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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Wesley Jacques, Executive Director, Academics and Instructional Innovation  
Nicole Knight, Executive Director, English Language Learners and Multilingual Achievement

**Board Meeting Date** May 12, 2021

**Subject** First read of recommendation for adoptions for elementary English Language Arts, Spanish Language Arts, History/Social Studies

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**Ask of the Board** Adoption by the Board of Education of Resolution No. 2021-0252, First Reading to review and provide feedback and questions in preparation for 5/26 vote to approve the adoption and purchase of the following curricular materials:

- *EL Education* Core Modules for Elementary English Language Arts (ELA) - grades K-5
- *Benchmark Adelante/Advance* for Spanish Language Arts (SLA)/English Language Arts in Dual Language Programs - grades K-5
- *Newsela* California Custom Collections for History/Social Studies - grades 4-5

**Background** Providing equitable access to standards-based curriculum is a central component of OUSD's work to ensure all students graduate college and career ready and that historically underserved students demonstrate accelerated growth to close equity gaps.

To guarantee literacy for all elementary students and set them on pathways to college, career and community success, it is essential that we provide teachers with high-quality literacy and language materials and support them in curriculum planning and implementation through systematic, professional

learning. Adoption of these materials allows us to begin the next phase of this critical work in partnership with teachers, principals and families.

Adopting elementary ELA curriculum and providing foundational PD to all teachers are also named as required action in the State's *Systemic Instructional Review (SIR)* of OUSD:

*"The current curriculum used in elementary ELA/ELD, Units of Study, is not sequenced or fully aligned with the CCSS...[and] lack authentic cultural relevance." (16)*

*"The perception of autonomy over the selection of curriculum inhibits the implementation of comprehensive, sequenced, standards-based curricular programs districtwide." (16)*

*"The ELA programs under review for adoption offer an opportunity to implement a core program for all schools that is culturally relevant, sequenced, and aligned to standards and best practices." (16)*

*Action 2A: "The central office is to outline the non-negotiables in the selection of curricular materials to ensure all students receive instruction using curricular tools that are standards-aligned, rigorous, and culturally relevant." (17)*

*Action 2C: "The central office should provide required professional development in all curricular areas and integrate the explicit teaching of reading, ELD, and academic language strategies."*

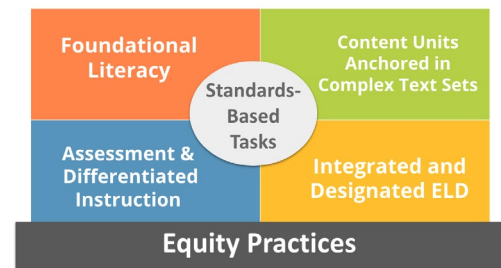
### **The Need for Elementary ELA/SLA Curriculum**

Insufficient instructional materials and a lack of teacher professional learning have contributed to the unacceptable gaps in reading proficiency between white students/students from higher income families and African American, Latino/a, English Language Learners, and socio-economically disadvantaged students. In 2018-19, OUSD committed to transition from the Lucy Calkins' *Units of Study (adopted 2015-16)* because it is not fully aligned to the demands of the Common Core Standards or the California ELA/ELD Framework and is insufficient in the following areas:

- Inadequate materials for teaching **foundational literacy** skills (phonemic awareness, phonics, fluency)
- A lack of **complex texts** and tasks (grade-level reading, writing and discussion)

- Insufficient vocabulary and **language support** for English Language Learners and Academic Language Learners
- Lack of **culturally relevant** materials
- No materials to support **Spanish Language Arts** or biliteracy development in a Dual Language or a bilingual setting. ([1/29/19 Memo](#))

Over the last two years OUSD has invested in materials, training and coaching to support *Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS)*, a supplemental curriculum for foundational literacy instruction, across K-2 classrooms and for some students in grades 3-5. While this has provided a structured literacy program to support critical skill development (named as a strength in the SIR), it is not a comprehensive program and does not address the other essential components of OUSD's Language and Literacy Framework (right).



### The Need for New Social Studies/History Curriculum

Standards-aligned social studies curriculum allows students to develop the historical thinking skills and knowledge required by the California History/Social Science Framework through shifts in four key areas: Content, Inquiry, Literacy and Citizenship. Social studies instruction also provides an important forum for elementary students to see themselves and their histories represented in the curriculum and learn to think critically about the world around them. OUSD's current adoption *Harcourt Reflections* (2006-07) is insufficient in the following areas:

- Outdated historical content is not aligned to California History Framework (2016)
- Lack of culturally responsive materials that represent the histories of marginalized groups and Oakland communities.
- Lacks relevant connections to the present
- Lack of learning through inquiry (rather than the memorization of dates and events.)

### Discussion

We are grateful to the teachers and staff who served on steering committees, evaluated programs, piloted instructional materials and recommended these rich and promising curricula. Below you will see a summary of the selection process, aligned with California Ed Code (EC Sections 60210 and 60002), and reasons for recommending each curriculum.

### K-5 ELA Steering Committee and Program Evaluation

- **Committee Makeup:** 24 teachers (15 classroom; 6 SPED, 2 TSAs, OEA Vice President), 1 principal; 4 OUSD Coordinators. The committee performed more than 1200 hours of work from March 2020 to April 2021.
- **Subcommittees:** 1) Foundational Literacy; 2) Complex Text and Task; 3) ELLs and Cultural Responsiveness.
- **Engagement:** A Parent Study Group provided recommendations to the Steering Committee. Many meetings were held to collect input from the OEA, principals, teachers, and community partners.
- **Evaluation of programs:** The committee conducted an initial level 1 review of programs, then each subcommittee conducted a “level 2” evaluation of six programs using rubrics aligned to state expectations to evaluate curriculum in their area.
- **Evaluation of pilots:** The committee voted to collect pilot data on two programs. In addition to the level 2 evaluation data, the committee conducted and reviewed data from lesson observations, teacher focus groups, principal focus groups, and student work samples.

Level 1 Review	Level 2 Evaluation	Pilots
<i>EL Education; Benchmark Advance; Wonders; F&amp;P Classroom; Amplify CKLA; Bookworms; National Geographic Reach for Reading; Collaborative Literacy: Being a Reader, Being a Writer; Wit and Wisdom</i>	<i>-EL Education; Benchmark Advance; Wonders; F&amp;P Classroom; Amplify CKLA; Bookworms</i>  Foundational Skill Programs evaluated: <i>SIPPS, Heggarty</i> (eval. of <i>Foundations</i> other programs continuing)	<i>-EL Education</i> <i>-Benchmark Advance</i>

#### 1) Recommendation for *EL Education: K-5 ELA/ELD*

On April 1st, 2021, the K-5 ELA Steering Committee voted 19-0 to recommend *EL Education* core modules for adoption for the following reasons:

- Exemplary extended and engaging inquiry units rooted in complex text sets that develop language, content and literacy over time for all learners, including historically underserved students
- Rich, authentic writing program grounded in reading
- Exemplary scaffolding for historically underserved students including Integrated ELD, student talk and academic discussion protocols with clear teacher guidance



- Strong equity lens with improvements planned to increase cultural responsiveness
- Strong PD framework emphasizing teaching the program with “integrity” to core principles rather than “fidelity” to scripts
- Strong integrated ELD and commitment to partner with OUSD to improve designated ELD component
- Embedded approach to Social Emotional Learning

Based on the recommendation of the committee members, we are pleased to put forward *EL Education* for consideration as OUSD’s Core ELA curriculum. *EL Education* is a standards-based literacy program focused on real-world content that engages students to be meaning makers and active learners. The curriculum has an integrated reading and writing program that meets the Key Shifts called for by the Common Core. In addition we note the following considerations for adoption of the program:

- *Ed Reports* materials review gave EL Ed its highest rating 57/58 on *alignment* to standards (Text Quality + Building Knowledge) and 33/34 on *usability*.
- The *UnboundEd Standards Institute* uses *EL Education* as its base program to teach the ELA Common Core Standards to educators.

UnboundED: “[EL Ed] provides entry points (at a high level) for English learners and establishes protocols for scaffolding and support. We believe that it’s important for instruction derived from a curriculum to be grade-level, meaningful, engaging, and affirming.”

- **Coherence:** In addition to its use at 19 pilot elementary schools, *EL Education* is OUSD’s current middle school adoption, creating opportunities for deeper implementation and K-8 alignment as students move through our system.

#### **Note on Foundational Literacy:**

Our recommendation for adoption of *EL Education* does not include the foundational skills component of the program for the following reasons:

- The foundational skills subcommittee has not recommended a foundational skills program and will continue their evaluation of supplemental programs
- We did not pilot the *EL Education* Skills block or collect data on its implementation, due in part to the distance learning context this year.
- Meanwhile, we have built significant capacity in utilizing the SIPPS program and will continue to implement SIPPS for Tier 1 instruction in K-2 as we make a recommendation for a foundational literacy curriculum next year.

### Dual Language Curriculum Program Evaluation

The ELLMA Office strongly recommends *Benchmark's Advance/Adelante* Dual Language materials, which remedies years of inadequate materials in our Dual Language and bilingual schools. Previous to the purchasing and piloting of these materials, District-provided materials for Language Arts did not provide parity in English and Spanish. For example, Spanish materials were often translations, rather than authentic texts. Where Spanish texts were not available, teachers often took on the work of translating materials on their own time. Not only did this create an additional workload for teachers but there was no way to guarantee a high level of quality or text complexity. Teacher turnover meant that when teachers left, the curriculum often went with them, leaving new teachers with little or no Spanish materials to work with. Finally, the cobbling together of English and Spanish texts and materials did not allow for intentional development of biliteracy which requires connected texts and lessons that facilitate transfer of skills between languages as well as the explicit teaching of non-transferable language and skills.

### Timeline and Process

The engagement, piloting and selection process of Dual Language materials has occurred over multiple years involving dozens of staff from Dual Language and bilingual programs. Following is a summary timeline:

**Spring 2017:** Dual Language teachers and leaders from 4 schools convened to review materials options and selected a small scale pilot of *Benchmark Adelante* materials, the Spanish Language Arts component of *Benchmark* materials.

**2017-18:** These same 4 schools extended the pilot to include both *Benchmark Adelante* and *Advance* and submitted an instructional materials waiver from the *Lucy Calkins Units of Study* curriculum.

**2018-2020:** The pilot was extended and a planned formal adoption process paused as it was decided to include Dual Language schools in the current district-wide adoption process. Four additional schools opted to pilot the materials including two schools with early exit bilingual programs.

**2020-21:** *Benchmark Advance* was included in the district-wide ELA/ELD adoption process for non-Dual Language schools and was voted as the second strongest ELA program in English, after *EL Education*.

### Findings and Recommendations

The committee found the following strengths in the materials:

- Provides authentic, complex text in Spanish with robust supports
- Provides Designated ELD aligned with grade-level complex texts

- Vertical alignment
- Aligned to the Common Core State Standards, the Next Generation Science Standards, and History and Social Science standards.
- Technology and digital resources used to enhance instruction in reading, writing, speaking and listening, and language development
- Provides scaffolds for ELLs, and the opportunity to make connections between both languages (transferability)
- Builds on primary language and culture and other forms of prior knowledge

The committee also identified the following needs:

- Teachers need significant support in unpacking the materials and understanding how the program is organized and why it is designed as it is.
- Some of the units are lacking in cultural responsiveness. *Benchmark* has responded to our concerns with new materials and has committed to working with us to continue to improve in this area.
- Supplementary foundational skills materials to provide sufficient instruction and application to developing a strong foundation in biliteracy.

## **2) Recommendation for Benchmark Adelante/Advance: K-5 SLA/ELA for Dual Language Programs**

In conclusion, we are recommending adoption for the following reasons:

- *Benchmark Advance* ELA English version was rated as the second-strongest ELA program reviewed by the K-5 ELA Steering Committee, with strong complex text and knowledge building.
- Rich, authentic texts in Spanish
- Capacity to deepen implementation with systematic professional learning plan

### **Social Studies Steering Committee and Program Evaluation**

A note of gratitude to teachers who piloted the programs and helped shape the flexible 4th-5th grade Custom Collection through their ongoing feedback to the *NewseLA* curriculum design team. Below you will see a summary of the selection process, [aligned with CA state guidance](#), and reasons for recommending the curriculum.

### **Social Studies Adoption Team**

- **Committee Makeup:** 15 Teachers and staff from 8 schools; Representatives from OUSD Social Emotional Learning, Office of Equity, Ethnic Studies, Literacy and ELD, and OUSD families

- **Engagement:** Many meetings were held to collect input from the 2018 adoption committee, OUSD partners and the 2020-21 pilot committee which met monthly.
- **Evaluation of program:** Assessment of programs by teachers used curriculum rubric aligned to 2016 CA History Social Science Framework. Additional feedback was gathered from OUSD community representatives and broad usage data from all elementary teachers and students.

January-April 2018	February 2020	May 2020	October 2020 - March 2021
Materials piloted by adoption committee <ul style="list-style-type: none"> <li>● <i>TCI</i></li> <li>● <i>Pearson</i></li> <li>● <i>McGraw Hill</i></li> </ul>	Newly published material reviewed by OUSD: <ul style="list-style-type: none"> <li>● <i>InquirED</i></li> <li>● <i>Studies Weekly</i></li> <li>● <i>Newsela Custom Collection</i></li> <li>● <i>TCI</i></li> </ul>	Materials reviewed by adoption committee <ul style="list-style-type: none"> <li>● <i>Newsela</i></li> <li>● <i>TCI</i></li> </ul>	<i>Newsela</i> pilot

#### **Recommendation for Newsela for 4th-5th ELA**

In March 2021 piloting teachers voted to recommend *Newsela* Social Studies using a rubric aligned to the key shifts in the 2016 California History-Social Science Framework. OUSD partners weighed in with *Newsela* strengths reflecting their disciplines.

#### **Program Strengths**

- **Content:** An alternative to outdated textbooks. Articles updated daily from over 100 sources. The Social Studies curated collections include diverse perspectives: 4-5 CA History, Ethnic Studies, Black History, Current Events. The Custom 4-5 History Collection will be revised yearly guided with OUSD community input.
- **Inquiry learning:** Complex text sets shed light on multiple perspectives. Students read, discuss and write in response to essential questions about the past and present.
- **Literacy:** *Newsela* platform offers student choice and engagement. Articles can be accessed at individualized reading levels and in Spanish. Online features include annotation capacity, quizzes that identify student independent reading level, writing prompts, and teaching guides for student activities and discussion.
- **Civic engagement:** Opportunities to connect the past with the present and examples of student and community agency. Diverse,

culturally responsive content supports Social Emotional Learning competencies.

We are pleased to put forward the recommendation of the committee for Newsela because it provides the following opportunities:

- Digital curriculum will be updated annually by a teacher committee and NewsELA to stay current and make improvements (no outdated textbooks).
- We can shape the curriculum to represent local history and the experiences and perspectives from our diverse communities, especially black, brown, and multilingual communities
- We plan to explore K-3 adoption next year, including the consideration of a 3rd grade local history/ethnic studies course in Newsela.

### **Professional Learning & Implementation for All Adopted Materials**

Once new curriculum are adopted, we will implement systematic professional learning to support implementation for all three, including the following support:

- **Foundational Professional Development (PD):** 3 days of training in new curriculum (Summer and start of school-year options) for teachers, instructional staff and school leaders to get started with curriculum
- **Monthly PD:** Grade-level sessions grounded in the curriculum on 2nd Wednesdays. Monthly focus launches a cycle inquiry to implement practices and share learning.
- **Weekly Teacher Collaboration:** Dedicated time at each school for professional learning communities to meet and conduct inquiry using curriculum.
- **Literacy PLC Leaders (Teachers/TSAs):** Teacher leaders and coaches from each site participate in biweekly professional learning to coach and lead PLCs.
- **Leadership PD & Learning Walks:** Professional development for principals and at least 3 annual learning walks.

### **Fiscal Impact**

- *EL Education*
  - Curricular Materials for 43 schools - app. \$938,000
  - PD Contract with EL Education - app. \$482,865
  - Teacher Leader Extended Pay - \$43,000 - \$86,000
  - Summer PD Extended Pay - TBD
- *Benchmark*
  - Materials for 9 Schools - \$284,000

- PD Contract with Benchmark - TBD
- Teacher Leader Extended Pay - \$9,000 - \$18,000
- *Newsela*
  - 8 years of service service for 781,000 (\$ 286,853 annually for 3 years)
  - PD Contract with *Newsela*: \$62,000
  - Teacher Leader stipends: \$22,400 - \$44,200

## Attachments

Attachment A: TK-5 Language and Literacy Framework

Attachment B: ELA/ELD Pilot Findings Report

Attachment C: ELA/ELD Curriculum Evaluation Scores

Attachment D: ELA/ELD Research Synthesis

Attachment E: ELA/ELD Curriculum Steering Committee Membership

Attachment F: ELA/ELD Parent Study Group Membership

Attachment G: ELA/ELD Curriculum Updates Memo (12/13/20)

Attachment H: Edreports Evaluation of EL Education

Attachment I: Board Presentation: #20-1785 State of Instructional Materials (9/23/20)

Attachment J: State of Curriculum Memo (1/29/19)

Attachment K: Board Presentation: #19-1832 State of Instructional Materials (10/10/19)

Attachment L: History- Social Science Selection Committee Membership and Engagement

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**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 2021-0252**

**SELECTION AND PURCHASE OF INSTRUCTIONAL  
MATERIALS: Elementary English Language Arts, Spanish Language Arts, English Language  
Development and History/Social Studies**

**WHEREAS**, pursuant to Board Policy 6161.1, the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

**WHEREAS**, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in kindergarten (K) through 5th grade;

**WHEREAS**, the Governing Board shall select instructional materials for use in grades kindergarten through 5th grade or shall have otherwise determined which instructional materials align with the state academic content standards;

**WHEREAS**, the Governing Board shall select instructional materials for grades K-5 upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Reflective of California's multicultural society, avoid stereotyping, and contribute to a positive learning environment;
- Are accurate, objective, current , and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals;
- Contribute to a comprehensive, balanced curriculum;
- Demonstrate reliable quality of scholarship as evidenced by;
- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels;
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills;
- Contribute to the proper articulation of instruction through grade levels;

- Have corresponding versions available in languages other than English as appropriate;
- Include high-quality teacher's guides;
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics;
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards;
- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

**WHEREAS**, as summarized in Attachments B, C, E and L, instructional review committees comprised predominantly of teachers, teacher leaders and central office content specialists, with the majority of the participants being teachers, reviewed instructional materials for potential use in District schools and found the following to meet the standards for adoption. Therefore, the following instructional materials are recommended for adoption by the Governing Board:

- EL Education Core Modules for grades K-5 English Language Arts/English Language Development
- Benchmark Adelante/Advance for grades K-5 Spanish Language Arts/English Language Arts/English Language Development
- Newsela California History Custom Collections for grades 4-5 History/Social Studies

**WHEREAS**, expenditures, pursuant to an Agreements between the District and Benchmark, Newsela, and publishing companies for EL Education Materials shall not exceed the total amount of **\$2,082,559.00**, for the period July, 2021 to July, 2024, for the purchase of K-5 language arts and social studies/history materials related thereto;

**NOW , THEREFORE, BE IT RESOLVED** that the Board of Education hereby finds that the instructional materials listed in Attachment A meet the standards for adoption and hereby selects the instructional materials listed in Attachment A for use in District schools.

**BE IT FURTHER RESOLVED** that the Board approves the Agreement between the District and a Benchmark, Newsela, and a publishing company that distributes EL Education materials. This shall not exceed the total amount of \$2,082,559.00, for the period July, 2021 to July, 2023, for the purchase of K-5 language arts and social studies/history materials.

Vendor	Description	Total Price
Company that distributes EL Education Materials (e.g. LearnZillion, Open Up Resource, Booksource are among quotes received)	Publicly sourced curricular materials for 43 schools, including teacher editions, student workbooks, novels/trade books, lab materials, etc.	<b>\$938,000.00</b>
Benchmark Education	Curricular materials for 9 schools, including teacher editions, student workbooks, novels/trade books, etc.	<b>\$284,000.00</b>



Newsela, Inc.	8 year service agreement for digital history curriculum--California History Custom Collections--for all grades 4-5 students and access to all collections for all TK-5 students on Newsela platform (\$286,853 annually for 3 years).	Purchase Options: \$781,000.00 (1 year) or <b>\$860,559.00 (over 3 years)</b>
Total		<b>\$2,082,559.00</b>

**Passed by the following vote:**

**AYE:**

**NOE:**

**ABSTENTION:**

**RECUSE:**

**ABSENT:**

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on May 26, 2021.

**OAKLAND UNIFIED SCHOOL DISTRICT**

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**Shanthi Gonzales**  
President, Board of Education

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**Kyla Johnson-Trammell**  
Superintendent and Secretary, Board of Education

# OUSD Language and Literacy Framework (TK-5)

April 2021

## Overview: Providing Equitable Access to High-Quality Literacy Instruction

No work we do is more important than ensuring our elementary students learn how to read, write, and communicate effectively. It is the foundation of success in college, career and community. Considering the long-standing inequities in access to literacy and the devastating impact on life outcomes of our children, it must be our collective call as Oakland educators to guarantee the basic right of literacy for every student, especially Black, Brown, English Language Learner (ELL) students, and students with IEPs.

