
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

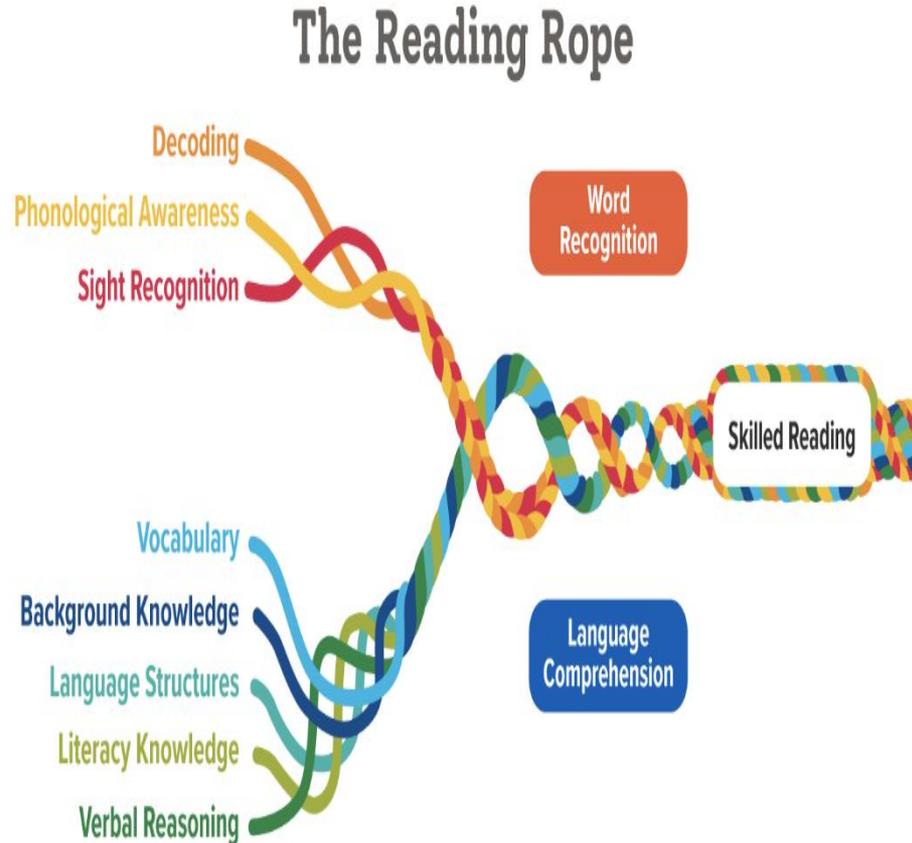
- **Simple View of Reading**
 - Word Decoding X Language Comprehension = Reading Comprehension
- **Scarborough Reading Rope** (pictured to the right)

What does Science of Reading instruction include?

