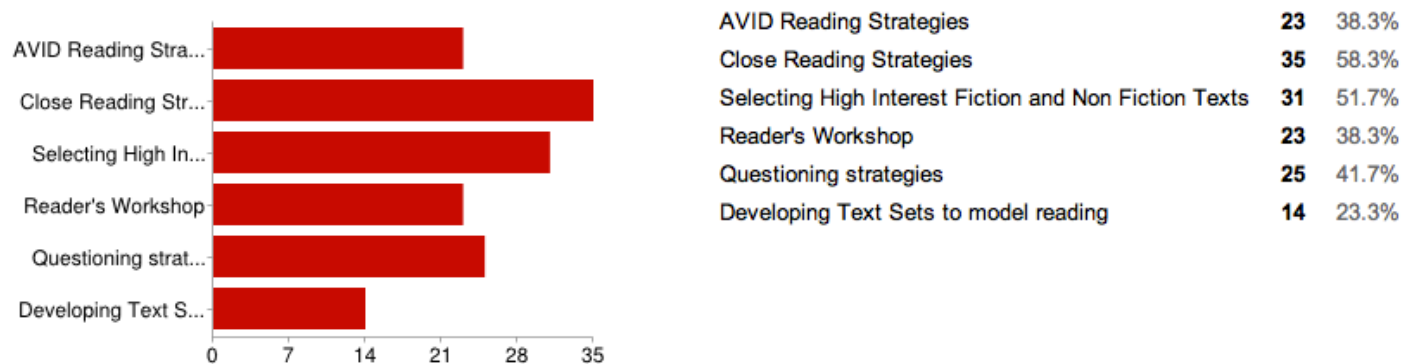
- The other types of Professional Development that would be meaningful would be opportunities for teachers within the same department or the same content area to observe lessons, moderate student work, and collaborate in a more meaningful way. This would not involve the "canned" type of PD, but would allow both the opportunity to implement and see these practices in the classroom and constructive learning. Teachers could plan common lessons, observe each other, assess student learning and deconstruct their teaching.
- More persuasive / argumentative writing instruction. Many of the tests are using this type of writing.
- I definitely appreciate the more content-driven options!
- Time-efficient writing assessment & feedback techniques.
- AP and Pre-AP Training
- I've already attended Constructing Meaning and SIOP training and am ESL endorsed. I really believe those should be mandatory training req's for all ELA teachers.
- Grammar!!!
- Actually making lessons which incorporate the constructing meaning templates from 2 years ago. Not sure what developing text sets means, but if it means having good samples of writing, which challenge student thinking about the writing process, then that's what I want
- Dealing with the overwhelming paper load, especially with learning targets that demand several opportunities. I see several younger teachers considering leaving the profession due to the workload for ELA.
- I'd love to have time to observe in other classrooms and moderate student work with the colleagues in the ELA Dept.
- We ask the kids to follow MLA guidelines for writing formal papers - is there any curriculum we can use that is based on the MLA handbook? Also, Diana Hacker has a good series for teaching writing. Can we look into buying some of her text sets?
- NCTE conference/workshops

## High School Survey Results

**Do you have access to effective writing instructional materials and resources to address Writing Learning Targets in your course?**



**What type of resources would help support your reading instruction?**



**Please suggest other reading staff development topics that may not be listed above:**

- Read 180 as a program adopted district-wide.
- Time: Fewer students per class: Common Core reading material/and writing for that matter.
- Mixing Genres -- how to effectively create multi-genre, mixed media resources/lessons, etc. Reading in a technology driven world. When to read online versus when paper text is more user-friendly.
- In looking at the Smarter Balance / ACT / SAT testing, we need more of this type of reading materials to use. I find myself creating "like" materials to give my students that experience.
- Development of models for a "4", "3", etc. Much like the models that are available on the AP Lang and Lit website.
- Text dependent questions and access to adequately complex non-fiction texts at each grade level (see Common Core expectations for text complexity).
- NCTE conference/workshops; IB English Literature, Level 3 training
- ALOHA HIGH needs novel sets!
- I get most of my source materials from the NYTimes But I have to develop everything myself It would be nice to have some materials already to go and implement in the classroom

