



Livonia Public Schools

DATE: July 21, 2021

TO: Shalonda Owens, Principal, Cooper
Kim Samouelian, Assistant Principal, Cooper
Thomas Traub, Principal, Johnson
Kristyn Cousino, Principal, Riley

FROM: Jen Cory
Elementary Curriculum Coordinator

SUBJECT: Upper Elementary ELA Textbook Adoption

This memo recommends the adoption of textbooks to support 5th and 6th grade ELA. The details below provide more information about the textbook adoption process as well as information to support the recommendation.

Committee Members

Cooper Upper Elementary: Victoria Estes, Melissa Condevaux
Johnson Upper Elementary: Eleanor Cleveland, Erika Rebbe
Riley Upper Elementary: Emily Butler, Melissa Daily, Sherry Juncaj
Literacy Coach-Grace Guillermo
Curriculum Coordinator-Jen Cory

Recommended Curricular Materials:

Into Reading (Houghton Mifflin Harcourt) 2020
Brent Pulido, Account Executive
Office: 734.983.8027

Included Materials

- Digital Courseware 6-year license.
- Teacher Resource Package
- Student Consumable Texts

Overview

The 5-6 Vision Committee began in 2018 and throughout the spring to develop an updated shared vision for upper elementary programs. One of the goals of this committee was to identify priorities relating to ELA curriculum and instruction. The team concluded that in order to effectively address students' instructional needs and increase ELA proficiency, the instructional staff needs to provide consistent, rigorous instruction aligned to the CCSS. In order to support this implementation, the staff needs a curricular resource that includes common assessments, complex and engaging texts and learning tasks, and robust instructional supports to help students achieve high levels of learning. This led to the formation of the Upper Elementary Textbook Adoption Committee.

Committee

The committee consisted of a fifth grade teacher and a sixth grade teacher each from Cooper, Johnson, and Riley. A literacy coach and learning specialist also participated in the process.

Evaluation Process

The adoption team met five times between October of 2019 and March of 2020 until LPS shut down due to the pandemic, at which time, the team continued the process virtually. Consultants sent textbooks to members' houses and presented content during zoom meetings. Following the Return to Learn, our process started back up in November of 2020. The first half of the adoption process involved professional learning in which members analyzed the standards, read and discussed research articles, prepared to use the evaluation rubric, and reviewed fifteen resources. The second half of the process involved piloting the top three resources selected by the team. Each pilot began with training from a consultant and continued with periodic check-ins from the consultant. The team met frequently to plan, debrief, and discuss the attributes of the resources. The last stage of the process involved engaging in a horizontal standards trace with the final two textbooks. This evidence, along with the rubric and student surveys, was used to engage in grade-level and school-level discussions. After lengthy discussions, the team came to a unanimous decision.

Shared Vision for Upper Elementary ELA

- Grade-appropriate texts and tasks that support inquiry
- Appropriate funding and materials
- Technology infused in learning
- Meaningful, engaging, authentic activities that develop critical thinking
- Realistic timeline that provides opportunities to meet with students, discuss topics, argue about ideas, etc.
- Aligned to standards
- Student-centered
- Opportunities for differentiation.
- Formative, summative, and self-assessment provided in the materials

Independent Evaluation

EdReports published their evaluations of ELA textbooks and resources and the committee only looked at resources that were rated "green" by EDReports. The three pilot resources received a green rating in all categories.

Initial Resource Review

The committee members received professional development to prepare them to use the comprehensive evaluation rubric. Teachers met to review, evaluate, and discuss each of the fifteen resources. Of those fifteen resources, the three chosen to pilot were My Perspectives/My View 2020 (Savvas), Wit and Wisdom 2016 (Great Minds), and Into Reading 2020 (HMH).

Pilot

The committee members identified the top three resources to pilot. Each pilot began with professional development provided by a consultant from the organization. The teachers taught a 6-week block of instruction. The 6-week block also included assessment and differentiated instruction. The team met weekly to plan and debrief around instruction. The literacy coach, Grace Guillermo, provided additional support. Jen Cory also visited each classroom and observed instruction and students' response to instruction.

Student Rating

At the conclusion of the elementary pilot for each set of materials, students were given a survey and were asked questions relating to their perception of their reading and writing growth as well as their opinions on the ease of use and overall desirability of the program. *Into Reading* was the strongest program in the student survey results. One student commented, "My favorite part of this program was reading interesting and unique things, that could personally help me a lot in life." Another student commented, "My favorite part about this program

was the variety of texts and the amount of group-work we did. I think students who are struggling would improve a lot in this program.” When students were asked if they would recommend this program to future students, 91% said yes.

Recommendation

The Upper Elementary Textbook Adoption Committee recommends the adoption of *Into Reading* 2020 (HMH). The teachers believe that the complex texts and tasks included in the HMH resource will support the shifts called for in the Common Core State Standards (CCSS). The resource provides opportunities for students to read engaging, rigorous texts on a variety of interesting topics. The learning tasks require students to stretch themselves as they strive to meet the demands of the CCSS. The resource includes multiple levels of assessments such as weekly quizzes, end-of-module assessments, and daily formative assessment opportunities.

The resource also includes an array of instructional supports to guide responsive teaching such as anchor charts, videos, news articles, instructional guides with teaching language and prompts, supplementary student choice library options, as well as support for struggling students. The resource provides access to a digital platform that creates greater access to the textbook and integration with Google Classroom.

Professional Learning Included with Purchase

2-Hour Live Online Session (1 session for each upper elementary school)

This session focuses on preparing teachers for their first weeks of instruction. Participants engage in a variety of interactive experiences to learn about the organization and resources of Into Reading. The goal is to build confidence and prepare teachers for a strong start with Into Reading.

1-Hour Live Online Session (7 sessions)

These sessions build upon the initial 2-hour session to help teachers take full advantage of Into Reading's components, assessments, differentiation, and digital tools to meet the needs of their students. A content specialist will work with Jen Cory to choose from key Into Reading classroom-focused topics to create a personalized follow-up 1 hour live online sessions.

Future Considerations

- Time to roll out the curriculum map
- Specific plan for incorporating literacy coaching into the successful implementation
- Time for collaboration and planning for each grade level and entire upper elementary team
- Time for periodic data analysis

CC

Theresa O'Brien
Bill Green