

ELA TEXTBOOK ADOPTION ELEMENTARY MEETING

Session 1: Tuesday, October 12 5:15 – 6:30 PM

Session 2: Monday, October 18 4:30 – 5:30 PM

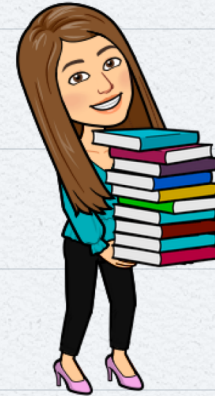


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HELLO!



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AGENDA

- x Today's Goal
- x LCS Textbook Adoption Rubric Review
- x B.E.S.T. Standards Review
- x Look-fors (beyond the rubric)

We will apply our knowledge of the BEST standards to the LCS Textbook Adoption Rubric in order to ensure we are looking for materials that are the most closely aligned to the vision of our new standards.

2.

LCS TEXTBOOK ADOPTION RUBRIC

LCS TEXTBOOK ADOPTION RUBRIC

- x Must be complete by each voting reviewer
- x When completing rubric, it should be completed through the lens of representing all ELA faculty from your site
- x Will be submitted
- x Is not content-area specific

LCS TEXTBOOK ADOPTION RUBRIC

- X Rubric divided into 4 sections:
 - X Content
 - X Teacher Materials
 - X Student Materials
 - X Assessment
- X A score of 0-3 given for each item under “review criteria”
 - X 0 – shows no evidence of meeting LCS standards
 - X 1 – shows minimal evidence of meeting LCS standards
 - X 2 – shows adequate evidence of meeting LCS standards
 - X 3 – shows overwhelming evidence of meeting LCS standards

- X 3- shows overwhelming evidence of meeting LCS standards

3.

BEST STANDARDS REVIEW

3

B.E.S.T. STANDARDS REVIEW

- x Introduction
- x Literacy Instruction: What Matters
- x Design/Organization of Standards

BENCHMARKS FOR EXCELLENT STUDENT THINKING



LCS VISION & MISSION STATEMENTS

x Vision:

X Leon County Schools will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

x Mission:

X The mission of Leon County Schools is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.



B.E.S.T. STANDARDS FOR ELA

[http://www.fldoe.org/
standardsreview](http://www.fldoe.org/standardsreview)



Use your
phone camera
to scan this
QR code for a
the PDF of the
standards.



INTRODUCTION:

“It is important to note that these standards are only the framework. It us up to Florida educators to use these standards to build knowledge-rich curricula that will nurture students by immersing them in the study of great works of literature, history, and the arts.”

(FL B.E.S.T. Standards ELA, 2020, pg. 5)

KEY TERMS

Standards	Student-centered expectations; Depending on strand, may be end of the year outcomes or progressive over multiple years
Benchmarks	Mastery goals that students are expected to attain by the end of the year
Curriculum	The instructional materials used to teach the standards
Instruction	The teacher's delivery and strategies used to implement the curriculum to reach the standards
Assessments	Provide feedback to teachers, parents, and students on the student's level of mastery

LITERACY INSTRUCTION: WHAT MATTERS MOST?

Reading Comprehension Matters

Foundational Instruction Matters

Knowledge Acquisition Matters

Curriculum Matters

Reading Comprehension Matters

1

- These standards emphasize that literacy is not achievable merely through a skills-based approach to reading comprehension.
- Lessons designed to instill background knowledge and a deep respect for literacy works that transcend time because of the truth of their content and the beauty of their craft are critical to building life-long learners.

Foundational Instruction Matters

2

- In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy.
- Decoding and fluency are essential to creating proficient readers.

- Reading comprehension depends more on relevant background knowledge than mastery of reading strategies.
- Knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades.
- The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. Knowledge builds upon knowledge.
- Reading comprehension develops as students engage with literacy and informational text selections that are rich, complex, and meaningful.

- If knowledge acquisition is a core component of reading comprehension, then how the content is organized and presented to students is the foundation of an effective curriculum.
- The specificity of these standards, along with the clarifications and appendices, will make it easier for educators, schools and districts to build or select a coherent, cumulative, knowledge-based curriculum that is vertically aligned across subjects within a grade.
- These standards are the foundation on which a robust curriculum will be built with a full appreciation of history, art, music, and other disciplines that were sidelined in favor of a focus on abstract reading strategies.
- These standards encourage a broader view of literacy that promotes knowledge-building across varied domains and subjects, making the integration of content and collaboration among teachers much easier to achieve.

