
K-8 Literacy Curriculum Adoption



What has moved us to take action THIS YEAR

IT'S TIME!

- Our nation's poor reading scores have remained stagnant for decades.
- These data have led us to **SHIFT** our thinking and now our practices about how we teach reading and support students who struggle to learn how to read.

The truths that have guided our process...

- ***95% of elementary students, regardless of background, are cognitively capable of learning to read when they receive sufficient direct instruction on the foundational skills of reading.***
- Developing good readers required ongoing comprehension support that includes:
 - Morphological Awareness - study of how words are formed and structured
 - Explicit vocabulary instruction
 - Expanding Background Knowledge
- Good News - The decades of neuroscience research is becoming more public and provides insight on how students learn to read.
- This science - or science of reading - is now guiding the process we used to select curricula we will use to teach reading (and writing) and the instructional strategies teachers will use to help ALL children learn to read
 - *Resource: Narrowing the Third-Grade Reading Gap*

Literacy Adoption Research Foundation

Connected to Critical Components of the Science of Reading

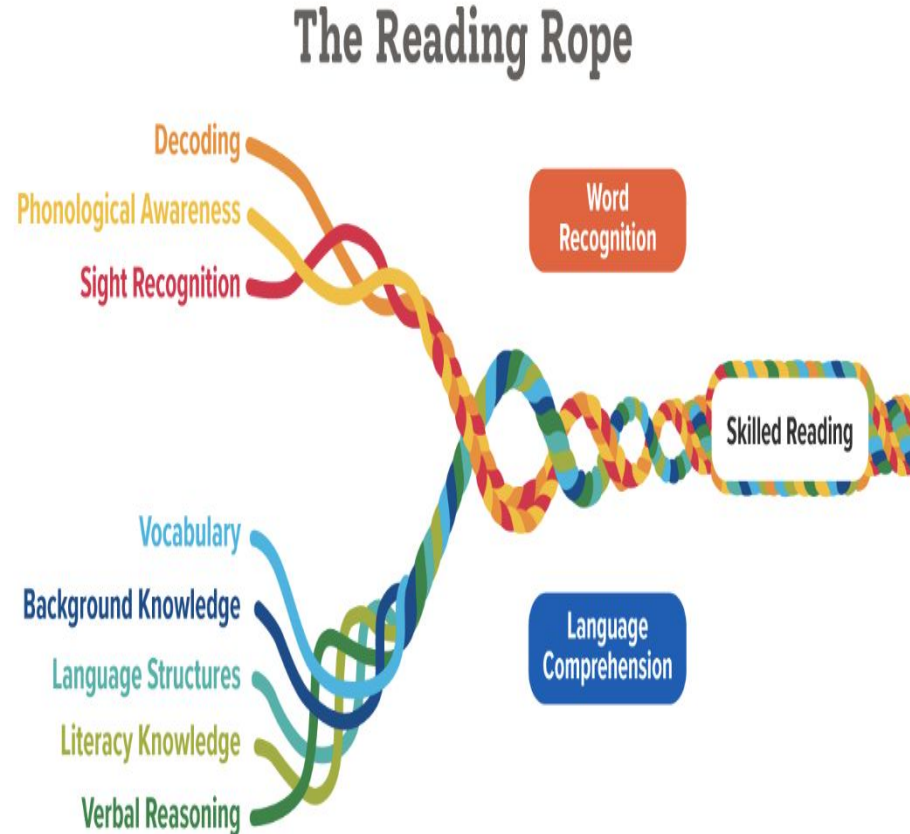
- **Simple View of Reading**
 - Word Decoding X Language Comprehension = Reading Comprehension
- **Scarborough Reading Rope** (pictured to the right)

What does Science of Reading instruction include?

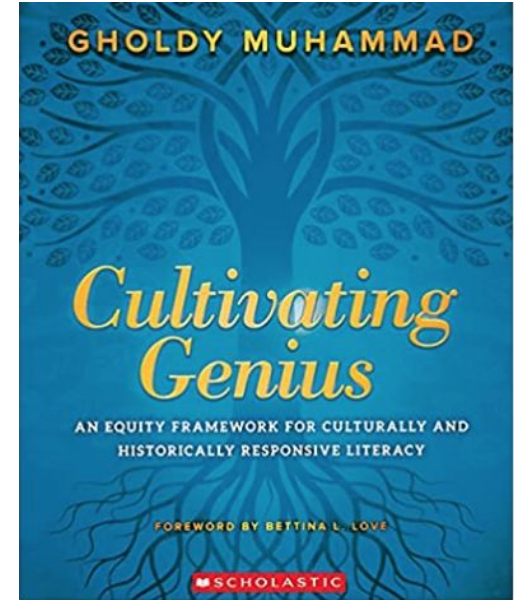
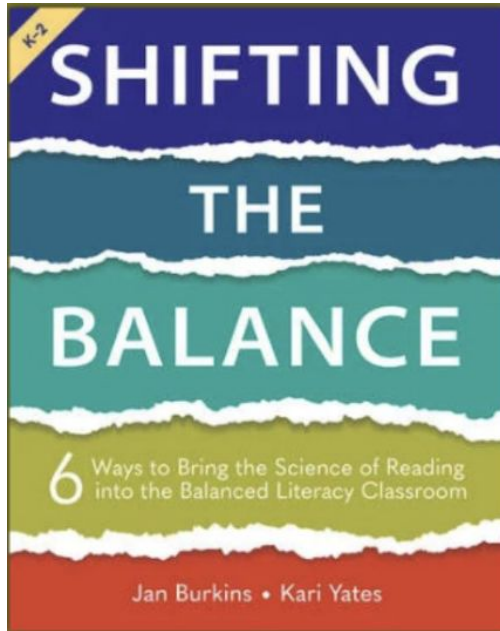
- Systematic, explicit instruction of foundational skills
- Knowledge building and vocabulary development

How do the new curricula components connect to the Science of Reading?

