

...the educational prism through which students realize meaning and purpose in their lives...

**TO: Members, Board of Education
Dr. Albert Roberts, Superintendent of Schools**

FROM: Kevin M. Anderson, Ed.D.

RE: Elementary Reading and Language Arts Curriculum Adoption

DATE: August 24, 2010

This report highlights the process involved in selecting new elementary reading and language arts materials that are aligned to the Illinois Learning Standards. Included are the members of the selection committee, the process followed for the selection of materials, specific recommendations for materials, and the purchase costs.

Attachments:

1. Teacher Survey of Reading/Language Arts Program in Grades K-5
2. Draft Notes from the Initial Vendor Presentations
3. McGraw – Hill School Education Group Price Quote



OAK PARK SCHOOL DISTRICT 97
Oak Park, Illinois

August 24, 2010

Elementary Reading and Language Arts Curriculum Adoption

This report highlights the process involved in selecting new elementary reading and language arts materials that are aligned to the Illinois Learning Standards. Included are the members of the selection committee, the process followed for the selection of materials, specific recommendations for materials, and the purchase costs.

Strategic Plan Connections:

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

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

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

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

Timeline and Process of the Curriculum Study

Based on the approved curriculum study and adoption cycle of District 97, elementary reading and language arts staff began the process of selecting new teaching materials in Fall 2009 to replace Open Court. Open Court has been the basal reading/language arts series for the past decade and has been received well by the majority of reading teachers. However, Open Court is no longer produced by the parent company, necessitating the need for the selection of a new basal reading/language series. Of special interest in selecting a new series was the need for a series that would provide tiered interventions for use in the District's RTI initiative.

The following staff members participated in the reading/language arts selection process over the past year:

Co-Chairs – Dr. Kevin Anderson and Mrs. Carol Theesfeld

Committee Members:

Amy Chinn
Annie Darley

Allison Ibarra
Arnetta Thompson

Cindy Boulton
Cat Clark
Carolyn Frame
Cris Vincent
Jessica Parra
Jane Sheth
Keri Druckmiller
Kathy Hayes
Katherine Klette
Kathy Rolfes
Mary Alheim
Margaret Ndiaye
Sarah Moore

Stella Turi
Terese Parr
Anna Schroeder
Dana Pietrini
Dona Davidhizer
Elizabeth Diviacchi
Jacqueline DiNatale
Jessika Homann
Katherine Cairns
Marie Stack
Molly Meierhoff
Rebecca Meisinger
Sheila Vietzen

Principals:

Angela Dolezal
Jonathan Ellwanger
Carol Young
Catherine Hamilton
Suzie Hackmiller
Nimisha Kumar
John Hodge
Sheila Carter

Process:

With representatives of all elementary schools in the District, the reading committee began work on selecting new reading/language arts materials in Fall 2009. The September and October meetings focused on The National Reading Panel Report and the Report of the National Early Literacy Panel. Members of the middle school language arts team also presented to the committee on methods they employed to review and map new materials for grades 6-8.

In November, groups of committee members reported on the following topics:

- a. Clearing House – What Works in Reading?
- b. Marzano’s meta-analysis around language arts
- c. Current basal text concept reviews
- d. Current world-wide approaches to reading.

At the December meeting, curriculum mapping was discussed in regard to reviewing potential “holes” in the current reading curriculum as presented under Open Court. It was decided that a survey of all elementary teachers concerning the current series and a look toward the future should be conducted in January. This survey is presented in Attachment 1. One hundred fourteen (114) elementary teachers responded to the survey, with the majority of them requesting a balanced literacy program stressing fluency, phonemic awareness, comprehension, vocabulary,

writing, and strong pieces of literature. It was also important that the new series offer well-designed interventions for use in RTI.

After reviewing the results of the staff survey, the committee felt that time spent mapping the old reading series would be a general waste of time. They felt that it was more important to spend a good deal of time reviewing new materials, eventually aiming toward a Fall 2010 pilot.

Based on this decision, vendor presentations were set up for March 17. Presented were *Journeys* (Houghton Mifflin), *Reading Streets* (Scott Foreman - Pearson), *Imagine It!* (SRA - McGraw-Hill), and *Treasures* (SRA - McGraw-Hill). Notes from these presentations are found in Attachment 2 and are presented in the same format as received by the committee. Notes were taken by members of the reading committee and shared with everyone.

Following the vendor presentations, it was decided by the committee to move forward with *Treasures* and *Journeys* as the two reading/language arts series still under consideration. At the April 15 committee meeting, a discussion was held about the possibility of having both series as part of a pilot during the first half of the 2010 – 2011 school year. After a considerable amount of discussion with the principals and the committee members, it was felt that such a pilot would be very disruptive to the regular instructional setting. Instead, the committee asked for permission to see another presentation from the two finalists, hoping that one might come out as the clear choice, thus negating the need for an intrusive pilot process.

On May 5 and May 19, additional meetings were held with the vendors from McGraw-Hill and Houghton Mifflin. Following the final presentation, the committee worked to create a list of strengths and weaknesses for each program. After an hour of discussion, the committee requested a vote on the programs. The final vote came out 28-2 in favor of adopting the *Treasures* reading/language arts program from McGraw-Hill. Following the vote, the committee discussed the next steps for gaining budget approval and for beginning training for staff members. It was decided to take the recommendation to the Board in August in order to pre-order the materials to avoid a projected 5 – 8% price increase coming as of October 1. Training for teachers would begin after Winter Break, utilizing the January Institute Day for some sessions. Then, additional classes would be offered through U97 as well as part of school staff development time in the spring.

Next Steps

The price negotiated with McGraw-Hill for the entire set of reading and language arts materials for grades K-5 comes in at approximately \$405,000. With shipping, the total cost will be about \$425,000. Included are numerous free materials negotiated as part of the purchase price. The total package, if the free materials were included at list price, would be approximately \$900,000. The entire package is shown in Attachment 3. Please note that the final price on the last page does not reflect the final negotiated price.

In order to put the order in before the next price increase, this report is coming to the Board for review at the August 24, 2010 Board meeting. The action item for approval will come to the

Board on September 14 and the order will go in to McGraw-Hill prior to September 30. Money set aside for this purchase is already in the 2010 - 2011 preliminary budget.

Administrative Recommendation

It is our recommendation that the Board review the process and recommendation for the purchased on new elementary reading and language arts materials at the August 24th Board meeting. We also recommend that the Board vote on the acceptance of the selected materials at the September 14 Board meeting, with funding coming from the existing Teaching and Learning budget for textbooks and materials.

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

Attachments:

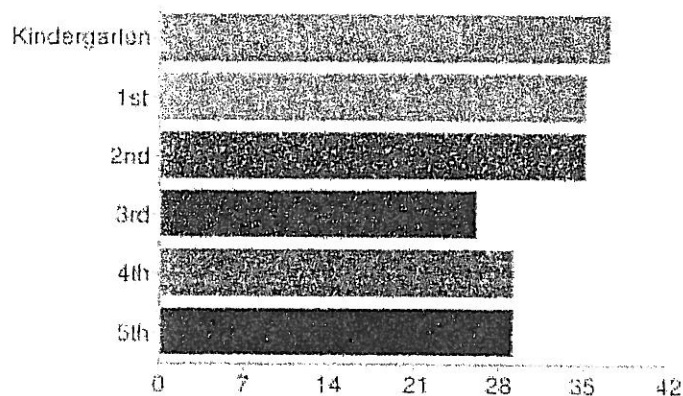
1. Teacher Survey of Reading/Language Arts Program in Grades K-5
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Attachment 1: Teacher Survey of Reading/Language Arts Program in Grades K-5

114 responses

Summary [See complete responses](#)

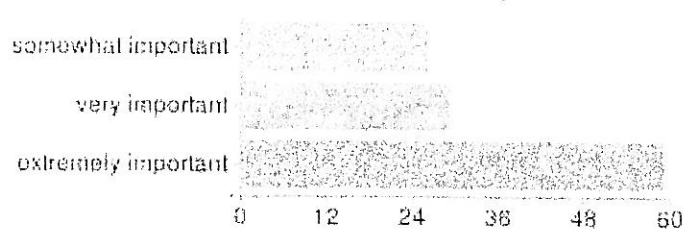
What grade level do you teach?



Kindergarten	37	32%
1st	35	31%
2nd	35	31%
3rd	26	23%
4th	29	25%
5th	29	25%

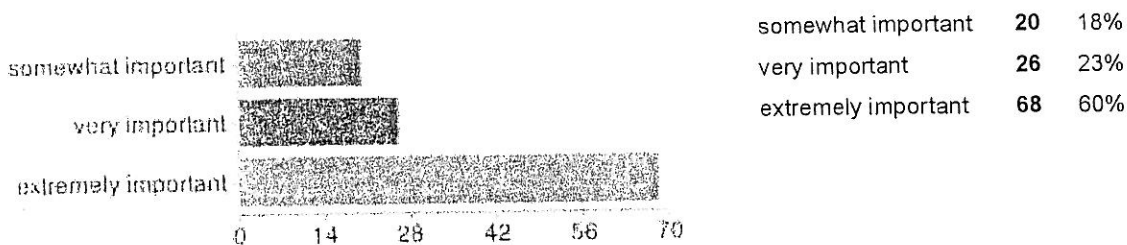
People may select more than one checkbox, so percentages may add up to more than 100%.

Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Phonemic Awareness activities

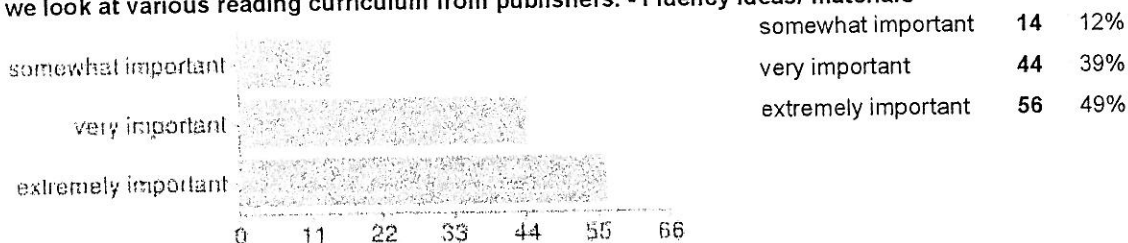


somewhat important	26	23%
very important	29	25%
extremely important	59	52%

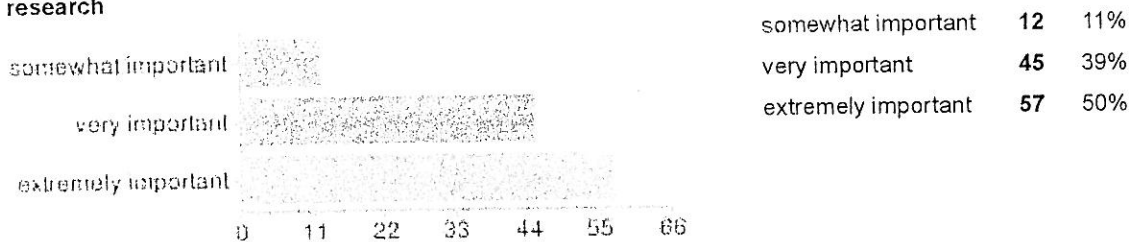
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Phonics/ decoding and word analysis



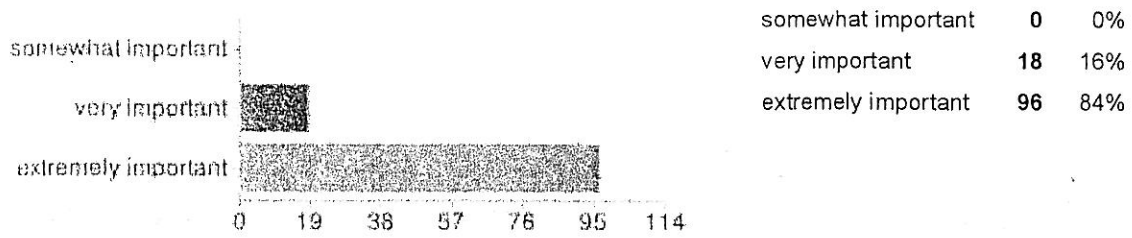
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Fluency ideas/ materials



