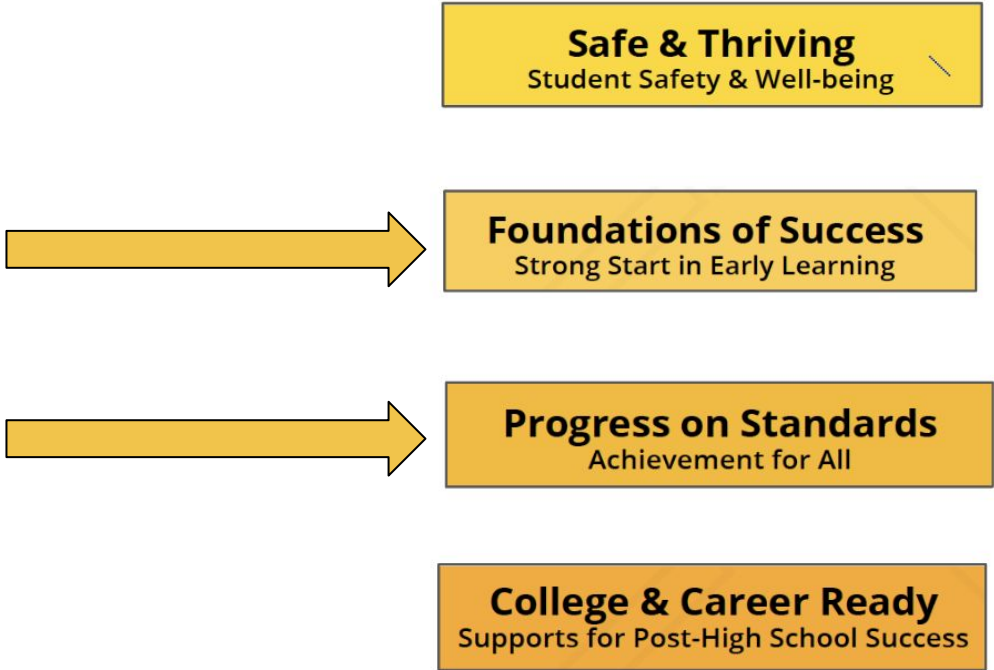


Elementary Language Arts/English Language Proficiency Adoption

Presenters: Dr. Heather Cordie, Robin Kobrowski,
Veronica Galvan, Dr. Toshiko Maurizio, Chrissy
Lawrence and Marcela Ullibarry-Cabrera,
Teaching & Learning