- Professional Development and Planning
- Whole Class Instruction
- Small Group Instruction
- Independent Practice
- Assessment



Professional Books and PD Stitched Into This Work



2023- 2024 Curriculum Committee Members

Elementary School Committee (29 members)

9 teachers representing grade levels K-2

10 teachers representing grade levels 3-5

4 special education representatives

1 AVID representative

3 Literacy Instructional Coaches

2 Administrative representatives



Middle School Committee (16 members)

2 teachers from Franklin Middle School

2 teachers from Grant Middle School

1 representative from Iles School

2 teachers from Jefferson Middle School

2 teachers from Lincoln Magnet School

2 teachers from Washington Middle School

1 Alternative ELA teacher from Douglas

5 department chairs

2 ELA special education teachers

2 district leaders from Student Support Services

Curriculum Adoption Rubric Focus Areas: Elementary

Almost 1000 collective hours of research and collaboration

Sept. 21: Kick-off/Learning of the rubric

Oct. 26: Reading Comprehension, Background Knowledge, & Vocabulary

Dec. 5: Writing, Fluency, Oracy

Jan. 11: Phonics, Phonemic Awareness, Culturally Responsiveness & Equity

Feb. 1 & 5: Overall Instruction, Usability



K- 8 Literacy Curriculum Adoption Timeline

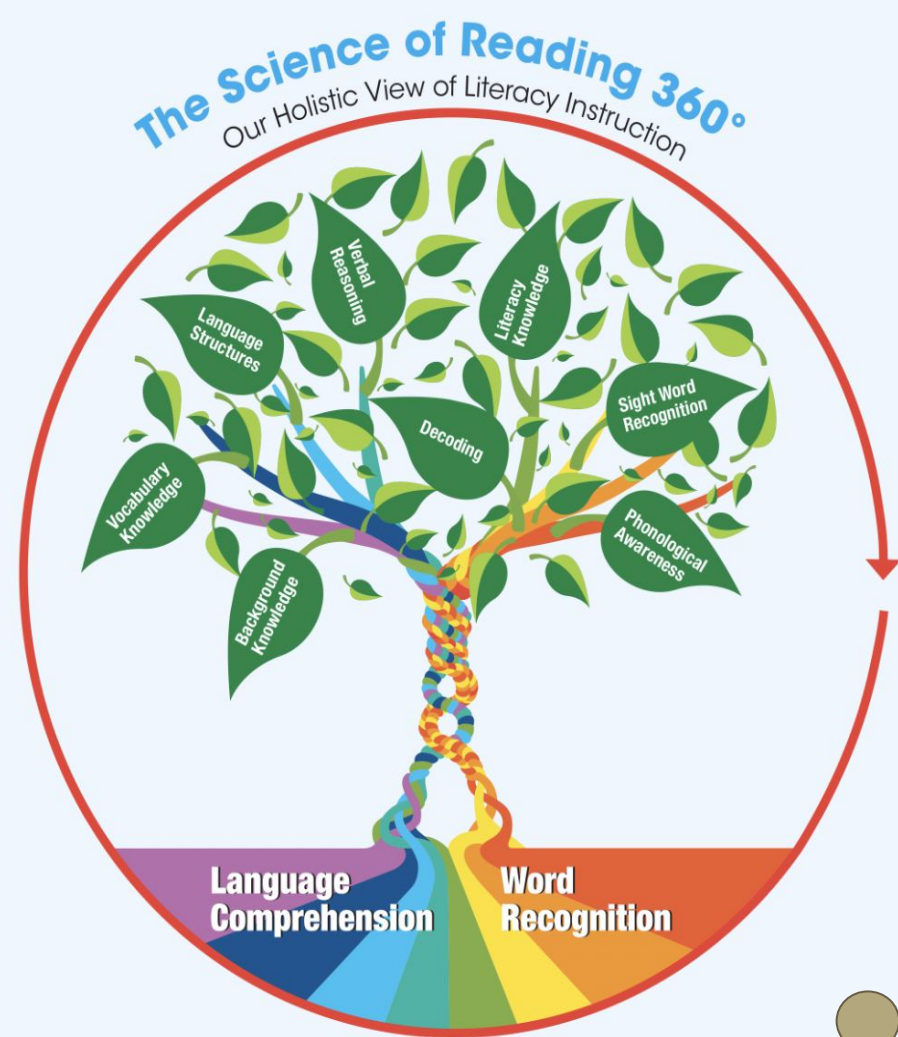
- **District Literacy Team**
 - Developed a rubric with guidance from various sources
- **Committee Members Met to Evaluate Curriculum**
 - Kick-Off
 - Full-days in October, December, January, February
 - Huddle for final evaluations, collaboration and voting- February 22
- **Open House**
 - January 17, 1:30-4:00
 - January 29, 2:30-4:30
- **Curriculum Company Presentations**
 - Middle/High School: Tuesday, January 9
 - Elementary: Thursday, February 1 & Monday, February 5
- **Curriculum Council Presentation**
 - Thursday, February 22
- **Professional Development**
 - May, June, August 2024, and continuous support for the duration of the contract
- **K-8 Implementation**
 - 2024 - 2025 School Year



Elementary School

Benchmark Advance

English Language Arts
2024

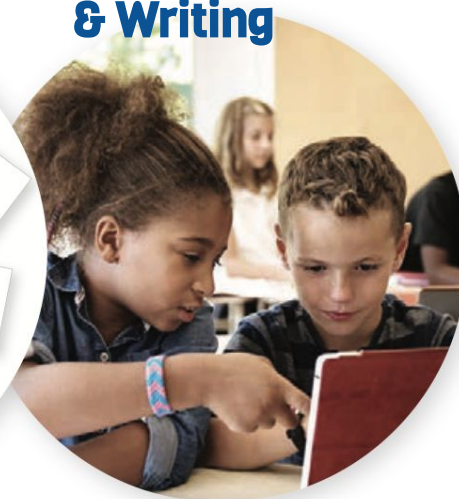


Foundations

Reading

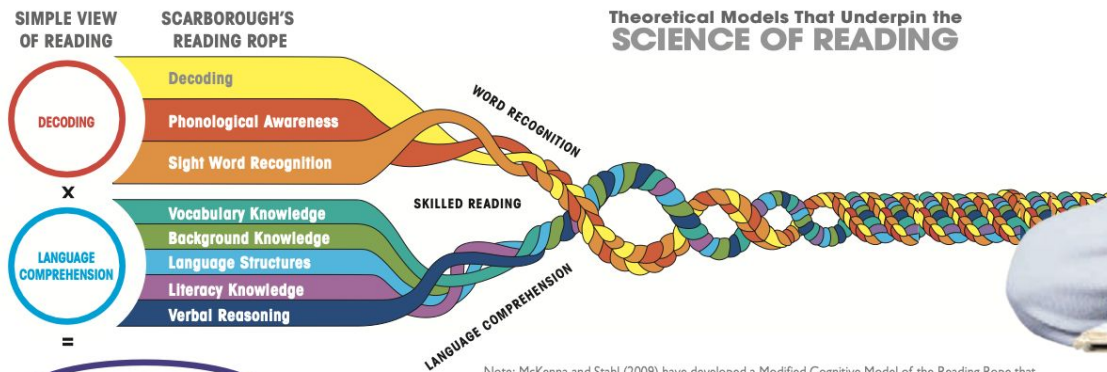
Vocabulary

Communication & Writing



Aligned to the Science of Reading Research

Designed to reflect current and confirmed research on learning to read and teaching reading.