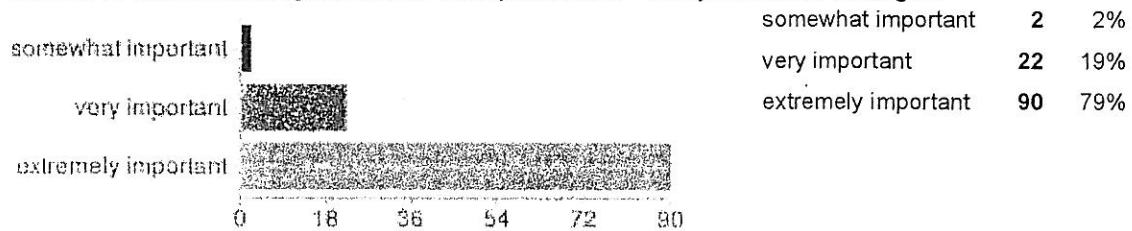
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Vocabulary studies that reflect current research



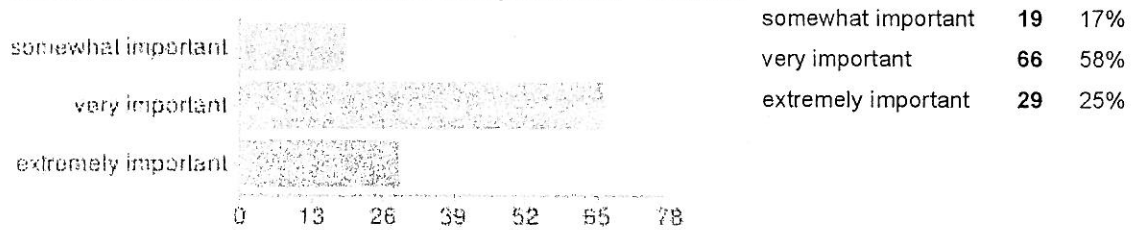
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Literature selections



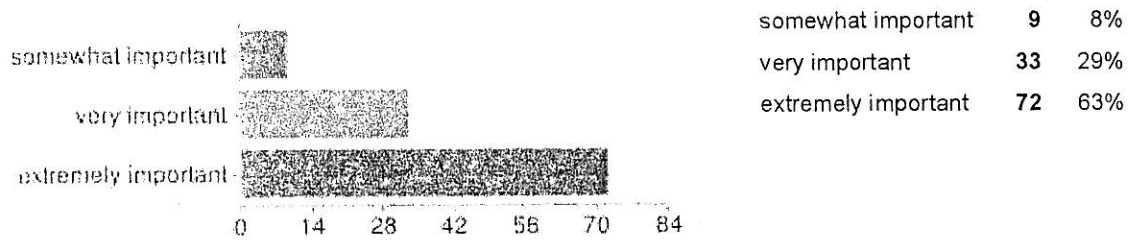
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Comprehension strategies



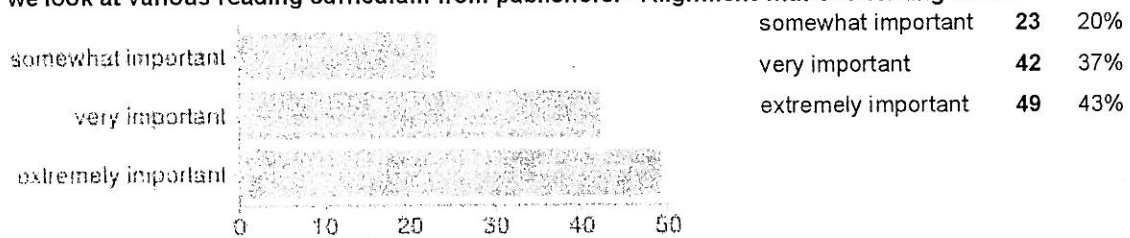
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Grammar



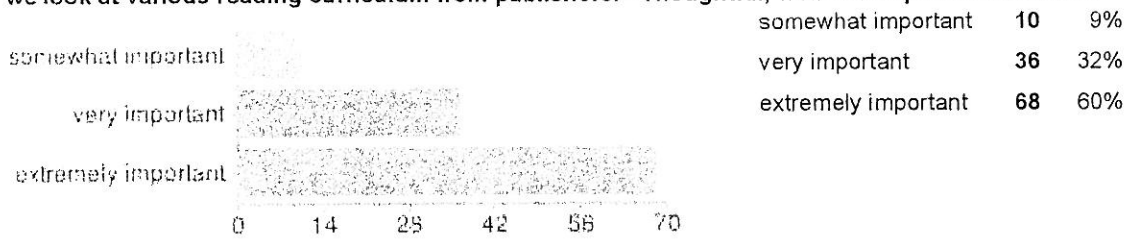
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Sets of leveled readers



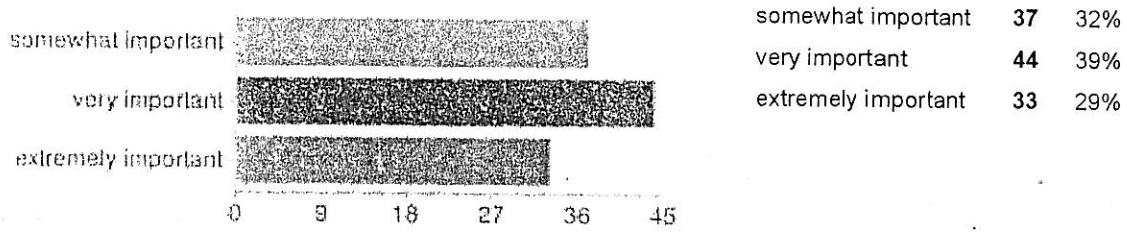
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Alignment with 6+1 Writing Traits



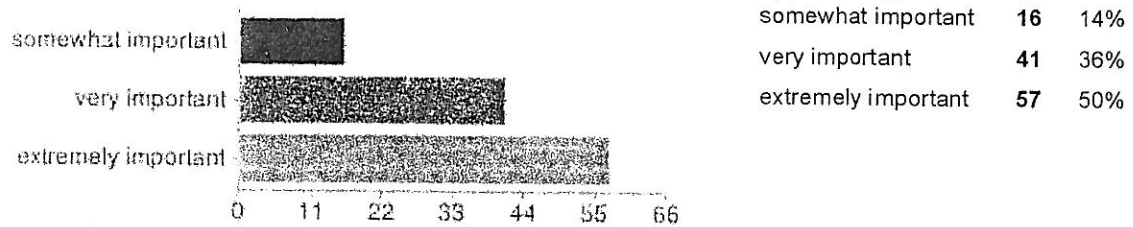
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Thoughtful, well developed assessments



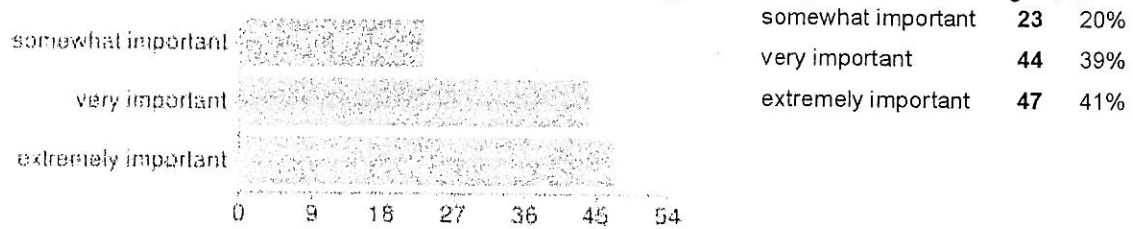
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Research ideas and process



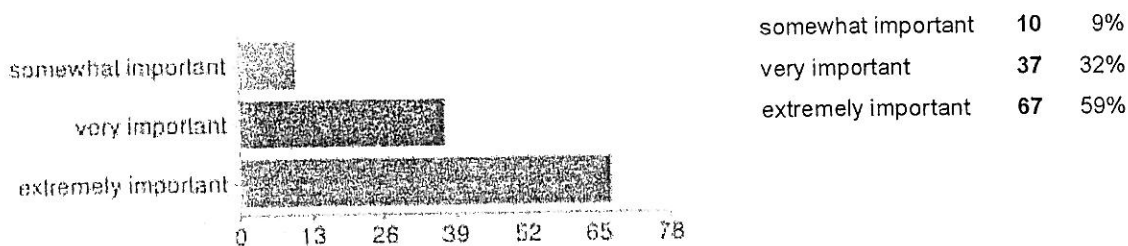
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Well-developed writing curriculum



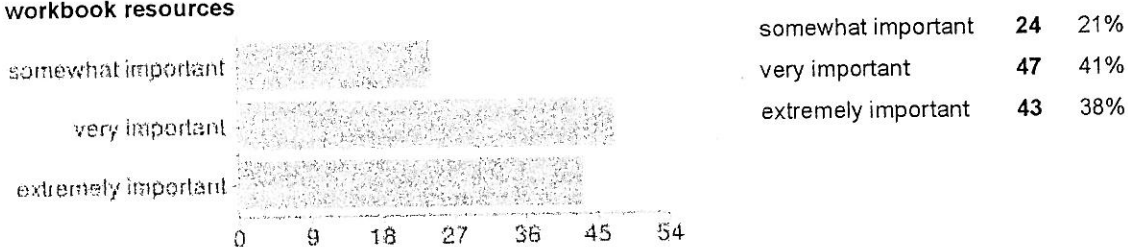
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Applied writing skills and training for it



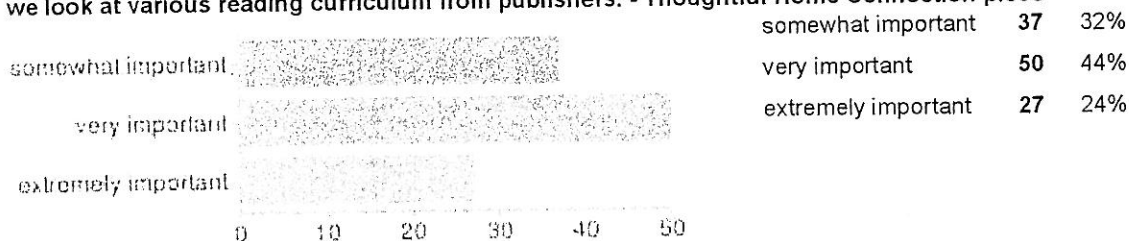
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Well-developed challenge and intervention components



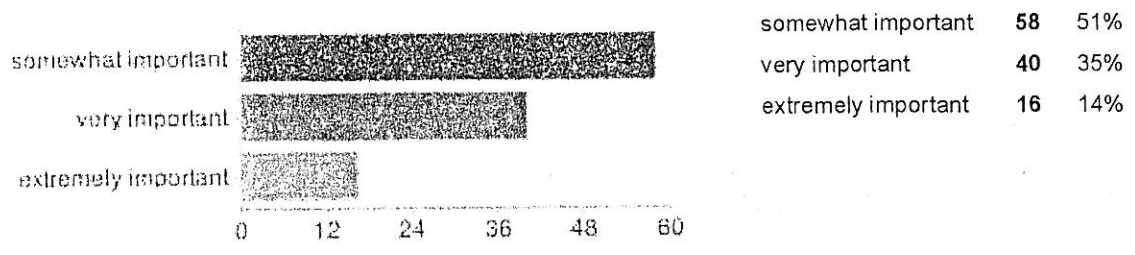
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Well-developed and user-friendly workbook resources



