

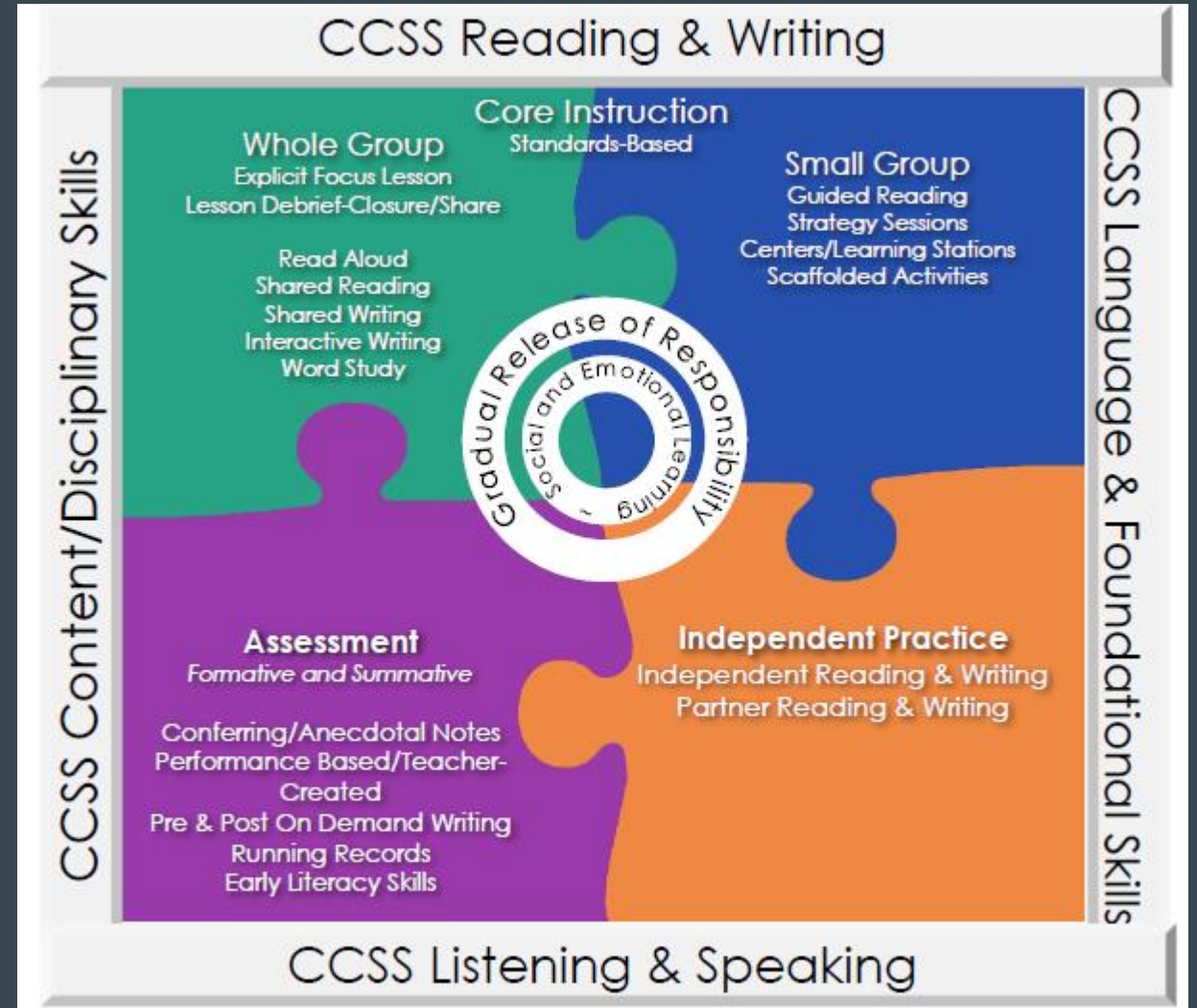
Elementary English Language Arts & Development Instructional Materials Report

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February 13, 2020

Goals

- Create consistent vertical alignment
- Provide quality and rigor in literature and assessment
- Implement standards aligned curriculum
- Continue to provide Balanced Literacy instruction



Our Journey

Spring 2019

- Review of Elementary English Language Arts Materials
- Decision to Pilot Benchmark Advance & Scholastic Literacy
- Finalized list of Strand and Village Pilot Teachers (16 Teachers - K, 1st, 3rd, 5th)