Notes: McKenna and Stahl (2009) have developed a Modified Cognitive Model of the Reading Rope that

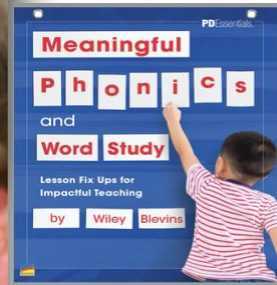
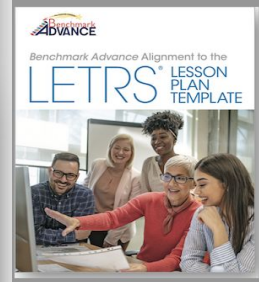
Evidence-Based Instruction: Grades K-2

Daily Explicit, Systematic Lessons

- Phonological Awareness/
Phonemic Awareness
- Sound-Spelling
Correspondences
- Blending/Building Words
- Spelling
- High-Frequency Words
- Word Automaticity
- Application in Connected Text
- Fluency is the bridge to
Comprehension





Wiley Blevins, PhD.



Instructional Framework: Across Grades

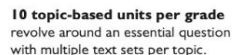
Vertical Progression & Integrated Standard Development

 Illinois Standards for Learning	
5	Compare and contrast two or more characters, settings, and events in a literary text (e.g., how characters interact).
4	Describe in detail a character, setting, or event in a literary text, such as a character's thoughts, feelings, words, or actions.
3	Describe the characters in a literary text (e.g., how they contribute to the sequence of events).
2	Describe how characters in a story respond to major events and challenges.
1	Describe characters, settings, and major event(s) using key details in literary text.
K	With prompting and support, identify characters, settings, and major events in literary texts.

	
5	Compare and Contrast Two Characters in a Story (15 min.)
4	Close Reading: Draw Inferences to Describe Characters (15 min.)
3	Describe Characters and Explain How Their Actions Contribute to Events (15 min.)
2	Describe How Characters Respond to Major Events and Challenges (15 min.)
1	Describe Characters Using Key Details (13–18 min.)
K	Identify Characters

A Knowledge-Based Framework Is Key to Comprehending Text

A Knowledge-Based Framework Is Key to Comprehending Text



3 weeks of instruction per unit
allow students to build concepts,
vocabulary, and content knowledge.

Grades K–6 vertical and horizontal alignment builds knowledge and background for subsequent years.

"Knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades."

—B.E.S.T. Standards, p. 6

Knowledge Strands Integrate Science, Social Studies, and Literary Topics

UNIT	Knowledge Strand	GRADES							
		K	1	2	3	4	5	6	
1	Life Science								
2	Character Matters								
3	Government and Citizenship								
4	Perspectives in Literature								
5	Technology and Society								
6	Themes Across Cultures								
7	History, Culture, and Geography								
8	Earth Science								
9	Economics								
10	Physical Science								

Captivating Texts Promote Access and Equity for Diverse Voices

A rich array of topics and perspectives engage each student in critical thinking and communication.

Students see themselves in the curriculum.

A culturally diverse set of authors, illustrators, and stories promote traditionally underrepresented voices.



Ishi Zobei



Nguyen Phan Gie Mai



Mithachi Subramanian



Derrick Barnes



Jennifer Torres



Christopher Paul Curtis



Joseph Bruchac



Crystal Allen



Gus Wrenshaw



Pam Muñoz Ryan



Nikki Giovanni



Jerry Craft



Jason Reynolds



Dwight Okia

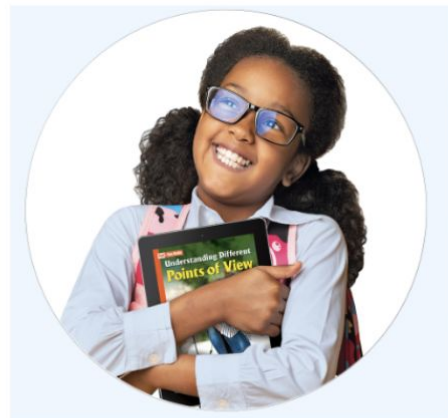


Exploring Perspectives

Culturally Affirming Texts

Elevated Voices

Relevant Topic Sets



Civic Engagement & Leadership

Knowledge-Building Texts

Award-Winning Authentic Texts

Daily Writing Lessons

A Gradual Release Model with Ongoing Feedback

Day 1
WRITING

Monitor Read-Alouds, Vol. 1, "The Amazing Life Cycle of a Frog," pp. 4-7

Learning Targets

Shared Writing

- Participate in shared writing.
- Recall information from experiences.
- Orally rehearse a personal response.
- Routinely write personal responses to develop writing fluency.
- Review basic print concepts.

Grammar

- Use common nouns.

Additional Materials

- Chart paper
- Markers
- Grammar Modeling Text

Three-Step Writing Strategy

Think

Speak

Write

Sample Three-Step Writing Strategy Anchor Chart

Write a Personal Response (20 min.)

Engage Thinking (2 min.)

Display "The Amazing Life Cycle of a Frog." Set a purpose for the lesson.

I like to write down thoughts and feelings about the texts I read. I jot down what came into my mind. I write down what I liked. I make connections to my own life. Today, we are going to create personal responses to "The Amazing Life Cycle of a Frog." I'm going to share with you a personal response I have to this text.

Guide Shared Writing (7 min.)

Model

to explain basic steps in writing frog on page 5.