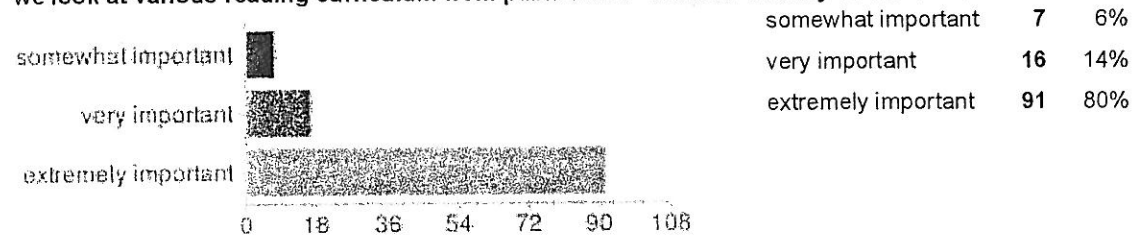
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Thoughtful Home Connection piece



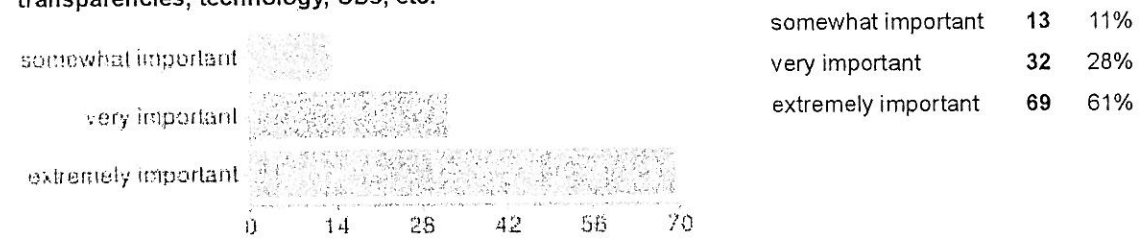
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - DOL integration



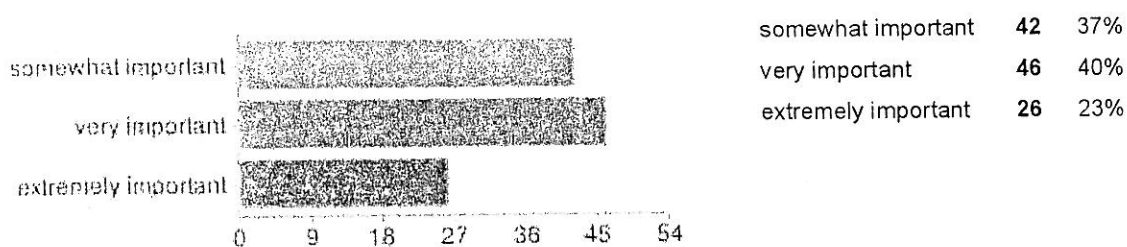
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Teacher-friendly Teacher's Edition



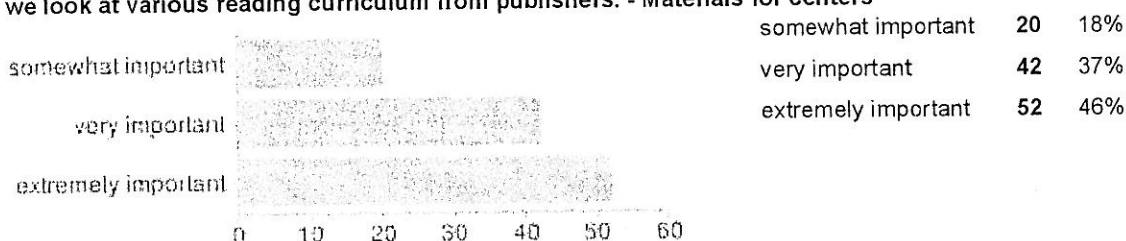
Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Teacher-friendly supports, e.g. transparencies, technology, CDs, etc.



Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Student access to internet materials



Please rate all areas that should be areas of important consideration in the upcoming process, as we look at various reading curriculum from publishers. - Materials for centers



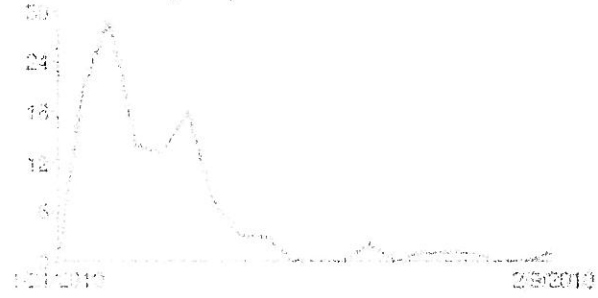
What component/area/reading idea would you like to see maintained/kept from the current reading curriculum?

Great stories in themes with various genres and a lot of nonfiction. Phonics with reading material to reinforce skills vocabulary A good spelling program with class work practice and homework. phonemic awareness is extremely important at an earlier onset. We are currently using Michael Haggerty as a supplement each day and it is really great. I would like to see that kind of curriculum. nothing, open court is a terrible program! nothing, open court is a terrible program! High quality reading materials are the most important component, followed by vocabulary development. Our current progr ...

Remaining concerns/comments re reading curriculum:

Phonics more important in primary grades. Novel studies and authentic literature more important in upper grades. I like many of the reading selections in the 5th grade Open Court - particularly in the Heritage unit. I think we need more of a balance between the short reading selections and novel studies/literature circles. Fewer and appropriate level workbooks. A workbook for spelling is necessary, but comprehension should not be completed in workbooks. It should be done through reading. We need a program that is based on brain research where students can be more active in there learnin ...

Number of daily responses



What component/area/reading idea would you like to see maintained/kept from the current reading curriculum?

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3 vocabulary

4 A good spelling program with class work practice and homework.

phonemic awareness is extremely important at an earlier onset. We are currently using Michael Haggerty as a supplement each day and it is really great. I would like to see that kind of curriculum.

5 Nothing, open court is a terrible program!

6 High quality reading materials are the most important component, followed by vocabulary development. Our current program is too phonetically based in K and 1.

I love the Michael Heggerty program, I use it everyday...so I would not want to replace that.

7 I liked the way that Open Court was pretty well balanced, including phonics but Longfellow does passport and as a result I would prefer a curriculum that focuses more on high quality literature w/valuable reading strategies and assessment based on that. I also think the connection w/phonics/decoding/word analysis w/literature (the decodables) is an excellent way to keep parents informed as to what we are working.

8 I think that the most important piece of the current curriculum is the phonics "green section" however with the implementation of the Michael Haggerty Phonics curriculum, I'm not sure that it needs to be included in the new system.

9 I like the English workbooks.

10 I like the current reading program. I hoping it does not change. Open Court is not perfect, but what program is?? OC has great stories for the kids and plenty of options to challenge students or to scale back the subject matter. If anything, we could get materials to enhance OC, but I don't think an entire new curriculum is needed. I think the students enjoy OC for the lower grades-perhaps the upper grades need a change???

11 We need to continue with a strong phonemic awareness component. We also need to continue with a great literature component. Do any series teach sounds in the order that was first described by Linda Mood Bell?

12 I enjoyed Open Court layout and all the rich reading materials (predocables).

Cassette tapes, not CD's to listen to/read along with weekly story.

13 Keep a spelling workbook.

14 I do not feel "married" to our current reading curriculum in any way. I have enjoyed some of the "themes" themselves, but that is about it. I do, however know that the Open Court Astronomy Unit in 5th grade is the only information the students will get on astronomy before they take the ISATs in middle school, which have questions in science pertaining to that subject. This was taken into consideration when the science committee adopted the current science curriculum. So that is something to consider.

15 I like the selection of big books that Open Court offers for kindergarten (literature, Pickled Peppers, Alphabet Poems). For K, the more big books for teaching literature and phonics, the better.

16 I would like to keep the consistency across the building. I like that every grade is using one reading series. I like the stories and actions behind the letters. The consistency of the alphabet is great because the students are always referring back to the same letter sound correlation.

17 I have no deep connection for the current program. I have always felt that there was more weakness than strength in the program and especially for those that struggle. The heavy emphasis on phonemic awareness still finds kids 4 years after beginning in the program, struggling with phonemic awareness. This should have been a red flag long ago. Just because a program says it is great at something does not mean it works. The one component I have used for all the years teaching Open Court is the Question/Concept Board, though I use it differently than instructed, and I will probably continue to use it as it has time and again shown its usefulness to the Students.

18 In the upper levels I don't think much would be lost. I think any program we receive will cover the important concepts in the upper grades.

19 I'd like to see a reading program with a strong writing component, which connects to the literature. I'd like to see developed activities for vocabulary.

20 None.

21 The new program needs to be Research based with the 5 Big Ideas, Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Research based Intervention materials for Centers would be great for RtI.

22 I like the idea of themes that is currently present in Open Court. Weather, Things that Go, etc - carry over into many other areas of the curriculum in my classroom. We also base many Workshop activities and projects on these themes as well.

23 Systematic and leveled spelling instruction should be taught separately from reading.

24 Integrating spelling lessons with reading instruction is not enough for most students.

25 I would like to see the Open Court curriculum continued in first grade. I think it provides strong, solid instruction in phonemic awareness, phonics and decoding. It also fits nicely with our newly adopted Science curriculum as well as Social Studies.

26 I would prefer to spend out textbook money on purchasing another reading series to be used for differentiation. This series could be used by classroom teachers to supplement Open Court and provide meaningful reading material for all students at their instructional reading level. I would be happy to provide more information about what I mean by this.
Kathleen Priceman

27 I do like the Open Court format and and related spelling units. I use the Spelling workbooks as homework and would still like to have some kind of workbook for home practice.

28 week-by-week schedule in teacher's addition

29 I think the phonemic awareness component is good but starts late. I follow the order but push it forward a bit. I appreciate not having to develop that on my own.

30 As we have seen with the use of the Michael Heggerty phonemic awareness materials, "ear training" for kindergarten students is critical and can be packaged in an efficient, teacher-friendly delivery system. I want our new reading curriculum to "flesh out" the components of phonemic awareness, offering a reasonable scope and sequence of direction instruction for children aged 5-7. I want this curriculum to then provide practical suggestions for student work in small groups (centers), so that children engage in fun, yet relevant activities, applying skills they have just been taught.

31 The lion hand puppet has been hugely successful in engaging children. They also like using the individual letter cards to display as they hear the sound represented (when the teacher says those words).

32 Big books need to remain a key component in the literature strand of a kindergarten reading curriculum. They are a very efficient way to read to an entire group and to model and practice strategies such as visualizing, sequencing, making predictions, etc.

33 I have been very happy with the Open Court Reading Curriculum: the phonemic awareness, decodables (in first grade,) stories that are appealing to children in an age-appropriate way, and support materials given. Writing, spelling, and grammar studies could use improvement. Good luck!

34 The easy to use teacher manual, phonics focus for the younger grades.

35 The series needs to have good stories!! If that's missing, the stories aren't engaging and the fun of reading is lost. To that end, I think it needs to be genuine literature.

36 I like the word knowledge component even though it's a bit dry, so I guess I like the idea of a quick review on different feature and components of words.

37 The spelling component can be eliminated for me unless it is much more challenging than the OC words.

38 The phonics sound cards are great in Open Court.

39 I currently do centers on my own. I follow the comprehension strategies, LA component, spelling, and literature genre of OC but develop the activities on my own.

40 I think it is important that a reading/writing curriculum have all of the pieces: Listening, Speaking, Reading (decoding and comprehension) and Writing. If the listening and speaking portions are left out its hard to grow the vocabulary of what children will be reading. These areas also give the children exposure to a wider variety of topics so perhaps they will find the area that inspires them to want to read and write on their own. It also gives teachers a chance to evaluate thinking skills that students may not be able to express in writing yet.

41 When we adopted Open Court, we saw the reading success of primary students improve, significantly. We attribute this to the strong phonics and systematic instruction presented within good literature. To lose this would be a step backwards. The teaching of reading comprehension strategies throughout the curriculum should also be maintained. I would also be disappointed if the 6+1 Traits were "lost." We have barely scratched the surface of this process/plan for writing, even though it was in Open Court...in a "bare-bones" way.

42 I think that OC is rich program at the primary level. The balance between the phonemic awareness and phonics instruction has been quite successful for the majority of our students.