Fall 2019 - Winter 2020

- Pilot Teachers Publisher Training & Coaching
- 8 weeks of Scholastic Literacy and 8 weeks of Benchmark Advance
- 2 Joint Pilot Forums & Publisher Presentations
- Director of Learning, Village Principal & 7 Teachers visited Poway School District Visit (*adopted Benchmark Advance in Spring 2017*)
- TK-5 Teacher Survey

Consensus Survey Results

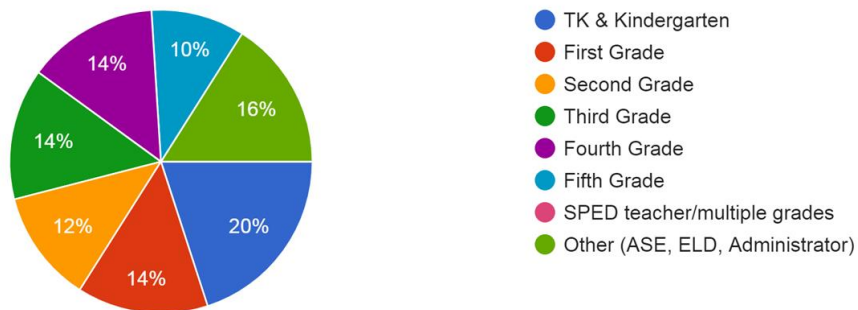
February 2020

Understandings:

- CUSD TK-5 teachers will use a common English language arts curriculum, implemented with fidelity, in Fall 2020/21
- The ELA curriculum that is chosen for adoption will be supported by site administrators and the Learning Department
- Professional learning and curriculum training will be provided to ensure fidelity of implementation
- Materials will be provided for full-implementation
- Time and assistance for preparation will be provided and/or compensated

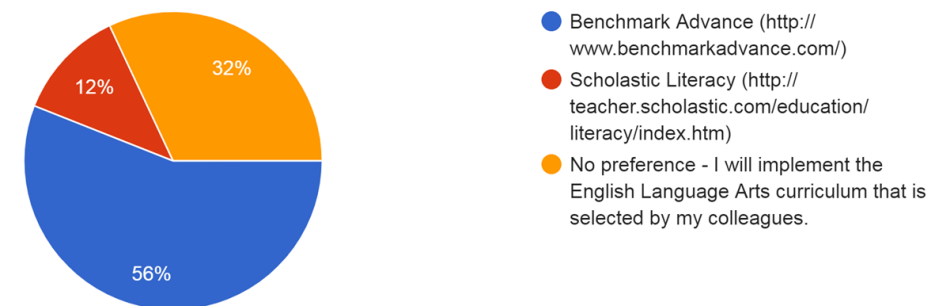
What grade level do you teach/co-teach?

50 responses



Please choose the English Language Arts curriculum that you prefer to use in the fall of 2020/21.

50 responses




Pilot teacher support

“Benchmark Advance has unit themes across grade levels with a variety of rigorous fiction and nonfiction texts. It contains everything you need whole group or small group reading instruction.”

“Benchmark advance is a comprehensive and engaging English Language arts curriculum. Students enjoy the fiction and non-fiction topics that are covered. It provides many opportunities for students to write and share their thinking and keeps the rigor high.”