Then I'll write a paragraph. I made a connection to my own life. I remembered the time that I saw a frog sitting by the water and I tried to catch it. I want to write about that.

Next, model orally rehearsing (saying) what you will write.

Now I need to think of the words I will write. I say them out loud first. Saying the words out loud helps me know if I like them or if I want to change them. My message: I tried to catch a frog, but it jumped away. Frogs have strong legs. Frogs are fast.

Finally, model writing your response, draw attention to concepts about print that students may have learned in kindergarten.

"I tried to catch a frog, but it jumped away." The first word in my sentence is I. I know that I write the word I with an uppercase letter. I'll start my first word at the top left of the page. Then I'll use my finger to make a space between the first and second word. I hear /I/ at the beginning of tried. I know that the letter t stands for /I/.

Continue thinking aloud as you write the rest of your personal response. When you

Guided Practice

I tried to catch a frog, but it jumped away.

and express their ideas in writing. As you write, reinforce basic print concepts from Grade K (e.g., concept of word, directionality, spaces between words).

Use students' independent writing to help you evaluate where students are in their writing development and how to support their progress.

Prepare for Independent Writing

INDEPENDENT WRITING AND CONFERRING

During writer's workshop time or at a station during small-group reading time, have students write (and/or draw) their personal responses. Tell students they will share their work with a partner during Share and Reflect.

Observe students and look for ways to support their writing development. Confer with a few students about their writing, using the conferring prompts as needed. Use these first writing experiences to help you understand students' current stage of writing development and determine ways to support them.

Share and Reflect (1-2 min.)

Ask students to share their personal responses with a partner. Invite one or two students to share their responses with the class.

Grammar: Introduce Nouns (5-7 min.)

Our language has different parts of speech. Parts of speech are how we categorize words. Today you are going to talk about one part of speech: nouns. A noun is a word that names a person, animal, place, thing, or idea.

Create a chart with examples of nouns in each category and read them with students. Use each noun in a simple sentence (e.g., The girl is happy; The frog hops; Every animal has a life cycle). Point out that most sentences have, at least, one noun.

Person	Animal	Place	Thing	Idea
girl	frog	school	hat	life cycle
how	cat	home	pen	change

Practice

its work with their partners. The first partner says a noun. The second partner says a sentence orally. Then partners should switch roles. Tell students that it's OK if their sentences are a little silly. As students work on creating their sentences, circulate, listen in and provide corrective feedback as needed. Once students finish, bring students together and ask one or two pairs to share their sentences. You can add some of the new nouns to the class chart.

Sample Conferring Prompts

If students draw their response...

- ask me about your drawing.
- I notice that you have used ____ lines, round shapes, etc.] in your drawing. That is something writers do. They draw their ideas to share what they are thinking.
- Encourage the student to add one additional detail to his or her drawing.

If students generate scribbles, letters, or words...

- I notice that you wrote _____. That is what writers do.
- Tell me what your message says.
- Encourage the student to add one additional detail to his or her writing.

ELD Integrated ELD

Light Support (Bridging, Reaching)

Before students talk to a partner, have them share their ideas with you. Help them express their ideas in multiple sentences.

Moderate Support (Developing, Expanding)

Before students talk to a partner, have them share their ideas with you. Encourage them to use gestures, visuals, and their home language. Retell their ideas in complete sentences and have them retell them with you.

Substantial Support (Interpreting, Benchmarking)

Have students choose a favorite photo to write about. Help them say what they can about it. You may choose to have students dictate their sentence to a scribe and then copy it.

Digital Dashboard



Menu

Resource Library

Filters



Manage Filters

Library

Benchmark Advance - c2022

Grade



K

1

2

3

4

5

6

Unit



Launch

1

2

3

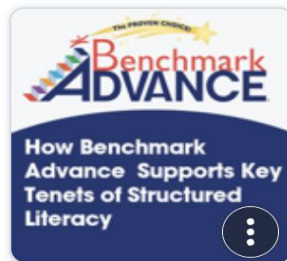
4

5

6



Program Review (3)



How Benchmark Advance Supports Key Tenets of...



Benchmark Advance Program Scope & Sequence





Benchmark Advance 2022 Program Support Guide

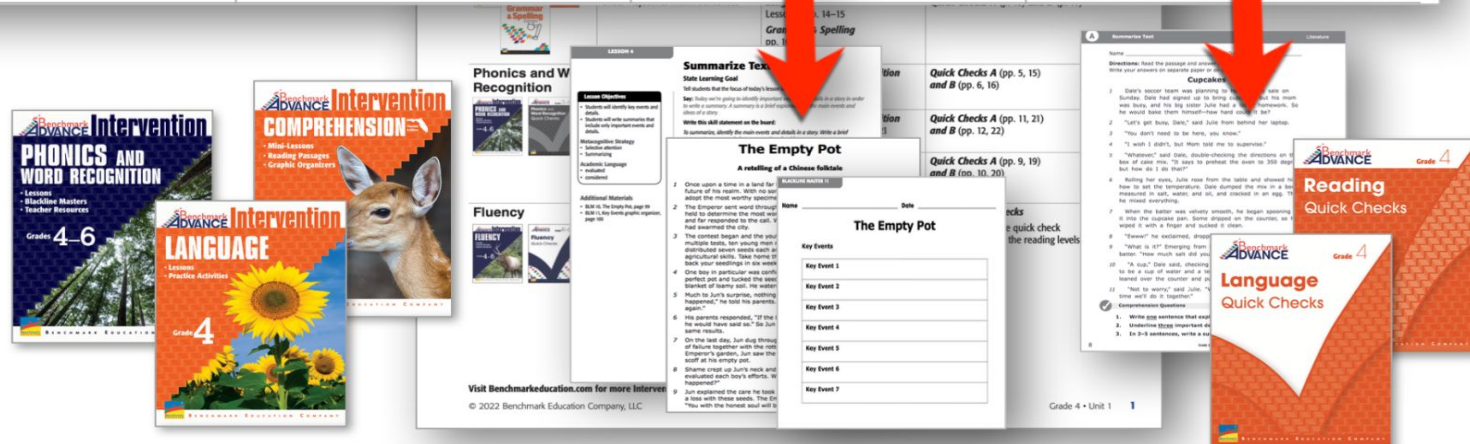
Intervention and Reteaching

MTSS Tier 2 Scaffolding

Intervention and Reteaching Resources

Specific reteaching lessons are provided to support core instruction each week. Based on weekly and unit