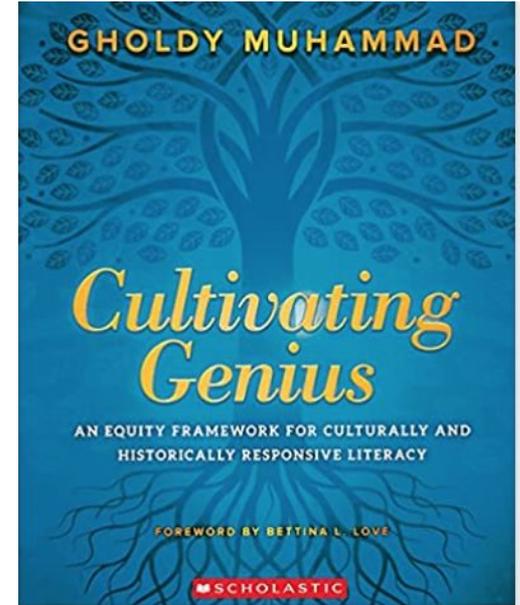
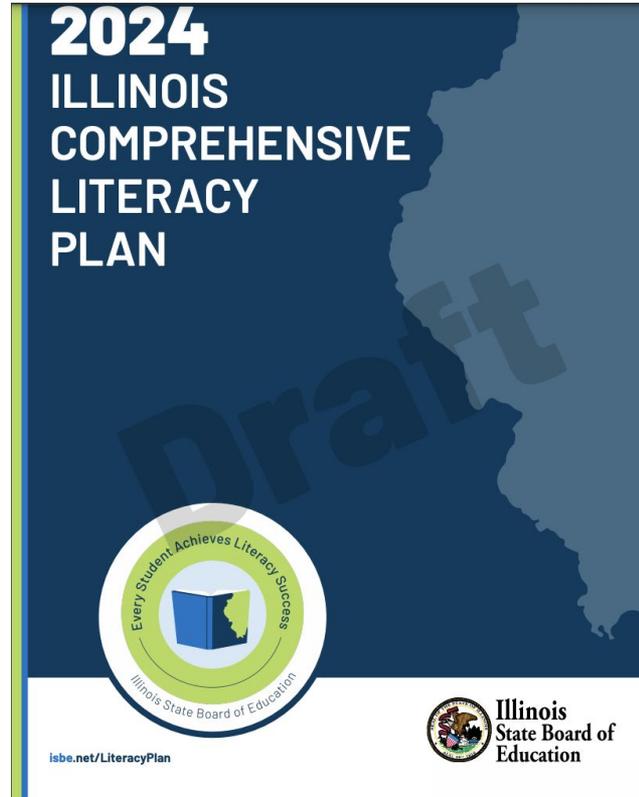
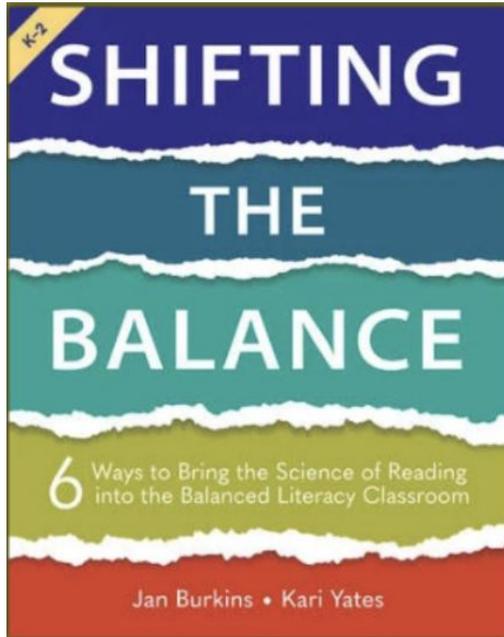
- Systematic, explicit instruction of foundational skills
- Knowledge building and vocabulary development