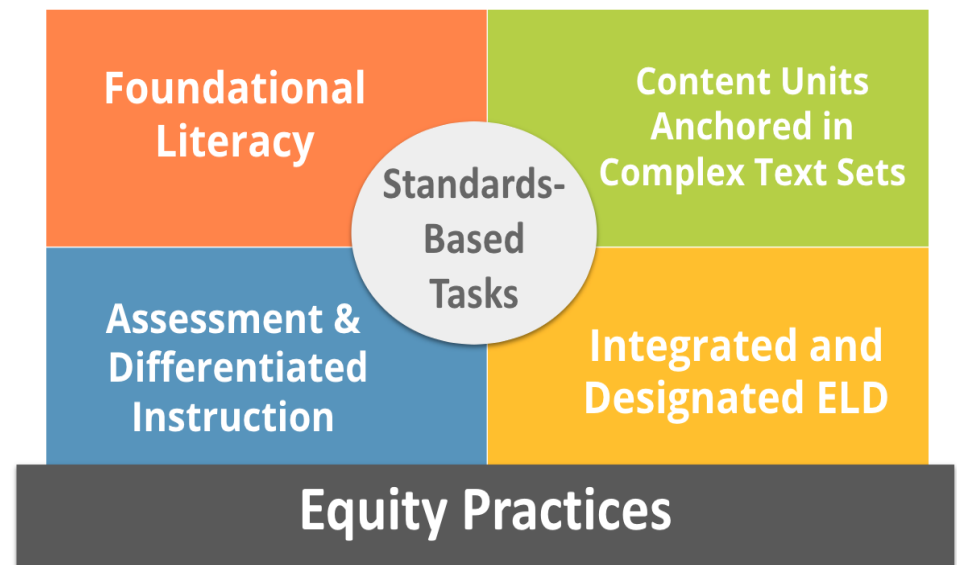
Making this vision a reality requires us to operate from a shared understanding of high-quality literacy instruction. The definition provided in this framework is centered around the belief that all students can and will achieve if they are provided rigorous and relevant literacy experiences every day. It is grounded in research and educator experiences about the essential components of a literacy program that schools must guarantee for all students. It names critical equity practices that should be infused through all literacy instruction to ensure culturally sustaining, empowering experiences for all students, including our most marginalized communities. We are grateful to the educators and community members who provided input on this framework, and hope this document helps to unite us in service of equity and literacy for all OUSD students.

**1. Based in Equity Practices:** Culturally sustaining strategies to *interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives* with and for our students and families.

**2. At the Core: Standards-based tasks** for every student, every day!

### 3. Essential Components:

- **Foundational Literacy:** Systematic and sequential instruction in phonemic awareness, phonics, and fluency
- **Content Units Anchored in Complex Text Sets:** Knowledge building and inquiry grounded in rich and culturally-relevant materials
- **English Language Development (ELD):** *Integrated ELD* to teach language and provide access to the core curriculum, plus *designated ELD* to target student language levels
- **Assessment and Differentiated Instruction:** Use of data and to tailor instruction to student needs.



# OUSD Language and Literacy Framework (TK-5)

April 2021

**1. EQUITY PRACTICES establish the necessary conditions for learning, guiding our planning and implementation of a high-expectations environment where our students' diversity is celebrated and leveraged in the service of powerful learning, cultural competence and belonging.**

U.S. schooling exists in a broader context of systemic, interpersonal and internalized oppression, in which students from historically marginalized backgrounds are least likely to receive quality instruction that affirms their backgrounds and capacity as learners. That is why **literacy instruction must be based in culturally sustaining practices that build on student assets and empower them to become powerful readers, writers and critical thinkers.**

## ***Disrupting Deficit Thinking***

We must all engage in self work to understand our biases and how we participate in systems of oppression. The language we use is a manifestation of our mindset and has the capacity to either interrupt or perpetuate bias. For example, speaking about students as having “unfinished learning” instead of describing them as “low students” communicates a belief in their capacity to grow and excel. One way school teams can disrupt deficit thinking is by building and practicing community agreements regarding use of language that empowers and uplifts. By shifting from the language of complaint to language of commitment, we can express what we stand for and take responsibility for addressing inequities ([Benson, 2020](#)).

Another way that deficit plays out is through teacher simplification of texts and tasks when students are not perceived as ready for grade level materials. Although sometimes well intentioned, this often results in students of color being denied access to rich instruction that promotes higher order thinking. Rather than lowering the rigor, our focus must be to provide access to standards-based instruction by scaffolding instruction and building on student understandings ([OUSD Asset-Based Cards](#)).

“Classroom studies document the fact that underserved multilingual learners, students living in poverty and students of color routinely receive less instruction in higher order thinking and skills development than other students... This type of instruction denies students the opportunity to engage in what neuroscientists call **productive struggle** that actually grows brainpower.”

- Zaretta Hammond

## ***Leveraging Cultural and Linguistic Assets***

Students who can access their lived experiences and cultural assets are confident and productive learners who achieve amazing, accelerated results ([Jackson, 2011](#)). Unfortunately the cultures of language Black, Brown and Indigenous students are often not represented or considered in instruction. That is why we must look for opportunities to affirm and integrate culturally-based ways of communicating and understanding ([Yasso, 2005](#)). For example, many cultures represented in OUSD have a strong oral storytelling and performance narrative traditions which can be included in literacy instruction. In addition to leveraging the [multiple and dynamic literacies](#) that students bring, teachers should also celebrate and draw understanding from the languages represented in the classroom—for example, having students teach vocabulary related to a topic in their home language. These practices help connect home, community and classroom learning and ensure all students feel a sense of belonging.

## ***Nurturing Empowering Narratives***

Dominant cultural narratives about our students and families are often deficit-oriented and limiting. These negative messages can be internalized by students, affecting their sense of cultural and academic belonging and determination. To promote narrative change, we must ensure that students see themselves and other members of their community represented in the curriculum through stories of creativity, resistance, collaboration and humanity. Rich texts should serve as both mirrors to reflect students' culture and experiences and windows into the backgrounds of others. We can also partner with students, families and community members to create and elevate stories that honor the brilliance, resilience and richness of our communities.

# OUSD Language and Literacy Framework (TK-5)

April 2021

## 2. STANDARDS-BASED TASKS *at the Core*

The **tasks** that students do every day are the best predictors of the knowledge, skills and dispositions they will develop over time. That is why students in every grade must consistently engage with complex texts — reading for purpose, building knowledge of academic language and content and writing and speaking grounded in evidence from the text (see [Common Core Key Shifts in ELA](#)). Evidence-based reading, writing and discussion is important for all students and critical for English Language Learners and Academic Language Learners (ELLs and ALLs) to develop the literacy they will need for college, career and community life. To plan and assess language arts and content-based literacy lessons, we ask [three essential questions](#):

1. Does the lesson focus on high-quality text at or above the complexity level for the grade?
2. Do the tasks and questions address analytical thinking required by grade-level standards?
3. Are all students provided opportunity to engage in the work of the lesson?

**Utilizing a quality curriculum is the most effective method to ensure standards-aligned texts and tasks**, but teachers must bring the content to life, drawing connections to students' lives and to the world around them. To provide access to all learners, teachers structure tasks so students do the heavy lifting and provide scaffolds for English Language Learners. Quality curriculum provides tools for teachers to do this effectively, so they can focus more of their time on planning for the unique learners in their classes rather than designing content on their own ([Curriculum Matters, 2019](#)).



**This is our collective commitment — relevant and rigorous tasks for every student, every day!**

### Interrupting Deficit Thinking

Standards-based tasks are an equity strategy that raise expectations of the work our students can produce.

# OUSD Language and Literacy Framework (TK-5)

April 2021

## 3.ESSENTIAL COMPONENTS

### Systematic Instruction in Foundational Literacy

Students learn the necessary foundational literacy skills, from phonemic awareness and concepts of print to decoding of connected text.

Explicit, systematic instruction in foundational literacy skills is required for most students to crack the alphabetic code and become accurate and fluent readers (See [Foundational Skills White Paper of the CA ELA/ELD Framework](#) ). These

skills ( should be taught sequentially until they are mastered by every student (e.g., blending spoken sounds into words precedes phonics, see [Foundational Reading Standards](#)).

It is important that schools use the same curriculum and sequence across classrooms and grades to ensure instructional alignment. The daily schedule must provide time for frequent assessment and differentiated instruction to ensure students meet critical K-2 benchmarks. This should include tiered supports and multisensory literacy strategies for students with learning disabilities such as dyslexia. In **Dual Language** settings, opportunities for transferability and the [Spanish Foundational Reading Standards](#) can help students bridge their L1 and L2 literacy knowledge.

**Effective foundational skill instruction supports students to become confident and fluent readers.** In grades 3-5, students with foundational skills gaps must receive targeted interventions to become fluent readers, and the materials used for older students should appeal to their maturity level. A universal screener such as i-Ready should be used to identify students for further diagnostic assessments of foundational skills (e.g., SIPPS placement) in order to identify the targeted interventions needed to accelerate growth.





## OUSD Language and Literacy Framework (TK-5)

April 2021

### Content Units Anchored in Complex Text Sets

Students pursue inquiry in a topic anchored in a complex text set, developing the language and literacy they need to produce high-quality work.

Daily engagement with complex texts is necessary for students to improve reading comprehension and master academic language and writing structure. When texts are organized in thematic units, students are able to deepen their knowledge of a topic, thereby improving their comprehension of future texts. Content-rich units motivate students and provide them multiple opportunities to learn and apply language through

reading, writing, and discussion of related materials. Essential questions and summative tasks focus learning and allow students to deepen understanding and revise writing pieces over time.



It is critical that all students, regardless of language proficiency or reading level, are provided access to complex text and analytical thinking. Instead of simplifying texts and tasks until students are deemed ready, we must scaffold up to provide access to academic language, complex text structures and critical thinking ([Fillmore, 2010](#)). Scaffolds can include pre-teaching vocabulary and content, multiple reads for fluency practice, sentence frames for discussion, modeling annotation and unpacking sentences (see *Integrated and Designated ELD in next section*). In *Dual Language programs*, students can learn to transfer knowledge of academic language and text structure from one language to the other.

**Nurturing Empowering Narratives**  
Rich texts should serve as both windows and mirrors into the experiences of our diverse communities.

Students should be encouraged and supported to extend their knowledge and love of books through regular independent reading. While there is no substitute for close reading of complex texts, independent reading texts should roughly match the range of complexity a student can access on their own. Motivation and knowledge of a topic will also contribute to a student's ability to comprehend. Peer recommendations and classroom and school libraries organized by topic can support independent reading.

# OUSD Language and Literacy Framework (TK-5)

April 2021

## Integrated and Designated ELD

Teachers intentionally teach the complex academic language of school to ELLs and all students.

“English learners at all English proficiency levels and at all ages require both **Integrated English Language Development (ELD)** and specialized attention to their particular language learning needs, or **Designated ELD.**” ([ELA/ELD California Framework](#), p. 119)

**Integrated ELD** is the practice of explicitly teaching academic language all day in every content area. Practices include graphic organizers, teaching academic vocabulary through multiple examples and structured opportunities to make meaning of academic texts and content through *student-to-student* talk.

**Designated ELD** is a protected time to focus language development for students at a similar English proficiency level. Moving away from past practices of isolated grammar activities, designated ELD should consist of meaningful writing and discussion that helps students understand how language works in context. Therefore, **Designated ELD** should be directly connected to core instruction and anchored in the language of complex text sets, building towards application in culminating performance tasks. This allows teachers to:

- Promote use of language through rich content learning that supports conceptual understanding and provides access to core content;
- Focus student learning on language and text structures that they need to read and write effectively (e.g. learning the structure of informational writing or transitional phrases that authors use to connect ideas).
- Create multiple opportunities for students to apply vocabulary and language structures across content areas.
- Facilitate social-emotional learning skills, such as social awareness and relationships ([SEL Standards](#)).

**Dual Language programs** should include *both* **Designated English Language Development (ELD)** and **Designated Spanish Language Development (SLD)**, thus providing the benefit of biliteracy, including high levels of achievement in English. See description of OUSD Dual Language programs and their benefits [here](#). For additional guidance and resources on Integrated and Designated ELD, visit the ELLMA website at [ousd.org/ellma](https://ousd.org/ellma).



**Leveraging Linguistic and Cultural Assets**  
Integrating home languages and promoting biliteracy supports English Development and honors student cultures.

# OUSD Language and Literacy Framework (TK-5)

April 2021

## Assessment and Differentiated Instruction

Educators assess students and tailor instruction so all students, including historically underserved students, can reach high levels of literacy.

Supporting all students to develop literacy requires that educators regularly monitor progress and adjust instruction to meet students' individual needs. Assessments must include:

- **A diagnostic screener** in the core components of literacy (phonological awareness, phonics, vocabulary, fluency and comprehension) that can be used to target supports and determine where deeper diagnostic assessment is needed (e.g. dyslexia screening).
- **Formative and interim assessments** that assess progress towards grade-level standards.
- **Daily checks for understanding** to adjust instruction and support students in meeting lesson objectives.



Formative assessment should include curriculum-based quizzes (e.g. *SIPPS* mastery tests) and authentic student work, such as student writing in response to text. Data is most powerful when analyzed in collaborative teacher teams, or “professional learning communities.” By setting goals, testing the impact of new practices and reflecting and sharing learning, teacher teams can improve literacy learning and close equity gaps. Through these cycles of inquiry, teachers also grow their collective efficacy — the belief in the team to transform learning outcomes for all students — the single greatest factor most associated with student achievement ([Hattie, 2018](#)).



Literacy data also serves as the basis for a multi-tiered system of support (MTSS), where some students receive more targeted Tier 2 or 3 strategies, such as multisensory literacy instruction in additional small group or one-on-one time. Schedules should allow for this differentiation through a “workshop” period when tutors, special education teachers and other support staff can “push in” support to maximize small group time. Adaptive instructional technology can also be used to target instruction and extend learning experiences beyond time with the teacher.

### Interrupting Deficit Thinking

Teacher teams grow their collective efficacy when they see shared practices improve student learning.



# Findings Report on Benchmark Advance and EL Education

Prepared by the Findings Subcommittee to the K-5 ELA Steering Committee, Lead Writer Mike Ray

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## I. Purpose of Document

This report prepared by the Findings Subcommittee to the K-5 ELA Steering Committee brings together the many pieces of information the Committee collected about *Benchmark Advance* and *EL Education (Formerly Expeditionary Learning Outward Bound)* over a one-year period . The report does not represent the final recommendation of the full K-5 ELA Steering Committee. The goal of the report is to support further discussion and debate in the K-5 ELA Steering Committee as it decides on its recommendation. [The indicators used by the Committee may be viewed here.](#)

The report begins with a table that provides a high level summary of the two programs, including statements assessing which program is stronger in each of program elements. The report then follows with a detailed look at the different data sources that inform the summary. At the end of the document please see section [IV. Links and References](#), for useful links to source documents.

***A note on the use of efficacy research in our process:*** Research on the effectiveness of curriculum provided by vendors is helpful because it calls attention to the potential of programs to produce the results we desire for our students. However, we are cautious about prioritizing efficacy studies over direct review of the curriculum because such studies rarely establish causality between the curriculum and the results. The difficulty of establishing causality is partly due to the many non-curriculum factors that affect the final result, including how well implementation is supported. Studies also vary in quality in many ways. Our main focus has been to evaluate the materials themselves, looking for evidence of practices strongly supported by research (e.g., student talk and discussion). A synthesis of the research reviewed including scholarly reviews and efficacy studies for each program can be found [here](#).

## II. Summary of Strengths and Needed Improvements

Below is a high level summary of the strengths and needed improvements for each program based on the data sources described in section [III. Findings by Activity or Data Source](#). A description of each of the Program Elements in this table is provided [at this bookmark](#). ***Please note that our consideration of the programs does not include their foundational literacy skills piece, and Committee review of foundational literacy programs is ongoing.***

Program Element	<i>Benchmark Advance</i> <sup>1</sup>	<i>EL Education</i>	Which program is stronger?
<b>Extended student inquiry on a topic to build knowledge and language learning in preparation for a summative task</b>	<a href="#">Link to Benchmark Matrix of Topics across grade levels</a> , <a href="#">Link to Benchmark online</a> . Benchmark is organized in 10 three-week units per grade focused on science or social studies topics. The topics in turn are organized into themes that repeat across the grade levels, with some more engaging than others. Content knowledge and genre knowledge are developed across each unit and across the grades, but although there is writing related to the knowledge and language learning, it can feel disjointed, and though there are optional inquiry topics that can be pursued, there are not true summative tasks, just a summative assessment.	<a href="#">Link to EL Education Matrix of Topics across grade levels</a> . Extended 18-week Modules divided into 6-week units focused on science and social studies topics that culminate in a summative task. The modules are divided up into three 6-week Units, which also have smaller summative tasks that build toward the Module summative task. Content knowledge and genre knowledge are developed across each Module and unit, with attention to learning writing genres and relevant language anchored in the primary genre of each unit with reading and writing “rising together” in the words of a teacher in our focus groups.	<i>EL Education</i> , due to longer units to support genuine inquiry and language development that culminate in a summative task, easier-to-follow writing genre development, and more engaging topics and activities overall.
<b>Rigor and engagement of texts and tasks</b>	Texts are challenging and rigorous, and tasks are grade-level aligned with some open ended tasks, though some texts are less engaging according to teachers. Sometimes the standards focus and the pacing of the three-week units seems to overwhelm the tasks and the ability of students to authentically engage with the content and each other.	Texts are rigorous and engaging, tasks are grade-level aligned in terms of standards, and the inclusion of open-ended tasks and a more authentic, extended inquiry supports critical thinking, language learning and quality student production.	<i>EL Education</i> , due to the sophistication of thinking and student production due to longer units and genuine inquiry.
<b>Scaffolding up to complex text and task for all students</b>	The scaffolds at the lesson level are strong and well designed, though there are many and teachers may need guidance on when to use which scaffold. Every lesson includes an <i>Integrated ELD</i> panel on the left that makes suggestions for light, moderate and strong support which helps teachers target support according to their knowledge of their students. There is also a useful “If...then” list of things to do during	The scaffolds at the lesson level are strong and well designed with supports for ELLs organized by light and substantial support and suggestions for Universal Design for Learning included before every lesson, with additional suggestions within the lesson. Our principals in their focus group lauded the ability of the program to engage special needs students. Due to the many suggestions, teachers may need	<i>EL Education</i> , due to the inclusion of the UDL supports for our SPED students, the stronger big picture guidance on student talk, and the extended inquiry that supports student acquisition of language, literacy and content over time. That said, <i>Benchmark</i>

<sup>1</sup> Please note that *Benchmark Adelante/Advance* was piloted and chosen by the Dual Language sites as the highest quality curriculum available for the Spanish bilingual context. The committee also reviewed and did not select for piloting the program *Wonders/Marvillas*. This document is focused on helping to decide whether to recommend adoption of *Benchmark Advance* for Structured English Immersion (SEI) contexts in TK-5 OUSD schools.