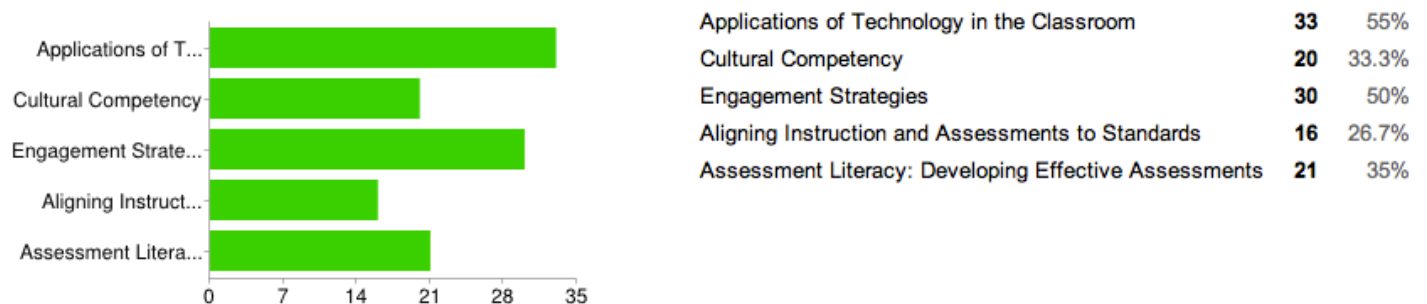
## High School Survey Results

**Do you have access to effective reading instructional materials and resources to address Reading Learning Targets in your course?**



### Overall Professional Development:

**General: What other types of professional development would help support your instruction?**



**Please suggest other professional development topics that may not be listed above:**

- Collaboration and sharing with other ELA instructors
- Would prefer to see any adoption also involve a more clearly delineated scope & sequence for language arts instruction--differentiating skills & content to be taught at each grade level.
- Differentiation of text types, student learning models, writing strategies, etc.
- Our school needs novel sets.
- Time to discuss the philosophy of scoring as it is affected by the use of synergy and the lack of
- Collaboration with my colleagues is the most valuable professional development.
- Many of my materials were developed through work with reading specialists. I'm wondering if training by these specialists would help others.

## High School Survey Results

- How to use all of the innovation strategy activities in the ELA classroom would be a great PD session. In terms of cultural competency, any training that aids in interfacing with the families of my ELL population would be great.
- Amy did a great workshop at AHS of how she keeps all kids engaged most of the time, but I have not had the time to apply the strategies to my classroom. Templates would be great.
- Option schools need to be able to adopt appropriate texts rather than being required to adopt the same texts as comprehensive schools.
- Making instantaneous formative assessment judgments feel authentic to the students. It's not PD, but we need more flexibility in the resources we receive. Instead of huge anthologies we use sporadically, we need many novel sets and short story collections.

## High School English Language Arts Department Interviews Conducted Spring, 2015 by T&L Staff

**Topic:** English Language Arts Adoption

### HS A - March 4, 2015

- Resources ordered last time were not utilized -- truly a waste because teachers had no training or time. We need more flexibility and a clear focus and direction to make progress- we don't need more textbooks. We have those.
- Can we buy things that we can license online for students? What about kids who do not have access at home?? Want to be careful about disparity
- Lack of use of the anthologies - bits and pieces, no PD to use the resources we currently have results in teachers not using them- more time to collaborate and create units with learning targets would be better spent money.
- Time to use the resources and understand how to design lessons and units is what we need
- Would like new novel titles
- Late start -- would love time to do the lesson and unit design
- Digital content on the ipad --
- professional library -- having time to review professional resources
- PD - getting to a point where we can send folks to conferences (ex- NCTE), always do great learning there
- We need training on culturally responsive teaching

### HS B - March 6, 2015

- We adopted mostly texts in 2006
- Will we be able to give feedback on how many textbooks we receive? I do not use any textbooks and don't want anymore sitting on shelves.
- Do you anticipate that digital materials will be "mandated" similar to textbooks?
- Will there be technology support for curation of lessons and student work?
- Need to make sure that technology works and supports if we are expected to use digital materials. What we have now is unreliable.(Synergy, Outlook,etc..)
- We have a need for texts and to add copies- will there be money available for us to do that in the Fall?