Create Consistent Vertical Alignment

 Unit Topic and Essential Question Alignment								
Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship	Rules at Home and School Why do we have rules?	Being a Good Community Member Why do people get involved in their communities?	Government at Work Why do we need a government?	Government for the People Why do people participate in government?	Government in Action How can government influence the way we live?	The U.S. Constitution: Then and Now Why do laws continue to evolve?	Beyond Democracy Why might societies form different types of government?
2	Character	Every Story Has Characters How are people different?	Many Kinds of Characters How do we learn about people?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	Characters' Actions and Reactions How do we reveal ourselves to others?	Developing Characters' Relationships Why do we value certain qualities in people?	Characters at Crossroads How can people inspire and change us?
3	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Plants and Animals in Their Habitats How do living things get what they need to survive?	Animal Adaptations How do living things adapt to change?	Observing Nature How do we respond to nature?	Cultivating Natural Resources How do we decide which resources we should develop?	Relationships in Nature What roles can we play in the balance of nature?
4	Point of View	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Many Characters, Many Points of View How can a story change depending on who tells it?	Comparing Points of View What makes people view the same experience in different ways?	Understanding Different Points of View What do we learn when we look at the world through the eyes of others?	Recognizing Author's Point of View How can other perspectives help us evaluate the world?	The Reader's Perspective How does the journey through life influence a person's point of view?
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Solving Problems Through Technology Where do ideas for inventions come from?	Advancements in Technology What is the value of innovation?	Technology for a Green Future How do we make decisions about developing new technology?	Technology's Impact on Society What value does technology bring to people's lives?	Technology in the 21st Century How do we take responsibility in making advances in technology?
6	Theme	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales to Live By What can different cultures teach us?	Making Decisions What helps us solve problems?	Confronting Challenges How do we overcome obstacles?	Up Against the Wild What compels us to survive?	Legendary Journeys What inspires a quest?
7	History and Culture	Holidays and Celebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Investigating the Past How does understanding the past shape the future?	Communities Then and Now What is a community?	Developing a Nation How do communities evolve?	Civil War Era How does conflict shape a society?	Achievements of Ancient Cultures Why do we consider certain civilizations "great"?
8	Earth Science	Weather and Seasons How do our lives change with the seasons?	Observing the Sky Why do the sun and moon capture our imagination?	Wind and Water Change Earth How do we react to changes in nature?	The Solar System How do we explain the unknown?	Earth Changes How do Earth's natural processes impact our lives?	Water: Fact and Fiction What does water mean to people and the societies they live in?	Exploring Earth's Structures How does Earth itself inspire human endeavors?
9	Economics	Meeting Our Needs and Wants Why do we make choices?	We Use Goods and Services Why do people trade with each other?	Buyers and Sellers How do the goods we make, buy, and sell connect us?	Spending Time and Money What do our economic choices tell us about ourselves?	Resources and Their Impact How does access to resources influence people's lives?	The Economic Development of Cities How do economic changes impact society?	Economic Expansion What does it mean to be a citizen in a global society?
10	Physical Science	Forces and Motion What makes things move?	Exploring Sound and Light How would our lives be different without light and sound?	States of Matter How can something old become new?	Transforming Matter Why do we measure and describe the world?	The Power of Electricity Where do scientific discoveries lead us?	Physics and Invention How can we use science to accomplish the impossible?	Understanding Our Energy Resources What does our energy future look like?

Provide Quality & Rigor in Literature & Assessment

Benchmark Advance embodies the five themes of the California Framework through its rigorous integrated language, reading, writing, speaking, and listening instruction.

Benchmark Advance addresses the needs of all learners, from gifted and talented to those working below grade level, and supports independent reading outside the classroom, with the goal of developing the capacities of all California students to be broadly literate and ready for college, career, and citizenship.



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Every text in a unit focuses on a single topic.

English language instruction builds into and from content instruction. English Learners read shorter sections with enhanced visual support, not adapted texts.



Each three week thematic unit was designed to promote meaning-making strategies and close reading opportunities.

Provide Quality & Rigor in Literature & Assessment

Complex, high-quality texts worthy of close reading are at the heart of each three-week unit.

50/50 balance of fiction and nonfiction including building in science and social studies content knowledge.

Variety of Assessments available to access online or on paper

- weekly and unit assessments
- interim assessment
- foundational skills assessments
- informal assessments