43 When selecting a reading program for the district, we should also keep in mind that the top tier of students (RTI) need a separate, systematic approach toward reading. The entire district should be adopting the same program i.e. SLANTS, Wilson, etc. Training should be provided as well. Just as the homeroom teachers must be accountable for teaching a district-wide curriculum, so should our Language Arts Specialists, Title I and Special Ed. teachers. If a top tier student receiving resource skills at Whittier transfers over to Lincoln, the transition, at least in terms of curriculum, should be smooth. Furthermore, if the district would choose one program for intensive intervention, it would be a wonderful resource available to the homeroom teachers for differentiated instruction.

44 Phonetic approach-we already know how important this area is to our students.

45 Phonics! Phonics! Phonics!

46 Blending, decoding, phonemic awareness.

47 I like the parent letters with the core vocabulary and spelling lists. I also like how each story focuses on a specific reading comprehension skill as well as the listening CD for previewing stories.

48 I'd like to maintain a solid section/component on direct phonemic awareness and phonics instruction. I'm not so fond of the pacing in Open Court (sometimes skills are presented too slowly, and sometimes skills that students could master are only touched on).

49 P.A. activities, but ones that are more challenging.

50 I really like the thematic units of OC. OC is very diverse in who it represents

51 I like all of the components of OC, but I think there should be more phonemic awareness activities at K and 1. Also, I would like to see more practice for the beginning levels of phonics instruction. OC may move too fast for half of the students. I am new to K-2 and have never used Open Court in the regular education classroom. I feel this answer is better answered by the core regular education teachers and I value their opinions on this question.

52 I feel the current reading series is not extremely helpful. It is very easy for many of my kids. I really would like to have leveled readers. This would allow me to have reading groups that can be differentiated to each student's needs.

53 Strong phonemic awareness and phonics skills in the primary grades

54 Rich literature in the intermediate grades - many non-fiction selections

55 Valid assessments

56 Skill based assessments

57 I very much like the comprehension assessments and extended response selections from Open Court. These give students valuable practice and it helps to monitor students understanding.

58 Spelling

59 I hope the new curriculum has lots of hands-on materials (picture, letter, and word cards). I also like the current alphabet cards with picture and motion clues for the letters. I like the literature choices in kindergarten, but I feel that I can continue to read the books I really think are appropriate even if they are not part of the new curriculum. I like having multiple units with one main theme for each.

60 I think we need to keep the explicit phonics instruction for the primary grades. Step by step sequential phonemic awareness and phonics instruction. Children need focused instruction in decoding to become competent readers, writers and spellers. All children need to develop automatic word recognition to become fluent readers who comprehend text.

61 I like the decodables and the big books.

62 Phonemic awareness, phonics, and decoding is very important for first grade. Vocabulary, spelling, grammar, fluency, and comprehension would be harder to teach if the children were not aware of sounds and how they blend to make words. Open Court and Heggerty start their curriculum this way. Using both this year, I've seen a big difference in their reading and writing.

63 I really love teaching with Open Court. As a looping teacher in grades 1-2, I value the solid, sequential phonics foundation that the curriculum provides. The literature themes are excellent and developmentally appropriate. They provide many opportunities for differentiation. I also like having the Open Court Classics available for students who are reading at higher levels.

64 I'd like to keep: Phonics skills, grammar, spelling. The authentic literacy selections.

65 I do not like Open Court. I am hoping we will get an entirely new curriculum.

66 The focus on multicultural literature and sound spelling cards.

Remaining concerns/comments re reading curriculum:

- 1 Phonics more important in primary grades.
- 2 Novel studies and authentic literature more important in upper grades.
- 3 I like many of the reading selections in the 5th grade Open Court - particularly in the Heritage unit. I think we need more of a balance between the short reading selections and novel studies/literature circles.
- 4 Fewer and appropriate level workbooks. A workbook for spelling is necessary, but comprehension should not be completed in workbooks. It should be done through reading.
- 5 We need a program that is based on brain research where students can be more active in their learning and interact with each other.
- 6 More flexibility is needed with the pace. An overload on skills, required material, and assessments each week does not allow for going into depth.

- 7 More time is needed for writing and less time on isolated skills.
- 8 More opportunity for differentiation for at risk as well as gifted is essential.
- 9 I would like the students to have reading material in their own hands and not on a computer. Kindergarten students need to hold a book. Some of my students do not have access to a computer in their home. I would also hope that there might be a bit more for high achieving readers.

- 10 I really think that differentiation is key for the success of the students. So, leveled readers and authentic literature is really important. That way the kids will actually want to read and not be bored or overwhelmed. ISAT preparation is also something that we have to deal with and it would be nice if the assessments would align with an ISAT style and with the ISAT concepts. That way we wouldn't have to practice because they have been doing it all year!

- 11 please select something that is challenging that has built in differentiation- leveling of reading material
- 12 Please make sure all teachers are adequately trained in the curriculum once it has been selected.
- 13 I am looking forward to new stories, new themes and the possibility of having leveled readers, even at the kindergarten level!
- 14 I would like to see suggested activities or support that can be offered to ESL students when using the chosen series.

- 15 Centers, centers, centers! These are a big focus and the reading curriculum should provide assistance in creating these. Also, 6 + 1 Writing should be incorporated.

- 16 I believe the new curriculum needs to be more challenging. The current curriculum is too basic and slow moving for the expectations that kindergarteners face now. I have to search for a lot of material to challenge my students, which should be available in a reading curriculum.

17 I would like Oak Park to implement the Fountas and Pinnell Guided Reading and Writing program.

18 If there are pre-decodable and decodable type books to send home on a weekly basis that is fine. However, all the other literature should be written by known children's authors and illustrators. We need to have a user friendly series. Materials and components should be easy to find and implement.

19 It is not necessary to have a series that needs to be used across grade levels k-2 can have a different series than 3-5.

20 Comprehension workbook is most wasteful in Open Court. Most of it is over child's head, too difficult to do on own, and understand.

21 Sets of readers are the most important to me. Differentiated guided reading books are crucial in K, 1, and 2.

22 Having sets of leveled readers that coincide with the themes of whatever reading program we adopt is important. The literature should be varied, and reflect the diversity of our students and their families. The program should also include expository text as well as fine literature.

23 As a teacher who has used guided reading with leveled readers and has had great success with my students prior to joining Dist. 97, I think it is essential to find a basal/reading program with leveled readers for guided reading to provide reading support/instruction for each student. This would allow for teachers to differentiate to meet the reading needs of the students in their class.

24 As we are relying more and more on DIBELS as a tool for reading assessment (at least in early grades) I think it would be helpful for the phonemic awareness and phonics instruction to be aligned with DIBELS expectations.

25 I taught using Scott Foresman Reading Street last year as the first year implementation of the new reading curriculum. If you want any feedback from teaching with the curriculum let me know. -Carrie

26 My biggest concern remains; if we constantly test our Children, it won't matter what we choose, we are numbing them to learning.

27 I want to see phonics and phonemic awareness strongly implemented in the primary grades, and a part of reteaching in the intermediate grades.

28 More literature!

29 I feel that there should be more emphasis on a balanced literacy approach as opposed to more of a full phonics-based approach. While those aspects of the current curriculum are important, I feel that it is not the most important aspect of a good reading curriculum. Many first graders come reading already and many of the phonemic awareness and phonics instruction is not fully beneficial for these students. A reading curriculum that is more student-centered and allows for more small group instruction would be ideal.

30 African American students, especially the male students, are not getting culturally relevant reading materials due to resistant teachers.

31 none

32 supplemental libraries (trade books) for each classroom make teaching the lit much more feasible

33 I would like quality literature. I want to see comprehension strategies to go along with the stories, but not so much repetition and same style throughout the whole series.

34 I want more novel studies to use in addition.

35 We need a way to efficiently offer phonics instruction for students who have the phonemic awareness skills in place and who are reading or beginning to read. Sets of small books which instruct specifically in the vowels sounds, vowel teams, digraphs, etc. would be terrific. Recently sets of these books were purchased with money from the state. But they are housed in the library. Each classroom teacher needs a set as part of the curriculum to provide for her students as the need arises.

36 Sets of leveled readers from the new program would be very helpful. Phonemic awareness in the younger grades is already firmly covered using Michael Haggarty.

37 The current reading program doesn't have the students reading enough. That can be supplemented but I'd like to see more stories around the theme in the text. I'd like to also see a strong reading/reflective writing component in the series that starts early on. In order to write a reflective essay about a story, students need to know how to "think about" a story and that level of discussion should start in K,1. So, meaty questions to facilitate a discussion would be very helpful.

Thanks for asking!!

38 Stories in text and decodables are not engaging. Many end with students saying, "Is that it?"

39 If we are implementing 6+1 traits across the grade levels, I don't think having a writing curriculum integrated within the new reading series is relevant. I like the 6+1 writing traits, but it doesn't fit with our current reading/writing portions of the report card. So if we will be using this as a major part of our teaching and evaluation then it should be reflected on the report card.

40 I'm sure that the new reading program will be vetted against the state standards and if this is the case, it would be nice to see that the report cards would reflect this, too.

41 In terms of content, it is nice to have some familiar content when teaching new skills. . . once the skill is more secure then you can use that skill with new subject / content. I guess I'm saying that there needs to be spiraling in the curriculum.

42 A persisting weakness in OC has been the vocabulary instruction. The DRT supplements my building reading program with vocabulary packets. This has been helpful; however, vocabulary instruction should be thorough, within the curriculum and should reflect current research (McKeown and Beck; academic vocab.; Morzano; etc.) Spelling should be strong and well-thought out, also. Reading assessments that have passages that are too hard and literature selections that are also difficult (readability quite

beyond the grade level), has been a persistent complaint; also poorly planned workbook pages, have been a source of irritation.

43 Research shows that phonemic awareness is the foundation of reading. At the primary level, it is imperative that phonemic awareness and phonics are the bulk of the program.

44 Differentiation potential -lessons need to include remediation as well as extension possibilities.

45 Literature based as well as culturally unbiased materials, resources etc.

46 I think it will be hard to find ONE reading curriculum that will totally meet the needs of the very diverse learners in D97. A strong program is an important foundation upon which teachers can build with supplemental ideas.

47 I would like a reading curriculum that also provides instructional support for writing.

48 Open Court is too loose and open ended for elementary aged students. There needs to be specific lessons for the three types of writing as well as templates that are age appropriate for scaffolding writing skills. I would also like essay assessment questions to tap into higher level comprehension skills that are meaningful.

49 I really like Reading Street

50 Center activities (with supplied materials) would be helpful. Ideally, these materials would be something that a teacher could easily adapt into a small group intervention lesson, or extend to a more challenging level. An alternative to purchasing these materials would be to create a 'system', or plan, for sharing ideas and resources among staff. I'd also like to see our reading program cross subjects, or offer more interdisciplinary options. With increasing demands placed on our daily schedules we really need to be thinking about how we can integrate other subjects into reading (and reading into other subjects). A program that provides a format for doing that would be great!

51 Good luck with your work!

52 The books that we are currently using purchased by the ALE committee, will those books compliment the "new " reading curriculum? Are we retiring the books from the old literature grid? I really like the idea that we could borrow novels from the other schools in our district to support the unit we are trying to teach.

Oc does not address struggling readers.

53 I hope there will be lots of training on how to use the new series. OC was great about giving us many days of training which were invaluable.

54 We should look at "What works clearinghouse" "The What Works Clearinghouse (WWC) a branch of the United States Department of Education (USDE) and the Institute of Education Sciences (IES), released an updated report of research in December 2008. WWC's authoritative and independent assessment confirmed that Reading Recovery is an effective intervention based on scientific evidence"

(http://www.readingrecovery.org/research/what_works/index.asp).

55 I would like the new series to have leveled readers. It needs to be easy to use and have several ideas for differentiated lessons.

56 Leveled readers are important!!! We need to have options for implementing RTI.

57 I would like to see a series that integrates the use of novels as well as anthology stories. It would be nice to alternate them or use them as a differentiation tool without having to prepare them on our own. I also think it is extremely important to have a strong phonemic awareness and phonics foundation in the lower grades that builds into a word analysis approach (roots, syllabication rules etc) in the upper grades. If we do not use 6+1 writing as a district program, then we need to have a strong writing program imbedded in the series so that is consistent and can be built upon year after year. Let's try for common language, common strategies and techniques and consistency!!! We can't all do our own thing.