	Unit Strategies and Skills	Reteaching Lessons & Practice Activities	Quick Check Assessments
Comprehension  	Identify Key Details and Determine a Main Idea	Comprehension Lesson 22, pp. 52-53	Quick Checks A (p. 52) and B (p. 53)
	Compare and Contrast Narrative Points of View	Comprehension Lesson 15, pp. 38-39	Quick Checks A (p. 30) and B (p. 31)
	Integrate Information from Multiple Texts to Demonstrate Knowledge	Comprehension Lesson 42, pp. 92-93	Quick Checks A (p. 92) and B (p. 93)



The collage includes the following resources:

- Phonics and Word Recognition** book cover (Grades 4-6)
- Fluency** book cover
- Advance Intervention Comprehension** book cover (Grade 4)
- Advance Intervention Language** book cover (Grade 4)
- Reading Quick Checks** book cover (Grade 4)
- Lesson 15: The Empty Pot** (A retelling of a Chinese folktale) - Lesson page with a red arrow pointing to it.
- Quick Checks A** (pp. 5, 15) **and B** (pp. 6, 16)
- Quick Checks A** (pp. 11, 21) **and B** (pp. 12, 22)
- Quick Checks A** (pp. 9, 19) **and B** (pp. 10, 20)
- Language Quick Checks** book cover (Grade 4)

Visit BenchmarkEducation.com for more resources.
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Grade 4 • Unit 1

ELL Supports/Resources

Integrated Instructional Supports

Connect Each Learner to Grade-Level Expectations

LANGUAGE TRANSFER SUPPORT

Multilingual Scaffolding

Supports students moving from one language to another. Includes:

- Contrastive Analysis Chart (10 languages)
- Integrated Language Transfer Lesson Support
- Multilingual Glossary (10 languages)

Word List

UNIT 1 • WEEK 1 • WORD CATEGORY: General Academic

LANGUAGE: Haitian Creole

Next Word >

blossom

English

flieri

Haitian Creole

Definition

noun

• the flower of a seed plant

Example Sentence

John stopped to admire the blossom on the tree.

Multilingual Glossary

Grade 4 Teacher's Resource System

Lesson 2
SHORT READ 1

First Reading: Draw Inferences to Build Knowledge of Technology (20 min.)

Build Vocabulary/Preview the Text

Display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary.

Word	Define	Example	Ask (Turn and Talk)
efficiency	Involves working smart to get it done and bring it back.	If you had a robot, what would you ask it to make?	If you had a robot, what would you ask it to make?
efficiency	Efficient means doing things in the best and smartest ways.	When it does a task with efficiency, it does it quickly and does it on time.	What are some ways robots could add efficiency and convenience to your day?

Knowledge Vocabulary Chart

Display and have students turn to "Humans and Robots Can Work Together," pages 4-5. Encourage students to notice features of the text, including the salutation, "Dear Editor," and the sign-off, "Sincerely, Haha." Explain that a letter to the editor is a letter a reader of a newspaper or magazine writes to express an opinion.

Point to the Draw Inferences Anchor Chart from Unit 2. Remind students they used clues in the text as well as personal knowledge to make inferences, or determine ideas about a text that the author doesn't state outright, but that they are reading between the lines. Point out that this skill can be used when reading nonfiction as well as fiction. Set a purpose for the lesson. For example:

A writer may not tell us everything because they expect readers to fill in the gaps. As you read this text, pay attention to text features and key details and clues. Then use these clues to draw inferences. Drawing inferences will help you understand information an author implies, or hints at, but doesn't state.

Read and Annotate

Before students read the text, have them make an inference about the selection and the author's opinion based on the title, photograph, and caption. During reading, have them underline any terms and ideas that confuse them. Once they're finished, ask them to use clues in the text to make an inference about what those terms and ideas mean.

Remind students to use other strategies to support their understanding, such as rereading a confusing sentence or paragraph. Based on the needs of your students, have them read independently or choose an approach from Ways to Scaffold the First Read heading.

Share and Reflect

Ask partners to address the following questions in a brief conversation:

- What inferences did you make about the author's opinion of robots before reading?
- Why did she write to the editor? What does she want people to think?
- How did the inferences you made help you understand the ideas in this letter?
- Based on the letter, what inferences can you make about humans and robots working together?

Lesson 2
SHORT READ 1

UNIT 5 • WEEK 1

FLAY INFERENCE

FLAY INFERENCE

Sample Draw Inferences Anchor Chart

Build Fluency

Explicit that fluent reading requires readers to pause at full stops, such as periods and question marks. The reader's voice should go down just before pausing at periods and up just before pausing at question marks. Follow the fluency routine to model this skill and provide guided practice. Use paragraph 3 of "Humans and Robots Can Work Together" for more practice. Students may partner-read the paragraph during independent time.

Apply Understanding

Tell students that during independent time, you would like them to reread paragraph 5 and look at the photograph and caption. Have them write down an inference about how "remote presence systems" could benefit customers in a large retail environment.

Access

Allow students to read the text with a partner. If students have trouble drawing inferences on their own, have them discuss it with a partner. If necessary, allow them to complete the vocabulary practice activities with a partner.

SMALL-GROUP READING INSTRUCTION AND INDEPENDENT READING AND CONFERRING

See the provided resources and instructional options on the unit layout.

ELL Integrated ELD

Light Support (bridging, reading)

1. Check students understanding of these words and phrases. Explain as needed.

automated/automation capabilities efficiency replaced

Light Support (bridging, reading)

1. Check students understanding of these words and phrases. Explain as needed.

automated/automation capabilities efficiency replaced

2. As partners read, have them pause after every paragraph and read. Check their understanding by asking questions, e.g., What does it mean to be a part of our lives? How do robots help us? What are some ways robots can help us? What are some ways robots can help us?

3. Display the frames for students' responses. I think the word _____ means _____ because _____ says _____ which tells me that _____.

Moderate Support (bridging, reading)

1. Explain the following words, using visuals, gestures, and examples.

automation replace efficiency efficiency efficiency

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Substantial Support (bridging, reading)

Read aloud with the text for paragraphs 3 to 5. 1. Preview these terms and help students complete them. The author thinks technology _____.