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

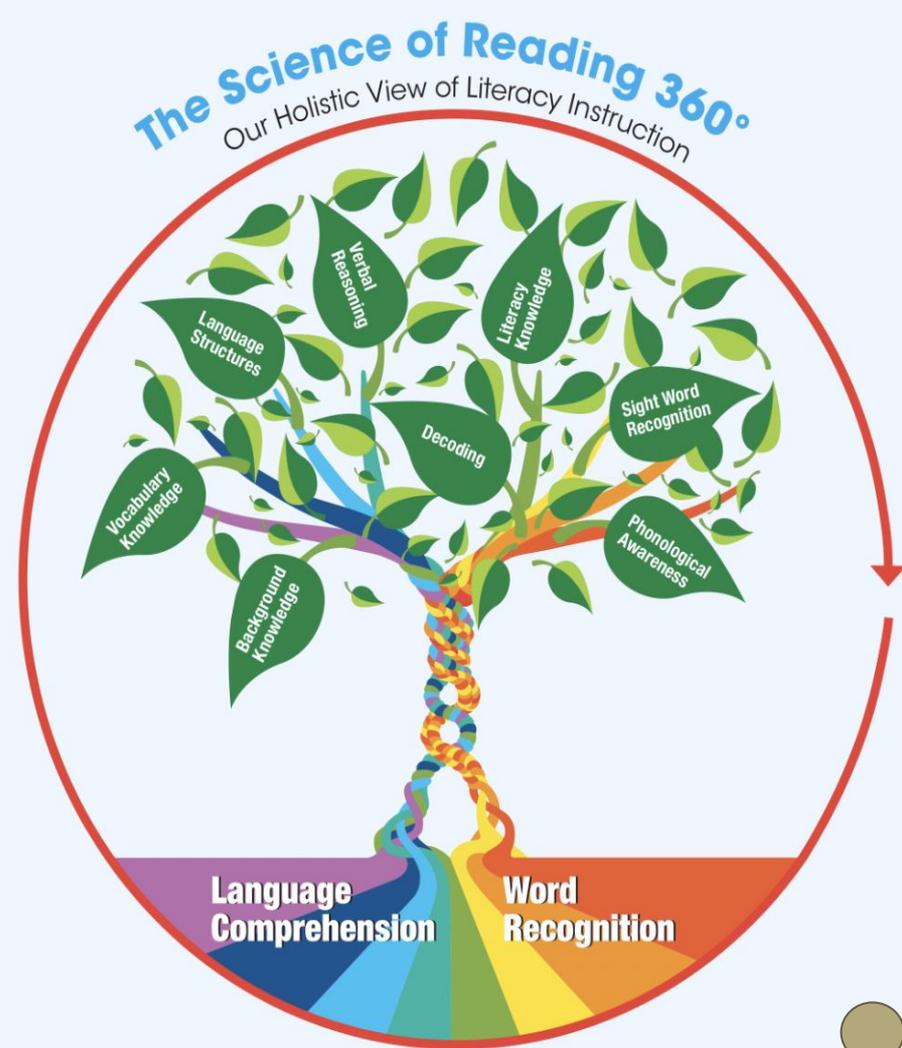
- **District Literacy Team**
 - Developed a rubric with guidance from various sources
- **Committee Members Met to Evaluate Curriculum**
 - Kick-Off
 - Full-days in October, December, January, February
 - Huddle for final evaluations, collaboration and voting- February 22
- **Open House**
 - January 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

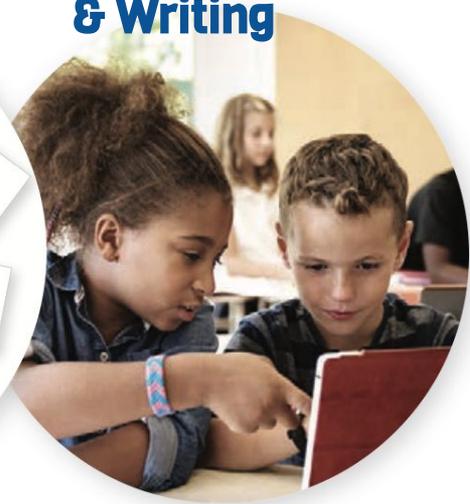


Foundations

Reading

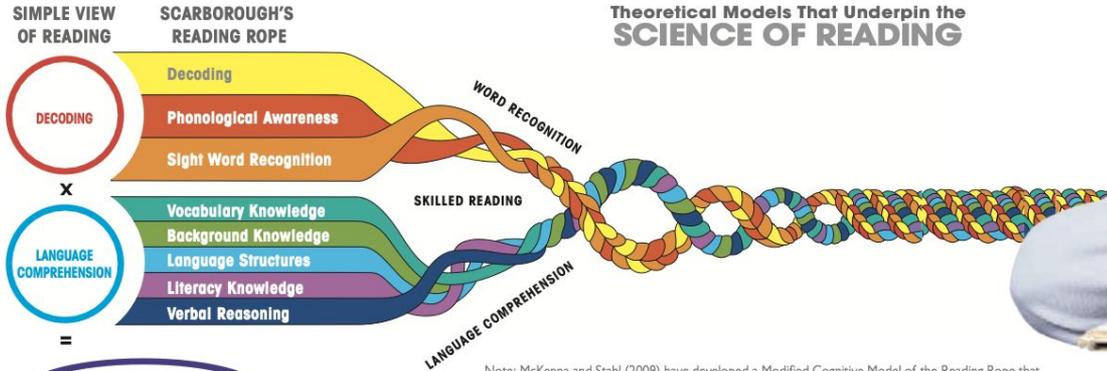
Vocabulary

Communication & Writing



Aligned to the Science of Reading Research

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



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

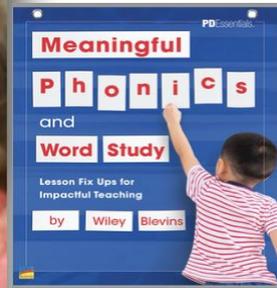
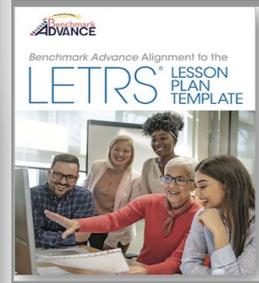
Evidence-Based Instruction: Grades K-2