58 5th grade needs a different kind of reading program from the lower grades. 5th graders should working on higher level skills, ie, "reading to learn", not "learning to read."

59 There is not enough of a Literature component with Open Court. The stories seem boring for most of my students. There isn't enough time scheduled into our day to cover what is expected if we did Open Court with fidelity.

60 Must intergrate writing and grammar. That is a serious weakness of OC.

61 Since we use Heggarty as the focus for our phonemic awareness activities and 6 + 1 for our writing, I feel like these 2 things will continue regardless of which curriculum is selected so, for me, it's not essential that these areas are strongly covered in the new curriculum. I feel confident that a balanced program will be selected. I also want the committee to be conscious of not turning kindergarten into mini-first grade. I know the students are here all day but I don't want the focus to be on teacher directed instruction and paper and pencil activities. Thanks for serving on the committee.

62 We need a good writing program that complements the reading. We need to use the Heggerty Phonemic Awareness drills at the primary level. We need guided reading sets and good literature.

63 Our current curriculum is very strong and research based. I believe it has served our students well.

64 I think the sounds are introduced to late in the school year and I don't like the "writing" section of the curriculum.

65 The decodable books are not my favorite piece of the Open Court curriculum. Some of them are actually not well-written and don't make a lot of sense. Really good leveled-readers would be a big plus.

66 I would like to see us stay with Open Court, and possibly add some good leveled readers, and also add some validated Tier 2 RTI materials.

67 I'd love to choose a curriculum where we could do guided reading with the kids. This would allow for more differentiation in our classrooms. I'd also love something that has centers already set up for us.

68 We should focus on teaching reading strategies and skills through novel studies in the upper grades rather than using a reading anthology or program. We need a writing program.

69 Make sure it is teacher friendly.

70 There has to be challenging material for kids coming to 1st grade who are very good readers.

71 I have concerns that the only path for this adoption seems to be with a basal series. It seems that after using Open Court, many teachers, especially in the upper grades were looking for other materials than the basal to use in their classroom. Many classrooms are just getting used to using 6 trait writing, and the basals will have writing components that are different from what we've just gotten used to. The basal series often seem overwhelming and difficult to pick and choose which concepts could reasonably be covered within the school day/year by a given teacher.

72 The comprehension strategies are a critical part of the reading program. I do believe more guided practice is needed.

Attachment 2: Draft Notes from Initial Vendor Presentations
(shared by members of the reading committee)

1.) Houghton Mifflin Harcourt – Journeys

All grades have: Decodables, practice books, address the 5 essential elements of reading, and audio cds.

K- Big Books

- Connection to science or social studies (paired selections)
- Instructional flip chart – write on w/ dry erase
- Alphafriends- phonemic awareness and phonics
 - can be used with M. Hagg.
 - catchy songs (“Larry Lion” to “Twinkle Twinkle Litter Star”
- Separate components for each (ph. Aw/ phon.)

Student Materials:

- 5 wks. instruction for each unit
- Separate Vocab. Cards w/ activities :)
- Vocab. Readers (sm. Books)
- Leveled Readers include key vocab.
- Gr. 1-5 Core/ Paired selections (2 stories)
- Core/paired – whole grp. Instruct.
- *Making Connections (ISAT connect.)*
- graphic organizers- “Grab & Go” Kit
- Grammar connected to writing
- Digital/Auditory- Write Smart
 - o Used for enrich. Or reinforce.
- 90 mins. Reading instruct. Whole grp/sm. Grp
 - o (30-40 mins. Whle. grp.)
- 60 mins. day grammar/writing/spelling

WOW FACTOR!

- 6th Unit (1 mag./child)
- Magazine Unit (Only grades 3 - 5)
- Mostly nonfiction articles
- Below, on level, high level novel
- 3 separate novels
- "Different vehicle of delivery"
- Can be used for liter. Circles

Instructional Design: (Teacher Guide)

- Sideways Manual organized with tabs
- Whole grp/sm grp tabs
- FOCUS WALL - Like a "road map" comes in poster format :)
- Focus wall is DIGITAL!!!
 - o Access to RTI components
 - o Games
 - o Splash into phonics (primary)
 - o Transparencies/ graphic org. online!
 - o Assign leveled readers to each s/s account - audio- it reads to them!
 - o s/s have their own log in / psswrd.

Write-In Reader - Tier 2 intervention

- Digital - take notes on digital page & print
- 2 diff. speeds of readability
- Online access to all leveled text!

Ready Made Work Stations

- Leveled - Beg., On Level, Challenge
- Spiral Book

Grab "n" Go Work Box:

- Tabs- graphic org.
- transparencies

- INCLUDED in Reading Package
- 1 Box for the whole year
- Can be accessed online(Great for resource teacher)

Comprehensive Lang. & Literacy Guide

- Alternative to teaching Whle. Grp. Instruct.
- Readers Workshop – replaces whle. grp., not small grp.

Assessment

- 5 Steps for Success
- Pick and choose your assessment
- Weekly assessments (Grab n Go Kit)
- Unit and Benchmark Assess.
 - Multiple choice
 - Constructed response
 - Writing component
 - Indep. Of the story being read
 - Summative assess.

RTI – Tiers 1 – 3:

Tier 1: Core Instruction

- Leveled Readers (4 diff. levels)
 - strug. Read, on level, high level, ELL
 - same vocab. as core reader
 - designed by Irene Fountas*
- Language support cards
 - Helps w/ oral lang. develop.
- Embedded Challenge Instruction
 - Internet
 - Unit Project

- Chall. Novel (3-6)
- (Small grp:)
- Destination Reading
 - Write Smart
 - Challenge LR

Tier 2: Strategic Intervention

- Write-In Reader (Unique to HM)
- Auditory
- Teaches them how to go back into text to find the answers
 - Stop, Think, Write
- Curious About Words
 - 15 mins. Instruct. – small grp.
 - Read Alouds, Daily Lessons
 - Oral Vocab. (K -3)
 - Weekly Pre & Post Tests

Tier 3: Intensive Intervention

Reading Tool Kit:

- 90 lessons for each skill
- Skill Based Intervention
- Oral Read., Phon. Aw., Phonics, Phonics & Decoding, Vocab., Read. Compre.

2.) Reading Street: Scott Foresman – Pearson

Research Based:

Sustained Concept & Lang. Development

Teacher Manual:

6 Units in the program

Teacher manual designed to be lighter

Tabs on side of Teacher Manual

-Story Tabs, Customize Writing, Customize Literacy

Concept Talk – Video

Whle. grp and Sm. Grp. Sections

All Leveled Readers available online

Structure:

Unit Conc

1

am Talk

vocab.

– Sets

– Science & soc. Studies connections

-Writing opport. Daily basis

- Teach kids how to use Technology in read.

Concept Talk Video

- start the week w/ video

- focus question

Priority Skills:

Ph. Aw. – Blending & segmenting

Phonics – word reading

Fluency – Wrds. Correct/ min.

Vocab.- Word knowledge

Compre.- Retelling

Success Tracker – Online
Assess, Diagnose, & Remediate
Vocabulary:

“Amazing Words”

Oral Vocab. Routine

Taught through music and songs

- K, 1 – Large posters w/ songs
- CD that plays the songs
- All songs are online

Student Edition:

Award Winning Literature

Electronic – online

- auditory
- www.readingstreet.com
- most stories are found online

6 volumes (Grades K-1)

2 student volumes (Grades 2 – 5)

(K-2) Phonics: “Listen For” page (Like a Where’s Waldo page)

Build Word Structure

Electronic Tools

Letter Building Board (Drap & Drop letters)

Blend & Seg. Letters

Spell. List matches same phonics strategies

Author/illust. Page

Think Critically Page

(3 – 5) Skills/Strategies

Phonics: Chunks of Words

Vocabulary

Additional short story (1 page) w/ vocab.

Author/Illust. page

Think Critically Page

Vocabulary Cards (Included in all grades)

- flash cards
- Envision It: Technology Link
- Cards: great for writing prompts

- 5 questions

Envision It

- Visual Strategies Handbook
- Background Knowledge, Important Ideas, Inferring, Monitor & Clarify, Predict & Set Purpose, Questioning, Story Structure, Summarize, Text Structure, Visualize
 - All created into a short comic video
 - Can be accessed at home online

Leveled Readers

- 4/story
- Green (below), Yellow (on level), Blue (High), 2 yr. below reading level (concept leveled reader) (orange)
- Decodable Reader (K-3)

Writing Connection

- Integrated with read. / Used daily
- 21st Century Learning
- Grammar Jammars - videos (online)
- Writing wkshp.

Practice Stations

- 6 per week
- Word Wise, Word Work, Words to Know, Let's Write, Read for Meaning, Get Fluent
- some teacher planning involved
- Technology component for each skill

Assessments:

- Electronic
- Assessment Handbook
 - o Includes checklists for teacher
- ! (Exclamation Point) found during the lessons
 - o informal
 - o progress monitoring throughout the week
- Need to print tests each week???

Student Workbook

- 1 workbook
- all skills in 1 book
- online OR on a CD

RTI - Parallel concepts

T1 - Core Instruction

T2 - Guided reading

T3 - Sidewalks

- Additional cost

www.nctcsontraining.com for more info.

3.) SRA – McMillan/McGraw-Hill

Imagine It!

(grades K-5) 2 student editions

(grades 4 -6) 1 student edition

Research

Known for its success in Phonics Instruction

3 part lesson plan (Green, Red, Blue)

New: 5 components in Reading

Technology

Eskills, egames, ebackground builder

Sound/Spelling Cards are online now!

Planner for Teachers – online

Inquiry and Workshop – more manageable

Alphabet Big Book – K

Explicit Systematic Phonics

Sound/Spelling Cards

Foundation of Instruction: Fluency

Leveled Readers:

Begin in 1st Grade

4 levels: Beginning, On level, Above and ELL

e fluency – online

Record their voice and listen back

Fluency Readers

Divided by Unit (not every single week)

Vocabulary:

Introduced in student reader

New: Theme Vocab. Word for each story

Vocab. Activities and transparency

Technology piece

Vocab. game can be played during workshop time

Science Inquiry / Soc. Studies page for each story

Writing

6 plus Traits

Teach/guided/apply/review practice

Assessments

Starting in 1st grade, s/s practice test taking strategies.

Weekly Assessment

End of Unit Celebrations

Benchmark takes the place of the Unit Assessment

Differentiating Instruction FOR WORKSHOP!

Levels: Approaching, On Level, ELL & Above Level;

Workshop Kit: Games, manipulatives, CD, Curr. Connection

Cards: art, math, science, & Soc. Studies

Eskills for egames

Differentiated readers for Science and Soc. Studies

Listening Library for Main Selections

Intervention Guide

Tier 2 Instruction (Approaching Level)

Connects to skills learned in main selection

OR connecting skills/strategies to fluency level

Intervention Kits – put out materials

Kaleidoscope – Focus on the Individual

Used w/ mixed ability groups

4, 5, 6th grades – Challenge novels

Progress Monitoring:

Assessments can be taken online

Kids can be grouped

einquiry - kids can go to webquests
Resources: www.srainagineit.com/il
(preview site, includes games)
www.imagineitreading.com (free!)

4.) McGraw-Hill

TREASURES

Grades 2-3 (2 student additions)
Grades 4 - 6 (1 student addition)
TIME For Kids in every grade!
Student Addition is available online

Highlights:

Connected with Weekly Themes
Excellent graphic organizers
Selections are connected based on the Theme
End of selection has a comprehension check page
Retelling Cards w/ a routine (retelling) (2/3rd gr.)
Reading & Writing Connection page
TIME For Kids magazine

Writing

QAR - Question-Answer-Relationship
Right there (Locate)
Think & Search (Combine)
Author & Me (Connect)
On my own (Analyze)

Need: Scope & Sequence Skills
 Scaffold instruction
 Sentences to paragraphs

Guided to indep. Writing
Conferencing & revising routine

Leveled Readers

Approaching, On, Beyond, ELL
Same story, different levels

Triumphs Intervention (RTI)

Connected Resources

Same Theme, Comprehension skill, & graphic organizer

Treasure Chest – Lang. Support Resources

Same theme, comprehension skill, & graphic organizer

Oral Vocab. Cards

Tier 2

Teacher Manual:

White pages = Whole Group

Yellow pages = Small Group

Fluency

Jan Hasbrook

Leveled Text – App., On, Above level

Audio Support

Multiple Assessment Options

Diagnostic Assess.