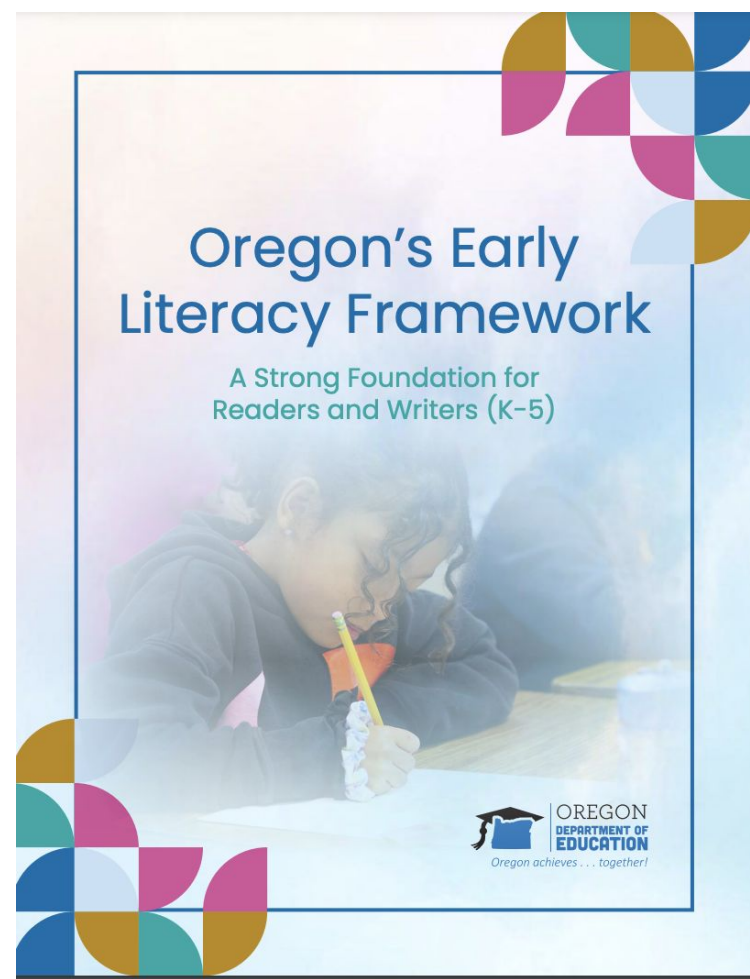
School Board Meeting
April 30, 2024

District Strategic Plan Goal Areas



Oregon's Early Literacy Framework

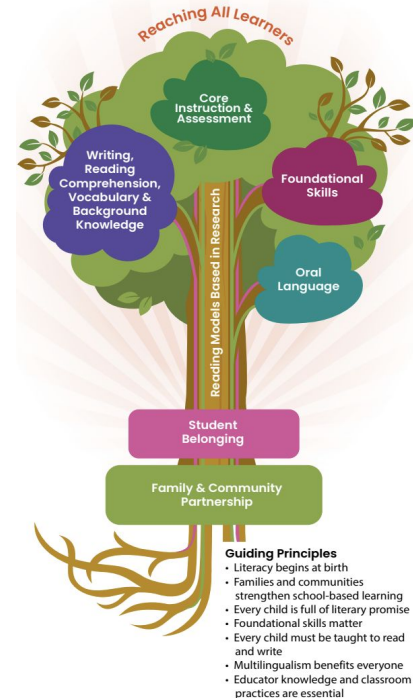
A Strong Foundation for Readers and Writers (K-5)



Literacy Framework: Guiding Principles

- Literacy begins at birth
- Families and communities strengthen school-based learning
- Every child is of literary promise
- Foundational skills matter
- Every child must be taught to read and write
- Multilingualism benefits everyone
- Educator knowledge and classroom practices are essential