Make Connections through Collaborative Conversation

Use the discussion prompts on pages 6-7 to engage students and make connections to their experiences.

Access provides accommodations for every learner with special needs.

Integrated English Language Development (ELD)

Supports the most linguistically challenging aspect of the lesson at three levels: Light, Moderate, and Substantial Support. Included for every lesson.

ELL Integrated ELD

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automated/automation capabilities efficiency replaced

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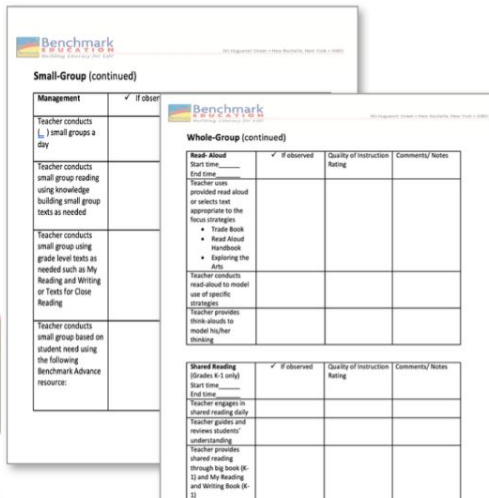
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Long-Term Professional Development

Implementation I: Initial Training

- Classroom Teachers
- Specialty Teachers
- Coaches
- Administrator



The image shows a Benchmark Reading Inventory (RI) form, which is a tool used to assess a student's reading level. The form is divided into two main sections: "Small-Group (continued)" and "Whole-Group (continued)". Each section contains a table with columns for "Management", "If observed", "Quality of instruction", and "Comments/Notes". The "Small-Group" section includes a table with rows for "Teacher conducts small group reading using knowledge building small group texts as needed" and "Teacher conducts small group using grade level texts as needed such as My Reading and Writing or Texts for Close Reading". The "Whole-Group" section includes a table with rows for "Teacher provides think-alouds to model his/her thinking" and "Teacher provides shared reading daily". The form also includes a "Shared Reading" section at the bottom, which includes a table with rows for "Teacher engages in shared reading daily" and "Teacher provides shared reading through big book (K-1) and My Reading and Writing Book (K-1)".

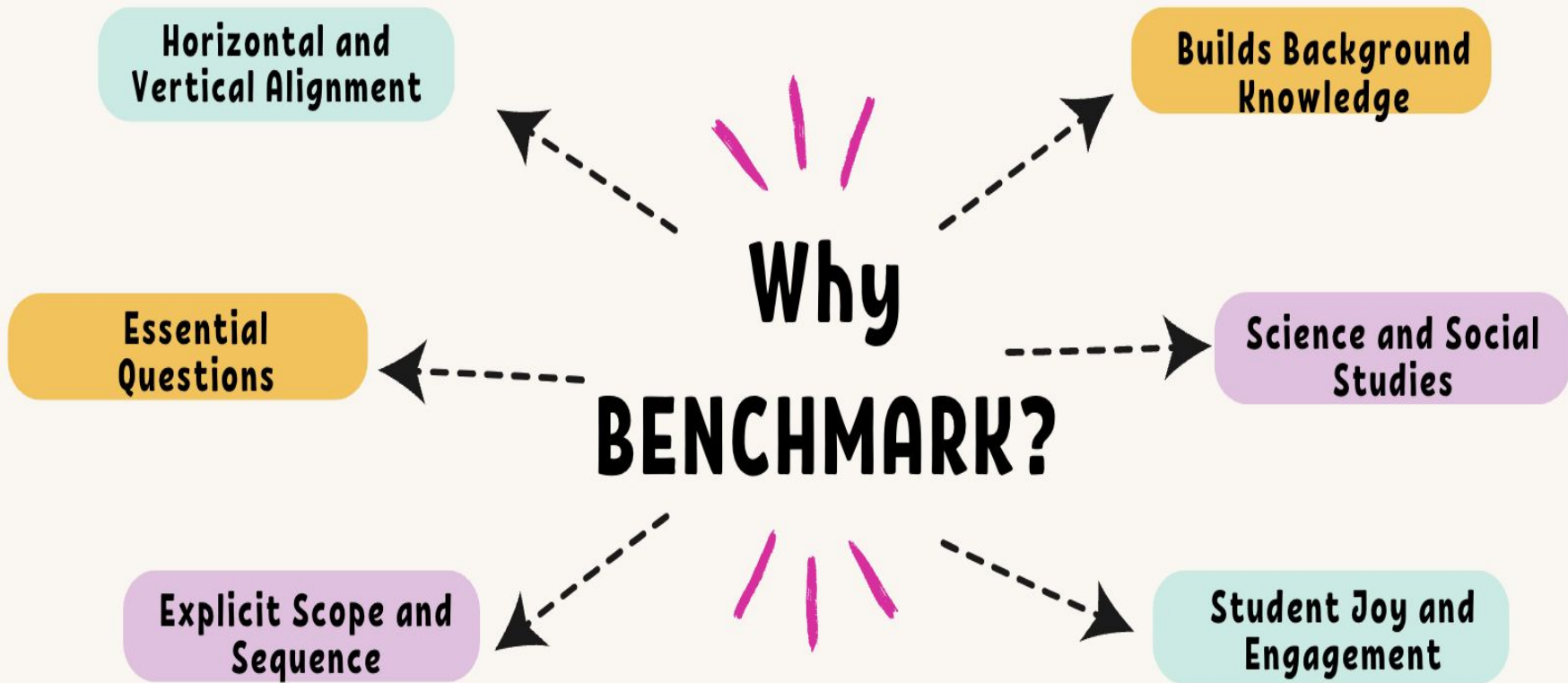
Implementation II: Follow Up

- Reading Mini-Lessons
- Collaborative Conversations
- Small Group
- Exploring Foundational Skills
- Vocabulary

Sustaining Professional Development

- Demonstrations
- Coaching
- Professional Learning Suites





Cost of Program

Benchmark Advance

\$1,912,575.00

This price includes materials and professional development.

Questions?