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). Compare and contrast two or more |
| 4 | Describe in depth a character, setting, or event in a literary text, such as a character's thoughts, feelings, words, or actions. Describe in depth 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). explain how their actions contribute to the sequence of events. |
| 2 | Describe how characters in a story respond to major events and challenges. respond to major events and challenges. |
| 1 | Describe characters, settings, and major event(s) using describe in literary text. |
| K | With prompting and support, identify characters, settings, and major events in literary texts. identify |

|  | |
|---|---|
| 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 |

Build Knowledge Within and Across Grades

A Knowledge-Based Framework Is Key to Comprehending Text



10 topic-based units per grade revolve around an essential question with multiple text sets per topic.

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

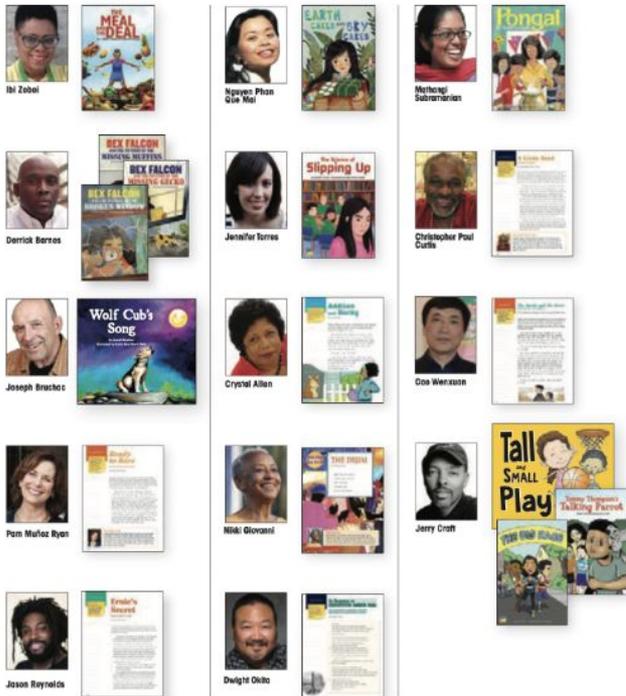
| UNIT | Knowledge Strand | GRADES | | | | | | |
|------|---------------------------------|--------|---|---|---|---|---|---|
| | | K | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Life Science | | | | | | | |
| 2 | Character Matters | | | | | | | |
| 3 | Government and Citizenship | | | | | | | |
| 4 | Perspectives 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.



Relevant Topic Sets

Exploring Perspectives

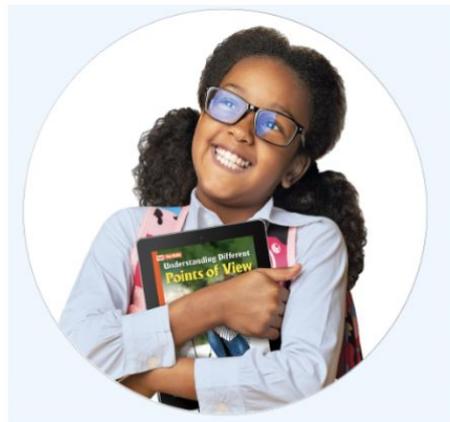
Culturally Affirming Texts

Elevated Voices

Civic Engagement & Leadership

Knowledge-Building Texts

Award-Winning Authentic Texts



Digital Dashboard



Menu

Resource Library

Filters

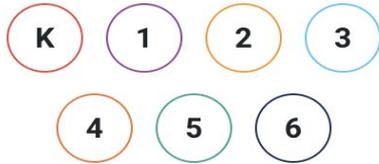


Manage Filters

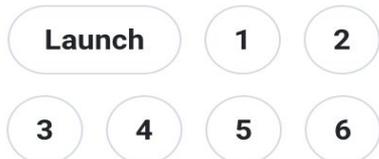
Library

Benchmark Advance - c2022

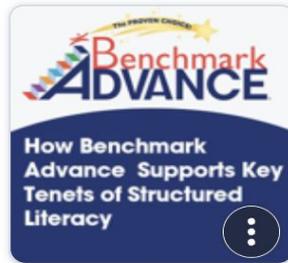
Grade



Unit



Program Review (3)