## High School Survey Results

- Is the Learning Management part of this Adoption? It is a bigger conversation than just ELA, we need to see how this runs along side us.
- If I have the digital content I need to have an LMS and an APP to present
- Could we have a choice on device? Like we do with innovation grants
- Can we be at the School Board meeting to show our support for the Adoption?
- If we can accumulate students materials for SBAC and create portfolios and share them we would be in a much better place and this may lessen intervention
- It would be great to have information on how to teach to so many diverse needs, and time to work together to share ideas

### **HS C- March 16th 2015**

- Questions re: the movement look like to digital devices and support?
- Concerns over going totally digital and even 50/50 digital
- Concerns over page layout in textbooks that are trying to adapt resources to digital
- Concern Digital content can be excerpt driven- not a complete text
- Wifi is a concern- are texts being loaded on devices or loading online? This is a concern centrally as well- we have to be able to support with the greatest fidelity
- We need agreements around skills and texts and articulation- that match the needs of ALL of our students
- Overwhelmed by students being underwhelmed with reading
- Could schools try to attend PD by department/ building?
- If PD is not something we are not entrenched in for awhile it may not grab veteran teachers
- Need materials for sheltered classes.
- Materials for intervention are almost more of a priority than any other class- intervention teachers need time to share materials and develop resources if there are none available

### **HS D April 7th 2015**

- Digital services – we would like to try Grammarly Plus, No Red Ink, audio books
- There are many benefits for providing access to devices for certain student populations (ELL, SBAC is tested this way)
- E-readers could be a great tool
- Teachers need PD on how to use devices
- Novel sets need to reflect the student population in our schools currently- we need help with choice books
- We have 500 expository writing books that no one uses - we don't need more reference and text books that no one uses- we need PD on strategies
- We need to be able to weigh in on what our school receives as far as texts
- We need vertical alignment with Middle School regarding who teaches what / when and also with PD opportunities and knowing what is happening
- We need to make sure there is a vetting process for digital materials
- Subscription to periodicals will be important for incorporation of non- fiction text

### **Option Schools Feedback**

- Our student's transient population needs to be considered
- High impacted learner's need support around literacy that is geared toward them at secondary
- Teachers need time to take what they learn in PD and apply to their unique circumstances in their buildings and programs

## High School

*High School English Language Arts teachers will design writing units and assessments specifically focused on Argumentative and Informative Writing that align specifically with the Writing Best Practices. The structure for curating and sharing materials will be continuously informed by literacy experts Mary Ehrenworth and Carol Jago. A Curriculum Developer position has been instituted to ensure teacher generated materials are shared, and (where appropriate) aligned with the Units of Study Curriculum at 6-8 to bridge learning, gather data and make an impact on student writing 6-12.*

Publisher Presentations on May 5<sup>th</sup> included:

Pearson

<http://www.pearsonschool.com/index.cfm?locator=PSZpO2>

Feedback: Resource is focused on grammar and conventions, digital portion is best in a 1:1 environment, provides textbook reference information that HS teachers already have in resources from last adoption, would consider as a supplement when devices are acquired for ELA.



DBQ Project

<http://www.dbqproject.com>

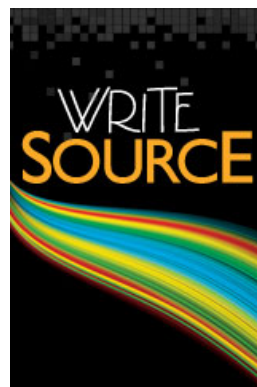
Feedback: Resource was a tool for teaching literature that was limited to certain novels, not a curriculum that supports explicit writing instruction.