Unit Assess.

Student Wkly Assess.

Benchmark Assess.

Fluency Assess.

Running Records

Online Assessment

Progress Reporter

Ready Made Centers-spiral (All Grade Levels)

Weekly Contracts

Rotation Chart

Attachment 3: McGraw-Hill School Education Group Price Quote

McGraw-Hill School Education Group

Price Quote

Quote Number: **TD00405171000QU04**

Oak Park School District 97
 Ms. Carol Theesfeld
 970 Madison St
 Oak Park, IL 60302
 (708) 524-3000
 Account Number: 268765
 Site Number: 314816
 MCH:

Issued By: Tom Drabant
 680C Versailles Circle
 Elk Grove Village, IL 60007
 Phone: (847) 290-1763
 Fax:
 E-Mail: tom_drabant@mcgraw-hill.com

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 (Shipping and handling charges are not included in the quote total. Actual charges for shipping, handling and tax (if applicable) will be applied at the time of order.)

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<u>978-0-022-06474-7</u>	GR 1 RD11 RETELLING CARDS	28	\$114.93	\$3,218.04	\$0.00
<u>978-0-022-02028-6</u>	GR 1 RD10 ORAL VOCAB CARDS	28	\$101.97	\$2,855.16	\$0.00
<u>978-0-022-02114-6</u>	GR 1 RD10 HIGH-FREQUENCY	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-06534-8</u>	GR 1 RD11 VOCABULARY CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-02041-5</u>	TREASURES SOUND SPELL K-6	28	\$102.45	\$2,868.60	\$0.00
<u>978-0-022-07417-3</u>	GR K-2 RD11 STRATEGIC VOCAB TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07439-5</u>	GR K-2 RD11 STRAT FLUENCY TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07444-9</u>	GR K-2 RD11 STRAT PHONICS TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07445-6</u>	GR K-2 RD11 STRA INTER COMP TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07441-8</u>	GR K-2 RD11 STRAT PHONEMIC TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07712-9</u>	GR 1 RD11 LVL RD COLL AP(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07713-6</u>	GR 1 RD11 LVL RD COLL ON(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07714-3</u>	GR 1 RD11 LVL RD COLL BE(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07983-3</u>	GR 1 RD11 SE WORKS PLUS <i>*tech</i>	28	\$143.64	\$4,021.92	\$0.00
<u>978-0-022-07977-2</u>	GR 1 RD11 TE WORKS PLUS <i>*tech</i>	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-07970-3</u>	GR 1 RD11 CLASSRM PRES TOOLKIT	28	\$102.96	\$2,882.88	\$0.00
<u>978-0-022-07922-2</u>	TREASURES BOOKLINK K-6	28	\$51.99	\$1,455.72	\$0.00
<u>978-0-022-08013-6</u>	GR 1 RD11 EXAMVIEW TEST GEN	28	\$158.61	\$4,441.08	\$0.00
<u>978-0-022-07652-8</u>	TREASURES LISTENING LIBRARY 1	28	\$70.71	\$1,979.88	\$0.00
<u>978-0-022-08049-5</u>	GR 1 RD11 LISTEN LIB: AP CD	28	\$70.71	\$1,979.88	\$0.00
<u>978-0-022-07933-8</u>	GR 1 RD11 LISTEN LIB: OL LVL	28	\$70.71	\$1,979.88	\$0.00
<u>978-0-022-08050-1</u>	GR 1 RD11 LISTEN LIB: BEY CD	28	\$70.71	\$1,979.88	\$0.00

Grade Two

<u>978-0-022-01731-6</u>	GR 2 RD11 NAT PUPIL ED BK 1	600	\$41.55	\$0.00	\$24,930.00
<u>978-0-022-01732-3</u>	GR 2 RD11 NAT PUPIL ED BK 2	600	\$41.55	\$0.00	\$24,930.00
<u>978-0-022-08012-9</u>	GR 2 RD11 DECODE RDR PKG (6/6)	28	\$225.15	\$0.00	\$6,304.20
<u>978-0-022-07794-5</u>	GR 2 RD11 TFK NAT EDITION	600	\$15.48	\$9,288.00	\$0.00
<u>978-0-022-08032-7</u>	GR 2 RD11 NAT TEACHER'S ED PKG	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-08022-8</u>	GR 2 RD11 LIT BIG BOOK PKG	28	\$306.81	\$8,590.68	\$0.00
<u>978-0-022-08026-6</u>	GR 2 RD11 TEACHER RESOURCE	28	\$509.61	\$14,269.08	\$0.00
<u>978-0-022-06508-9</u>	GR 2 RD11 VISUAL VOCAB RES	28	\$56.16	\$1,572.48	\$0.00
<u>978-0-022-07419-7</u>	GR 2 RD11 NAT TFK TE MANUAL	28	\$32.25	\$903.00	\$0.00
<u>978-0-022-07552-1</u>	GR 2 RD11 WORKSTAT FLIP PK(4)	28	\$151.83	\$4,251.24	\$0.00
<u>978-0-021-93958-9</u>	GR K-6 BENCHMARK RUNNING	28	\$54.99	\$1,539.72	\$0.00
<u>978-0-022-06475-4</u>	GR 2 RD11 RETELLING CARDS	28	\$114.93	\$3,218.04	\$0.00
<u>978-0-022-02029-3</u>	GR 2 RD10 ORAL VOCAB CARDS	28	\$101.97	\$2,855.16	\$0.00
<u>978-0-022-07415-9</u>	GR 2 RD11 HIGH-FREQUENCY	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-06535-5</u>	GR 2 RD11 VOCABULARY CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-07417-3</u>	GR K-2 RD11 STRATEGIC VOCAB TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07439-5</u>	GR K-2 RD11 STRAT FLUENCY TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07444-9</u>	GR K-2 RD11 STRAT PHONICS TE	28	\$8.85	\$247.80	\$0.00

<u>978-0-022-07445-6</u>	GR K-2 RD11 STRA INTER COMP TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07441-8</u>	GR K-2 RD11 STRAT PHONEMIC TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07720-4</u>	GR 2 RD11 LVL RD COLL AP(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07721-1</u>	GR 2 RD11 LVL RD COLL ON(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07722-8</u>	GR 2 RD11 LVL RD COLL BE(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07984-0</u>	GR 2 RD11 SE WORKS PLUS	1	\$83.10	\$83.10	\$0.00
<u>978-0-022-07978-9</u>	GR 2 RD11 TE WORKS PLUS	1	\$459.15	\$459.15	\$0.00
<u>978-0-022-07971-0</u>	GR 2 RD11 CLASSRM PRES TOOLKIT	1	\$102.96	\$102.96	\$0.00
<u>978-0-022-07922-2</u>	TREASURES BOOKLINK K-6	1	\$51.99	\$51.99	\$0.00
<u>978-0-022-07996-3</u>	GR 2 RD11 EXAMVIEW TEST GEN	1	\$158.61	\$158.61	\$0.00
<u>978-0-022-07653-5</u>	TREASURES LISTENING LIBRARY 2	1	\$70.71	\$70.71	\$0.00
<u>978-0-022-08052-5</u>	GR 2 RD11 LISTEN LIB: AP CD	1	\$70.71	\$70.71	\$0.00
<u>978-0-022-07934-5</u>	GR 2 RD11 LISTEN LIB: OL LVL	1	\$70.71	\$70.71	\$0.00
<u>978-0-022-08053-2</u>	GR 2 RD11 LISTEN LIB: BEY CD	1	\$70.71	\$70.71	\$0.00

Grade Three

<u>978-0-022-01733-0</u>	GR 3 RD11 NAT PUPIL ED BK 1	600	\$43.74	\$0.00	\$26,244.00
<u>978-0-022-01734-7</u>	GR 3 RD11 NAT PUPIL ED BK 2	600	\$43.74	\$0.00	\$26,244.00
<u>978-0-022-07795-2</u>	GR 3 RD11 TFK NAT EDITION	600	\$15.48	\$9,288.00	\$0.00
<u>978-0-022-08033-4</u>	GR 3 RD11 NAT TEACHER'S ED PKG	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-08027-3</u>	GR 3 RD11 TEACHER RESOURCE	28	\$536.61	\$15,025.08	\$0.00
<u>978-0-022-07456-2</u>	GR 3 RD11 NAT TFK TE MANUAL	28	\$32.25	\$903.00	\$0.00
<u>978-0-022-07553-8</u>	GR 3 RD11 WORKSTAT FLIP PK(4)	28	\$151.83	\$4,251.24	\$0.00
<u>978-0-021-93958-9</u>	GR K-6 BENCHMARK RUNNING	28	\$54.99	\$1,539.72	\$0.00
<u>978-0-022-02030-9</u>	GR 3 RD10 ORAL VOCAB CARDS	28	\$99.99	\$2,799.72	\$0.00
<u>978-0-022-02116-0</u>	GR 3-6 RD10 HIGH-FREQUEN CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-06536-2</u>	GR 3 RD11 VOCABULARY CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-02120-7</u>	GR 3 RD10 WORD BUILD CARDS LG	28	\$74.85	\$2,095.80	\$0.00
<u>978-0-022-02041-5</u>	TREASURES SOUND SPELL K-6	28	\$102.45	\$2,868.60	\$0.00
<u>978-0-022-07418-0</u>	GR 3-6 RD11 STRATEGIC VOCAB TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07440-1</u>	GR 3-6 RD11 STRAT FLUENCY TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07443-2</u>	GR 4-5 RD11 STRAT PHONICS TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07446-3</u>	GR 3-6 RD11 STRAT COMP TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07442-5</u>	GR 3-6 RD11 STRATEGIC WRITE TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07728-0</u>	GR 3 RD11 LVL RD COLL AP(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07729-7</u>	GR 3 RD11 LVL RD COLL ON(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07730-3</u>	GR 3 RD11 LVL RD COLL BE(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07985-7</u>	GR 3 RD11 SE WORKS PLUS	28	\$87.48	\$2,449.44	\$0.00
<u>978-0-022-07979-6</u>	GR 3 RD11 TE WORKS PLUS	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-07972-7</u>	GR 3 RD11 CLASSRM PRES TOOLKIT	28	\$102.96	\$2,882.88	\$0.00
<u>978-0-022-07922-2</u>	TREASURES BOOKLINK K-6	28	\$51.99	\$1,455.72	\$0.00
<u>978-0-022-07997-0</u>	GR 3 RD11 EXAMVIEW TEST GEN	28	\$158.61	\$4,441.08	\$0.00
<u>978-0-022-07654-2</u>	TREASURES LISTENING LIBRARY 3	28	\$70.71	\$1,979.88	\$0.00
<u>978-0-022-08055-6</u>	GR 3 RD11 LISTEN LIB: AP CD	28	\$70.71	\$1,979.88	\$0.00
<u>978-0-022-07935-2</u>	GR 3 RD11 LISTEN LIB: OL LVL	28	\$70.71	\$1,979.88	\$0.00
<u>978-0-022-08056-3</u>	GR 3 RD11 LISTEN LIB: BEY CD	28	\$70.71	\$1,979.88	\$0.00

Grade Four

<u>978-0-022-01735-4</u>	GR 4 RD11 NAT PUPIL EDITION	600	\$59.70	\$0.00	\$35,820.00
<u>978-0-022-07796-9</u>	GR 4 RD11 TFK NAT EDITION	600	\$15.48	\$9,288.00	\$0.00