	<p>the first reading of complex texts. The framing of the three-week units around a topic is helpful for students to build knowledge and vocabulary, though teachers seemed to find them to be a little short and fast moving.</p>	<p>guidance and experience in order to decide when to use which scaffolds. We note that the robust framework for student talk (see below) is an important scaffold and the explicitness of the program in terms of lesson objectives and outcomes for writing production are also a scaffold for ELLs and students below grade level.</p>	<p><i>Advance</i> is fairly strong in this area.</p>
<p><b>Teacher Useability</b></p>	<p>Teacher-friendly and easy to follow guidance on how to develop the lesson, though it takes time to learn about all the different resources (student libraries, assessments, assignments, alternative read aloud texts) available and how they can be used. The three-week units can be helpful as a frame, or they can move a little fast.</p>	<p>We note the completeness of the guidance (e.g., see scaffolding and student talk in this table), but also the way these multiple supports combined with the first encounters with a curriculum design based on complex texts and student inquiry can be challenging at first. However, as teachers go through one or two units, and the routines and rhythms of the program become clear, they report it is much easier and provides strong guidance, and this parallels the experience reported to us by Detroit Public Schools. Teachers and principals also noted that the multiplicity of teacher guidance (Learnzillion, Detroit slide) was initially confusing.</p>	<p><b><i>Benchmark Advance</i></b> since it has a better teacher guide layout including a very good online user interface. It's a close call since <i>EL Education</i> is more complete in including different types of support. However, the completeness of EL Education resources (e.g. UDL or ELL scaffolding or calling our different primary languages) may take more time to master.</p>
<p><b>Teacher Craft and Professional Agency</b></p>	<p>The wealth of resources is impressive, but to make good use of the multiplicity of resources, some type of organizing principle not explicitly articulated in the program seems necessary. Without these principles and with lessons that are teacher-dominant with extensive scripting, modeling, and lack of student choice, there is a risk of teachers just "going through the program." The <a href="#">Connect Across Disciplines Inquiry Projects</a> are an example of this: they are a great resource, but you also might just skip them. Moreover, sometimes the guidance for critical aspects of the program, such as how to launch student talk effectively, are not clear. We learned on <a href="#">3.19.21 of</a></p>	<p>Overall, the clear equity and student inquiry guidance create a guiding principle that is both reflected in the details of the lesson and available to help teachers make specific decisions about how to deliver a lesson, or help teachers and sites choose a focus to go deeper. Teachers, sites and the District as a whole might ask themselves questions such as "How is the student talk <i>in service of equity and student inquiry and ownership</i> going in this lesson or overall?" or, "How well are we implementing the scaffolds <i>in service of ELLs acquiring grade-level academic language</i>?" These principles set a course for teachers to grow as individuals and as a community. The principals in</p>	<p><b><i>EL Education</i></b> because of the stronger framing of core principles that organize the materials and practices (including inquiry projects), which can guide further teacher learning over time, though Benchmark can get part way there through PD and presumably through the PD Essentials books.</p>

	<p><a href="#">short but very focused manuals that are very teacher oriented PD essentials</a> covering some core aspects of the program, such as student talk. The most important missing element is the extended inquiry unit, rather than the short, three-week unit, and the way that the program's laser focus on adherence to the standards sometimes seems to drown out more expansive ways of thinking about teaching and learning.</p>	<p>our focus group were strongly in favor of a "thinking curriculum" that would deepen teachers expertise. The interest in collaboration expressed during teacher and principal focus groups supports the idea that the program invites thinking and growth along the way.</p>	
<p><b>Equity and Cultural Responsive-ness</b></p>	<p>Then emphasis on collaborative conversations is a practice that will allow students to have greater ownership in the classroom. In terms of topics and texts, <i>Benchmark Advance</i> recognizes the Eurocentricity of some of their texts, and in their new national edition, Benchmark 2021, (<a href="#">instructions for access here</a>) they have replaced some of the texts to ensure a more diverse representation of authors, characters and topics in their text selections. The only problem with these selections is that they do not have the Designated ELD component, though Benchmark indicated on a <a href="#">Zoom meeting on 3.19.21</a> that they were interested in working with OUSD on the development of D-ELD for these lessons. They have also added in Social Justice Lessons, designed to be used with the current CA program.</p>	<p>In general, a strong orientation towards equity from PL to inclusion of strong student talk guidance to community service orientation. Some strong equity and culturally responsive material, but needs to increase the number of culturally responsive texts, topics and tasks. See <a href="#">Link</a> from <i>EL Education</i> summarizing what they see as strengths and where they need to go. Also included are embedded references to other languages in the lessons, e.g. translations of key terms to Arabic. There is a revision in progress and we have been informed by <a href="#">EL Education in this email from 3.19.21</a> that the revision will involve the replacement of probably just one unit per grade level, and they are interested in collaborating with OUSD, along with other Districts, on this revision. In addition, the Crew part of EL Education provides an embedded SEL component for the program.</p>	<p><i>EL Education</i>, for the extended inquiry work that invites deeper student investment and their longer-standing engagement with equity as a core principle, but both programs are doing important work in improving their programs that would cause us to make some adjustments and purchases later, and both would welcome partnerships with us during their revision.</p>
<p><b>Student Talk and Integrated ELD</b></p>	<p>Lessons include an observation checklist for collaborative conversation to support student talk, and many suggestions within lessons for students to discuss and make sense of lesson content. It has easy to follow Integrated ELD, suggested scaffolds with light, moderate and substantial supports. It also includes a Review Routines at</p>	<p><i>EL Education</i> has two main resources for unpacking student talk: the Total Participation Techniques, and the 4 Conversations Cues, which systematically roll out student talk and academic discussion over the course of the units. In addition, the suggestions for student talk exist at the lesson level, from suggesting a Think Pair</p>	<p><i>EL Education</i>, for the much stronger framing around student talk, and generally stronger guiding principles for implementation, but <i>Benchmark Advance</i> has many useful features.</p>

	the beginning of every grade level, including work on Designated ELD and Student Talk.	Share to including reminders to support student output by pressing for elaboration. The student talk element is also clearly embedded in a wider goal of creating student ownership and promoting equity, and teacher focus groups highlighted the rich student talk. Integrated ELD is supported by the lesson design's attention to the CA ELD Standards and the "Meeting Students' Needs". Another strength is the program's <a href="#">Read-Think-Talk-Write</a> sequence.	
<b>Designated ELD</b>	Has a built out Designated ELD program which ranges from mostly good and excellent to sometimes mediocre, particularly in the early grades when it is not as anchored in text and meaningful interactions. On the other hand, revisions necessary in the cultural responsiveness area for <i>Benchmark Advance</i> also imply work on creating Designated ELD lessons for those replacement units. We have surfaced the need to improve the Designated ELD currently in the program as well and they are willing to work with us on creating a Designated ELD that builds towards a summative task per three-week unit.	Has only the beginnings of a Designated ELD component- Language Dives- which feature some of the strongest practices of Designated ELD aligned with the CA ELA/ELD Framework. Also, each lesson is anchored in the CA ELD Standards. In addition <i>EL Education</i> has now named the creation of a fully built out Designated ELD component as a top priority for their next revision. This spring, grant funds are supporting a partnership between <i>EL Education</i> personnel and the ELLMA Office for the creation of K-5 Designated ELD lessons for use this year with the <i>EL Education</i> curriculum. In the event <i>EL Education</i> is adopted, <i>EL Education</i> is committed to further grant-funded collaboration, including this summer, with a goal of beginning next year with some Designated ELD Units to pilot in OUSD.	<b><i>Benchmark Advance</i></b> for current version since it has a built out program (though would not exist for culturally responsive national units that we swapped out), but the real possibility of creating an OUSD-influenced new version that is much more aligned to the CA ELA/ELD Framework would favor <b><i>EL Education</i></b> . <a href="#">See notes from meeting with Benchmark on 3.19.21.</a>

### III. Findings by Activity or Data Source

In this section we describe the different data gathering activities, and discuss what trends are appearing by activity or data source, and provide links to the sources documents.

#### A. Level 2 Reviews

We used these extensive Level 2 reviews to get an initial idea of program quality. Our process was to have members from each of our three subcommittees conduct multiple-hour reviews of *Benchmark Advance* and *EL Education*

materials focused on [each subcommittee's specific indicators calling our research based practices](#), and then meet in their subcommittees to calibrate on final rating per indicator and overall.

The Level 2 review numerical ratings were not intended to represent the final evaluation of a program, but rather to deepen our discussions and decision-making process in our full Committee as we considered whether to move forward with a pilot and collection of data. In the case of both *Benchmark Advance* and *EL Education*, the full K-5 ELA Steering Committee decided in favor of collection of pilot data.

You can see *Benchmark Advance* and *EL Education* compared to each other [here](#), and below:

Note: 1 = little or none, 2 = some, 3 = strong, 4 = exemplary	Content Area Indicators	Cross Cutting Look Fors	Averages	Averages by Area
<b>EL EDUCATION</b>				
Foundational Skills and Dyslexia	2.54	2.57	2.56	<b>Foundational Skills ONLY</b> 2.56 <small>Note that the committee would have rated this lower had they met again after the presentation from EL Ed.</small>
Complex Text and Task	3.49	2.93	3.21	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>
ELLs and Culturally Responsiveness	2.89	3.04	2.97	3.09
Total Average for EL Ed			2.91	
<b>BENCHMARK ADVANCE</b>				
Foundational Skills and Dyslexia	2.53	2.56	2.55	<b>Foundational Skills ONLY</b> 2.55
Complex Text and Task	2.96	3.17	3.07	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>
ELLs and Culturally Responsiveness	2.84	3.01	2.93	3.00
Total Average for Benchmark			2.85	

Neither program scored well in their foundational literacy materials, and based on these scores, we did not move to the piloting and data collection stages for foundation skills for either program. For the rest of the indicators, both programs scored in the “strong” category with *EL Education* scores about a tenth of a point better than *Benchmark Advance*.

## B. Focus Groups

The focus groups are hour-long encounters that allow practitioners to share their experiences with a curriculum. Below we describe and summarize the trends for each focus group. The scripting and captured chat for each of these focus groups linked are very interesting, and we recommend you look at one or two of them.

Program & notes link	Date	Slide Deck w/ Prompts	Grades Represented	# of Attendees	Sites represented
<a href="#">EL Education Teacher Focus Group A</a>	1.21.21	<a href="#">slide deck</a>	K, 5th, 3rd, TSA	5	Horace Mann, Reach, MPA Primary, New Highland Academy, Encompass
<a href="#">EL Education Teacher Focus Group B</a>	1.28.21	<a href="#">slide deck</a>	K, K-1st, 1st, 3rd, 4th/5th, 5th, TSA	11	Emerson, RISE, Carl Munk, Howard, MPA Primary, Brookfield, Allendale
<a href="#">EL Education</a>	2.9.21	<a href="#">slide deck</a>	Principals from Bella	6	Bella Vista,

<a href="#">Principal Focus Group</a>			Vista, Burkhalter, Emerson, Encompass, Grass Valley, Horace Mann		Burkhalter, Emerson, Encompass, Grass Valley, Horace Mann
<a href="#">Benchmark Advance Teacher Focus Group</a>	3.11.21	<a href="#">slide deck</a>	1st, 2nd, 4th, 5th	4	East Oakland Pride, Manzanita Community School
<a href="#">Benchmark Adelante/ Advance Teacher and Principal Forum</a>	12.15.21	N/A	1st, 2nd, 3rd, 4th/5th, 5th, TSA, principals, ELLMA, Elementary Literacy and other Academics staff	20	DL sites plus EOP and MCS

### Teacher Focus Groups for *EL Education*

Two groups of teachers (16 teachers total) varying in experience, grade and site assignment talked with each other for an hour about their experience implementing the program, answering questions in [this slide deck](#). Some of these teachers had implemented the program only this year, during distance learning, while other teachers had implemented both this year and last year. Below are the links for the focus groups:

[EL Education Teacher Focus Group A scripting](#) - 1.21.21

[EL Education Teacher Focus Group A Zoom recording](#) - 1.21.21

[EL Education Teacher Focus Group B scripting](#) - 1.28.21

[EL Education Teacher Focus Group B Zoom recording](#) - 1.28.21

### **Highlights of Complex Text and Task Answers**

Generally the program earned strong praise for the extended inquiry units, for the way the longer units and many scaffolds built up knowledge over time and supported productive struggle with engaging texts and tasks for historically underserved students, for the “language dives” teaching complex English, for the end-of-unit and module summative tasks, and for the explicitness and thoroughness of instruction. Teachers also praised the curriculum’s high expectations, the way it positions students as sense makers, and the explicit equity focus of the curriculum.

Teachers discussed the difficulty, generally, of implementation during distance learning, including the much-appreciated “developmental focus” of the missing hands-on K-2 lab activities. Some K-2 teachers pointed to the lack of grammar teaching in the lower grades. (It is included to an extent in the writing assignments, but also in the skills block which was not implemented in K-2). Some teachers believed there were not enough scaffolds to give kids access, or that though the scaffolds were there, it took time and effort to transform them into differentiation. Others talked about a lack of scaffolds as an issue specific to the simplified Flex version designed for distance learning.

### **Highlights of Teacher Experience and Useability Answers**

Most teachers reported that the program was overwhelming as they went through the first unit, but that as they implemented additional units, the overall structure and the way activities repeated became clear, making the program a lot easier for both teachers and students. Teachers had different preferences for the teacher guides



(the Detroit slide decks, the Learnzillion platform, the printed teacher guide, the *EL Education* Flex curriculum for distance learning), and they highlighted the importance of collaboration with fellow grade-level teachers, especially during distance learning, in order to think more deeply about the program and how to best implement the lessons. Teachers found the Professional Learning and ongoing support helpful, including the online resources provided from *EL Education* for the distance learning context.

### ***Highlights of Student Experience Answers***

Generally the program earned strong praise for its ability to engage students in inquiry study of interesting topics (e.g. Human Rights Module in 5th), and support them in sophisticated writing and rich and authentic conversation. Some teachers noted the way students were making connections across modules and to current events. One teacher mentioned the fact that her first graders had written a whole paragraph in the first module, and had received excited calls from parents about this. A fifth grade teacher said, “I feel I can set them loose to do their own work...make their own break out rooms...know that this is what they’re learning...For historically underserved students it gives them not just exposure but time to do the thinking and talking.” A few teachers felt that in the context of distance learning that student interest in the topic waned later in the modules.

### ***Highlights of Final Comments to Help K-5 ELA Steering Committee Better Understand the Curriculum***

Teachers expressed interest and excitement about implementing the program going forward, and for some for the first time in a non distance learning setting. Teachers noted that it was strong in closing the knowledge gap. They noted that a strong support system and roll out were critical, and that teacher to teacher collaboration was very important.

## **Principal Focus Groups for *EL Education***

A group of 5 principals from a range of sites talked with each other for an hour about their site’s experience implementing the program, answering questions in [this slide deck](#). Below are the links for the sessions:

[EL Education Principal Focus Group scripting](#)

[EL Education Principal Focus Group Zoom recording](#)

### ***Highlights of Complex Text and Task Answers***

Principals lauded the program’s focus on challenging texts and tasks and the way it increased the rigor and expectations for their teachers and students. Generally, they thought the scaffolding was helpful for both teachers and students.

### ***Highlights of Teacher Experience and Useability Answers***

Principals reported initial teacher challenges with implementation that got easier over time (similar to the teacher focus groups). They strongly expressed their belief in a “thinking” curriculum, and that productive struggles, building up the habit of meaning making, deeper thinking and decision making around a curriculum are essential aspects of teacher growth and efficacy, and thought *EL Education* implementation supported teachers in this regard. They thought *EL Education* was a great place to start as a new teacher because of the way it built in these habits, and noticed that it worked well for the new teachers on their staff. They reported that their teachers were confused by the many different options (the Flex curriculum developed for distance learning, Learnzillion, the paper manual) and one principal emphasized the utility of the Flex curriculum while another found her staff preferring Learnzillion. They emphasized the need to focus on learning together as a site in order to support teacher learning and increased efficacy with the program. They also emphasized the importance of understanding the curriculum themselves, and the utility of the professional learning they had received.



### ***Highlights of Student Experience Answers***

Principals reported increased student engagement and students excited about inquiry, with less need to use techniques to get their students engaged. They noted greatly increased engagement for their SPED students, and one principal noted the much heightened engagement amongst African American students. One principal wanted to add an emphasis going forward on the needs of on-grade level and above students as well.

### ***Highlights of Final Comments to Help K-5 ELA Steering Committee Better Understand the Curriculum***

The principals highlighted the importance of collaboration for teachers, and were very excited about the idea of virtual grade level collaboration across the district going forward: "Continue with virtual professional Development to grow a network of teachers and leaders across OUSD." Said another principal, "It's not perfect, but grade level complex texts and interesting topics that are culturally relevant are helpful."

### ***Teacher Focus Group for Benchmark Advance***

A group of teachers from two sites, varying in experience and grade assignment, talked with each other for an hour about their experience implementing the program, answering questions in [this slide deck](#). Below are the links for the sessions:

[Benchmark Advance Focus Group scripting](#) - 3.11.21

[Benchmark Advance Focus Group Zoom recording](#) - 3.11.21

### ***Highlights of Complex Text and Task Answers***

Generally, teachers appreciated the rigor of the texts and the way the program goes through the texts systematically and provides many options for scaffolding. On the other hand, in 2nd through 5th, teachers felt that the three-week units moved too fast, negatively impacting content and language development and stifling the opportunity for students to engage more fully in a topic or longer text, including novels. They also highlighted that the topics were not as engaging, and were mixed on the cultural responsiveness of the curriculum, though the Forum (see below) and effort that Benchmark was making to improve in this area was appreciated. Teachers lamented the difficulty of engaging students in talk over distance learning, and wondered what the program would feel like in person, but also noted that the prompting did not include as many open-ended questions as they would have liked.

### ***Highlights of Teacher Experience and Useability Answers***

Most teachers were impressed by the many resources, and found the overall layout routines within and over weeks predictable and helpful. They appreciated the online functionality and organization, especially in times of distance learning. Teachers praised the availability of quality, comprehensive materials in Spanish.

### ***Highlights of Student Experience Answers***

Student experience as reported by these teachers varied. When the topics were more engaging, things went well, but some units were not engaging. A teacher who had used *EL Education* in a previous position thought the *EL Education* topics were more engaging, and that with Benchmark "students are engaged out of compliance" rather than genuine interest. Again, there was a feeling that distance learning has "taken away some of the magic," in terms of student engagement.

### ***Highlights of Final Comments to Help K-5 ELA Steering Committee Better Understand the Curriculum***

Teachers lauded the availability of strong materials in Spanish, and fretted about a potential implementation that was following a calendar because they were afraid they wouldn't be able to keep up, and one teacher thought it

would be a better option for adoption if sites could pick and choose units that fit the site goals. One teacher thought *Benchmark Advance* might be better for the lower grades.

### **Benchmark Adelante/Advance Forum (Teachers, Principals and Central Office Leaders)**

The purpose of this session was to gather input from teachers and leaders on the strengths and needed areas for improvement of the *Benchmark Adelante/Advance* program at the eight dual language sites where the program has been adopted. The session included a special focus on cultural responsiveness, and this is actually an indicator in which the program scored low during the K-5 ELA Steering Committee's Level 2 review. [See full meeting notes here.](#)

#### **Highlights of Benchmark Adelante/Advance Forum**

Teachers and leaders from the dual language sites highlighted the power of having a quality program with both English and Spanish materials, including authentic, Spanish-language texts and also the Spanish phonics materials. They appreciated the robust support for distance learning that Benchmark has provided and lauded the program's organization and teacher manuals, particularly the online innerface. They also appreciated the rigor of the texts and the way that knowledge builds through themes that are repeated across grade levels. They pointed out the usefulness of rubrics and leveled texts aligned to topics.

The bulk of the critique of the program came around cultural responsiveness, the lack of texts and tasks reflecting diversity, with some specific units, texts and tasks very problematic, e.g. a task articulating the perspective of a white slave owner.

The Benchmark representatives presented their social justice lessons, which teacher have since tried out, as an improvement in support of an equity and anti-racist lens, and the Authentic Voices library.

In addition, in a Zoom [meeting on 3.19.21](#) with Mike Ray and other Central Office staff, they revealed that there are already many replacement texts in both English and Spanish in the [Benchmark 2021 edition](#). However, these reworked units with new texts do NOT include Designated ELD as they are a national edition, not a California edition.

### **C. Lesson Observations**

We conducted 13 lesson observations over Zoom (6 for Benchmark including 2 Adelante/Advance observation, and 7 for *EL Education*). The purpose of the lesson observations was to get a deeper understanding of how the curriculum worked and what it offered. First, teachers filled out a *Teacher Orientation Form for Pilot Lesson Observation* which invited them to reflect about the program, including a rubric. Then, a group of 2 to 5 observers watched the lesson live for 15 to 25 minutes and filled out a debrief form that included the same rubric as the *Teacher Orientation Form for Pilot Lesson Observation*. The observers included 12 members of the K-5 ELA Steering Committee (5 classroom teachers, 3 Central Office TSAs and 4 Central Office Literacy Coordinators) plus one consultant from Leading Educators for two of the observations.

The goal during the debrief was to dig further into the lesson materials in relation to what had just been seen in order to assess the program on the rubric indicators, with evidence included along with our ratings. [The lesson observation documentation for both programs is viewable here.](#)

The indicators for both the teachers and the observers are summarized in the document [Pilot Lesson Observation Indicators Summary](#). You will notice there is a divergence in the rubric ratings from the teachers versus those from the observers, with the observer ratings coming out a bit higher. Often the evidence for the lower teacher ratings were focused more on the difficulties of implementing certain features during distance learning, as reflected in this comment where a teacher gave *EL Education* a 1 for student talk inclusion in the curriculum: “My biggest area of concern is student to student interactions. It has been REALLY hard to do on zoom. Would LOVE feedback on this area!” In that case, the observer team ended up giving the curriculum itself a 3 for student talk after digging into the teacher manual, with the full online teacher manual as the primary source. Because the observers focused more on what the materials offered rather than the context of distance learning, they might be considered more reliable for the purposes of evaluating the curriculum, particularly since the observer debriefs also tried to take into account the valuable insights from teachers about the lesson included in the submission of the *Teacher Orientation Form for Pilot Lesson Observation*.

### **Highlights of the Benchmark Lesson Observations**

[As the indicator averages show](#), Benchmark showed its greatest strength in providing opportunities for expressing ideas and learning content and language through student talk, for anchoring the lesson in complex text and providing rigor and for providing scaffolds and useful lesson routines across the week and across the unit with all of these ratings at 3 - strong or above when the observers ratings are averaged. The weakest areas were in supporting writing and in engaging and culturally supportive tasks. The Spanish materials included in *Adelante* were also rated 3 - strong by the observers.

### **Highlights of the EL Education Lesson Observations**

[The averages show EL Education](#) overall significantly stronger than *Benchmark Advance* for all indicators, and this is true with both the observers’ rubric ratings and the teachers’ rubric ratings from their *Teacher Orientation Form for Pilot Lesson Observation*. *EL Education* performed significantly better than benchmark in the, “is the task engaging, relevant and culturally sustaining?” indicator, which the observers scored at 2.70 for *Benchmark Advance* and 3.36 for *EL Education*, with this being the indicator with the biggest difference between the two programs.