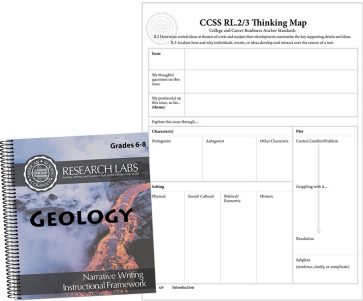



Houghton-Mifflin – Write Source

<http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/language-arts/write-source>

Feedback: Resource was digital only and online materials do not provide support for explicit writing instruction as defined in the Best Practices. Resource did not demonstrate support or curriculum for argumentative and informative writing. Resource did not demonstrate examples of differentiated support for ALL learners.



<p>American Reading Company  <a href="http://www.americanreading.com/product/s/content-studies/research-labs/">http://www.americanreading.com/product/s/content-studies/research-labs/</a></p> <p>Feedback: Resource is concentrated on writing across the curriculum only.</p>	
<p>Cengage: National Geographic  <a href="http://www.cengage.com/search/product/Overview.do?N=16&amp;Ntk=P_EPI&amp;Ntt=152835786112195689620111333031953086152&amp;Ntx=mode%2Bmatchallpartial">http://www.cengage.com/search/product/Overview.do?N=16&amp;Ntk=P_EPI&amp;Ntt=152835786112195689620111333031953086152&amp;Ntx=mode%2Bmatchallpartial</a></p> <p>Feedback: Resource is geared toward Writing 121 and AP/ IB courses only. Should be considered for supplemental when considering intervention and advanced supports in Phase 2. Resource does not support most highly impacted students.</p>	
<p>Heinemann (Middle School Presentation Only)</p>	
<p>Scholastic (Middle School Presentation only)</p>	
<p>Capstone Writing (Middle School only)</p>	

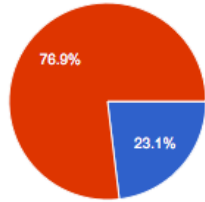
<p>Column 1 lists comments submitted by those who reviewed the High School materials on May 15, 2015. Column 2 is the number of times the comments were made.</p>	
<p>DBQ as Humanities Supplemental only</p>	<p>10</p>
<p>Classrooms currently have sufficient reference materials</p>	<p>4</p>
<p>Did not see resources that could stand alone for HS</p>	<p>4</p>
<p>Support for Heinemann (6-8)</p>	<p>4</p>

Cengage as Supplemental for AP or IB only	3
Do not adopt anything presented to High School	3
Pearson as Supplemental only	3
Not enough digital resources	2
6 Trait Writing doesn't align to Common Core	2
Did not see anything appropriate for HS	1
Heinemann; but needs significant supports	1
Not a writing curriculum, but a reference	1
Nothing that supports SPED/Resource	1
Professional Development for teachers a priority	1

# Summary of Community Response

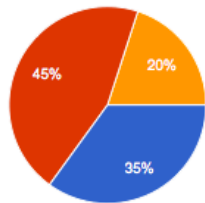
## Summary

Please select the category that best describes you.



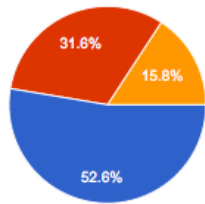
Parent	6	23.1%
BSD Staff	20	76.9%
Student	0	0%
Community Member	0	0%

Please indicate your **FIRST** choice of publisher for Elementary Classroom Library



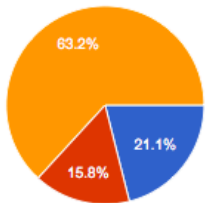
Classroom Library Company (Benchmark)	7	35%
Book Source	9	45%
American Reading Company	4	20%

Please indicate your **SECOND** choice of publisher for Elementary Classroom Library