Framework Overview

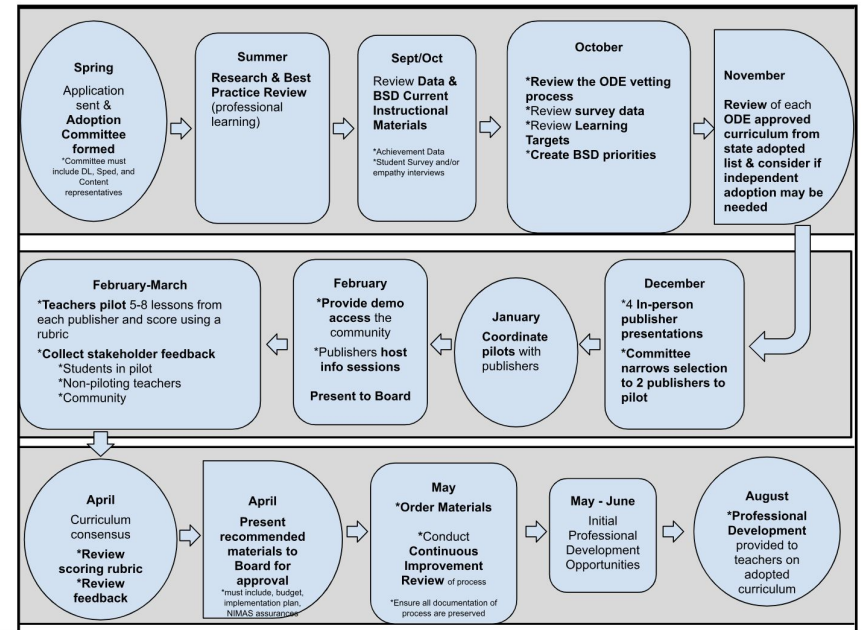


Background and Summary

- State Board of Education adopted updated Language Arts standards in June 2019 and instructional materials in October 2021.
- State Board of Education adopted English Language Proficiency standards in 2013
- The last BSD Language Arts adoption was completed in 2016–17 and the last BSD English Language Proficiency adoption was in 2017.

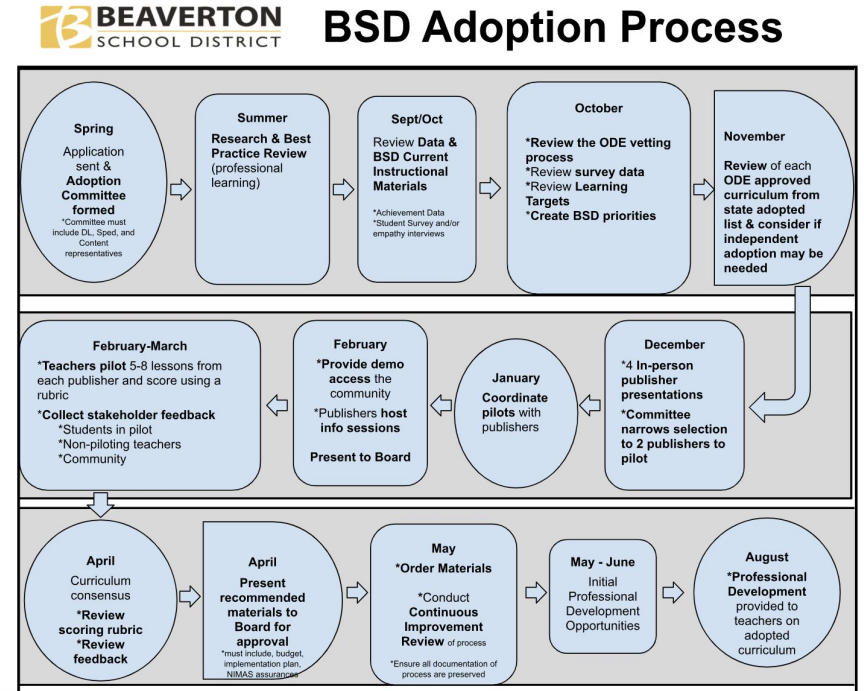
BSD Adoption Process

- The district was asked to complete the LA/ELP review process during the 2023–24 school year.
- New instructional materials will be implemented in classrooms in fall 2024.



BSD Adoption Process

- The K-5 LA/ELP Adoption Committee began meeting in December and has met bi-weekly.
- The committee has followed the process outlined in the [BSD Adoption Process](#) guidance in alignment with Policy II/IIAR.



K-5 LA/ELP Committee Membership

Elementary School Administrators - 5

Parents/Community Members - 5

Elementary School Teachers - 7

English Language Development (ELD) Teachers - 3

Academic Coaches - 4

Dual Language School Coordinators/Teachers - 2

District Academic Specialists (Language Arts, Dual Language, Special Education, ELD) - 5

District Teaching & Learning Administrators - 3

[LA / ELP Adoption Committee Roster](#)

Instructional Materials Review

Adoption committee:

- Reviewed current adopted materials and K-5 teacher [feedback survey](#)
- Learned about [High Quality Instructional Materials \(HQIM\)](#) and impact on student learning
- Studied Oregon's IMET ([Instructional Materials Evaluation Tool](#))