## **D. Student Work Samples**

The Student work samples provided a window into the types of assignments that students were asked to complete in the two programs. [You can see the student work sample documentation here.](#)

The [Pilot Student Work Sample Indicators Summary](#) summarizes what the teachers thought of different aspects of the student assignments. The ratings by the teachers showed stronger support overall for *EL Education*.

## **IV. Links and References**

### **A. Explanation of Program Elements in the Summary of Strengths and Needed Improvements**

Below we provide brief definitions of each of the areas called out in the table summarizing strengths and needed areas for improvement.

- **Extended student inquiry on a topic to build knowledge and language learning in preparation for a summative task:** This element evaluates the ability of the curriculum to create sustained student inquiry around a topic over time, so that students may build both content and language knowledge, including understanding of specific genres that are called for in a summative task.
- **Rigor and engagement of texts and tasks:** This element refers to the programs adherence to grade-level standards and challenge in texts and tasks, but also to how engaging the tasks are, since if texts and tasks are

not engaging, then students will be less likely to engage in the productive struggle that allows them to master grade level content. A critical aspect of engaging tasks is cultural responsiveness (see below).

- **Scaffolding up to complex text and tasks for all students:** The benefits of work with complex texts must be available to ALL students daily, including historically underserved students such as including historically underserved students such as African American, Latino, and Pacific Islander students, ELLs and students with IEPs. We must “scaffold up” to complex text, rather than simplify or circumvent the text. Using strategies such as pairing students with different language abilities, providing frequent opportunities for student talk and sense making supported by protocols and/or language patterns. By providing templates for responding to a piece of text, planning to write, and using visuals to illustrate concepts.
- **Teacher Useability:** This element is focused on how well the program provides routines and rhythms that help teachers in understanding and preparing to teach, and how well the program integrates all those elements that are needed to fully serve OUSD students, such as strong student talk guidance and robust scaffolding opportunities
- **Teacher Craft and Professional Agency:** This element refers to the ability of the program to go beyond scripting of lessons to the building of solid foundational knowledge in key areas (e.g. scaffolding) that will support teachers with decision making and deepening of implementation of a curriculum over time. It also includes opportunities for teachers to innovate within the curriculum. This foundational knowledge should also appear as advice to teachers in lessons around specific areas (again, scaffolding is a good example) so that teachers can make instructional decisions tailored to their students.
- **Equity and Cultural Responsiveness:** This is a complex element with many facets. First, text topics, characters and authors of texts should provide robust representation from historically underrepresented groups, such as lower income people, women, LGBTQ people, African Americans, Asians and Pacific Islanders, Native Americans, Latinos, and English Language Learners. Second, the practices and the tasks in the lessons should promote equity and reflect cultural diversity. For example, curriculums are more culturally responsive and equitable when they are structured to provide opportunities for student discussion, particularly when the prompts are open ended and students have a role in running the discussions. These discussions allow students to bring their own culture into the learning space. Thirdly, a curriculum should provide implementers with a clear and explicit guidance about how to provide all students equitable access.
- **Student Talk and Integrated ELD:** Integrated ELD is the practice of explicitly teaching language all day long in every content area. Sample practices that help students develop academic language include opportunities for students to talk about and make meaning of academic texts and content (including *student-to-student* talk), providing graphic organizers and teaching academic vocabulary through multiple examples. Robust opportunities for students to talk, including authentic dialogue around engaging and open-ended questions are associated with strong student literacy outcomes.
- **Designated ELD:** The Designated ELD described in the CA ELA/ELD Framework avoids isolated grammar exercises designed to identify and correct language “deficits.” Instead, it focuses on students “interacting in meaningful ways,” as they “learn about how English works.” These Designated ELD lessons leverage students’ ability to discuss and write about how specific language holds meaning in texts, and then apply this knowledge to writing and speech opportunities that matter to students.

## **B. Focus Groups Links**

### ***EL Education***

[EL Education Teacher Focus Group A scripting - 1.21.21](#)

[EL Education Teacher Focus Group A Zoom recording - 1.21.21](#)

[EL Education Teacher Focus Group B scripting - 1.28.21](#)

[EL Education Teacher Focus Group B Zoom recording - 1.28.21](#)

[EL Education Principal Focus Group scripting](#)

[EL Education Principal Focus Group Zoom recording](#)

### ***Benchmark Advance***

[Benchmark Advance Focus Group scripting - 3.11.21](#)

[Benchmark Advance Focus Group Zoom recording - 3.11.21](#)

[Benchmark & OUSD Forum with focus on Cultural Responsiveness notes - 12.15.20](#)

**C. Summaries of Rubric Indicators**

[Summary of Level 2 Reviews of All Programs Reviewed by K-5 ELA Steering Committee](#)

[Pilot Lesson Observation Indicators Summary](#)

[Pilot Student Work Sample Indicators Summary](#)

**D. [Selection Process and Research on OUSD Curriculum Under Review - Synthesis](#)**

**E. [FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21](#)**

**F. [Notes from Joint Stakeholder meeting on Report of Findings Subcommittee to K-5 ELA Steering Committee - 3.25.21](#)**

<b>Note: 1 = little or none, 2 = some, 3 = strong, 4 = exemplary</b>	<b>Content Area Indicators</b>	<b>Cross Cutting Look Fors</b>	<b>Averages</b>	<b>Averages by Area</b>				
<b>EL EDUCATION</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.54	2.57	2.56	2.56	<small>Note that the committee would have rated this lower had they met again after the presentation from EL Ed.</small>			
Complex Text and Task	3.49	2.93	3.21	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>				
ELLs and Culturally Responsiveness	2.89	3.04	2.97	3.09				
<b>Total Average for EL Ed</b>			2.91					
<b>BENCHMARK ADVANCE</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.53	2.56	2.55	2.55				
Complex Text and Task	2.96	3.17	3.07	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>				
ELLs and Culturally Responsiveness	2.84	3.01	2.93	3.00				
<b>Total Average for Benchmark</b>			2.85					
<b>WONDERS</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.76	2.95	2.85	2.85				
Complex Text and Task	2.58	2.54	2.56	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>				
ELLs and Culturally Responsiveness	2.21	2.53	2.37	2.46				
<b>Total Average for Wonders</b>			2.59					
<b>AMPLIFY CKLA</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.78	2.94	2.86	2.86				
Complex Text and Task	2.18	2.45	2.32	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>				
ELLs and Culturally Responsiveness	1.97	2.35	2.16	2.238				
<b>Total Average for CKLA</b>			2.45					
<b>Bookworms</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.32	2.33	2.33	2.33				
Complex Text and Task	2.31	2.05	2.18	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>				
ELLs and Culturally Responsiveness	2.24	2.37	2.31	2.243				
<b>Total Average for Bookworms</b>			2.27					
<b>F&amp;P CLASSROOM</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.06	2.18	2.12	2.12				
Complex Text and Task	2.36	2.30	2.33	<b>Complex Text &amp; Task + ELLs &amp; Cultural Responsiveness ONLY</b>				
ELLs and Culturally Responsiveness	2.07	2.42	2.24	2.12				
<b>Total Average for F&amp;P Classroom</b>			2.23					
<b>SIPPS Suite</b>				<b>Foundational Skills ONLY</b>				
Foundational Skills and Dyslexia	2.89	2.68	2.79	2.79				
<b>Total Average for F&amp;P Classroom</b>			2.79					

# Selection Process and Research on OUSD Curriculum Under Review - Synthesis<sup>1</sup>

## I. SETTING THE CONTEXT: BACKGROUND ON K-5 CURRICULUM ADOPTION PROCESS

This document outlines the rationale and research supporting review of programs for possible adoption by the OUSD Board of Education. In March of the 2019-2020 school year, OUSD embarked on a process of selecting a new K-5 ELA curriculum, with a goal of bringing recommendations to the OUSD Board of Education by Spring of 2021. The K-5 ELA Steering Committee, composed mostly of OUSD teachers, is the body primarily responsible for reviewing and recommending adoption of materials to the Board. To see more detail about the rationale and timeline of the adoption process, see the document [FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21](#).

## II. CURRICULA UNDER REVIEW

**Important Notes on Research:** A [DESE-commissioned policy brief](#) found in 2018 that “research has yet to catch up to recent developments in curriculum materials.” This is a promising and important area for further study. It should be noted that the available data or research linked in the tables below is publicly available through the publisher or author websites. Where possible, the organization or researcher conducting the study is named along with the districts studied. In some cases the specific districts involved in the case study or research were not named; if a district was named, a link is provided to offer additional information on size and demographics of the district.

Current “Waiver” Pilots <sup>2</sup>	
Purpose for reviewing the curriculum in use under a District-approved waiver is to determine quality, broaden exposure, and establish an opinion on the possibility for District adoption.	
<a href="#">Benchmark Advance</a> Adelante/Advance has been used as the Spanish-language curriculum in Dual Language schools since sites and leadership conducted a review of Spanish/English curriculum several years ago. In addition, classroom-level pilots of Advance have been implemented in English-language ELA classrooms	<a href="#">EL Education</a> Current pilot in 19 elementary schools - 7 schools in first cohort, 12 additional schools in second cohort; EL Education was adopted by OUSD middle schools in 2016. This piloting does not include the use of the EL Education K-2 foundational literacy skills block (sites used SIPPS primarily for this portion).
<a href="#">EdReports</a> <ul style="list-style-type: none"><li>● K-2: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li><li>● 3-5: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li></ul>	<a href="#">EdReports</a> (Learnzillion and OpenUp Resources) <ul style="list-style-type: none"><li>● K-2: <b>GREEN</b> - Meets expectations for <b>Text Quality</b>, <b>Building Knowledge</b>, <b>Usability</b></li><li>● 3-5: <b>GREEN</b> - Meets expectations for <b>Text Quality</b>, <b>Building Knowledge</b>, <b>Usability</b></li></ul>

<sup>1</sup> Document updated on 12.18.20

<sup>2</sup> Please note that at their meeting on 12.14.20, the K-5 ELA Steering Committee decided to collect data from ongoing pilots for each of the two “waiver pilot” programs. See summary rating of all programs here.

#### Research from Benchmark Advance website

- **Highlight:** A report from the [Learning Policy Institute](#) identifies the California districts that are “positive outliers” because their students are beating the odds. Of the 435 California Districts, 156 districts (36%) were identified in which students achieved at much higher than expected levels. Of those 156 districts, 59 districts (38%) are using Benchmark Advance and/or Adelante as the ELA/SLA core curriculum.

#### Results + Reviews from EL Education website

- **Highlight:** [An 18-district study](#) by Mathematica Policy Research focused on grades 4th through 8th found that teachers using EL Education’s K–5 Language Arts curriculum engaged students in more higher-order thinking after receiving aligned professional development—and that novice teachers using the curriculum were three times more likely to focus on asking students higher-order thinking questions. Mathematica found a positive and statistically significant two-year impact for 4th and 5th graders, corresponding to roughly 1.4 months of additional growth in student achievement compared to a control group.
- **Highlight:** [WestED](#), a leading national research firm, examined the impact on student literacy achievement of the EL Education K-2 ELA curriculum combined with professional learning during one academic year. Students in schools in a large Tennessee district using the curriculum whose teachers received professional development were compared to a national comparison group. The Tennessee students scored significantly higher, testing at the 52nd percentile compared to the 39th percentile for the comparison group, equivalent to a medium-to-large effect size of .44. 86% of students in the control group were African American and 64% were socio-economically disadvantaged.

#### **Additional Notes**

- [2015 ELA/ELD California Adoption](#) - APPROVED ELD (Program 2)
- Adopted in [San Mateo-Foster City](#) and [Los Angeles Unified](#)

#### **Additional Notes**

- Used in [Detroit Public Community Schools](#), [Shelby County Schools](#) (Memphis, TN), [Wake County Public School System](#) (metro Raleigh, North Carolina); Charlotte-Mecklenburg
- [Louisiana Believes](#)
  - **OVERALL: Tier 1 - Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.**
  - All indicators on IMET were identified as STRONG: Quality of Text, Reading and Volume of Texts, Foundational Skills, Coherence of Tasks, Text Dependent Questions, Writing to Sources, Speaking, Listening, and Language, Assessment, Scaffolding and Support



	<ul style="list-style-type: none"> <li>● <a href="#">MA Curate - EL Education 2017 K-2</a> - Materials Review <ul style="list-style-type: none"> <li>○ <b>Overall - Meets Expectations</b></li> <li>○ Meets Expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Usability for Teachers, Classroom Application</li> <li>○ Partially Meets Expectations: Accessibility for Students</li> </ul> </li> <li>● <a href="#">MA Curate - EL Education 2017 3-5</a> <ul style="list-style-type: none"> <li>○ <b>Overall - Partially Meets Expectations</b></li> <li>○ Partially Meets Expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Accessibility for Students, Usability for Teachers, Classroom Application</li> </ul> </li> </ul>
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<b>Additional Curricula Selected for Level 2 Review<sup>3</sup></b> Selection considerations included: (1) Programs adopted by the CA State Board of Education with ELD component, (2) Programs adopted by neighboring districts and districts with similar demographics, (3) EdReports.org reviews, (4) Additional recommendations from committee and community members	
<a href="#">F&amp;P Classroom</a>	<a href="#">Wonders</a>
<p><b>Summary of Rationale from Steering Committee:</b> F&amp;P is a familiar publisher in OUSD and there are similar structures/ connections to Units of Study. Schools use the benchmark assessment and some use LLI as an intervention. There is particular interest from the Steering Committee around the foundational skills component and its use in neighboring districts.</p> <p>Reviewing this program is an opportunity to interrogate current materials and practices. It also creates the opportunity for practitioners to compare approaches to foundational skills instruction, particularly because OUSD does not currently have a systemic approach to foundational skills instruction across all schools.</p>	<p><b>Summary of Rationale from Steering Committee:</b> Wonders has conflicting reviews from widely available and trusted sources but the most updated (linked below) for the 2020 version shows improvement over the 2017 version. This program has an ELD component and is approved by the CA Board of Education. Steering Committee comments also indicate an interest in the features for Writing instruction and SEL.</p> <p>Reviewing this program is an opportunity to review a comprehensive ELA program with ELA instruction aligned to complex text and systematic K-2 foundational skills that also features an ELD component.</p>

<sup>3</sup> Please note that during their meeting on 12.14.20, the K-5 ELA Steering Committee decided not to move ahead with piloting of these three programs. See summary rating of all programs here.

<p><b><u>EdReports</u></b></p> <ul style="list-style-type: none"> <li>● K-2: <b>YELLOW</b> - Partially meets expectations for <b>Standards and Research Based Practices</b> and <b>Implementation, Support Materials, &amp; Assessment</b></li> <li>● <b>Note:</b> This is a rating for Foundational Skills only, the full F&amp;P Classroom curriculum does not have a review</li> </ul>	<p><b><u>EdReports</u></b></p> <ul style="list-style-type: none"> <li>● K-2: <b>GREEN</b> - Meets expectations for <b>Text Quality, Building Knowledge, Usability</b></li> <li>● 3-5: <b>GREEN</b> - Meets expectations for <b>Text Quality, Building Knowledge, Usability</b></li> </ul>
<p><b><u>Efficacy Studies from F&amp;P Classroom website</u></b></p> <ul style="list-style-type: none"> <li>● <b>Highlight:</b> In a small district in <a href="#">Midway, TX</a>, Pilot Elementary Schools had a larger percentage increase between 2017–18 and 2018–19 (after the pilot year) in 3rd grade students meeting grade level performance than the state and nearly all other elementary schools in the district. This was after the pilot schools had larger percentage declines between 2016–17 and 2017–18 (pre-pilot) than the state, and for one pilot school, more than three of the four other elementary schools.</li> </ul>	<p><b><u>Research Brochure from Wonders website</u></b></p> <ul style="list-style-type: none"> <li>● <b>Highlight:</b> Analysis of Smarter Balanced test results from every California district that implemented Wonders before 2015 shows a pattern of increasing performance for students in districts in year one and two of standard implementations of Wonders across the state. Analyses of student cohorts reveal an average increase of 8.6 percentage points in the proportion of students meeting and exceeding grade standards in English language arts/literacy in these districts/schools. Cohort increases range from five percentage points (<a href="#">Antioch Unified</a> 2015 fourth grade to 2016 fifth grade) to 18 percentage points (<a href="#">Bellevue Union</a> 2015 fourth grade to 2016 fifth grade).</li> </ul>
<p><b>Steering Committee Reflections</b></p> <ul style="list-style-type: none"> <li>● Selected by 15/28 responses</li> <li>● <a href="#">Themes from comments</a> <ul style="list-style-type: none"> <li>○ Use in surrounding districts</li> <li>○ Familiarity and coherence with current structures</li> <li>○ Interest in resources provided</li> </ul> </li> </ul>	<p><b>Steering Committee Reflections</b></p> <ul style="list-style-type: none"> <li>● Selected for review by 14/28 responses</li> <li>● <a href="#">Themes from comments</a> <ul style="list-style-type: none"> <li>○ Strong Ratings + CA Approved ELD</li> <li>○ Spanish/Dual Language component</li> <li>○ Interest in Particular Features - Writing, SEL</li> </ul> </li> </ul>
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● Adopted in <a href="#">San Francisco</a>, <a href="#">San Lorenzo</a></li> </ul>	<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2015 ELA/ELD California Adoption</a> - <b>APPROVED ELD</b> (Program 2)</li> <li>● Adopted in <a href="#">Long Beach Unified</a>, <a href="#">Mt. Diablo</a>, and <a href="#">San Leandro</a></li> <li>● <a href="#">MA Curate Review: Wonders 2017 K-2</a> <ul style="list-style-type: none"> <li>○ <b>Overall - Does Not Meet Expectations</b></li> <li>○ Partially Meets Expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Does Not Meet Expectations: Accessibility for Students, Usability for Teachers</li> <li>● <a href="#">MA Curate Review: Wonders 2020 3-5</a> - (<a href="#">rubric</a>) <ul style="list-style-type: none"> <li>○ <b>Overall - Meets Expectations</b></li> <li>○ Meets expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Accessibility for Students, Usability for Teachers</li> </ul> </li> <li>● <a href="#">Louisiana Believes</a> (uses IMET rubric) <ul style="list-style-type: none"> <li>○ <b>OVERALL: Tier 3 - Not representing quality</b> (receives a NO on any of the non-negotiable criteria - Quality of Texts, Complexity of Texts, Text Dependent Questions, Foundational Skills)</li> <li>○ <b>Does not meet criteria</b> for the following “non-negotiable” indicators: Quality of Texts (building knowledge), Text Dependent Questions (using text evidence)</li> <li>○ <b>Meets criteria</b> in the following “non-negotiable” indicators: Complexity of Texts</li> <li>○ Foundational Skills met criteria for K but did not meet criteria for grades 1-3</li> </ul> </li> </ul>
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<a href="#">Bookworms</a>	<a href="#">Core Knowledge Language Arts (CKLA)</a>
<a href="#">EdReports</a> <ul style="list-style-type: none"> <li>● K-2: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> <li>● 3-5: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Summary of Rationale from Steering Committee:</b> CKLA is a widely used curriculum nationally that is recognized as meeting expectations by the review sources below - EdReports, Louisiana Believes, and MA Curates. The Steering Committee also noted its Foundational Skills component as aligned to the “Science of Reading.” Like Wonders, it provides a comprehensive ELA program.</li> <li>●</li> <li>● Reviewing this is an opportunity to review a comprehensive ELA program that includes systematic K-2 foundational skills, provides a variety of resources, and centers around building knowledge for students.</li> </ul>

<p><a href="#">Bookworms Impact from UDel author's website</a></p> <ul style="list-style-type: none"> <li>● <b>Highlight:</b> Compared to 20 other Georgia districts with the same assessments, the <a href="#">Jefferson County</a> students grew the most in every grade level one year after using Bookworms. In the second year, they maintained these high levels of growth. (<a href="#">Article</a>)</li> <li>● <b>Highlight:</b> In a case study from the Center for Research in Education and Social Policy at the University of Delaware in <a href="#">Seaford, DE</a>, a district where students once underperformed the state average, it was found that students were now outperforming the state average three years later across subgroups including English Language Learners and special education. In the year before implementation, 36% of grade three students were proficient, 42% of grade four, and 44% of grade five. After Bookworms was implemented, 52% of third graders were proficient, 49% of fourth graders, and 50% of fifth graders. (<a href="#">PDF</a>)</li> </ul>	<p><a href="#">EdReports</a></p> <ul style="list-style-type: none"> <li>● K-2: <b>GREEN</b> - Meets expectations for <b>Text Quality, Building Knowledge, Usability</b></li> <li>● 3-5: <b>GREEN</b> - Meets expectations for <b>Text Quality, Building Knowledge, Usability</b></li> </ul>
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● Used in <a href="#">Jefferson County, GA</a>; <a href="#">Seaford, DE</a>; <a href="#">Cecil County Public Schools</a> (MD); <a href="#">Staunton, VA</a></li> <li>● <a href="#">Louisiana Believes - Grade 2 ONLY</a> <ul style="list-style-type: none"> <li>○ <b>OVERALL: Tier 1 - Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.</b></li> <li>○ All indicators on IMET were identified as STRONG: Quality of Text, Reading and Volume of Texts, Foundational Skills, Coherence of Tasks, Text Dependent Questions, Writing to Sources, Speaking, Listening, and Language, Assessment, Scaffolding and Support</li> </ul> </li> <li>● <a href="#">Washington State Open Education Resource Review</a> <ul style="list-style-type: none"> <li>○ <a href="#">PDF review of CKLA and Bookworms</a></li> <li>○ Reviewed on IMET rubric for High Quality Texts, Evidence-Based Discussion and Writing, Building Knowledge, Foundational Skills <ul style="list-style-type: none"> <li>■ When averaged, Bookworms materials rated in the “Agree” range for High Quality Texts and “Slightly Beneath Agree” for</li> </ul> </li> </ul> </li> </ul>	<p><a href="#">Studies from CKLA website</a></p> <ul style="list-style-type: none"> <li>● <b>Highlight:</b> <a href="#">Results from the three-year pilot</a> of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.</li> <li>● <b>Highlight:</b> Results from a <a href="#">2018 Arizona study of 31 schools</a> show that Amplify CKLA was associated with positive outcomes for students overall (+0.26 effect size), as well as positive outcomes for economically disadvantaged students (+0.28 effect size) and Latino students (+0.38 effect size), who represent the largest minority student group in Arizona.</li> </ul>