How Benchmark Advance Supports Key Tenets of...



Benchmark Advance Program Scope & Sequence



Benchmark Advance 2022 Program Support Guide

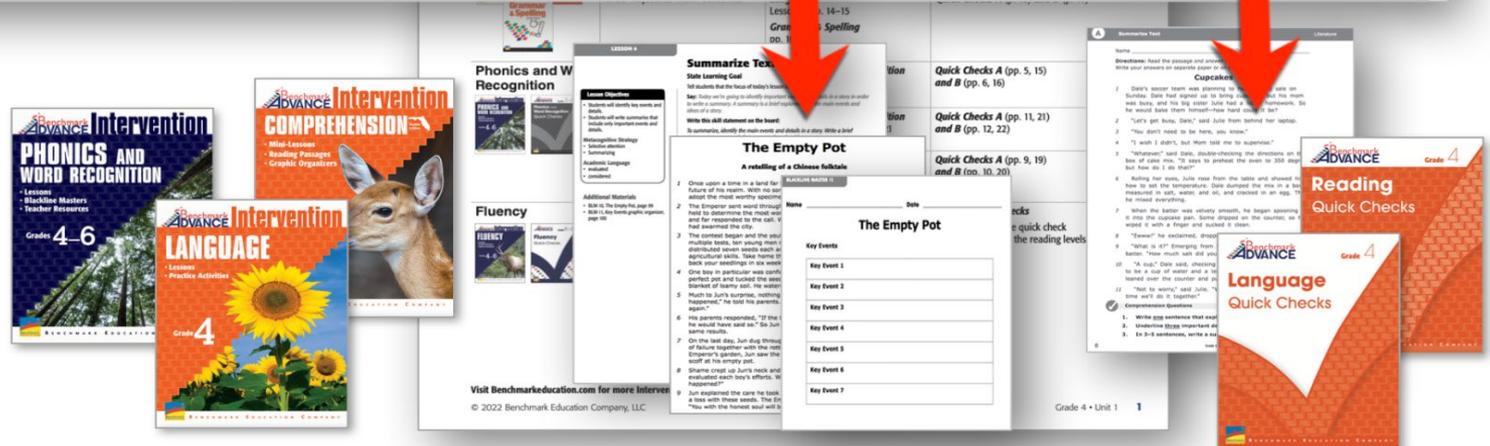
Intervention and Reteaching

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) |



Phonics and Word Recognition
 Lesson 14-15
 Grade 4 • Unit 1

Fluency
 Lesson 14-15
 Grade 4 • Unit 1

Summarize Text
 State Learning Goal
 "Students will identify key details and determine a main idea of a text."

The Empty Pot
 A retelling of a Chinese folktale

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)

Reading Quick Checks
 Grade 4

Language Quick Checks
 Grade 4

Visit BenchmarkEducation.com for more interventions.
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Long-Term Professional Development

Implementation I: Initial Training

- Classroom Teachers
- Specialty Teachers
- Coaches
- Administrator

Benchmark
Measuring Student Progress

Small-Group (continued)

| Management | ✓ if observed |
|--|---------------|
| Teacher conducts (L,) small groups a day | |
| Teacher conducts small group reading using knowledge building small group texts as needed | |
| Teacher conducts small group using grade level texts as needed such as My Reading and Writing or Texts for Close Reading | |
| Teacher conducts small group based on student need using the following Benchmark Advance resource: | |