DESIGN OF STANDARDS

- x These standards are designed to be user-friendly, so every stakeholder will understand what students are expected to master. Taken together, the benchmarks, clarifications, and appendices represent the expected outcomes for the students of Florida and carry the full weight of the standards.

FLORIDA'S B.E.S.T. STANDARDS FOR ELA ARE BUILT ON THE FOLLOWING PREMISES:

- X English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.
- X The standards are clear and concise so they are easily understood by every stakeholder.
- X The texts students read are meaningful and thought-provoking, preparing them to be informed civic-minded members of their community.
- X Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

ORGANIZATION OF STANDARDS

- x ELA Expectations: overarching skills that run through every component of language arts. These are skills that students should be using throughout strands. EE should be interconnected and developed over time.
- x Mastery Standards (end of year goals student should master):
 1. Foundations
 2. Reading
 3. Communication
 4. Vocabulary



ORGANIZATION OF STANDARDS

1. Foundations: The foundations strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not proficient readers. (Appendix E)
2. Reading: The reading strand is divided into 3 standards: reading prose and poetry, reading informational text, reading across genres. (Appendix B)
3. Communication: The communications strand is divided into 5 standards: communicating through writing, communicating orally, following conventions, researching, and creating/collaborating. (Appendix C)
4. Vocabulary: The vocabulary strand is comprised of 1 standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text. (Appendix D)



K-2 BEST, Course #25353, current
section #30625

LCS TEXTBOOK ADOPTION RUBRIC

X Content**

- X % of alignment provided from DOE's review
- X Section mostly about how materials align to standards
- X Criteria to pay close attention to:
 - #2 – systematic instruction
 - #7 – differentiation
 - #8, #11 – Building knowledge & social studies connection
 - #10 – representative of LCS population
 - #12 – materials for all subgroups



LCS TEXTBOOK ADOPTION RUBRIC

X Teacher Materials

- X Section mostly about ease of use and guidance for scaffolding instruction.
- X Criteria to pay close attention to:
 - #13 – range of teacher experience
 - #14 – digital component supports explicit instruction
 - #15 – access for all students
 - #17 – differentiation
 - #19 – teacher support for background knowledge

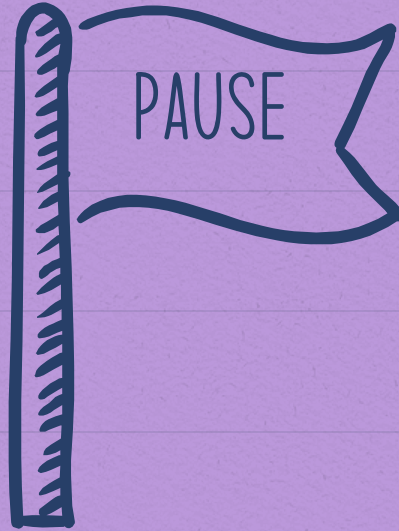
LCS TEXTBOOK ADOPTION RUBRIC

X Student Materials

- X Section mostly about accessibility, engagement and explicit instruction.
- X Criteria to pay close attention to:
 - #22 – appropriate readability (BEST appendix)
 - #23, #25, #31 – access for students of all abilities
 - #24 – explicit instruction
 - #26 – booklist items (30%)
 - #28 – intermediate grade levels
 - #29 – decodable stories

LCS TEXTBOOK ADOPTION RUBRIC

X Assessment



END OF SESSION 1



This brings us to the END of session 1.
Questions/Answers on today's content

BEFORE NEXT SESSION, WE HIGHLY SUGGEST YOU:

- FAMILIARIZE YOURSELF WITH THE LCS TEXTBOOK ADOPTION RUBRIC

-REGISTER FOR THE CANVAS COURSES IF YOU HAVE NOT ALREADY
TAKEN THEM 😊

-REVIEW THE STANDARDS DOCUMENT & YOUR AREA'S BENCHMARKS
(PRIMARY OR INTERMEDIATE)