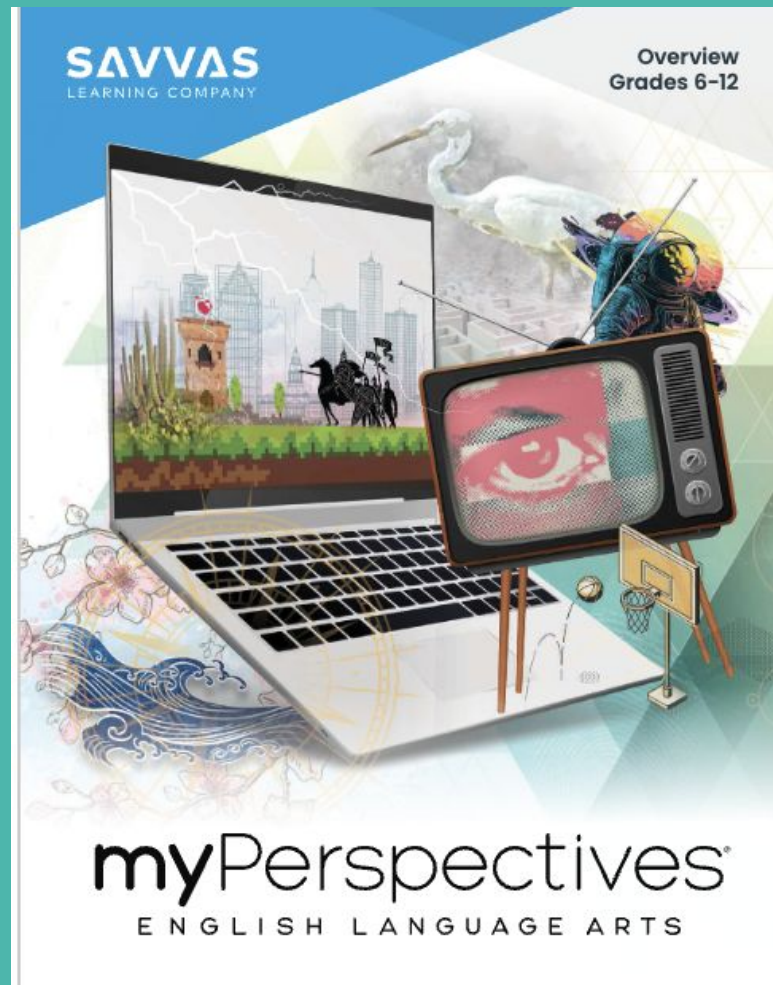
Middle School

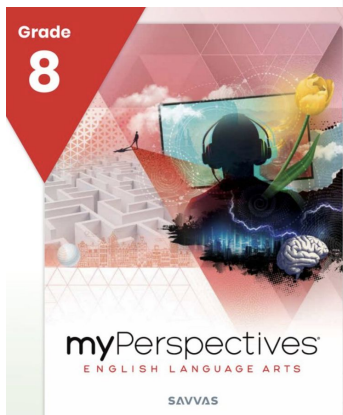
myPerspectives

English Language Arts

2024

SAVVAS





myPerspectives English Language Arts

- Units are organized by **relevant themes** and **essential questions** to provoke thought and help connect to students' lives
- Grounded in **Research** and **Evidence-Based Practices**
- Aligned with **Illinois Learning Standards** and the **IL Comprehensive Literacy Plan**
- Includes both **print** and **digital text and tools** for **teaching and learning**
- Integrated with **Canvas**

Imagined Worlds:

How does imagination enrich our lives?

Transformations:

Can people really change?

Taking a Stand:

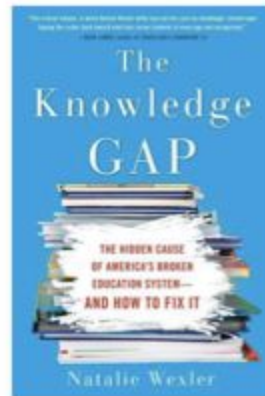
How do we decide what matters to us?

The Past Meets the Present:

How do we react when the world changes?

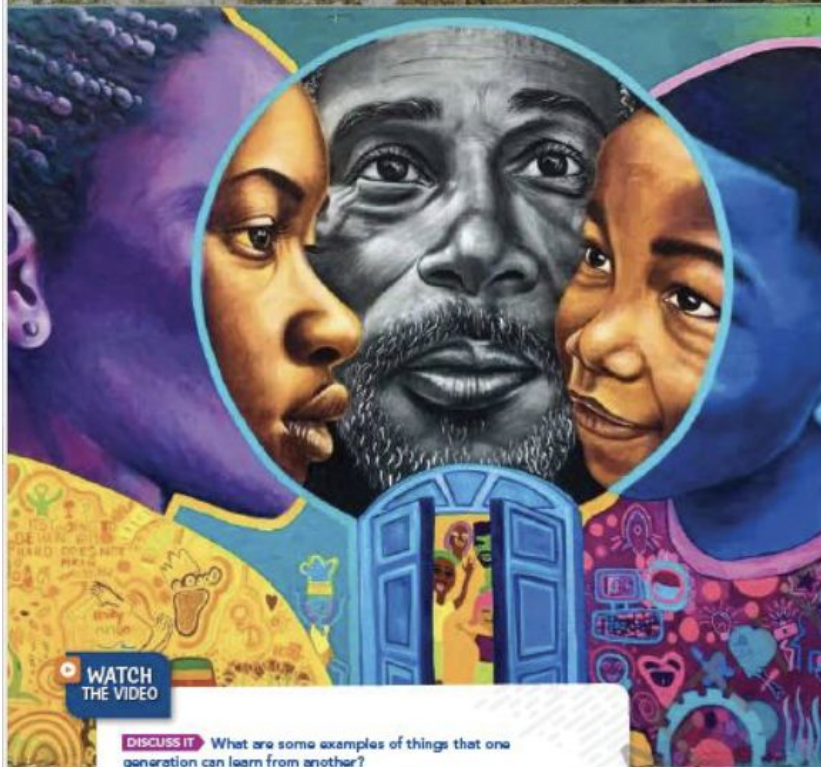


**"THE MOST IMPORTANT FACTOR IN DETERMINING
WHETHER READERS CAN UNDERSTAND A TEXT IS
HOW MUCH RELEVANT VOCABULARY OR
BACKGROUND KNOWLEDGE THEY HAVE."**



Why are our units organized by Essential Questions?

Crossing Generations



WATCH
THE VIDEO

DISCUSS IT What are some examples of things that one generation can learn from another?