<p>Building Knowledge and Foundational Skills noting a need for a supplemental resource</p> <ul style="list-style-type: none"> <li>○ Reviewed on EQUIP rubric for Alignment to the Rigors of the CCSS, Key Shifts in the CCSS, Instructional Supports, Assessment <ul style="list-style-type: none"> <li>■ When averaged, Bookworms materials rated in the Many to All range for Alignment to Rigor and Key Shifts and Some to Many range for Instructional Supports and Assessment.</li> </ul> </li> </ul>	
<p><b>Steering Committee Reflections</b></p> <ul style="list-style-type: none"> <li>● Selected by 11/28 responses</li> <li>● <a href="#">Themes from comments</a> <ul style="list-style-type: none"> <li>○ Looks different and interesting to review</li> <li>○ Seems good in terms of useability and foundational skills</li> <li>○ Oakland NAACP favors the program</li> </ul> </li> </ul>	<p><b>Steering Committee Reflections</b></p> <ul style="list-style-type: none"> <li>● Selected by 11/28 responses</li> <li>● <a href="#">Themes from comments</a> <ul style="list-style-type: none"> <li>○ Overall Resources + Approach</li> <li>○ Foundational Skills</li> <li>○ EdReports Ratings</li> </ul> </li> </ul>
	<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">MA Curate - CKLA 2015 K-2</a> - Materials Review <ul style="list-style-type: none"> <li>○ <b>Overall - Meets Expectations</b></li> <li>○ Meets Expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Usability for Teachers</li> <li>○ Partially Meets Expectations: Accessibility for Students</li> </ul> </li> <li>● <a href="#">MA Curate - CKLA 2015 3-5</a> - Materials Review <ul style="list-style-type: none"> <li>○ <b>Overall - Partially Meets Expectations</b></li> <li>○ Meets Expectations: Text Quality and Organization</li> <li>○ Partially Meets Expectations: Classroom Tasks and Instruction, Standards Alignment, Accessibility for Students, Usability for Teachers</li> </ul> </li> <li>● <a href="#">Louisiana Believes</a> <ul style="list-style-type: none"> <li>○ <b>OVERALL: Tier 1 - Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.</b></li> <li>○ All indicators on IMET were identified as STRONG (Quality of Text, Reading and Volume of Texts, Foundational Skills, Coherence of Tasks,</li> </ul> </li> </ul>

	<p>Text Dependent Questions, Writing to Sources, Speaking, Listening, and Language, Assessment, Scaffolding and Support)</p> <ul style="list-style-type: none"> <li>• <a href="#">Washington State Open Education Resource Review</a> - <a href="#">PDF review of CKLA and Bookworms</a> <ul style="list-style-type: none"> <li>○ Reviewed on IMET rubric for High Quality Texts, Evidence-Based Discussion and Writing, Building Knowledge, Foundational Skills <ul style="list-style-type: none"> <li>■ When averaged, CKLA rated in the Agree–Strongly Agree range for all categories.</li> </ul> </li> <li>○ Reviewed on EQUIP rubric for Alignment to the Rigors of the CCSS, Key Shifts in the CCSS, Instructional Supports, Assessment <ul style="list-style-type: none"> <li>■ When averaged, CKLA materials rated in the Many to All range for all indicators.</li> </ul> </li> </ul> </li> </ul>
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Below is additional information on programs that were <u>not</u> selected for Level 2 review by the Steering Committee	
<a href="#">National Geographic Reach for Reading</a>	<a href="#">Collaborative Literacy - Making Meaning, Being a Reader, Being a Writer, SIPPS</a>
<p><a href="#">EdReports</a></p> <ul style="list-style-type: none"> <li>• K-2: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> <li>• 3-5: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> </ul>	<p><a href="#">EdReports</a></p> <ul style="list-style-type: none"> <li>• K-2: <b>YELLOW</b> - Meets expectations for <b>Text Quality</b>; Partially meets expectations <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> <li>• 3-5: <b>YELLOW</b> - Partially meets expectations for <b>Text Quality</b> and <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> </ul>
<p><a href="#">A Study of the Effectiveness of National Geographic Reach (PDF)</a></p> <ul style="list-style-type: none"> <li>• <b>Highlight:</b> Overall, the study findings show that the use of Reach with third-grade ELLs during one school year’s time was found to significantly improve students’ language proficiency and critical thinking skills according Language and Literacy Tests, the Oral Language Assessment, and the Gates-MacGinitie Reading Test</li> </ul>	<p><a href="#">Collaborative Classroom in the Field: Case Studies</a></p> <ul style="list-style-type: none"> <li>• <b>Highlight:</b> <a href="#">Sioux Falls School District</a> reports that in the first few years of using Collaborative Literacy, the number of Tier 2 students has decreased, and there has been strong vocabulary acquisition and growth across the district. Studies demonstrated that between fall 2017 and fall 2019, there was a statistically significant increase in student writing scores, as well as increases in total averaged scores after two years. The</li> </ul>

	results were consistent across all groups— English Language Learners, Title 1 students, Tier 2 students, and non-white students.
<b>Additional Notes</b> <ul style="list-style-type: none"> <li>Used in <a href="#">Clark County, NV</a></li> <li><a href="#">2015 ELA/ELD California Adoption</a> - APPROVED ELD (Program 2)</li> <li><a href="#">Louisiana Believes</a> - Not reviewed</li> <li><a href="#">MA Curate</a> - Not reviewed due to insufficient alignment</li> </ul>	<b>Additional Notes</b> <ul style="list-style-type: none"> <li>Used in <a href="#">Alameda Unified</a>, SIPPS used in OUSD for foundational skills</li> <li><a href="#">Louisiana Believes - SIPPS (Foundational Skills) ONLY</a> <ul style="list-style-type: none"> <li><b>OVERALL: Tier 2 - Approaching Quality</b></li> <li>STRONG INDICATORS: Program Design, Instructional Design, Usability and Support</li> <li>WEAK INDICATORS: Additional Materials - “Does not include regular opportunities and tools for students to receive feedback”</li> </ul> </li> <li><a href="#">MA Curate - Collaborative Classroom K-2</a> <ul style="list-style-type: none"> <li><b>Overall - Partially Meets Expectations</b></li> <li>Partially Meets Expectations: Accessibility for Students, Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Usability for Teachers, Classroom Application</li> </ul> </li> <li><a href="#">MA Curate - Collaborative Classroom 3-5</a> <ul style="list-style-type: none"> <li><b>Overall - Partially Meets Expectations</b></li> <li>Partially Meets Expectations: Accessibility for Students, Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Usability for Teachers, Classroom Application</li> </ul> </li> </ul>

<a href="#">Journeys - Houghton Mifflin</a>	<a href="#">Wit and Wisdom</a>
<b>EdReports</b> <ul style="list-style-type: none"> <li>K-2: <b>RED</b> - Partially meets expectations for <b>Text Quality</b>; Does not meet expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> <li>3-5: <b>RED</b> - Partially meets expectations for <b>Text Quality</b>; Does not meet expectations for <b>Building Knowledge</b>; Not rated for <b>Usability</b></li> </ul>	<b>EdReports</b> (no Foundational Skills, recommends use of Heggerty + Foundations) <ul style="list-style-type: none"> <li>K-2: <b>GREEN</b> - Meets expectations for <b>Text Quality, Building Knowledge, Usability</b></li> <li>3-5: <b>GREEN</b> - Meets expectations for <b>Text Quality, Building Knowledge, Usability</b></li> </ul>
<a href="#">Efficacy Research from Journeys Reading Website</a> (PDF)	<a href="#">Case studies from Great Minds website</a> (PDF)

<ul style="list-style-type: none"> <li>● <b>Highlight:</b> One study conducted across 17 districts (1 city, 13 suburban, 1 town, 1 rural) in all three grades included in the study reading achievement growth for the high achieving and low achieving students was statistically significant. The effect sizes at grades 2, 3, and 4 for the low pretest scoring students were above a substantively important level and were large at all three grade levels. The effect sizes at grades 2, 3, and 4 for high pretest scoring students were above a substantively important level and were large at grades 2 and 3. The effect size at grade 4 was medium.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Highlight:</b> <a href="#">James R. Lowell Elementary</a>, a Philadelphia school, began implementing Wit &amp; Wisdom in the fall of 2016. The school reports that from September to January, the number of students reading at grade level has increased 16%, almost double the school's end-of-year goal of 9% growth on their administration of the Developmental Reading Assessment.</li> </ul>
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2015 ELA/ELD California Adoption</a> - APPROVED ELD (Program 2)</li> <li>● <a href="#">Louisiana Believes</a> <ul style="list-style-type: none"> <li>○ <b>OVERALL: Tier 3</b> - Not representing quality (receives a NO on any of the non-negotiable criteria - Quality of Texts, Complexity of Texts, Text Dependent Questions, Foundational Skills)</li> <li>○ Does not meet criteria for the following “non-negotiable” indicators: Quality of Texts (building knowledge), Foundational Skills, Coherence of Tasks</li> <li>○ Meets criteria in the following “non-negotiable” indicators: Text Dependent Questions</li> </ul> </li> <li>● <a href="#">MA Curate</a> - Not reviewed</li> </ul>	<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>● Used in <a href="#">Baltimore City Public Schools</a>, ACORN Woodland (OUSD)</li> <li>● <a href="#">Louisiana Believes</a> <ul style="list-style-type: none"> <li>○ <b>OVERALL: Tier 1 - Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.</b></li> <li>○ All indicators on IMET were identified as STRONG: Quality of Text, Reading and Volume of Texts, Foundational Skills, Coherence of Tasks, Text Dependent Questions, Writing to Sources, Speaking, Listening, and Language, Assessment, Scaffolding and Support</li> </ul> </li> <li>● <a href="#">MA Curate - Wit &amp; Wisdom K-2</a> <ul style="list-style-type: none"> <li>○ <b>Overall - Meets Expectations</b></li> <li>○ Partially Meets Expectations: Accessibility for Students</li> <li>○ Meets Expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Usability for Teachers, Classroom Application</li> </ul> </li> <li>● <a href="#">MA Curate - Wit &amp; Wisdom 3-5</a> <ul style="list-style-type: none"> <li>○ <b>Overall - Meets Expectations</b></li> <li>○ Partially Meets Expectations: Accessibility for Students</li> <li>○ Meets Expectations: Text Quality and Organization, Classroom Tasks and Instruction, Standards Alignment, Usability for Teachers, Classroom Application</li> </ul> </li> </ul>



### III. APPENDIX

#### Curricular Material Review Resources

- [MA Curate](#) - Curriculum material ratings by Massachusetts Teachers
- [Louisiana Believes](#) - Louisiana Department of Ed Reviews (each review is a PDF using IMET criteria)
- [EdReports](#) - an independent nonprofit designed to improve education by providing reviews of K-12 instructional materials

**Steering Committee Comments from Level 1 Review** (Committee members were able to select up to 4 curricula. They considered the following: (1) Programs adopted by the CA State Board of Education with ELD component, (2) Programs adopted by neighboring districts and districts with similar demographics, (3) EdReports.org reviews, (4) Additional recommendations from committee and community members).

- **CKLA (11 out of 28 members supported conducting a Level 2 review)**
  - The Core Knowledge curriculum provides an integrative approach to ELA instruction.
  - Middle Schools adoption; most robust workshop component among choices; high quality texts and tasks; strong ratings
  - In reviewing the scores for both K-2 and 3-8, the scores for text quality, building knowledge and usability are all in the meets expectations whereas some of the other curriculums for review do not have nearly the same scores. It is also honest and states that outside resources for grammar and foundation skills in 3-5. It also has every digital which can be nice for homework, sharing with google classroom, Seesaw, etc.
  - Honestly, I looked at the different domains (units) and the topics look very interesting for 3rd graders.
  - Most of these choices do not align with the Science of Reading, and I'm disappointed they are being considered. I chose CKLA because of SoR alignment, and reputation among teachers. I would have maybe chosen Wit & Wisdom, but since we are already doing EL, I opted for a different company.
  - It seems very comprehensive and research based. The scope and sequence is very much aligned with the Common Core and vertically aligned with all grade levels. The foundational skills block is comprehensive and reflective of student need based off of assessments and progress monitoring. Therefore there is specific data points to inform teacher instruction. There is a strong focus on building background knowledge, oral language and vocabulary through complex texts and text dependent questions.
  - Green in data and is a Program 2 curriculum with ELA & ELD.
  - Good rating, comprehensive, free downloads, not a script program
  - EdReports rating
  - I actually am not ready to pick the top one right now. I picked these because of higher EdReport ratings but I want to make sure they have a designated ELD component (and then how good is the D-ELD component). I am thinking these are the ones I want to look into further: CKLA, Wonders, National Geo, Wit and Wisdom.
- **Wonders (14 out of 28 members supported conducting a Level 2 review)**
  - EdReports rating is green. I've heard of some schools in the Achievement Network that has used it and had some critiques of it, but I wanted to understand it for myself.
  - Green in provided data and is a Program 2 curriculum with ELA & ELD.
  - Overall Good rating; comprehensive, CA adopted, online resources include lesson slide decks and coach tip videos
  - Really enjoyed the website. Plus the ratings.
  - high quality texts and tasks; strong ratings

- I actually am not ready to pick the top one right now. I picked these because of higher EdReport ratings but I want to make sure they have a designated ELD component (and then how good is the D-ELD component). I am thinking these are the ones I want to look into further: CKLA, Wonders, National Geo, Wit and Wisdom.
- The overall scores seem positive.
- I am interested in exploring the curriculum's potential for dual language instruction
- This curriculum seems to have great ratings on EdReport. I am curious to explore further as it also has a spanish component?
- I am familiar with their curriculum. Tends to be liked by the scholars. There are some holes that the scholars may not like
- This program looks like it has all the components we are looking for in a curriculum and I like the layout of the writing genres.
- I am curious to see how all the components are woven together and how the social emotional piece is incorporated.
- **F&P Classroom (15 out of 28 members supported conducting a Level 2 review)**
  - Teachers are familiar with F&P benchmark assessment and will focus their learning on other components of the program.
  - We use F & P to determine student reading levels at my school site.
  - We use F&P for our assessment and it might be good to have a cohesive program.
  - Since we use F&P to measure literacy, I'm curious about the curriculum.
  - Aligns with the tests we give.
  - F&P offers great resources for guided reading.
  - Upon review of the different curriculum, F&P Classroom seems to offer a combination of whole group, small group and independent learning. I wonder and would like to explore further to see if this curriculum allows a similar workshop style that Units of Study offers along with providing content based lessons.
  - As a leveled literacy program that seems similar to Units of Study, I would like to know the differences between the two. The Ed Report only gave an overview of K-2, and I would be interested to know if those grade levels would score higher on the report mainly focused on phonics, which occurs in lower grade levels. It seems that F&P still allows choice for both the student and teacher, but provides the necessary structures and resources that would likely help students coming from a Units of Study background to ease into the curriculum because of their similarities (mini-lesson, leveled reading, etc.)
  - I would like to evaluate F&P Classroom more in depth because I have heard from teachers in SFUSD that they find it effective
  - SFUSD and San Lorenzo use the same curriculum. Lots of families move around in the Bay Area having some consistency in the region could be beneficial.
  - F&P Classroom seems relatively new on the scene. I'm interested in the fact that a couple local districts are using it, including SFUSD. I didn't look into this but assume that the materials are well aligned to other F&P products -- like the reading assessment, and Leveled Literacy Intervention (LLI) -- which would be a strength.
- **Bookworms (4 out of 28 members supported conducting a Level 2 review in Spring of 2020, then vote 18 to 4 to conduct Level 2 Review on 1.13.21)**

Comments from Spring, 2020

  - A couple of the programs I have some knowledge of, Bookworms is new to me and looked interesting for review.
  - I'm interested in exploring this resource more mainly because of the findings in the Ed Report ELA K-2 Summary of Alignment & Usability. In all categories, this curriculum met expectations. In my previous district, we used this curriculum, and at the time, I was told by school site leaders and coaches that the material was NOT rigorous enough and did not meet CCSS standards. However, I was in my first two years of teaching and did not have the experience or expertise to discern whether or not these claims were valid. Many teachers at my school site seemed to deviate from the curriculum in some way, but I would be interested to learn more about school sites that implement it with more fidelity. I would also like to know how teachers view the curriculum in other districts since it did not seem very popular among teachers in WCCUSD at the time.

- It seems stronger in foundational skills, Kareem advocated for it, and I'm curious as to why from NAACP he wears. I hear it's more user friendly than EL
- **Not Selected For Review**
  - Journeys (**2 out of 28 members supported conducting a Level 2 review**)
    - I had never heard of Journeys, and if I were to judge a book by its cover I wouldn't pick this one up. I don't like the look/design of the materials (haha). However, the reviews, research and ratings are solid! The components seem to be comprehensive. The brochure/website materials touch on all the right things -- teacher autonomy, differentiation, tier 2 intervention, complex text, connections to social/emotional learning, supports for english language development... and there's a spanish version! It definitely seems worth exploring further.
    - It offers ELA practices/ experiences for our students. It has complex texts, lessons and assessments.
  - 
  - National Geographic (**6 out of 28 members supported conducting a Level 2 review**)
    - I have used various National Geographic resources over the years and they were engaging for students and touched on aspects that we are looking for. I am curious to see how their reading program measures up.
    - I am interested by this approach of teaching reading and writing through content integration. I also like the close reading resources and the emphasis on complex, meaningful texts.
    - A personal fan of National Geographic.
    - I actually am not ready to pick the top one right now. I picked these because of higher EdReport ratings but I want to make sure they have a designated ELD component (and then how good is the D-ELD component). I am thinking these are the ones I want to look into further: CKLA, Wonders, National Geo, Wit and Wisdom.
    - I find the National Geographic materials I have used with my students engaging
    - Yellow in data and is a Program 2 curriculum with ELA & ELD.
  - Wit and Wisdom (**7 out of 28 members supported conducting a Level 2 review**)
    - Most of these choices do not align with the Science of Reading, and I'm disappointed they are being considered. I would have maybe chosen Wit & Wisdom, but since we are already doing EL, I opted for a different company.
    - First of all it got a perfect score on EdReports which is saying something. The texts are complex and not only teach students how to read and comprehend, but they also strongly focuses on building background knowledge. It also seems very culturally responsive and inclusive and I read that students often see themselves in the texts. The students dive deeply into the books and they grounds students writing and comprehension.
    - In reviewing the scores for both K-2 and 3-8, the scores for text quality, building knowledge and usability are all in the meets expectations whereas some of the other curriculums for review do not have nearly the same scores. I like that it says "Students are supported in growing knowledge and vocabulary as they practice and apply skills in new texts and tasks. The materials include comprehensive instruction in writing, building research skills, and supporting students' developing independent reading." It is also honest and states that for k-2 that it needs to be paired with a high quality foundational program.
    - We almost decided to use Wit & Wisdom for ELA curriculum at my school site
    - I currently use Eureka math, which is made by the same company.
    - I got high ratings and meets the expectations. Teacher reviews were very good. It's a toss up now between McGraw-Hill: Wonders
    - I am excited about the level of text complexity displayed by the curriculum. Specifically, I am intrigued by the "deep dives."
  - Making Meaning, Being a Reader, Being a Writer (**8 out of 28 members supported conducting a Level 2 review**)

- I've heard good reviews from people using this curriculum in the district
- More than anything, I'm selecting the Making Meaning/BAR/BAW because 1.) It's aligned to SIPPS, which we already use widely and could continue to implement for tier 2/3 interventions, and 2.) I've heard the most about this curriculum already -- mostly from friends and former colleagues at Education for Change schools. I currently have good friends working at ASCEND (EFC) and Alameda Unified who are using these materials. They are experienced teachers, who have each been teaching from 7-18 years. Their students/schools have seen much improved outcomes for students. These friends shared with me the following feedback, that I want to share here: -Being a Reader is very good for emergent readers; explicit reading instruction that is engaging for students -Effective for student populations that are working below grade level and have a lot of "catching up" to do from an early age (i.e. high poverty, English Language Learners, etc.). -Good for grades K-2; not so much for 3-5 -High quality, high interest guided reading texts -Teacher guides are straightforward, easy to follow & implement, easy to adapt & modify -Easy for new teachers; student teachers have been implementing with success -Making Meaning -- not so impressive. Not rigorous. Keeps kids on the carpet for a long time. These teachers have modified it a good amount and only use components (I'm not sure exactly what this means) -Love Being a Writer in the lower grades! More structure than Calkins, which they'd found difficult to implement over the years with high ELL populations. Anchors in great read-alouds; builds a writing culture. Noticed significant growth in students' writing when started using this curriculum. -Being a Writer limitations: doesn't explicitly teach grammar, spelling, penmanship. Doesn't provide sentence stems or modeling. Not super high rigor... but engaging, student-friendly and kids look forward to it! -ASCEND uses BAR, BAW & Making Meaning for K-2, then moves to EL for 3-5. The jump in rigor is BIG and tough. ...Given this feedback, maybe BAR & BAW could be paired with something like Wit & Wisdom (in place of Making Meaning).
- It has vocabulary word cards that go with the reading lesson, has students' reading and writing materials.
- Interested in delving deeper into the components of this curriculum and whether it provides an integrated subject content model.
- (Note my 3rd choice tied with "Wonders" however, I found it very similar to Open Court and worry teachers may not buy in because of that, but I would be interested in reviewing it). I've taught all of these 3 curriculum and coached teachers with Making Meaning. I find the read alouds complex and engaging and the questions are text dependent. Being a writer builds both general writing skills based off mentor texts and teaches grammar and semantics.
- I generally like the materials on collaborative classroom and I know a teacher who uses Being a Reader. My concern is that it might be too scripted.
- I like the combination of independent reading, conferring, and the integrated vocabulary component.
- Our lower grade teachers use Making Meaning, but I haven't had an opportunity to explore the curriculum as a Sped teacher yet.