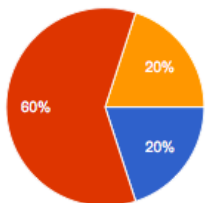
Classroom Library Company (Benchmark)	10	52.6%
Book Source	6	31.6%
American Reading Company	3	15.8%

Please indicate your **THIRD** choice of publisher for Elementary Classroom Library



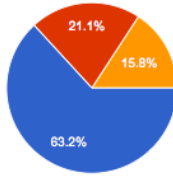
Classroom Library Company (Benchmark)	4	21.1%
Book Source	3	15.8%
American Reading Company	12	63.2%

Please indicate your **FIRST** choice of publisher for Elementary Leveled Text Sets



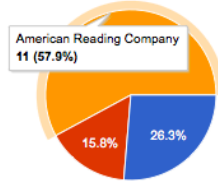
Classroom Library Company (Benchmark)	4	20%
Book Source	12	60%
American Reading Company	4	20%

**Please indicate your SECOND choice of publisher for Elementary Leveled Text Sets**



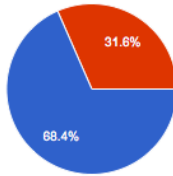
Classroom Library Company (Benchmark)	12	63.2%
Book Source	4	21.1%
American Reading Company	3	15.8%

**Please indicate your THIRD choice of publisher for Elementary Leveled Text Sets**



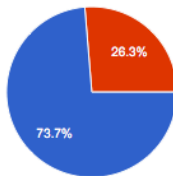
Classroom Library Company (Benchmark)	5	26.3%
Book Source	3	15.8%
American Reading Company	11	57.9%

**Please indicate your FIRST choice of publisher for Elementary Reading Assessment**



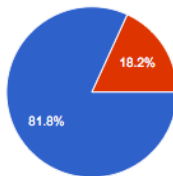
Fountas and Pinnell Benchmark Assessment Kit (Heinemann)	13	68.4%
American Reading Company	6	31.6%

**Please indicate your FIRST choice of publisher for Elementary Reading Intervention**



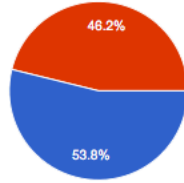
Fountas and Pinnell LLI (Heinemann)	14	73.7%
American Reading Company	5	26.3%

**Please indicate your FIRST choice of publisher for Elementary Spanish Reading Intervention**



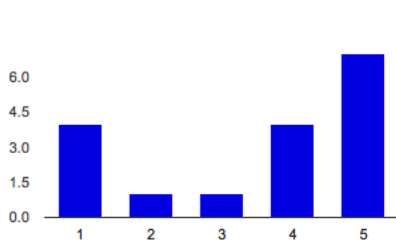
Soluciones	9	81.8%
SIL	2	18.2%

**Please indicate your FIRST choice of publisher for Elementary Spanish Reading Assessment**



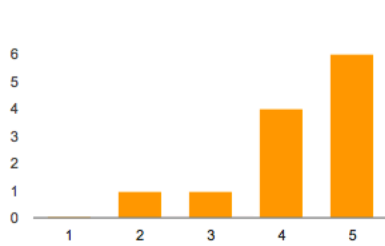
American Reading Company (IRLA K-12)	<b>7</b>	53.8%
Fountas and Pinell Benchmark Assessment (Levels A-N) Heinemann	<b>6</b>	46.2%

**Please rank your support of Phase 1 of the Middle School Adoption Plan**



Low Confidence: 1	<b>4</b>	23.5%
2	<b>1</b>	5.9%
3	<b>1</b>	5.9%
4	<b>4</b>	23.5%
Strong Support: 5	<b>7</b>	41.2%

**Please rank your support of Phase 1 of the High School Adoption Plan**



Low Confidence: 1	<b>0</b>	0%
2	<b>1</b>	8.3%
3	<b>1</b>	8.3%
4	<b>4</b>	33.3%
Strong Support: 5	<b>6</b>	50%