Write your response before sharing your ideas.

UNIT
1

INTRO

Essential Question

What can one generation learn from another?



PERSONAL NARRATIVE
Grounded

MENTOR TEXT

WHOLE-CLASS
LEARNING



Don Don't Just Sit
There Like a Punk
Matt de la Peña

STORY EXCERPT



The Case of the
Disappearing Words
Alice Andrea Clark

FEATURE ARTICLE



WRITING PROCESS
Present a
Personal Narrative

PERFORMANCE
TASK

36

PEER-GROUP LEARNING



Building Skills
and a New
Friendship at
Ages 96 and 10
Ellen Martin

HUMAN
INTEREST STORY



From Mom & Me
& Mom
Maya Angelou

MEMOIR



Learning to
Love My Mother
Maya Angelou
with
Michael Maher

MEMOIR
TV INTERVIEW



Mother-
Daughter
Drawings
Mica and Myla
Hendricks

MEDIA: IMAGE
GALLERY



Ode to My Papi
Quadruple Garcia
McCall

Mother to Son
Langston Hughes
To James
Frank Home

POETRY
COLLECTION 1

SPEAKING AND
LISTENING:
Present a
Personal Narrative

PERFORMANCE
TASK

6

INDEPENDENT LEARNING



Lineage
Margaret Walker
Family
Grace Paley

POETRY
COLLECTION 2



"Gotche Day"
Isn't a Cause for
Celebration
Sophie Johnson

OPINION PIECE



Water Names
Lan Samantha
Chung

REALISTIC
FICTION



An Hour With
Abuela
Judith Ortiz Cofer

REALISTIC
FICTION



SHARE • LEARN •
REFLECT

SHARE
INDEPENDENT
LEARNING

PERFORMANCE-BASED ASSESSMENT

Personal Narrative

You will write a personal narrative that explores the Essential Question for the unit.

UNIT REFLECTION

GOALS • TEXTS •
ESSENTIAL QUESTION

Reading

- Multi-**genre** units including **visual** and **digital Texts**
- Reading passages are **relevant, diverse**, and include a balance of current and classic texts.
- **Vocabulary**: Concept Vocabulary, Word Walls, and a focus on **word parts** (i.e. Prefix, Root, Suffix)
- Direct instruction on a **reading strategy** within daily lessons
- **Graphic organizers** to aid in comprehension
- Student collaborative-learning opportunities (**aligned with AVID**)
- Reading comprehension is rooted in **critical and higher thinking** levels (DOK/Bloom's)

Novels – Aligned to Each Unit

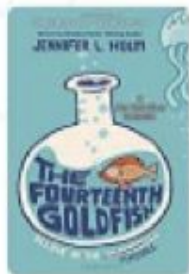
CLUB

Optional Unit-Aligned Novels

Unit 1

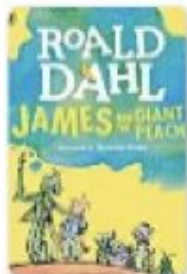


Esperanza Rising, by Pam Muñoz Ryan

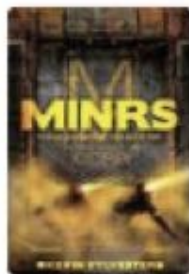


The Fourteenth Goldfish, by Jennifer L. Holm

Unit 2



James and the Giant Peach, by Roald Dahl



MINRS, by Kevin Sylvester

Book Club titles include
a Reading Guide with activities

Unit 3



The Boy Who Swam to the Sun, by Gary Soto



Unit 4



Hoot, by Gary Paulsen



Unit 5



The Cay, Book 1, The Cay Series, by Ruth Krumholz
The Tiger's Waltz, by Ruth Krumholz
Anything But Typical, by Hans Braxator

Reading Support

- **Bridge Text-** An accessible version of the core texts. Literary texts include a combination of original and summarized passages and informational texts are written with simplified vocabulary and sentence structures.
- **Language Coach-** On-the-spot reading comprehension and language support.
- **Reading Strategies Support-** Available before and during reading for whole-class or individual support.
- **Audio with Word Highlighting** with adjustable speed.
- **Additional Standards Practice** for responsive teaching.

Writing

- Every unit begins with a **mentor text** that is written in the same mode as the **Writing Performance Task**.
- Students write in a **variety of genres**, both informally and formally to share their perspectives.
- Every unit includes a writing task that takes the students through the **full writing process** as well as shorter writing tasks.
- Units include actionable **checklists** for students and **conferring tips** for teachers.
- Explicit **grammar** instruction taught within the writing process

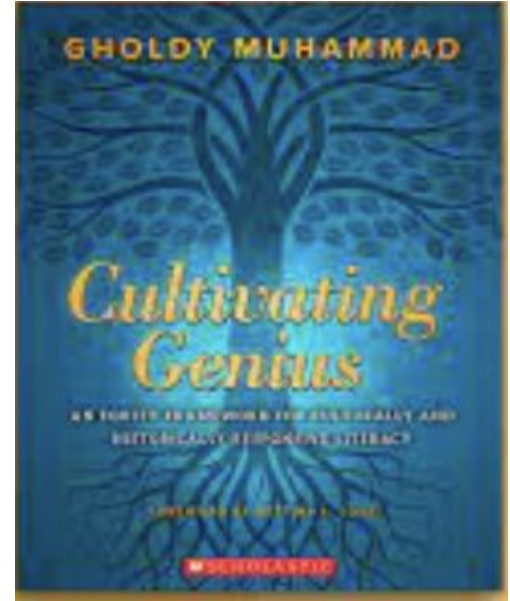
Culturally Responsiveness and Equity



Dr. Gholdy Muhammad

**Aligned to Five
PURSUITS:**

Identity
Skills
Intellectualism
Criticality
Joy



Student Engagement, Choice and Voice

Choice in independent reading, writing topics, and unit projects in each unit.



Hook & Inspire



Listenwise Current Events

ELL Support

- **Translation Tool**- provides translation of all texts in over 100 languages
- **Multilingual Glossaries**
- **Instructional Notes** for in the Teachers' Editions specifically for multilingual learners
- Access to all the **online reading support** tools.

Cost of Program

myPerspectives

\$1,400,882.00

This price includes materials and professional development.



myPerspectives
ENGLISH LANGUAGE ARTS

NEW EDITION

Questions?