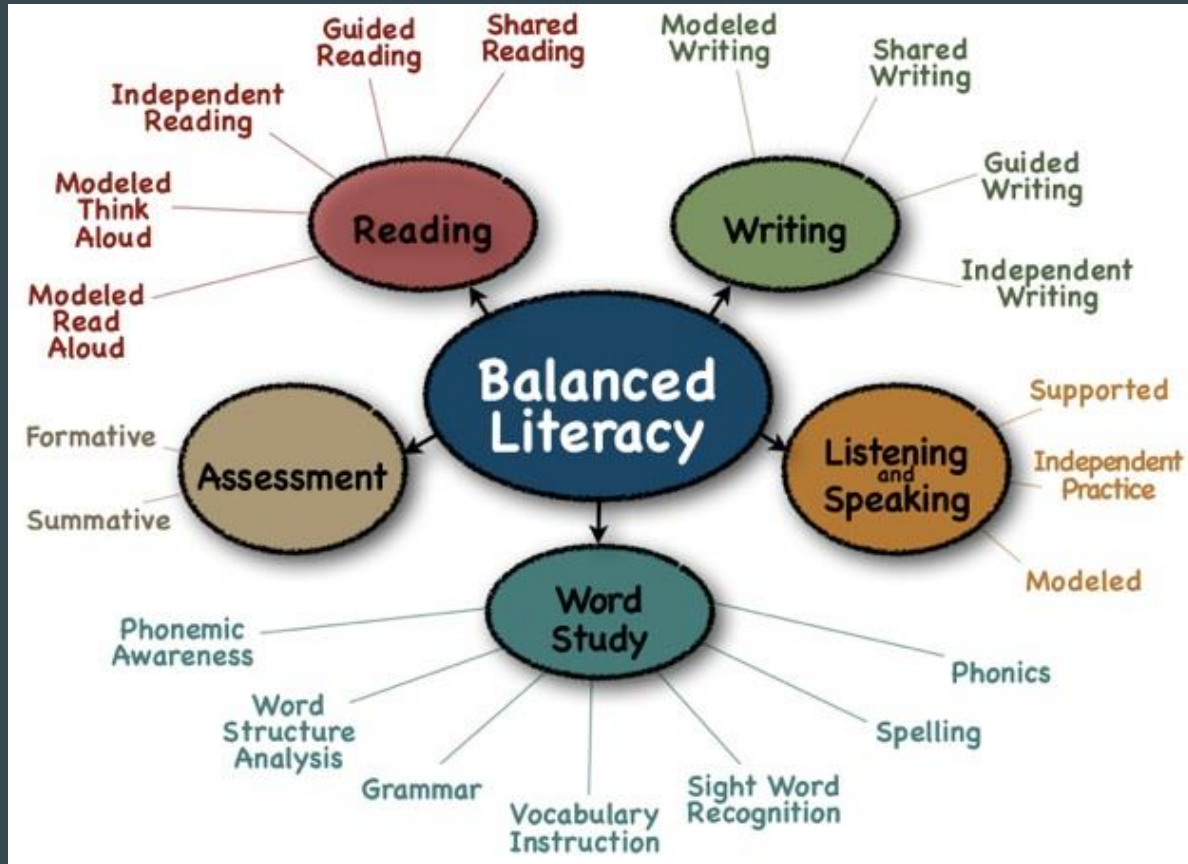
Intervention is specific to each grade level and includes targeted lesson to address specific skill deficits

Implement Standards Aligned Curriculum

The California English Language Arts and Development Framework establishes four overarching and overlapping goals for ELA/literacy and ELD instruction. These goals call for California's students, by high school graduation, to have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.



Benchmark Advance supports Balanced Literacy



Balanced Literacy Components



Benchmark Advance supports this work

Consensus

“We have arrived at consensus when

- (1) All points of view have been heard, and
- (2) The will of the group to move forward is evident – even to those who most oppose it.”

- - DuFour, *Learning by Doing*

Using DuFour’s guiding principles, CUSD reached consensus:

- ✓ Everyone clearly understands the proposal/agreements.
- ✓ Everyone has had an opportunity to have their voice “in the room.”
- ✓ Everyone agrees to support the decision, born from the “will of the group,” and to move forward as a united front rowing in the same direction.

Collective Commitments

- We recognize that instructional materials are **just one part** of a comprehensive English Language Arts program
- We will **collaboratively construct** our complete CUSD English Language Arts program
- We will fully integrate **all aspects of the English Language Arts and Development** standards and frameworks
- We will focus our instructional efforts on **differentiation and continuous improvement**
- We commit to a **multi-year process** that validates and extends teacher instructional expertise

TK-5 Next Steps

Establish Partnerships with other Benchmark Advance Districts

Poway, Chula Vista, Lemon Grove

Materials in Hands ASAP!

Give Ourselves Permission to Go Slow!

Year 1: Exploration Phase

Year 2: Clarifying and Revising Phase

Year 3: Focusing and Refining

Professional Learning

April/May 2020

August 2020

Learning Walks

Coaching

Thank You to the Team!

TK-5 Teachers
Heidi Bergener
Jennifer Moore
Tanya White
Megan Battle
Julia Braga
Jennifer Landry
Stacy Morrissey
Karen Maggio
Traci Orth
Julie Salvatierra
SDCOE
Poway Unified

Pilot Teachers:

Matthew Andrijasevich
Rachel Bevilacqua
Renee Cavanaugh
Eveleen Coker
Rise' Cooley
Justine Freeman
Robyn Fullmer
Crystal Garner
Mallory Hohenstein
Sarah Hunsaker
Steve Patrick
Devon Roberts
Kathy Shady
Holly Sibert
Annette Tickner
Sarah Yakutis