<u>978-0-022-08034-1</u>	GR 4 RD11 NAT TEACHER'S ED PKG	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-08028-0</u>	GR 4 RD11 TEACHER RESOURCE	28	\$533.01	\$14,924.28	\$0.00
<u>978-0-022-07798-3</u>	GR 4 RD11 TFK NAT ED TE MANUAL	28	\$32.25	\$903.00	\$0.00
<u>978-0-022-07554-5</u>	GR 4 RD11 WORKSTAT FLIP PK(4)	28	\$151.83	\$4,251.24	\$0.00
<u>978-0-021-93958-9</u>	GR K-6 BENCHMARK RUNNING	28	\$54.99	\$1,539.72	\$0.00
<u>978-0-022-02116-0</u>	GR 3-6 RD10 HIGH-FREQUEN CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-06537-9</u>	GR 4 RD11 VOCABULARY CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-02121-4</u>	GR 4 RD10 WORD BUILD CARDS LG	28	\$74.85	\$2,095.80	\$0.00
<u>978-0-022-07418-0</u>	GR 3-6 RD11 STRATEGIC VOCAB TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07440-1</u>	GR 3-6 RD11 STRAT FLUENCY TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07443-2</u>	GR 4-5 RD11 STRAT PHONICS TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07446-3</u>	GR 3-6 RD11 STRAT COMP TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07442-5</u>	GR 3-6 RD11 STRATEGIC WRITE TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07736-5</u>	GR 4 RD11 LVL RD COLL AP(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07737-2</u>	GR 4 RD11 LVL RD COLL ON(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07738-9</u>	GR 4 RD11 LVL RD COLL BE(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07986-4</u>	GR 4 RD11 SE WORKS PLUS	28	\$59.70	\$1,671.60	\$0.00
<u>978-0-022-07980-2</u>	GR 4 RD11 TE WORKS PLUS	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-07973-4</u>	GR 4 RD11 CLASSRM PRES TOOLKIT	28	\$102.96	\$2,882.88	\$0.00
<u>978-0-022-07922-2</u>	TREASURES BOOKLINK K-6	28	\$51.99	\$1,455.72	\$0.00
<u>978-0-022-07998-7</u>	GR 4 RD11 EXAMVIEW TEST GEN	28	\$158.61	\$4,441.08	\$0.00
<u>978-0-022-07655-9</u>	TREASURES LISTENING LIBRARY 4	28	\$83.73	\$2,344.44	\$0.00
<u>978-0-022-08058-7</u>	GR 4 RD11 LISTEN LIB: AP CD	28	\$83.73	\$2,344.44	\$0.00
<u>978-0-022-07936-9</u>	GR 4 RD11 LISTEN LIB: OL LVL	28	\$83.73	\$2,344.44	\$0.00
<u>978-0-022-08059-4</u>	GR 4 RD11 LISTEN LIB: BEY CD	28	\$83.73	\$2,344.44	\$0.00

Grade Five

<u>978-0-022-01736-1</u>	GR 5 RD11 NAT PUPIL EDITION	600	\$59.70	\$0.00	\$35,820.00
<u>978-0-022-07797-6</u>	GR 5 RD11 TFK NAT EDITION	600	\$15.48	\$9,288.00	\$0.00
<u>978-0-022-08035-8</u>	GR 5 RD11 NAT TEACHER'S ED PKG	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-08029-7</u>	GR 5 RD11 TEACHER RESOURCE	28	\$523.65	\$14,662.20	\$0.00
<u>978-0-022-07799-0</u>	GR 5-6 RD11 TFK NAT TE MANUAL	28	\$32.25	\$903.00	\$0.00
<u>978-0-022-06511-9</u>	GR 5 RD11 VISUAL VOCAB RES	28	\$56.16	\$1,572.48	\$0.00
<u>978-0-022-07555-2</u>	GR 5 RD11 WORKSTAT FLIP PK(4)	28	\$151.83	\$4,251.24	\$0.00
<u>978-0-021-93958-9</u>	GR K-6 BENCHMARK RUNNING	28	\$54.99	\$1,539.72	\$0.00
<u>978-0-022-06538-6</u>	GR 5 RD11 VOCABULARY CARDS	28	\$99.33	\$2,781.24	\$0.00
<u>978-0-022-07418-0</u>	GR 3-6 RD11 STRATEGIC VOCAB TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07440-1</u>	GR 3-6 RD11 STRAT FLUENCY TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07443-2</u>	GR 4-5 RD11 STRAT PHONICS TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07446-3</u>	GR 3-6 RD11 STRAT COMP TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07442-5</u>	GR 3-6 RD11 STRATEGIC WRITE TE	28	\$8.85	\$247.80	\$0.00
<u>978-0-022-07744-0</u>	GR 5 RD11 LVL RD COLL AP(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07745-7</u>	GR 5 RD11 LVL RD COLL ON(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07746-4</u>	GR 5 RD11 LVL RD COLL BE(6/30)	28	\$759.30	\$21,260.40	\$0.00
<u>978-0-022-07987-1</u>	GR 5 RD11 SE WORKS PLUS	28	\$59.70	\$1,671.60	\$0.00
<u>978-0-022-07981-9</u>	GR 5 RD11 TE WORKS PLUS	28	\$459.15	\$12,856.20	\$0.00
<u>978-0-022-07974-1</u>	GR 5 RD11 CLASSRM PRES TOOLKIT	28	\$102.96	\$2,882.88	\$0.00
<u>978-0-022-07922-2</u>	TREASURES BOOKLINK K-6	28	\$51.99	\$1,455.72	\$0.00
<u>978-0-022-07656-6</u>	TREASURES LISTENING LIBRARY 5	28	\$83.73	\$2,344.44	\$0.00
<u>978-0-022-08061-7</u>	GR 5 RD11 LISTEN LIB: AP CD	28	\$83.73	\$2,344.44	\$0.00
<u>978-0-022-07937-6</u>	GR 5 RD11 LISTEN LIB: OL LVL	28	\$83.73	\$2,344.44	\$0.00

<u>978-0-022-08062-4</u>	GR 5 RD11 LISTEN LIB: BEY CD	28	\$83.73	\$2,344.44	\$0.00
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Tesoros Spanish Immersion

Grade One

<u>978-0-021-99116-7</u>	GR 1 SR10 BK 1 PUPIL ED	25	\$24.99	\$0.00	\$624.75
<u>978-0-021-99117-4</u>	GR 1 SR10 BK 2 PUPIL ED	25	\$24.99	\$0.00	\$624.75
<u>978-0-021-99118-1</u>	GR 1 SR10 BK 3 PUPIL ED	25	\$24.99	\$0.00	\$624.75
<u>978-0-021-99119-8</u>	GR 1 SR10 BK 4 PUPIL ED	25	\$24.99	\$0.00	\$624.75
<u>978-0-021-99120-4</u>	GR 1 SR10 BK 5 PUPIL ED	25	\$24.99	\$0.00	\$624.75
<u>978-0-022-03436-8</u>	GR 1 SR10 NAT PUPIL ED BK 6	25	\$24.99	\$0.00	\$624.75
<u>978-0-022-05454-0</u>	GR 1 SR10 TEACHER'S ED PACKAGE	1	\$495.03	\$495.03	\$0.00
<u>978-0-022-04581-4</u>	GR 1 SRD10 TEACHER RES PKG	1	\$434.73	\$434.73	\$0.00
<u>978-0-022-04396-4</u>	GR 1 SRD10 LIT BIG BOOK PKG	1	\$768.48	\$0.00	\$768.48
<u>978-0-021-99177-8</u>	GR 1 SR10 TEACHING CHART	1	\$367.50	\$367.50	\$0.00
<u>978-0-022-00829-1</u>	GR K-6 RD08 NAT SM GROUP GUIDE	1	\$22.35	\$22.35	\$0.00
<u>978-0-021-99935-4</u>	GR 1-6 SR10 GRAPHIC ORG TRANSP	1	\$68.49	\$68.49	\$0.00
<u>978-0-021-99941-5</u>	GR 1 SR10 WRITNG PROCESS	1	\$58.98	\$58.98	\$0.00
<u>978-0-022-04599-9</u>	GR 1 SRD10 RETELLING CARDS PKG	1	\$123.99	\$123.99	\$0.00
<u>978-0-022-04617-0</u>	GR 1 SR10 ORAL VOCAB CARDS	1	\$109.98	\$109.98	\$0.00
<u>978-0-022-04615-6</u>	GR 1 SR10 VOCABULARY CARDS	1	\$106.50	\$106.50	\$0.00
<u>978-0-022-04620-0</u>	GR K -2 SR10 PHOTO CARDS SET	1	\$83.97	\$83.97	\$0.00
<u>978-0-022-04787-0</u>	GR K-2 SR10 ALPHABET CARDS	1	\$80.49	\$80.49	\$0.00
<u>978-0-022-04587-6</u>	GR 1-3 SR10 INTERV PHONEMIC TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04588-3</u>	GR1-3 SR10 INTERV PHONIC/WS TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04591-3</u>	GR 1-3 SR10 INTERV FLUENCY TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04592-0</u>	GR1-3 SR10 INTERV WRIT/GRAM TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04590-6</u>	GR 1-3 SR10 INTERV COMP TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04589-0</u>	GR1-3 SR10 INTERV VOCAB TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04608-8</u>	GR K-1 SR10 HIGH-FREQ CARDS	1	\$18.48	\$18.48	\$0.00
<u>978-0-022-04914-0</u>	GR 1 SRD10 WS FLIPCHART PKG	1	\$163.98	\$163.98	\$0.00
<u>978-0-022-04446-6</u>	GR 1 SRD10 DECODABLE PKG 6 EA	1	\$242.97	\$0.00	\$242.97
<u>978-0-022-04399-5</u>	GR 1 SRD10 SBPR COLL AP(6)	1	\$778.50	\$0.00	\$778.50
<u>978-0-022-04401-5</u>	GR 1 SRD10 SBPR COLL ON(6)	1	\$778.50	\$0.00	\$778.50
<u>978-0-022-04403-9</u>	GR 1 SRD10 SBPR COLL BE(6)	1	\$778.50	\$0.00	\$778.50
<u>978-0-022-05368-0</u>	GR K-6 SR10 ONLINE WEBSITE	1	\$0.00	\$0.00	\$0.00
<u>978-0-022-04404-6</u>	GR 1 SRD10 CON SBPR COLL AT	1	\$129.99	\$129.99	\$0.00
<u>978-0-022-04742-9</u>	GR 1 SR10 TE WORKS CD ROM	1	\$421.17	\$421.17	\$0.00
<u>978-0-022-04708-5</u>	GR 1 SR10 EXAM VIEW CD ROM	1	\$171.09	\$171.09	\$0.00
<u>978-0-022-04714-6</u>	GR 1 SR10 LISTEN LIB CORE/PA	1	\$76.44	\$76.44	\$0.00
<u>978-0-022-04721-4</u>	GR 1 SR10 LISTEN LIB SBPR AP	1	\$76.44	\$76.44	\$0.00
<u>978-0-022-04735-1</u>	GR 1 SR10 LISTEN LIB SBPR OL	1	\$76.50	\$76.50	\$0.00
<u>978-0-022-04728-3</u>	GR 1 SR10 LISTEN LIB SBPR BE	1	\$76.44	\$76.44	\$0.00

Grade Two

<u>978-0-021-99121-1</u>	GR 2 SR10 BK 1 PUPIL ED	25	\$44.49	\$0.00	\$1,112.25
<u>978-0-021-99122-8</u>	GR 2 SR10 BK 2 PUPIL ED	25	\$44.49	\$0.00	\$1,112.25
<u>978-0-022-04448-0</u>	GR 2 SRD10 DECODABLE PKG 6 EA	1	\$242.97	\$0.00	\$242.97
<u>978-0-022-04409-1</u>	GR 2 SRD10 SBPR COLL ON(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04407-7</u>	GR 2 SRD10 SBPR COLL AP(6)	1	\$779.97	\$0.00	\$779.97