## Steering Committee Launch Sessions

- [Session 1:](#) Setting the purpose for the curriculum review process and steering committee; sharing information on neighboring and California district adopted materials

### Program 2 Basic ELA/ELD

Publisher	Program Title	Grade Level(s)
Amplify Education, Inc.	<i>Amplify ELA: California Edition and Amplify ELD: California Edition</i>	6–8
Benchmark Education Company	<i>Benchmark Advance</i>	K–6
Houghton Mifflin Harcourt	<i>Houghton Mifflin Harcourt California Journeys ©2017</i>	K–5
Houghton Mifflin Harcourt	<i>Houghton Mifflin Harcourt California Journeys-Collections ©2017</i>	K–6
Houghton Mifflin Harcourt	<i>Houghton Mifflin Harcourt California Collections ©2017</i>	6–8
McGraw-Hill School Education	<i>Reading Wonders</i>	K–6
McGraw-Hill School Education	<i>StudySync</i>	6–8
National Geographic Learning/Cengage Learning	<i>Reach for Reading</i>	K–6
The College Board – SpringBoard	<i>SpringBoard, English Language Arts &amp; English Language Development</i>	7–8

Alameda Unified	<a href="#">Making Meaning</a> , <a href="#">Being a Reader</a> , <a href="#">Being a Writer</a>
Berkeley Unified	<a href="#">Units of Study</a>
Long Beach Unified	<a href="#">McGraw-Hill Wonders</a>
Mt. Diablo	<a href="#">McGraw-Hill Wonders</a>
San Francisco Unified	<a href="#">F&amp;P Phonics</a> district-wide; <a href="#">F&amp;P Classroom</a> for select schools; <a href="#">Units of Study</a> for rest
San Leandro	<a href="#">McGraw-Hill Wonders</a> ( <a href="#">Maravillas</a> for Spanish)
San Lorenzo	<a href="#">F&amp;P Classroom</a>
San Mateo-Foster City	<a href="#">Benchmark Adelante/Advance</a>
West Contra Costa	<a href="#">Units of Study Reading</a> , <a href="#">Writing</a> , & <a href="#">Phonics</a> ; <a href="#">Canciones y Cuentos</a> for Spanish Phonics

- [Session 2:](#) Establishing subcommittees, reviewing data, and narrowing curriculum to be reviewed in addition to existing pilots (Benchmark Advance + EL Education)

### Besides Benchmark & EL Ed, what ELSE should we review?

Curriculum	Used In...	CA Adopted	EdReport Rating	Additional Materials
<a href="#">F&amp;P Classroom</a>	SFUSD and San Lorenzo	NO	<a href="#">Link</a> (only partially rated)	<a href="#">Resource library, samplers</a>
<a href="#">Making Meaning, Being a Reader, Being a Writer</a>	Alameda Unified, some schools in OUSD	NO	<a href="#">Link</a>	
<a href="#">McGraw-Hill Wonders, (Maravillas for Spanish)</a>	Long Beach, Mt. Diablo, San Leandro	YES	<a href="#">Link</a>	Demo: my.mheducation.com Username: oaklandusdwonders Password: Oakland2020
<a href="#">Wit &amp; Wisdom</a>	ACORN Woodland (OUSD) & Baltimore	NO	<a href="#">Link</a> (does NOT include foundational skills, would be a separate purchase)	
<a href="#">Bookworms</a>	Unknown	NO	<a href="#">Link</a>	<a href="#">Case Study Report</a> , shared by Kareem Weaver (Oakland NAACP)
<a href="#">Core Knowledge Language Arts</a>	Unknown, Chicago?	NO	<a href="#">Link</a>	
<a href="#">Houghton Mifflin Journeys</a>	Unknown	YES	<a href="#">Link</a>	<a href="#">Brochure, 1-Page</a>
<a href="#">Nat Geo Reach for Reading</a>	Unknown	YES	<a href="#">Link</a>	

### (Benchmark & EL Ed Info, in case you were wondering!)

Curriculum	Used In...	CA Adopted	EdReport Rating	Additional Materials
<a href="#">Benchmark Advance and Adelante</a>	San Mateo- Foster City, Los Angeles, Fremont	YES	<a href="#">Link</a>	
<a href="#">EL Education</a>	Detroit, Mount Pleasant District in San Jose, Chicago (w/ local adaptations)	NO	<a href="#">Link</a>	<a href="#">Sample Units &amp; Lessons</a>

- [Session 3:](#) Forming subcommittees, establish a shared understanding of the review rubric, share selected curricula for review
  - Results summarized on slides 33-36



Foundational Literacy and Dyslexia	Site	Assignment	email	ELLs and Cultural Responsiveness	Site	Assignment	email	Complex Text and Task	Site	Assignment	email
Patti Cho	MUK	TSA	patti.cho@ousd.org	Luz Salazar-Jed	MLA	Grade 4	luz.salazar-jed@ousd.org	Michaela Kline	TCN	Grade 3	michaela.kline@ousd.org
Andrea Ruiz	Korematsu	Grade 1	andrea.ruiz@ousd.org	Natalie Williford	TCN	Grade 3	natalie.williford@ousd.org	Peter Wilson	Sankofa United	Grade 5	peter.wilson@ousd.org
Patience Nwadugbo	Laurel	Grade 1, ELA Lead	patience.nwadugbo@ousd.org	Helen Choi	Franklin	K, K-5 ELA Lead	helen.choi@ousd.org	Liz Noone	RISE	Grades 4 & 5	elizabeth.noone@ousd.org
Michele Witherspoon	Garfield	Grade 1	michele.witherspoon@ousd.org	Chaz Garcia	District Wide	OEA/coach	chastity.garcia@ousd.org	Hugo Lawton	Greenleaf	Grade 4	hugo.lawton@ousd.org
Ellen Harms	Montclair Elementary	K-5 Inclusion or other SPED teacher	ellen.harms@ousd.org	D'ouita Woods	Prescott	TK- 5 Inclusion or other SPED teacher	d'ouita.woods@ousd.org	Tram Nguyen	Encompass	Principal	tram.nguyen@ousd.org
Linda Selph	Markham Elementary	TK-5 Speech language pathologist	linda.selph@ousd.org	Mason Reilly	EOP	Grade 4	mason.reilly@ousd.org	Teresa Snyder,	Thornhill	Grades 2 & 3	teresa.snyder@ousd.org
Maryann Vastag	EnCompass Academy	K-2nd Inclusion	maryann.vastag@ousd.org	Daniela Ibarra Lopez	Global Family	Grade 3	<a href="mailto:daniela.ibarra@ousd.org">daniela.ibarra@ousd.org</a>	Jamila Brooks	Montclair	Grade 1, ELA Lead	jamila.brooks@ousd.org
Dolores Beleche	Global Family	K	dolores.beleche@ousd.org	LEAD: Rita Pope	ELLMA	ELL Specialist	rita.pope@ousd.org	Heidi Bratton	Burkhalter	SPED 3-5	<a href="mailto:heidi.bratton@ousd.org">heidi.bratton@ousd.org</a>
LEAD: Kelly Halder	Piedmont	Grade 2, ELA Lead	kelly.halder@ousd.org	LEAD: Mike Ray	Academics & Inst. Inn.	Literacy Curriculum Coordinator	michael.ray@ousd.org	LEAD: Sara Norris	Academics & Inst. Inn.	N2 Literacy Coordinator	sara.norris@ousd.org
LEAD: Romy Trigg Smith	Academics & Inst. Inn.	Early Literacy Coordinator	romy.trigg-smith@ousd.org					LEAD: Jamilah Sanchez	Academics & Inst. Inn.	N4 Literacy Coordinator	jamilah.sanchez@ousd.org
Green shading means this member joined this fall											

Foundational Literacy and Dyslexia													
	Site	Assignment	email	ELLs and Cultural Responsiveness	Site	Assignment	email	Complex Text and Task	Site	Assignment	email		
Member 1	MLK	TSA	patti.cho@ousd.org	Luz Salazar-Jed	MLA		4 luz.salazar-jed@ousd.org	Michaela Kline	TCN	Grade 3	michaela.kline@ousd.org		
Member 2	Korematu	Grade 1	andrea.ruiz@ousd.org	Natalie Williford	TCN		3 natalie.williford@ousd.org	Peter Wilson	Sankofa United	Grade 5	peter.wilson@ousd.org		
Member 3	Laurel	Grade 1, ELA Lead	patience.nwadugbo@ousd.org	Helen Choi	Franklin	K-ELA Lead	helen.choi@ousd.org	Liz Noone	RISE	Grades 4 & 5	elizabeth.noone@ousd.org		
Member 4	Carl Munk	Principal	denise.burroughs@ousd.org	Chaz Garcia	District Wide	OEA/coach	chastity.garcia@ousd.org	Hugo Lawton	Greenleaf	Grade 4	hugo.lawton@ousd.org		
Member 5	Garfield	Grade 1	michele.witherspoon@ousd.org	D'ouita Woods	Prescott	TK- 5 Inclusion or other SPED teacher	d'ouita.woods@ousd.org	Tram Nguyen	Encompass	Principal	tram.nguyen@ousd.org		
Member 6	Montclair	K-5 Inclusion /SPED	ellen.harms@ousd.org	Mason Reilly	EOP		4 mason.reilly@ousd.org	Teresa Snyder	Thornhill	Grades 2 & 3	teresa.snyder@ousd.org		
Member 7	Markham	TK-5 Speech & Lang Path.	linda.selph@ousd.org	Daniela Ibarra Lopez	Global Family		3 daniela.ibarralopez@ousd.org	Jamila Brooks	Montclair	Grade 1, ELA Lead	jamila.brooks@ousd.org		
Member 8	EnCompass	K-2nd Inclusion	maryann.vastag@ousd.org					Heidi Bratton	Burkhalter	SPED 3-5	heidi.bratton@ousd.org		
Member 9	Global Family	K	dolores.beleche@ousd.org	LEAD: Rita Pope	ELLMa	ELL Specialist	rita.pope@ousd.org						
LEAD: Kelly Haider	Piedmont	Grade 2, ELA Lead	kelly.haider@ousd.org	LEAD: Mike Ray	Academics and Instructional Innovation	Academics and Instructional Innovation	michael.ray@ousd.org	LEAD: Sara Norris	Academics and Instructional Innovation	N2 Literacy Coordinator	sara.norris@ousd.org		
LEAD: Romy Trigg Smith	Academics and Instructional Innovation	Early Literacy Coordinator	romy.trigg-smith@ousd.org										
								LEAD: Jamilah Sanchez	Academics and Instructional Innovation	N4 Literacy Coordinator	jamilah.sanchez@ousd.org		

## **K-5 ELA Adoption Parent Study Group Membership**

### **Email Address**

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### **1. Your Name / Su nombre**

Alan J Pursell

Cassie Perham

Reginald Mosley

Caitlin Khurshid

Cynthia Zuniga

Lateefa Ali

Jen Darmstadt-Holm

Hakeem Bey



## Memorandum

Title: **K-5 English Language Arts Curriculum Adoption Process Update**

Issuers: Wesley Jacques, Executive Director, Academics  
Sondra Aguilera, Chief Academic Officer

Routing: OUSD Board President London, Board Vice President Gonzalez and New Board Directors

Date: December 21, 2020

**Purpose:** Provide background and updates on the Elementary ELA Curriculum Selection process

## Background:

### **OUSD Commitment to Ensuring Literacy for all Students**

We believe all students can achieve at high levels when instruction meets their needs. It is our collective responsibility to close persistent opportunity gaps and ensure all students read and write proficiently by:

- Providing equitable access to high-quality, standards-based curriculum;  
([OUSD Instructional Focus](#); [Curriculum Matters](#); [K-12 State of Curriculum](#))
- Supporting teachers in curriculum planning and implementation through systematic, professional learning; and  
([Elementary ELA Roadmap](#))
- Ensuring structures exist at school sites to support teacher growth and development.

### **The Need for New Elementary ELA Curriculum**

Insufficient instructional materials and a lack of teacher professional learning have contributed to the unacceptable gaps in reading proficiency between white students/students from higher income families and African American, Latino/a, English Language Learners, and socio-economically disadvantaged students. In 2018-19, OUSD committed to transition from the Lucy Calkins' *Units of Study* and the current suite of elementary language arts materials because they are not fully aligned to the demands of the Common Core Standards or the California ELA/ELD Framework. The main issues are:

- Insufficient materials for teaching foundational literacy skills (phonemic awareness, phonics, fluency);
- A lack of complex texts and tasks (grade-level reading, writing and discussion);
- Insufficient vocabulary and language support for English Language Learners and Academic Language Learners; and
- Insufficient materials to fully support literacy development in a dual language or a bilingual setting. ([1/29/19 Memo](#))

### **We are supplementing our current curriculum with Foundational Literacy Programs (e.g. *SIPPS*) and the professional development needed for effective implementation of these programs.**

Current [research](#) reveals that at least half of all students require explicit, sequential instruction in foundational literacy skills to learn to read well. Some curricular programs, including our most recent adoption, do not include a phonics skills component and require a supplementary program. To provide equitable access to this type of structured literacy instruction, we have invested in additional materials and training for *Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS)*, a

program that addresses foundational literacy skills in kindergarten through second grade (and some schools use to provide reading intervention in grades 3-5). Building on the work in 2019-20, the district has supported SIPPS implementation through professional development and site-based coaching for teachers, teacher leaders and principals in distance learning this year. This fall we also launched the *i-Ready* platform which includes a universal screener and diagnostic assessment for K-2 students across OUSD as well as a self-paced, adaptive program for students to develop necessary skills (phonics, phonemic awareness, vocabulary, sight words and reading comprehension of informational and literary texts) determined by their individual diagnostic assessment (see [2020-2021 Early Literacy Annual Plan](#)).

**In 2019-20, we launched pilots to study two comprehensive programs used in several OUSD schools.**

OUSD partnered with schools to organize two curriculum pilots for groups of schools that had already transitioned or were planning to utilize Common Core-aligned curriculum through the OUSD curriculum waiver process. This group included seven Dual Language Schools fully implementing *Benchmark Adelante/Advance* and seven schools implementing *EL Education* in grades 3-5. OUSD organized and provided professional development to teachers, coaches and principals and conducted learning walks and site-based coaching. We observed large improvements in instructional practice and student outcomes on grade 3-5 interim assessments: students at pilot schools made nearly 3x growth of non-pilot schools (see [9/23/20 presentation-slide 14](#))! Twelve more schools joined the *EL Education* pilot (one more joined *Benchmark Adelante/Advance*) and have received regular professional learning and support through this year of distance learning.

**We formed a curriculum selection committee of teachers and other educators in Spring 2020.**

In March 2020, teachers and principals were invited to apply for membership on the *K-5 ELA Steering Committee*, tasked with reviewing curriculum, choosing curriculum to pilot, and making final recommendations to the Superintendent during the spring of the 2020-21 school year with the goal of beginning implementation in the school year 2021-22.

- The committee consisted of **19 teachers** (15 classroom teachers, three teachers on special assignment, and an OEA Vice President) and **two principals** (see [CDE instructional piloting policy](#), [OUSD Selection and Evaluation of Instructional Materials Policy](#)).
- Facilitators of the Committee include members of the OUSD Literacy, Special Education, and English Language Learners and Multilingual Achievement Departments.
- Three subcommittees were formed to analyze ELA curriculum for essential components and criteria:
  - **Foundational Literacy and Dyslexia** focused on materials for systematic instruction of phonics, phonemic awareness and fluency standards ([rubric](#))
  - **Complex Text and Task** focused on the rigor and the role of rich text sets ([rubric](#))
  - **ELLs and Cultural Responsiveness**: focused on supports for English Language Learners as well as cultural relevance of topics, texts and tasks ([rubric](#)).
- Rubrics used to review curriculum are based on those created by the California County Superintendents Educational Services Association (CCSESA) and also include additional indicators specific to the OUSD context.



For full detail of the K-5 ELA Steering Committee see the [FAQ](#).

**The K-5 ELA Steering Committee reviewed research and multiple programs and selected curricula for evaluation in Spring 2020.**

The programs evaluated by the committee were collected from a review of state and national curricula (in addition to recommendations from committee members) and recent adoptions by large, urban districts with similar demographics. Please see the [synthesis of the research and evaluations](#) of the five programs for which the committee conducted a Level 2 review (plus a synthesis of the two additional programs not selected).

From Spring 2020 through Fall 2020, the Committee:

- Completed a “Level 1” review to narrow our evaluation to the two existing pilots plus three additional programs selected by the committee: *Amplify Core Knowledge Language (CKLA)*; *F&P Classroom*; and *McGraw Hill Wonders* (not selected were *Bookworms*; *Houghton Mifflin Journeys*; *Making Meaning*, *Being a Reader*, *Being a Writer*; *National Geographic Reach for Reading*; *Wit and Wisdom*)
- Completed a comprehensive “Level 2” review of 5 programs: *Benchmark Advance*, *EL Education*, *Core Knowledge Language Arts (CKLA)*, *F&P Classroom*, and *McGraw Hill Wonders*.

**In Fall 2020, we added more teachers to the Steering Committee and Formed a Parent Study Group.**

- Formed a parent study group and held several engagements to give families and community members the opportunity to provide input ([See summary of parent activity](#)). The parent study group continues to meet monthly through the support of the Office of Equity.
- After opening the committee to new teacher applicants, the K-5 ELA Steering Committee added eight new teachers, increasing representation across more Oakland schools and communities.

**On December 14 2020, the K-5 ELA Steering Committee met to decide which programs the District should pilot in January 2021.**

- The Committee decided to collect and analyze current pilot data for *EL Education* (77% yes - 23% no) and *Benchmark Advance* (73% yes - 27% no). The committee will use this data to help determine if it will recommend these programs to the Superintendent for adoption.
- The Committee decided not to pilot *CKLA*, *F&P*, or *Wonders*.
- The Committee decided to conduct analysis of SIPPS and foundational literacy materials currently used in OUSD (96% yes, 4% no) to consider how they should be utilized in the future.

[See details of the votes and decisions here.](#)

**Next Steps:**

**The K-5 ELA Steering Committee has important work to do in the months ahead.**

Over the next few months, the committee will engage in the following tasks:

- Decide if we should conduct an additional Level 2 evaluation of programs that were not selected from the Level 1 review and pilot them in winter/spring 2021. This is being considered because none of the three additional programs evaluated by the committee (*CKLA*, *F&P*, or *Wonders*)

were recommended for a January 2021 pilot, and the committee wants to make sure they do a thorough search of possible curriculum.

- Reevaluate current supplemental foundational literacy materials (*SIPPS*, *Heggerty*, *Handwriting without Tears*) to determine if this group of materials might be recommended to the Superintendent as targeted support for struggling readers and English Language Learners.
- As the committee narrows its focus on fewer curriculum options, it will examine additional research on how urban Districts have implemented new adoptions and results on student achievement outcomes.
- Continue to hold engagements with parents and other community groups to inform the process and gather feedback.
- Continue to engage with key community based organizations that have been partners in our literacy work. They have provided valuable feedback and have attended key engagements.
- We aim to provide a recommendation to the Superintendent by April 2021 which will come to the Board by May 2021 ([Timeline Overview](#)).