BSD LA/ELP Instructional Materials' Rubric (K-5)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1)	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	There is a large imbalance of informational texts vs. literature.	The mix of informational texts and literature is imbalanced.	There is a 50/50 mix of literature and high-quality informational text.
Evidence-Based Discussion and Writing (Group 1)	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunities for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.
	There is little to no evidence of series of texts that are used to	The materials provide series' texts that build knowledge and	Materials provide a sequence or series of texts that build

Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (K-5):

- Oregon's IMET Criteria (all criteria included)
- Oregon Literacy Framework (added criteria to rubric)
- BSD Priorities & Alignment to Strategic Plan (added criteria to rubric)

BSD LA/ELP Instructional Materials' Rubric (K-5)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1)	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	There is a large imbalance of informational texts vs. literature.	The mix of informational texts and literature is imbalanced.	There is a 50/50 mix of literature and high-quality informational text.
Evidence-Based Discussion and Writing (Group 1)	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.
	There is little to no evidence of series of texts that are used to	The materials provide series' texts that build knowledge and	Materials provide a sequence or series of texts that build

Instructional Materials Review

[BSD LA/ELP Instructional Materials Rubric \(K-5\)](#) used to evaluate five programs on state approved list:

- McGraw Hill
- Houghton Mifflin Harcourt
- Benchmark
- Amplify CKLA
- Imagine Learning

BSD LA/ELP Instructional Materials' Rubric (K-5)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1)	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	There is a large imbalance of informational texts vs. literature.	The mix of informational texts and literature is imbalanced.	There is a 50/50 mix of literature and high-quality informational text.
Evidence-Based Discussion and Writing (Group 1)	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.
	There is little to no evidence of series of texts that are used to	The materials provide series' texts that build knowledge and	Materials provide a sequence or series of texts that build

Pilot: Houghton Mifflin Harcourt and Benchmark

- Based on [Rubric Ranking Results](#), two publishers were selected for pilot:
 - Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!*
 - Benchmark *Advance* and *Adelante*
- K-5 teachers (including classroom, dual language, ELD, specialized programs, and academic coaches) invited to pilot both programs
 - 90 staff selected to pilot (32 schools represented)
 - Two weeks for each pilot with one day of training from publisher
 - **HMH:** March 11-22 and **Benchmark:** April 1-12
 - Evaluations collected from each pilot teacher

Summary of Input

- Pilot Teacher Evaluations:
 - [HMH](#)
 - [Benchmark](#)
 - Includes student input
- Pilot Curriculum [Comparison Data](#) and [Side by Side Data](#)
- [K-5 Teacher Survey Data](#)
- Parent/Community Review Sessions - [online](#) and [in person](#)

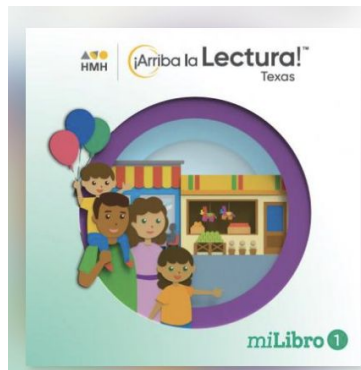
Language Arts (English and Spanish) Curriculum Adoption Recommendation

HMH: *Into Reading* and *Arriba la Lectura*

After review of data, the LA/ELP Adoption Committee is recommending Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* based on the following strengths:

- High quality texts (authentic)
- Diverse representation (in the curriculum and authors)
- Foundational skills (structured literacy)
- Vocabulary instruction (robust and engaging)
- Social Emotional Learning (SEL) components (included in the curriculum)
- Dual language (authentic Spanish vs. translated Spanish)
- Stronger visuals and anchor charts for comprehension