Benchmark
Measuring Student Progress

Whole-Group (continued)

| Read-Aloud | ✓ if observed | Quality of Instruction Rating | Comments/Notes |
|--|---------------|-------------------------------|----------------|
| Start time: _____ End time: _____ Teacher uses provided read aloud or selects text appropriate to the focus strategies: • Trade Book • Read Aloud Handbook • Exploring the Arts | | | |
| Teacher conducts read-aloud to model use of specific strategies | | | |
| Teacher provides think-alouds to model his/her thinking | | | |

Benchmark
Measuring Student Progress

| Shared Reading (Grades K-1 only) | ✓ if observed | Quality of Instruction Rating | Comments/Notes |
|--|---------------|-------------------------------|----------------|
| Start time: _____ End time: _____ Teacher engages in shared reading daily | | | |
| Teacher guides and reviews students' understanding | | | |
| Teacher provides shared reading through big book (K-1) and My Reading and Writing Book (K-1) | | | |

Usability

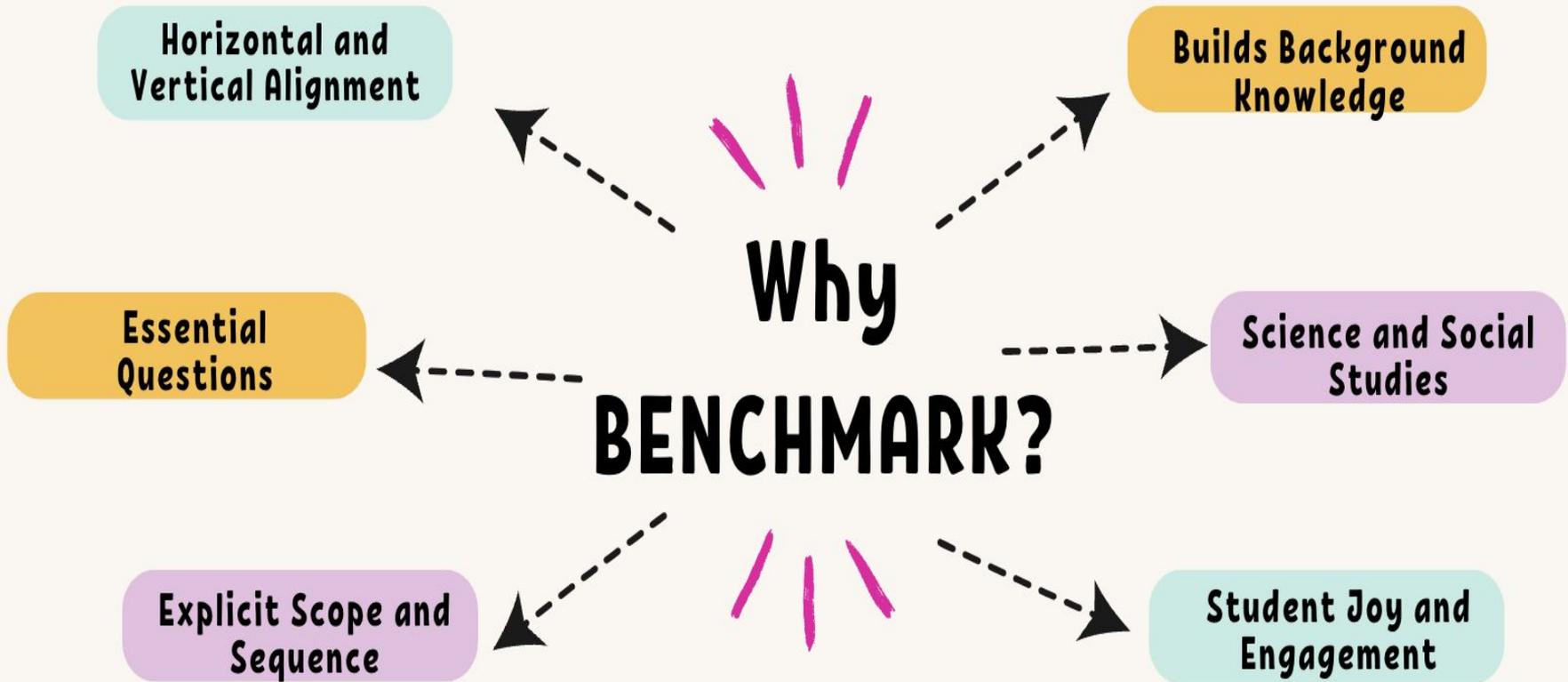
Implementation II: Follow Up

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

Sustaining Professional Development

- Demonstrations
- Coaching
- Professional Learning Suites





Cost of Program

Benchmark Advance

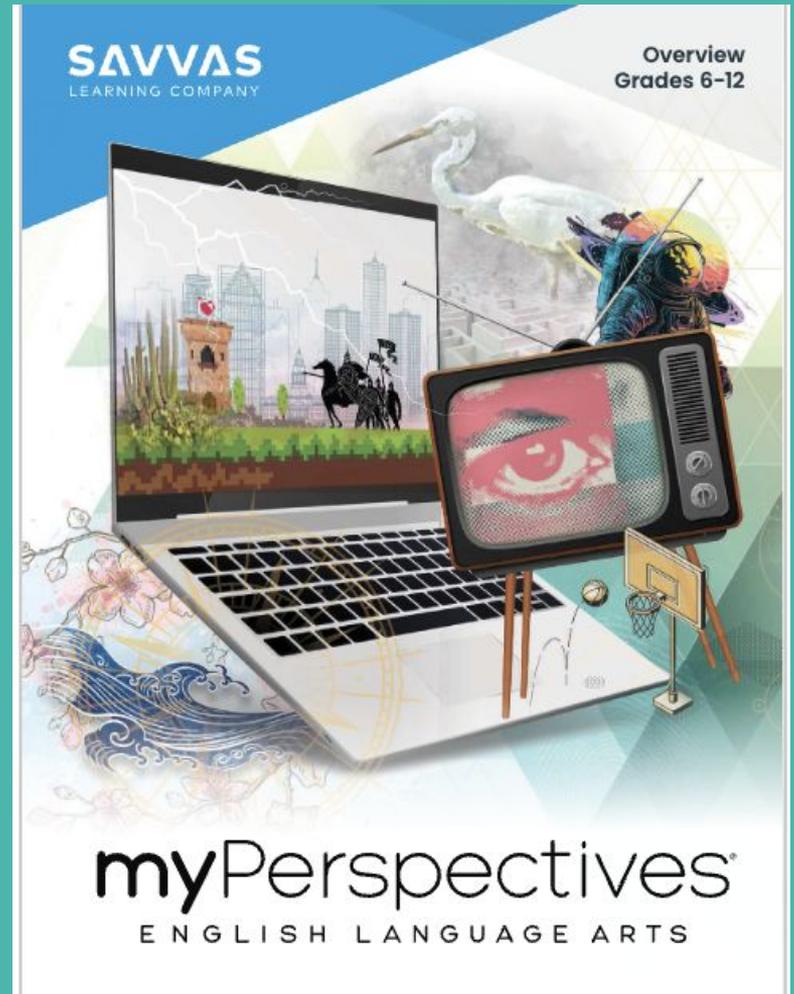
\$1,912,575.00

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?

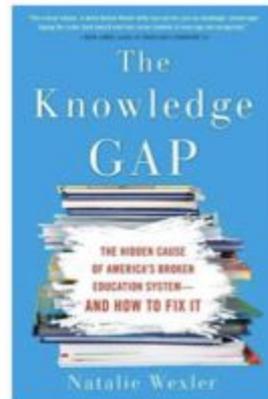
Taking a Stand:

How do we decide what matters to us?

The Past Meets the Present:

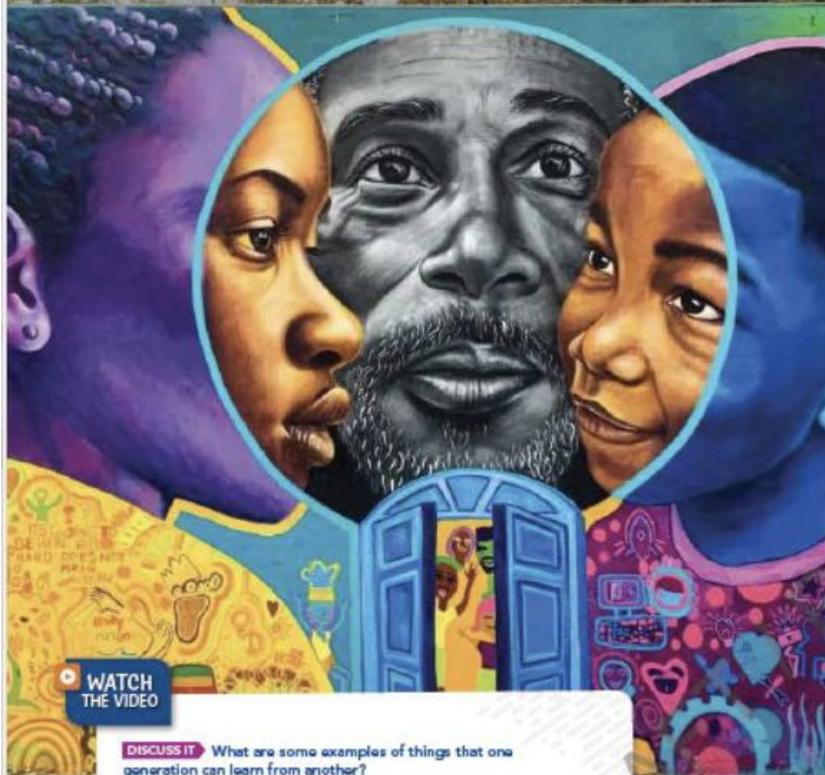
How do we react when the world changes?

"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



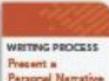
Don't Don't Just Sit There Like a Punk
Matt de la Peña

STORY EXCERPT



The Case of the Disappearing Words
Alice Andre-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
Elen Maritz

HUMAN INTEREST STORY



COMING TEXTS

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 Hernandez

MEDIA: IMAGE GALLERY



Ode to My Papi
Guadalupe Garcia McCall

Mother to Son
Lin gettin' Plughead 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



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

OPINION PIECE



Water Names
Lin Samuvelis Chung

REALISTIC FICTION



An Hour With Abuelo
Judith Chir Cohen

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

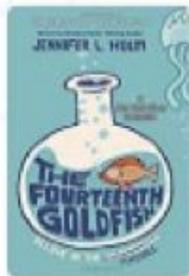
CLUB

Optional Unit-Aligned Novels

Unit 1

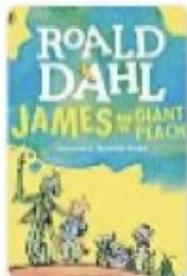


Esperanza Rising, by Pam Muñoz Ryan

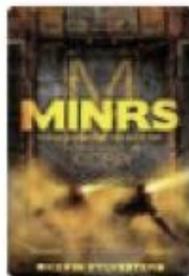


The Fourteenth Goldfish, by Jennifer L. Holm

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



Lost in the Sun, by Lisa Kraff



Unit 4



Camp Manager, by Lisa Kraff



Unit 5



The Cay, Book 1, The Cay Series, by Ted Hughes
Anything But Typical, by Lisa Kraff
Anything But Typical, by Lisa Kraff

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

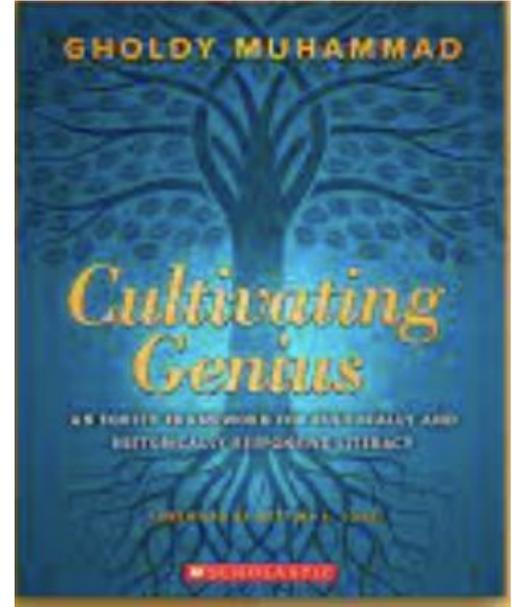
Culturally Responsiveness and Equity



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?