**After adopting, we will launch our multi-year professional learning plan starting in May 2021.**

To support teachers in using the materials and growing their instructional practice, we will implement a [system](#) of curriculum-embedded professional development consisting of:

- Foundational Training for every teacher to get started with the newly adopted program;
- School-led monthly professional learning cycles grounded in a common training and focal practice, followed by three weeks to plan, practice, analyze evidence of student learning, and reflect;
- On-going professional learning to support coaches/teacher leaders to facilitate inquiry cycles and coach their colleagues;
- Aligned PD for principals to create the conditions for effective coaching and data-driven collaboration;
- Develop closer partnerships between parents and teachers to monitor and celebrate student progress, and provide targeted supports for students who need it; and
- Continue conversations with national funders to further enhance this plan.

**Conclusion:**

**Moving Forward Together**

We recognize the challenges of reviewing and piloting programs in a distance learning environment. The pandemic and recent school closures due to increased wildfires has deepened the need for an updated curriculum that is standard-based and can transition smoothly to the virtual setting. We are aware that this is a stressful time for teachers and families, and it can be difficult to interpret data collected in our current model of schooling. Yet we also believe it is our responsibility to ensure our students have access to standards-based curriculum, and that our teachers begin to receive the materials and training they deserve to prepare us for an improved 2021-22.

We are proud of the hard work and careful analysis of our K-5 ELA Steering Committee, and are deeply grateful to the many community members who have contributed to the process. Through a successful



piloting process and supportive multi-year implementation plan, we can move as a system, building the capacity of our educators, partnering with our families, and ensuring all students receive the research-based literacy instruction they deserve.

Please contact Wes Jacques, [wesley.jacques@ousd.org](mailto:wesley.jacques@ousd.org), or Sondra Aguilera, [sondra.aguilera@ousd.org](mailto:sondra.aguilera@ousd.org) with any questions and notify us if you would like a meeting to discuss the details. We look forward to discussing this important work with you.

[ELA K-2](#)
[ELA 3-8](#)

# ELA K-2 Summary of Alignment & Usability

**NOTE:** This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product's design and usability features. [View the technology information.](#)

The instructional materials for *EL Education K-5 Language Arts* Grades Kindergarten, 1, and 2 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students' time and attention and that support students' advancing toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation.

*The scores and evidence for EL Education published by Open Up Resources are the same as those for LearnZillion EL Education K-5 ELA in Gateways 1, 2, and 3 as both series draw upon the same ELA program.*

## Kindergarten

## First Grade

## Second Grade

### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY



#### Gateway 2: BUILDING KNOWLEDGE



### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY



#### Gateway 2: BUILDING KNOWLEDGE



### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY



#### Gateway 2: BUILDING KNOWLEDGE



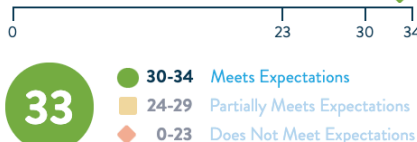
### USABILITY | Meets Expectations

#### Gateway 3: USABILITY



### USABILITY | Meets Expectations

#### Gateway 3: USABILITY



### USABILITY | Meets Expectations

#### Gateway 3: USABILITY



# ELA 3-8 Summary of Alignment & Usability

**NOTE:** This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product's design and usability features. [View the technology information.](#)

The instructional materials for *EL Education K-5 Language Arts* Grades 3, 4, and 5 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students' time and attention and that support students' advancing toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation.

*The scores and evidence for EL Education published by Open Up Resources are the same as those for LearnZillion EL Education K-5 ELA in Gateways 1, 2, and 3 as both series draw upon the same ELA program.*

## Third Grade

### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY



- 37-42 Meets Expectations
- 21-36 Partially Meets Expectations
- 0-20 Does Not Meet Expectations

#### Gateway 2: BUILDING KNOWLEDGE



- 28-32 Meets Expectations
- 16-27 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

### USABILITY | Meets Expectations

#### Gateway 3: USABILITY



- 30-34 Meets Expectations
- 24-29 Partially Meets Expectations
- 0-23 Does Not Meet Expectations

## Fourth Grade

### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY



- 37-42 Meets Expectations
- 21-36 Partially Meets Expectations
- 0-20 Does Not Meet Expectations

#### Gateway 2: BUILDING KNOWLEDGE



- 28-32 Meets Expectations
- 16-27 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

### USABILITY | Meets Expectations

#### Gateway 3: USABILITY



- 30-34 Meets Expectations
- 24-29 Partially Meets Expectations
- 0-23 Does Not Meet Expectations

## Fifth Grade

### ALIGNMENT | Meets Expectations

#### Gateway 1: TEXT QUALITY



- 37-42 Meets Expectations
- 21-36 Partially Meets Expectations
- 0-20 Does Not Meet Expectations

#### Gateway 2: BUILDING KNOWLEDGE



- 28-32 Meets Expectations
- 16-27 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

### USABILITY | Meets Expectations

#### Gateway 3: USABILITY



- 30-34 Meets Expectations
- 24-29 Partially Meets Expectations
- 0-23 Does Not Meet Expectations





OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*



# State of Curriculum and Instructional Materials

September 23, 2020

Wesley Jacques, E.D.

Academics and Instructional Innovation



# Williams: Sufficiency of Instructional Materials

- Enrollment projections, purchasing, distribution
- Williams Audit: Materials Survey & Technology Plan (due to ACOE 9/25)
- Print Materials and Digital Curriculum
- Clever and Google Single Sign On

# Distance Learning Curriculum



- Grade Level Content: Priority Standards
- Curricular Guidance & PD on Teacher Central
- Core Curriculum + Adaptive Technology
- OUSD Curriculum on Family Central

# Curriculum Guidance and PD on Teacher Central



## Welcome OUSD Teachers!

This website is for OUSD teachers to find information and resources, with updated support for [distance learning](#).



## Updates

9/4 Elementary "Stronger Together" Plans published for 9/8 - 9/18

[Kindergarten](#); [1st Grade](#); [2nd Grade](#); [3rd Grade](#); [4th Grade](#); [5th Grade](#)

9/3 - [Updated Zoom security recommendations](#). If

## 2nd Wednesday PD

### Wednesday, 9/9

- TK-5 EL Education (2:00)
- 6-12 Math (2:15)
- 6-8 ELA (2:15)
- 6-8 Science (2:15)
- 9-12 ELA (beginning in October)
- 6-12 History/Social Science (2:15)
- Ethnic Studies (2:15)
- Computer Science (2:15)
- English Language Development- Newcomer, 4-6, and LTEL (2:15)
- Visual and Performing Arts (2:15)
- Physical Education (2:15)
- CTE (3:00)
- High School Bio Field Test (4:00)

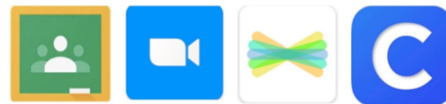
See below for links to calendar invites and a full listing of all daily PD

## Distance Learning

### Online Programs

For the 2020-21 school year, OUSD is providing and supporting the following platforms:

- [Zoom](#)
- [Google Classroom](#) and G Suite
- [SeeSaw](#) (TK-2)
- [i-Ready](#) (TK-5)
- [ST Math](#) (TK-5)
- [Newsela](#) (3-12, see [details](#))
- [Khan Academy](#) (6-12)
- [BrainPOP ELL](#) (Newcomer Students N1)
- Digital components of core curriculum (e.g. FOSSWeb, IM, etc.)



# Stronger Together Plans

Multiple Curricular Programs

Weekly Outcomes

Unit plans

Links to resources

Foundational Reading Skills		
Weekly Plans	Weekly Outcomes: I can...	Resources / Unit Plans
9/8 - 9/11  September Week 1	English: <ul style="list-style-type: none"><li>Blend and read words with the sound-spelling patterns of the week</li><li>Read sight words from my SIPPS lessons</li><li>Practice my fluency with my SIPPS passage or story</li><li>Orally blend and segment words</li></ul> Adelante/Advance: <ul style="list-style-type: none"><li>Repasar conceptos de letras impresas: mensaje, repasar las claves del contexto/ Review Print Concepts: Message, Context Clues</li><li><b>Adelante:</b> Sílabas abiertas con m, p, s: categorizar fonemas, combinar fonemas, segmentar fonemas, añadir fonemas</li><li><b>Advance:</b> Short i: Phoneme Categorization, Phoneme Blending, Phoneme Segmentation, Phoneme Addition</li></ul>	<a href="#">1st Grade Foundational Literacy Strong Start Guidance</a> <ul style="list-style-type: none"><li>Video - <a href="#">SIPPS Beginning Lesson 15</a></li><li><a href="#">SIPPS Beginning Lesson Posters w/ scaffolds</a></li><li><a href="#">SIPPS Beginning Stories (Seesaw)</a></li></ul> <a href="#">Adelante Unidad 1 Semana 2</a> <a href="#">Advance Unit 1 Week 2</a>
9/14 - 9/18	English: <ul style="list-style-type: none"><li>Blend and read words with the sound-spelling patterns of the week</li><li>Read sight words from my SIPPS lessons</li></ul>	<a href="#">1st Grade Foundational Literacy Strong Start Guidance</a> <ul style="list-style-type: none"><li><a href="#">SIPPS Placement test</a></li></ul>



Family Central

Home

OUSD Curriculum ▾

Home Learning

Chromebooks

Internet

Food

Health

Assistance

# OUSD Family Central



## Home Learning

Get help with virtual classroom tools



## Chromebooks

Get started with Chromebooks



## Internet

Free internet access



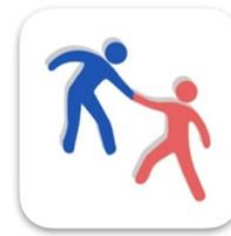
## Food

Free meals and groceries



## Health

How to access healthcare and COVID-



## Assistance

Financial, legal, and immigration help

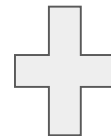
# Priority Technology: Virtual Classrooms

Google Classroom



or

Seesaw



# Priority Technology: Adaptive Programs

## Elementary

### ELA/SS



**i-Ready** (K-5)  
ELA assessment & instruction

### Math



**ST Math** (TK-5)

## Secondary



**Newsela** (3-12)  
Differentiated news articles  
For ELA and social studies



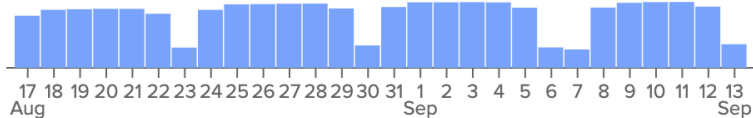
**Khan Academy** (TK-12)  
Math, science and other  
subjects













# Instructional Technology Usage (9/14)

STUDENTS REPORTED

25,625

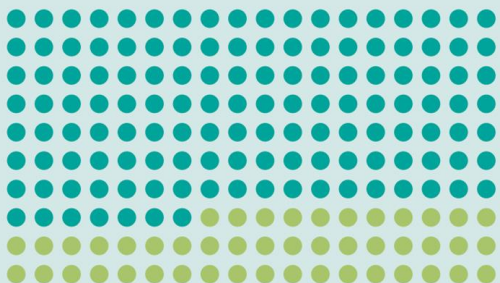


App name	% Students
 Clever	91%
 Google Docs	23,208 students 91%
 Zoom - Teachers & Staff	85%
 Google Classroom	76%
 Google Drive	64%
 Google Slides	61%
 Google Forms	47%
 ST Math	41%
 i-Ready	33%
 Seesaw	27%

# Equitable Access to Standards-Based Instruction

TNTP: “The Opportunity Myth”

Of the 180 classroom hours in each core subject during the school year, students spent...



**133** hours on assignments that were not grade appropriate

**47** hours on assignments that were grade appropriate

## Grade-Level Alignment

Teacher-created lessons: 20%

Using Quality Curriculum: 53%

## Daily Tasks Predict Performance

All students tended to succeed on grade-level work, but many students of color were denied any opportunity to even try it.

Success rates on grade-level work were similar...

**56%**

Success rates on all grade-level assignments from classrooms with mostly students of color

**65%**

Success rates on all grade-level assignments from classrooms with mostly white students

# Coherent Instructional System



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# State of Curriculum (2020-21)

	Elementary	Middle School	High School
<b>English Language Arts</b> + English Language Dev't	Units of Study* Classroom Libraries (Pilots)	EL Education	
<b>Mathematics</b>	Math Expressions**	IM	<b>IM</b> (Alg. I, II, Geo) Freeman (Statistics)
<b>Science</b>	FOSS Next Generation	FOSS Next Generation	(Biology Field Tests)
<b>Social Studies / History</b>	(NewsELA Pilot)	Pearson MyWorld Interactive	

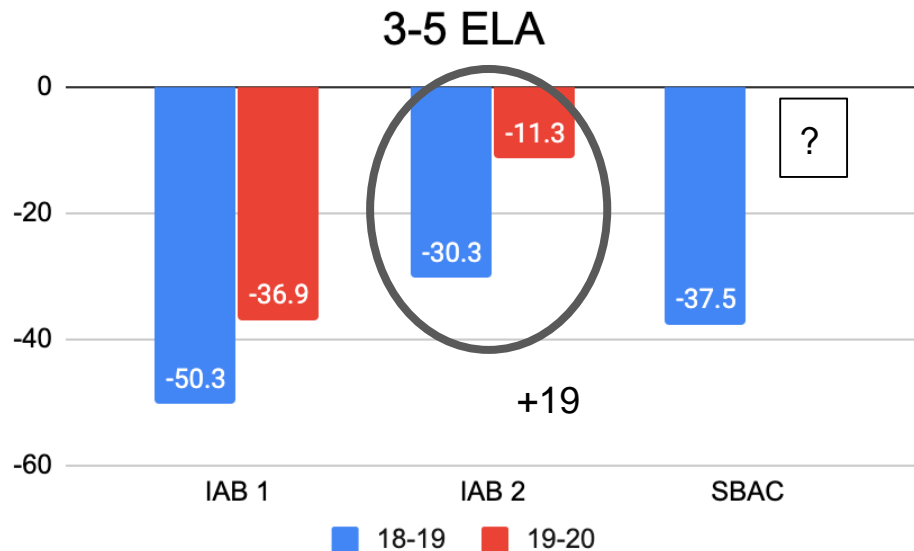
\*Supplemental: Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS); SPIRE (SPED)

\*\*Supplemental: ST Math; Selection Process Paused

# Elementary English Language Arts (+ELD)

- **Foundational Literacy:** SIPPS + iReady
- **Complex Text & ELD**
  - EL Education Pilot (19 Schools)
  - Adelante Advance Pilot (8+ Schools)
  - Development of ELA/ELD lessons - Weekly Anchor Text
- **Curriculum Steering Committee**
  - March 2020 to April 2021
  - 14 teachers, 3 TSAs, 1 OEA VP, 2 principals (+parents)
  - Evaluate Current Pilots + 3 Additional Programs





## Interim Assessment Growth

### *Reading Informational Text IAB*

Distance From Standard  
0 = Grade Level

Curriculum	# of Schools	Winter 2019	Winter 2020	DFS Change
<b>Adelante/Advance</b>	8	-59.9	-30.7	<b>29.2</b>
<b>EL Education</b>	6	-69.9	-40.5	<b>29.4</b>
Core Curriculum: UoS	33	-14.6	-2.7	11.9

# Elementary Social Studies:

## NewsELA Custom Collections Pilot for Grades 4-5

- California History/SS Framework
- Oakland students see themselves in history and to engage in inquiry learning.
- **Sept 30:** All elementary students have access to the lessons, articles, primary sources (Social Studies + Custom Collection)
- Pilot team will collect data and assess the curriculum

### Unheard Perspectives

In these two topics you will explore some of the longlasting effects of European Colonization on indigenous communities.

[See Less](#)



TEXT SET

#### Speaking Out Against Forced Assimilation

The North American continent was a land of great cultural and linguistic diversity when the European settlers first arrived. Yet the settlers had little regard for cultural distinctions between the Native American groups and, indeed, little regard for th...

2 Articles



TEXT SET

#### Growing Up Indigenous

**MEMORANDUM**

**TITLE:** District Curriculum Plans

**ISSUERS:** Wesley Jacques, Executive Director, Academics and Instructional Innovation  
Nancy Lai, Director, TK-12 Language and Literacy, English, History and Library Services  
Brenda Tuohy, Director, TK-12 STEM  
Nicole Knight, Executive Director, ELLMA

**ROUTING:** Principals, Network Superintendents, Network Partners

**DATE:** January 29, 2019

**PURPOSE:** To inform Principals of district curriculum plans and implications for site planning

**OUSD Curriculum Vision and Responsibility**

We believe that all students, regardless of current skill or circumstance, can develop the academic and life skills to graduate college, career and community ready. To make this vision a reality, every lesson must be purposeful and students must engage in daily tasks that require them to practice essential skills embodied in the Common Core/ Next Generation Science Standards and our vision of an OUSD graduate. To support teachers in this critical work, OUSD is committed to providing standards-aligned curriculum and training so all students receive rigorous instruction in every classroom, every day. (See Standards-Based Instruction, Instructional Focus)

**Instructional Materials: Current State**

At the beginning of the 2018-19 Academic Year, the following analysis was presented to the Board of Education. The areas in green are recent, standards-aligned curriculum adoptions. These are areas to celebrate. Areas in yellow have older, standards-aligned materials, as well as implementation challenges. Areas marked in red indicate that the district-provided instructional materials are not aligned to current standards. In high schools, many schools develop their own courses, aligned to Common Core, NGSS, and CTE Model Curriculum Standards.

Grades	Math	Science	Language Arts/ELD	History/ Social Studies
9-12	<b>List of textbooks from which sites select</b> <i>-District-adopted instructional materials (e.g. textbooks) pre-date Common Core and Next Generation Science Standards. Some courses have curriculum guides to support alignment to current standards.</i> <i>-Enacted curriculum generally developed by teachers/central office and not a publisher</i>			
6-8	<b>Illustrative Mathematics (IM)</b> <i>Distributed by Open Up</i>	<b>CPO Science</b> <i>-Not NGSS aligned</i>	<b>Expeditionary Learning</b>	<b>Pearson History</b>
TK-5	<b>OUSD Core Curriculum with Math Expressions</b> <i>-Integration of OUSD guide, Expressions</i> <i>-Multiple schools using other programs (e.g. Eureka Math)</i>	<b>Next Gen FOSS</b>	<b>Units of Study (UoS) Words Their Way/SIPPS</b> <i>-UoS lack ELD and sufficient guidance w/ complex text</i> <i>-Multiple programs challenging to integrate (phonics, ELD, etc.)</i>	<b>Harcourt Reflections</b> <i>-Not aligned to current CA Framework</i>





### Three-Year Strategy

Over the next three years we will work to ensure all teachers have the materials, guidance and professional development they need to push students to standard and graduate college, career and community ready. We are drafting a new graduate profile and will be engaging teachers in backwards mapping expectations and key learning experiences to support students in developing our core competencies. We will also be piloting and phasing in new instructional materials in areas where the curriculum does not meet the standards. The strategies for the content areas of Language Arts, Mathematics, Science, and Social Studies/History are outlined below. Similar plans are being developed for other academic areas such as World Languages, Visual and Performing Arts, Computer Science, Social Emotional Learning/Advisory, Career and Technical Education, Advanced Placement classes, and more.

### Elementary

Language Arts/ English Language Development	Our Immediate strategy is to support standards-based instruction through <i>Reading and Writing Units of Study</i> , while investing in sufficient <i>SIPPS</i> kits for all K-2 classes to support foundational literacy skills. At the same time, we are beginning a three-year process to ensure all elementary schools have a language arts program that includes English Language Development, and guides teachers and students in reading, discussing, and writing about complex text. We have begun piloting <i>Adelante/Advanced</i> in Dual Language Schools and also plan to pilot <i>EL Education</i> (commonly known as “Expeditionary Learning”) next year.
Mathematics	Strengthen standards-based math instruction through improved implementation of programs, use of assessments, and development of professional learning communities (PLCs). Revisit adoption in 2-3 years, in accordance with CDE curriculum implementation guidelines. Manage curriculum waivers and monitor impact of schools using various curricula.
Science	Deepen implementation <i>Next Generation FOSS</i> with a focus on the convergence of science, literacy, and language development. Continue to support sites with centrally, managed materials and Science Teacher Leaders.
Social Studies/History	Prioritize purchase of updated curriculum for grades 4-5, which were piloted and recommended by teachers in 2017-18. Explore options for K-3 and connections to language arts curriculum adoption

### Middle School

Language Arts/ English Language Development	Continue implementation of Expeditionary Learning, adopted 2017, including implementation of 4 modules in 2020-21. Integrate ELD by incorporating the high impact language and literacy practices into the EL Education curriculum (using complex text for language development, fortify complex output in speaking and writing, and academic discussion). Continue to provide ELD courses using recommended materials for Newcomers ( <i>National Geographic</i> ) and At-Risk and Long-term ELLs ( <a href="#">LTEL course</a> using English 3-D or SERP Word Generation)
Mathematics	Continue implementation of Illustrative Mathematics (IM) , distributed by <i>Open Up Resources</i> , adopted 2018, through professional learning and site-level coaching and PLC support.
Science	Adopt middle school science program aligned to the the Next Generation Science Standards as soon as possible (district-wide NGSS curriculum pilot conducted in fall 2018-19). Manage organisms and materials through the SMART Center.