HMH: *Into Reading* and *Arriba la Lectura*



English Language Proficiency Curriculum Adoption Recommendation

HMH: Multilingual Supports

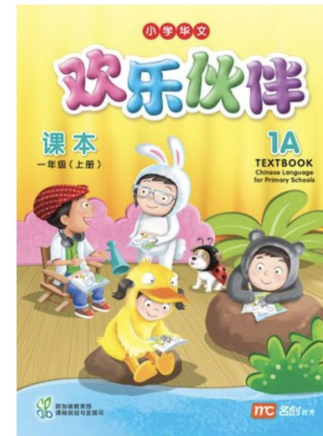
After review of data, the LA/ELP Adoption Committee is recommending Houghton Mifflin Harcourt which should include the following supports for multilingual learners:

- Teacher's Guides for ELD teachers to support the co-teaching model
- Materials that scaffold the learning at the tier 1 level for multilingual learners
- Materials that provide focused support to newcomer students
- Professional development to support classroom and ELD teachers

Mandarin Chinese Dual Language Curriculum Adoption Recommendation

Mandarin Chinese Instructional Materials Recommendations

- Kindergarten:** Adopt Better Chinese (Better Immersion) for the kindergarten level. Better Immersion offers excellent kindergarten/beginning level book series that suit students' needs. For kindergarten semester 2, we can consider incorporating parts of the Singapore Huan Le Huo ban (Happy Friends) Textbook Level 1 into the curriculum to facilitate a smooth transition to 1st grade.
- 1st - 5th grade:** Adopt the Singapore Huan Le Huo ban (Happy Friends) textbook series for 1st grade and higher grade levels. Use Better Immersion to complement the Singapore textbooks.
- Mentor texts to read aloud and practice reading and writing skills



Better Immersion Component List

Better Immersion Level S component

Main Classroom Set:
 * Each Main Classroom Set is valid for 6 years, re-purchase every 6 years.

1. Student Books + **2. Teacher's Materials**

读本Readers (68 books) x 6 sets
 读本大书 (ABC) Reader big book (ABC)
 教师指引(ABCD) Teacher's Guide(ABCD)

3. Class Supplementary Materials x1

新加坡出版社 Singapore Publisher
 汉字卡片 Chinese Character Cards
 练习册 Workbook
 学生小组活动记录 Student Group Activity Record
 测检本 Assessment
 学生小组活动记录 Formative Binder

Yearly Consumables for Students
 * Students purchase from Main Classroom Set, purchase yearly.

Student Materials

1. 课室课练习册组合 (A/B) In-Class + After-Class Workbook Set

2. 学生课练资源 Student's online account

Other materials available for add on:
 HanYu Pinyin, My First Chinese Words Big Book, Ai Story Time app, Better Chinese Dictionary...
 Please contact us at education@betterimmersion.com for your school account manager.

Alignment to NIMAS, Implementation Plan, & Budget

Compliance with NIMAS

HMH materials are in accordance with the National Instructional Materials Accessibility Standards (NIMAS). HMH provides:

- Refreshable Braille
- Magnification and Color Contrast
- Screen Reader Functionality
- Alternative Text and Audio Description

Implementation Plan (Year 1)

- **Professional Development** - provided for all K-5 staff using core curriculum and inclusive of curriculum, practices, materials with Oregon's Early Literacy Framework as the foundation
- **Coaching Academy** - building capacity of academic coaches to support teachers with implementation of new curriculum and best practices in literacy instruction
- **K-3 Reading Cohort & 4-5 Reading Cohort** - Co-construction of curriculum maps during Year 1 implementation
- **Reading & Writing Agreements** - list of key components, structures, and practices for core reading and writing instruction that will be implemented for all students across all grade levels

Budget

Instructional Materials (3 years):

- HMH *Into Reading, ¡Arriba la Lectura!*, and MLD Supports
- Quote: \$3,102,575.65
- This quote includes core materials and MLD supports for all classrooms including newcomers

Professional Development:

- **Spring 2024:** \$290,000 (K-3) and \$141,680 (4-5)
- **2024-2025:** \$265,672–\$396,232
- PD costs include initial and ongoing training for teachers, coaches, and administrators (depending on time)

Questions