<u>978-0-022-04411-4</u>	GR 2 SRD10 SBPR COLL BE(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-05455-7</u>	GR 2 SR10 TEACHER'S ED PACKAGE	1	\$495.03	\$495.03	\$0.00
<u>978-0-022-04582-1</u>	GR 2 SRD10 TEACHER RES PKG	1	\$434.19	\$434.19	\$0.00
<u>978-0-021-99935-4</u>	GR 1-6 SR10 GRAPHIC ORG TRANSP	1	\$68.49	\$68.49	\$0.00
<u>978-0-021-99942-2</u>	GR 2 SR10 WRITNG PROCESS	1	\$180.99	\$180.99	\$0.00
<u>978-0-022-04587-6</u>	GR 1-3 SR10 INTERV PHONEMIC TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04588-3</u>	GR1-3 SR10 INTERV PHONIC/WS TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04589-0</u>	GR1-3 SR10 INTERV VOCAB TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04590-6</u>	GR 1-3 SR10 INTERV COMP TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04591-3</u>	GR 1-3 SR10 INTERV FLUENCY TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04592-0</u>	GR1-3 SR10 INTERV WRIT/GRAM TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04600-2</u>	GR 2 SR10 RETELLING CARDS PKG	1	\$123.99	\$123.99	\$0.00
<u>978-0-022-04616-3</u>	GR 2 SR10 ORAL VOCAB CARDS	1	\$109.98	\$109.98	\$0.00
<u>978-0-022-04614-9</u>	GR 2 SR10 VOCABULARY CARDS	1	\$106.50	\$106.50	\$0.00
<u>978-0-022-04604-0</u>	GR K-2 SR10 SOUND SPELL SMALL	1	\$52.98	\$52.98	\$0.00
<u>978-0-022-04598-2</u>	GR K-6 SR10 WRITE ON/OFF BOARD	1	\$18.48	\$18.48	\$0.00
<u>978-0-022-04915-7</u>	GR 2 SRD10 WS FLIPCHART PKG	1	\$163.98	\$163.98	\$0.00
<u>978-0-022-04709-2</u>	GR 2 SR10 EXAM VIEW CD ROM	1	\$171.09	\$171.09	\$0.00
<u>978-0-022-04743-6</u>	GR 2 SR10 TE WORKS CD ROM	1	\$421.17	\$421.17	\$0.00
<u>978-0-022-00829-1</u>	GR K-6 RD08 NAT SM GROUP GUIDE	1	\$22.35	\$22.35	\$0.00
<u>978-0-022-04412-1</u>	GR 2 SRD10 CON SBPR COLL AT	1	\$129.99	\$129.99	\$0.00
<u>978-0-022-05368-0</u>	GR K-6 SR10 ONLINE WEBSITE	1	\$0.00	\$0.00	\$0.00
<u>978-0-022-04715-3</u>	GR 2 SR10 LISTEN LIB CORE/PA	1	\$76.44	\$76.44	\$0.00
<u>978-0-022-04736-8</u>	GR 2 SR10 LISTEN LIB SBPR OL	1	\$76.50	\$76.50	\$0.00
<u>978-0-022-04729-0</u>	GR 2 SR10 LISTEN LIB SBPR BE	1	\$76.44	\$76.44	\$0.00

Grade Three

<u>978-0-021-99123-5</u>	GR 3 SR10 BK 1 PUPIL ED	25	\$46.50	\$0.00	\$1,162.50
<u>978-0-021-99124-2</u>	GR 3 SR10 BK 2 PUPIL ED	25	\$46.50	\$0.00	\$1,162.50
<u>978-0-022-04415-2</u>	GR 3 SRD10 SBPR COLL AP(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04417-6</u>	GR 3 SRD10 SBPR COLL ON(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04419-0</u>	GR 3 SRD10 SBPR COLL BE(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-05456-4</u>	GR 3 SR10 TEACHER'S ED PACKAGE	1	\$495.03	\$495.03	\$0.00
<u>978-0-022-04583-8</u>	GR 3 SRD10 TEACHER RES PKG	1	\$434.19	\$434.19	\$0.00
<u>978-0-021-99935-4</u>	GR 1-6 SR10 GRAPHIC ORG TRANSP	1	\$68.49	\$68.49	\$0.00
<u>978-0-021-99943-9</u>	GR 3 SR10 WRITNG PROCESS	1	\$128.97	\$128.97	\$0.00
<u>978-0-022-04619-4</u>	GR 3 SR10 ORAL VOCAB CARDS	1	\$109.98	\$109.98	\$0.00
<u>978-0-022-04613-2</u>	GR 3 SR10 VOCABULARY CARDS	1	\$106.50	\$106.50	\$0.00
<u>978-0-022-04916-4</u>	GR 3 SRD10 WS FLIPCHART PKG	1	\$163.98	\$163.98	\$0.00
<u>978-0-022-04587-6</u>	GR 1-3 SR10 INTERV PHONEMIC TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04588-3</u>	GR1-3 SR10 INTERV PHONIC/WS TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04589-0</u>	GR1-3 SR10 INTERV VOCAB TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04590-6</u>	GR 1-3 SR10 INTERV COMP TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04591-3</u>	GR 1-3 SR10 INTERV FLUENCY TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04592-0</u>	GR1-3 SR10 INTERV WRIT/GRAM TE	1	\$8.97	\$8.97	\$0.00
<u>978-0-022-04710-8</u>	GR 3 SR10 EXAM VIEW CD ROM	1	\$171.09	\$171.09	\$0.00
<u>978-0-022-04744-3</u>	GR 3 SR10 TE WORKS CD ROM	1	\$421.17	\$421.17	\$0.00
<u>978-0-022-04420-6</u>	GR 3 SRD10 CON SBPR COLL AT	1	\$129.99	\$129.99	\$0.00
<u>978-0-022-05368-0</u>	GR K-6 SR10 ONLINE WEBSITE	1	\$0.00	\$0.00	\$0.00
<u>978-0-022-04716-0</u>	GR 3 SR10 LISTEN LIB CORE/PA	1	\$76.44	\$76.44	\$0.00
<u>978-0-022-04723-8</u>	GR 3 SR10 LISTEN LIB SBPR AP	1	\$76.44	\$76.44	\$0.00

<u>978-0-022-04737-5</u>	GR 3 SR10 LISTEN LIB SBPR OL	1	\$76.50	\$76.50	\$0.00
<u>978-0-022-04730-6</u>	GR 3 SR10 LISTEN LIB SBPR BE	1	\$76.44	\$76.44	\$0.00

Grade Four

<u>978-0-021-99125-9</u>	GR 4 SR10 PUPIL EDITION	25	\$63.48	\$0.00	\$1,587.00
<u>978-0-022-04423-7</u>	GR 4 SRD10 SBPR COLL AP(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04425-1</u>	GR 4 SRD10 SBPR COLL ON(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04427-5</u>	GR 4 SRD10 SBPR COLL BE(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-05457-1</u>	GR 4 SR10 TEACHER'S ED PACKAGE	1	\$495.03	\$495.03	\$0.00
<u>978-0-022-04584-5</u>	GR 4 SRD10 TEACHER RES PKG	1	\$434.19	\$434.19	\$0.00
<u>978-0-022-04917-1</u>	GR 4 SRD10 WS FLIPCHART PKG	1	\$163.98	\$163.98	\$0.00
<u>978-0-021-99944-6</u>	GR 4 SR10 WRITNG PROCESS	1	\$128.97	\$128.97	\$0.00
<u>978-0-021-99935-4</u>	GR 1-6 SR10 GRAPHIC ORG TRANSP	1	\$68.49	\$68.49	\$0.00
<u>978-0-022-04612-5</u>	GR 4 SR10 VOCABULARY CARDS	1	\$106.50	\$106.50	\$0.00
<u>978-0-022-04711-5</u>	GR 4 SR10 EXAM VIEW CD ROM	1	\$171.09	\$171.09	\$0.00
<u>978-0-022-04745-0</u>	GR 4 SR10 TE WORKS CD ROM	1	\$421.17	\$421.17	\$0.00
<u>978-0-022-04717-7</u>	GR 4 SR10 LISTEN LIB CORE/PA	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-04724-5</u>	GR 4 SR10 LISTEN LIB SBPR AP	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-04731-3</u>	GR 4 SR10 LISTEN LIB SBPR BE	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-04738-2</u>	GR 4 SR10 LISTEN LIB SBPR OL	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-05368-0</u>	GR K-6 SR10 ONLINE WEBSITE	1	\$0.00	\$0.00	\$0.00
<u>978-0-022-04428-2</u>	GR 4 SRD10 CON SBPR COLL AT	1	\$129.99	\$129.99	\$0.00

Grade Five

<u>978-0-021-99126-6</u>	GR 5 SR10 PUPIL EDITION	25	\$63.48	\$0.00	\$1,587.00
<u>978-0-022-04431-2</u>	GR 5 SRD10 SBPR COLL AP(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04433-6</u>	GR 5 SRD10 SBPR COLL ON(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-04435-0</u>	GR 5 SRD10 SBPR COLL BE(6)	1	\$779.97	\$0.00	\$779.97
<u>978-0-022-05458-8</u>	GR 5 SR10 TEACHER'S ED PACKAGE	1	\$495.03	\$495.03	\$0.00
<u>978-0-022-04585-2</u>	GR 5 SRD10 TEACHER RES PKG	1	\$434.19	\$434.19	\$0.00
<u>978-0-021-99935-4</u>	GR 1-6 SR10 GRAPHIC ORG TRANSP	1	\$68.49	\$68.49	\$0.00
<u>978-0-021-99939-2</u>	GR 5 SRD GRAPHIC ORG TRANSP	1	\$68.61	\$68.61	\$0.00
<u>978-0-021-99945-3</u>	GR 5 SR10 WRITNG PROCESS	1	\$128.97	\$128.97	\$0.00
<u>978-0-022-04918-8</u>	GR 5 SRD10 WS FLIPCHART PKG	1	\$163.98	\$163.98	\$0.00
<u>978-0-022-04610-1</u>	GR 5 SR10 VOCABULARY CARDS	1	\$106.50	\$106.50	\$0.00
<u>978-0-022-04436-7</u>	GR 5 SRD10 CON SBPR COLL AT	1	\$129.99	\$129.99	\$0.00
<u>978-0-022-04712-2</u>	GR 5 SR10 EXAM VIEW CD ROM	1	\$171.09	\$171.09	\$0.00
<u>978-0-022-04746-7</u>	GR 5 SR10 TE WORKS CD ROM	1	\$421.17	\$421.17	\$0.00
<u>978-0-022-04718-4</u>	GR 5 SR10 LISTEN LIB CORE/PA	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-04725-2</u>	GR 5 SR10 LISTEN LIB SBPR AP	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-04739-9</u>	GR 5 SR10 LISTEN LIB SBPR OL	1	\$89.97	\$89.97	\$0.00
<u>978-0-022-04732-0</u>	GR 5 SR10 LISTEN LIB SBPR BE	1	\$89.97	\$89.97	\$0.00

Reading Triumphs (Tier II & III Intervention)

<u>978-0-021-02892-4</u>	READ TRIUMPH NATIONAL KIT K	8	\$966.48	\$0.00	\$7,731.84
<u>978-0-021-02985-3</u>	READ TRIUMPH NATIONAL KIT 1	8	\$1,002.48	\$0.00	\$8,019.84
<u>978-0-021-02886-3</u>	READ TRIUMPH NATIONAL KIT 2	8	\$999.99	\$0.00	\$7,999.92
<u>978-0-021-02887-0</u>	READ TRIUMPH NATIONAL KIT 3	8	\$894.48	\$0.00	\$7,155.84
<u>978-0-021-02888-7</u>	READ TRIUMPH NATIONAL KIT 4	8	\$740.49	\$0.00	\$5,923.92

<u>978-0-021-02889-4</u>	READ TRIUMPH NATIONAL KIT 5	8	\$740.49	\$0.00	\$5,923.92
	Total:			\$858,623.28	\$421,404.48
	Estimated Tax:	0.00%			\$0.00
	Grand Total:				<u><u>\$421,404.48</u></u>

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Name of School Official _____
Signature _____

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