Social Studies/History	Continue implementation of <i>Pearson History</i> , adopted 2018.
------------------------	---

### High School

Language Arts/ English Language Development	Pilot curricula (e.g. <i>EngageNY</i> and <i>Expository Reading and Writing Course</i> ) with a focus on 9th grade in 2019-20. Provide ELD courses using recommended materials: Newcomers: ( <i>National Geographic CENGAGE</i> ) and At-Risk and Long-term ELLs ( <a href="#">LTEL course</a> using English 3-D)
Mathematics	Review curricula for all Board approved courses (Algebra 1, Geometry, Algebra 2, Math Analysis, AP Statistics, AP Calculus), and support implementation of piloted materials through summer PD, 2nd Wednesdays, and support of site-based-based math PLCs.
Science	Pilot NGSS-aligned curricula for core course sequence and support implementation through summer PD, 2nd Wednesdays, and support of site-based math PLCs. Manage materials through the SMART Center.
Social Studies/History	Pilot curricula for 10th-12th (World, U.S., Govt, Econ) and AP (World, U.S., Govt) and support implementation through summer PD and support of site-based history-social science PLCs.

### District Budget Priorities for 2019-20

Last summer we paid the first of 3 annual installments for our new curriculum adoptions in elementary science, middle school math, and middle school history. As we continue to pay for these programs and replace consumables and materials for all current adoptions, we are seeking funding for the following priorities:

- **Adelante/Advanced for DL Schools:** We expect to expand *Adelante/Advanced* beyond the piloted grades so all students have a complete English and Spanish Language Arts program in our Dual Language Schools.
- **Expand SIPPS for all K-2 classrooms:** We hope to provide sufficient levels of *Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)*.
- **Middle School Science:** Middle school teachers have piloted curriculum this year and we hope to purchase for 2019-20.
- **Curriculum Pilots:** We hope to support curriculum pilots for interested schools in Elementary ELA and at least one HS content area as well.

### Role of Technology

As learning shifts to match the demands of 21st century careers, technology has become an increasingly important part of the curriculum. Our new instructional programs feature blended components and almost all assessment are now completed online. Five years ago, the district provided sites with Chromebook carts to meet the technology specifications of SBAC and to support personalized learning, but these devices have begun to age out. As the district seeks funding for a new technology investment, it is recommended that schools budget to replace 20-25% of their chromebooks each year. If you are considering purchasing a licence for an application next year, please see the recommended list [here](#) (pg 46).

### Curriculum Waiver Process (Elementary and Middle Schools)

While, it is the responsibility of OUSD to ensure that all students receive rigorous instruction in every classroom, we believe that those closest to students at a school - employees, parents, students, community partners - are in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those



needs. The [Curriculum Waiver](#) process allows for sites to exercise the flexibility necessary to innovate, while at the same time ensuring that OUSD meets its core responsibility of ensuring all students are prepared for college, career, and community success. Click here for the [OUSD K-8 Curriculum Waiver Overview and Application](#).

### **Foundational Training: Standards Institutes**

To support backwards planning from standards and effective use of OUSD instructional materials, we will be providing Standards Institutes to teachers in OUSD between June 3 and June 14. A calendar will be published in February, but teachers should consider these dates when making summer plans.

### **ASSISTANCE:**

For more information, please contact:

- [Wesley Jacques](#), Executive Director, Academics and Instructional Innovation
- [Nancy Lai, Director](#), TK-12 Language and Literacy, English, History and Library Services
- [Brenda Tuohy](#), Director, TK-12 STEM
- [Nicole Knight](#), Executive Director, ELLMA



# OUSD Board of Directors

## State of Instructional Materials

October 10, 2019

# Sufficient Instructional Materials

- District provides instructional materials (*new programs, new classes, consumables, digital licenses*) to all schools
- Process includes Enrollment Projections, Confirmation, Purchasing and Distribution, Materials Request Form, Mock Audits
- 41 Schools in Williams Audit (instructional materials + mandatory complaint procedures)
- 3 year curriculum plans → 2021-22 High-Quality, Standards-Aligned Curriculum in Core Content



[iamOUSD@ousd.org](mailto:iamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**iamOUSD**

# Coherent Instructional Program

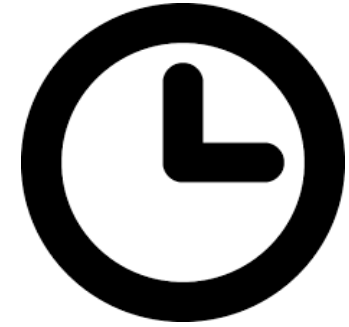
OUSD Practices to leverage power of School Teams



**C. Foundational Teacher PD**



**D. Professional Learning/Coaching  
for School and PLC Leaders\***



**E. Teacher Collaboration Time**

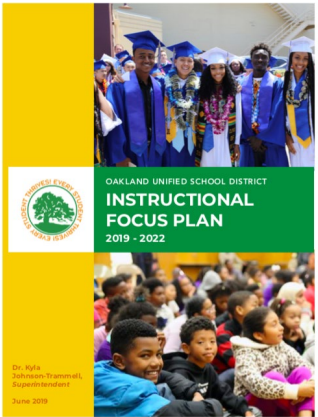


**A. Quality Standards-Based  
Curriculum**

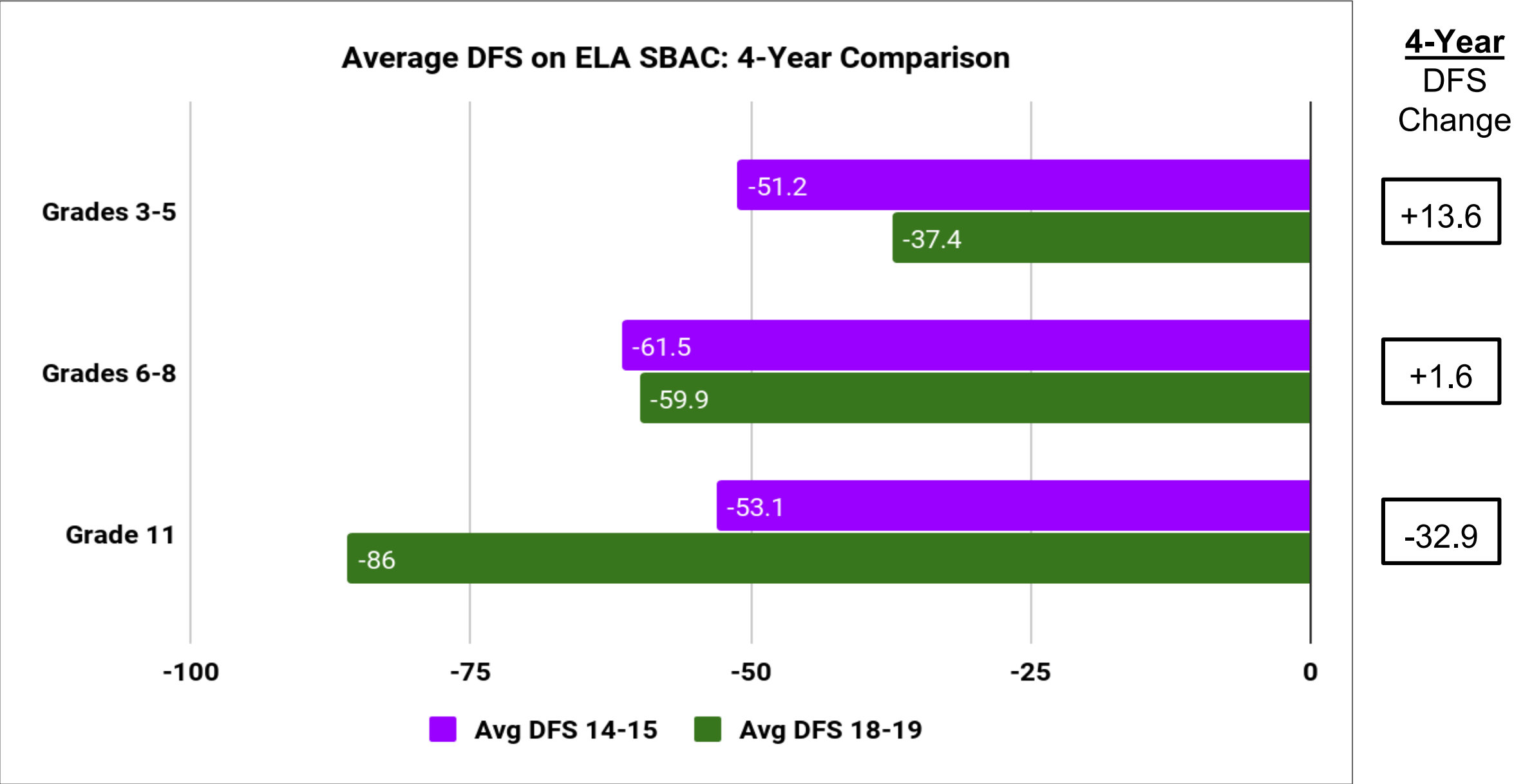


**B. Standards-based Assessments  
and Data**

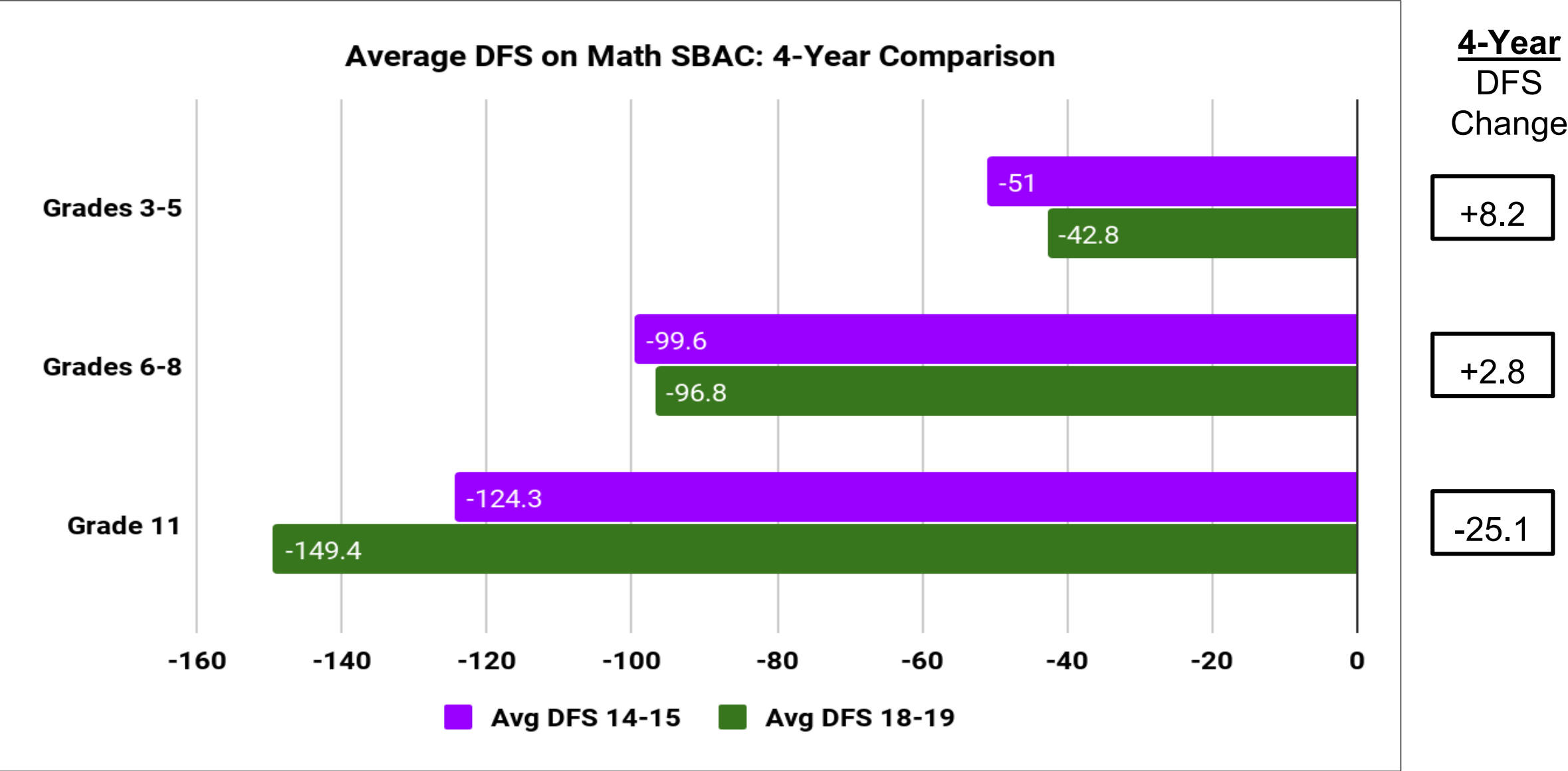
\*Focused on conditions for adult learning and continuous improvement through cycles of inquiry



# English Language Arts: Distance from Standard (By Grade Span)




# Math: Distance from Standard (By Grade Span)





# Elementary Curriculum Plans

	2018-19	2019-20	2020-21	2021-22
TK-5 ELA		Benchmark for 8 DL Schools; SIPPs in K-2; SPIRE in SDCs	Benchmark for 8 DL Schools	Benchmark for 8 DL Schools
		Pilot EL Education at 6 schools in grades 3-5	Expand Pilot to 9 more schools (15 total)	Adopt and implement in remaining schools (30)
TK-5 Math		Spring: Curriculum Selection Process	Curriculum Pilot	Adoption and Implementation
TK-5 Science	<b>FOSS Next Gen adopted</b>	Implementation of FOSS Next Gen	Implementation of FOSS Next Gen	Implementation of FOSS Next Gen
TK-5 History			Consider Purchase History for grades 3-5	or integration of History through EL Education

 Not aligned to current standards

  [IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)  [www.OUSD.org](http://www.OUSD.org)

 Some misalignment to current standards

  Fully aligned to current standards

# Middle School Curriculum Plans

	2018-19	2019-20	2020-21	2021-22
<b>6-8 ELA</b>		Implementation of EL Education; 2nd Edition?	Implementation of EL Education	Implementation of EL Education
<b>6-8 Math</b>	<b>Illustrative Math Adopted</b>	Implementation of Illustrative Mathematics	Implementation of Illustrative Mathematics	Implementation of Illustrative Mathematics
<b>6-8 Science</b>		<b>NextGen FOSS adopted</b>	Implementation of NextGen FOSS	Implementation of NextGen FOSS
<b>6-8 History</b>	<b>Pearson adopted</b>	Implementation of Pearson	Implementation of Pearson	Implementation of Pearson



Not aligned to current standards



Some misalignment to current standards



Fully aligned to current standards



[iamOUSD@ousd.org](mailto:iamOUSD@ousd.org)




[www.OUSD.org](http://www.OUSD.org)

**iam OUSD**

# High School Curriculum Plans


	2018-19	2019-20	2020-21	2021-22
<b>9-12 ELA</b>		Selection Process	Pilot 1-2 programs	Adoption and Implementation
<b>9-12 Math</b>	Curriculum Selection Process	Year-long Pilot (Alg I, Geometry, Alg II) of CPM and Illustrative Mathematics	<b>Adoption</b> and Implementation	Implementation
<b>9-12 Science</b>		Curriculum Field Tests (Bio) & Development (Chem)	Field tests/ pilots	Adoption and Implementation
<b>9-12 History</b>		Selection Process	Pilot 1-2 programs	Adoption and Implementation


 Not aligned to current standards

 [IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)

 [www.OUSD.org](http://www.OUSD.org)



 Some misalignment to current standards

 Fully aligned to current standards

# Coherent Instructional Program

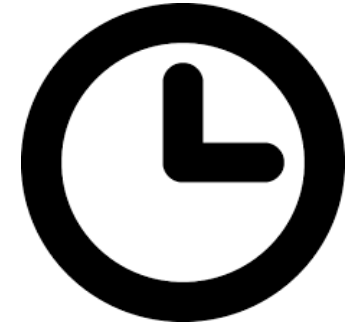
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**D. Professional Learning/Coaching  
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**E. Teacher Collaboration Time**

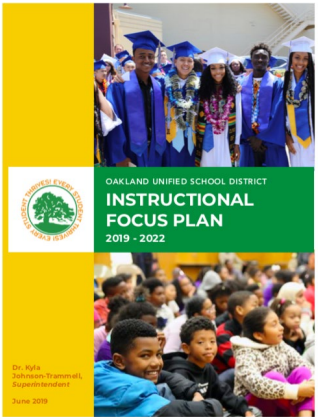


**A. Quality Standards-Based  
Curriculum**



**B. Standards-based Assessments  
and Data**

\*Focused on conditions for adult learning and continuous improvement through cycles of inquiry



## **Adoption Committee Participants and Process**

### **NewsELA 2020-2021 Pilot Committee**

1. Barbara Brock, Joaquin Miller, grades 4-5
2. Cindy Gullikson, Joaquin Miller, Librarian
3. Sarah Donohue, Sequoia, grade 4
4. Kara DeKerion, Sequoia, Instructional Coach
5. Anderson DeAndrade, International Community School, grade 5
6. Nelly Alcanter, East Oakland Pride, grade 5
7. Jordan Delano, East Oakland Pride, grade 4
8. Mason Reilly, East Oakland Pride, grade 4
9. David Braden, East Oakland Pride, Instructional Coach
10. Jason Joseph, Futures, grade 5
11. Glen Rabang, Howard, grade 5
12. DeShawna Riley, Martin Luther King, grade 5
13. Jennifer Brouhard, La Escuelita, grade 7

### **Additional support in building the 2020-21 pilot committee, September 2020**

1. Eleanor Alderman, International Community School, Principal
2. Rebecca Edwards, Futures, Librarian
3. Kampala Taiz-Rancifer. OEA, Community Schools Representative

### **Reconvened Adoption Committee in Spring 2020 (to review NewsELA)**

1. Jennifer Brouhard, teacher 5th grade at Melrose Leadership Academy
2. Nelly Alcanter, 5th grade teacher at East Oakland Pride
3. Cindy Gullikson, Librarian at Joaquin Miller
4. Susan Brooks, 5th grade teacher at Montclair
5. David Braden, Instructional Coach at East Oakland Pride
6. Alma Buenavista, former 5th grade teacher, presently HR
7. Nancy Lai, Literacy Director at AAI

### **Community partners, Spring 2021**

1. Sonny Kim, Social and Emotional Learning Coordinator
2. Michael Ray, Literacy Curriculum Coordinator
3. David Braden, Instructional Coach, East Oakland Pride
4. Kara DeKerion, Instructional Coach, Sequoia
5. Lailan Huen, Office of Equity, Ethnic Studies facilitator
6. Young Whan Choi, Linked Learning, Ethnic Studies facilitator
7. Kevin Jennings, Office of Equity, Elementary classroom AAMA
8. Baayan Bakari, Office of Equity, Chief content developer and trainer AAMA
9. Lateefa Ali, Family ELA Curriculum Group
10. Jen Darhmstat-Holm, Family ELA Curriculum Group
11. Elizabeth Humphries

## **Process**

We arrived at the final recommendation to adopt NewsELA Custom Collections in a multi-year process. In 2018 the elementary Social Studies committee was able to review three standard textbooks, with digital supplements. One publication was selected, however the monies to fund it were not available. In 2020, additional publishers had products on the market, that were not piloted in 2018. After an internal review of new

products and publishers, NewsELA was selected to move to the adoption committee for consideration. The piloting committee reconvened in the spring of 2018 and reviewed NewsELA on a rubric against the previously selected text.

The reconvened committee unanimously recommended NewsELA, pending a pilot to ascertain its performance in the classroom. We arrived at the final recommendation to adopt NewsELA Custom Collection by designing and carrying out a trial process. The process included 8 elementary schools across the district and 15 piloting teachers and site TSAs, including teachers in SPED and bilingual education. Also included were consultations with representatives from SEL, Ethnic Studies, Office of Equity ELD and OUSD Families.

Below is a summary of key actions based on recommendations in the 2016 History-Social Science Framework.

- January 2020- May 2020: Conduct Internal Review -- This stage included vetting of new materials and assessment of the teacher needs.
- October 2020 -March 2021: Facilitate the Piloting Process with Teachers -- This stage includes identifying pilot sites, curriculum committee members, facilitating meeting with monthly feedback from pilot teachers, and determining the final recommendation.
- January 2021-March 2021 : Engagement with the Broader Community -- This includes input from other departments, students and community members.

Below is a description, by stakeholder, of the different ways that we gathered input and feedback.

- **Students** - Input collected through classroom surveys in classes that are piloting curriculum and student work
- **Piloting teachers**- 15 teachers conducted lessons in their 4th and 5th grade sites and classrooms They attended monthly meetings for training and provided feedback to NewsELA curriculum designers.
- **District Leaders** - District leaders are represented on the curriculum committee, including Instructional Technology, Literacy and ELD, Social and Emotional Learning, Ethnic Studies. the Office of Equity and **OUSD Families**. Members reviewed the curriculum for strengths and challenges.
- **Site Leaders** - There was representation of site instructional leaders and library sciences who reviewed and assessed the curriculum.
- **History Teacher Leaders** - History teacher leaders developed the curriculum criteria rubric, aligned to the 2016 HSS Framework, used for evaluation of the instructional materials.
- **The broader community of elementary teachers and students** had access to the site during the pilot.- Usage data show 651 active teachers, 8,503 active students engaged with NewsELA from August 2020-April 2021.