TEXTBOOK REVIEW AND ADOPTION

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DISTRICT-WIDE ADOPTION RUBRIC

- FOUR SECTIONS
  - CONTENT–Light Green
  - TEACHER MATERIALS–Light Salmon
  - STUDENT MATERIALS–Light Blue
  - ASSESSMENT–Light Yellow
- THREE ELEMENTS PER SECTION
  - REVIEW CRITERIA
  - COMMENTS
  - SCORE

Leon County Schools
Adoption Rubric
2021-2022
Training Copy

Company: _____   Course: _____

Book Title: _____

0	1	2	3
Shows no evidence of meeting LCS standards	Shows minimal evidence of meeting LCS standards	Shows adequate evidence of meeting LCS standards	Shows overwhelming evidence of meeting LCS standards

Review Criteria	Comments (Cite specific examples with page numbers)	Score

CONTENT-CONSIDERATIONS

- #1 ALIGNMENT WITH B.E.S.T.–ANSWER THIS QUESTION LAST

- #4 WHAT DOES ACCURATE AND THOROUGH DISCUSSION MEAN?

- #5 WEBB'S DOK–OUR LAST SET OF STANDARDS WERE BASED HEAVILY ON DOK, THIS SET DOESN'T BUT THAT DOESN'T MEAN WE SHOULDN'T PAY ATTENTION TO DOK

- WHEN LISTENING TO THE TEXTBOOK PRESENTATIONS, REMEMBER THAT LCS MAY NOT PURCHASE ALL OF THE RESOURCES/MATERIALS THAT THE SALESPERSON IS SHOWING US

- MAKE NOTES REGARDING WHERE THESE EXTRA RESOURCES ARE LOCATED

- #9 SOME OF THE REVIEW CRITERIA MAY NOT APPLY TO ELA   ie. Alignment of diagrams, illustrations, and maps

DOK

Depth of Knowledge wheel with four levels:

Level One (Recall): Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Who, What, When, Where, Why, Measure, Arrange, Name, Repeat, State, Tabulate, Report, Tell, Use, Recall, Recognize, Quote, Recite, Match

Level Two (Skill/Concept): Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking): Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Hypothesize, Cite Evidence

Level Four (Extended Thinking): Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Center: Describe Explain Interpret

TEACHER MATERIALS- CONSIDERATIONS

- IT MAY BE A GOOD IDEA TO THINK ABOUT THE LAST BOOK ADOPTION. WHAT DID YOU LIKE/DISLIKE ABOUT THE PRODUCT?

- AGAIN, KEEP IN MIND THAT LCS MAY NOT PURCHASE ALL OF THE ELEMENTS PRESENTED BY THE TEXTBOOK COMPANIES

- WHEN LOOKING AT THE PRODUCTS, BE SURE TO KEEP THE REQUIREMENTS FOR TIER 2 STANDARDS BASED INTERVENTIONS IN MIND

- #19 WHEN THINKING OF ANCILLARY MATERIALS THAT ARE OFFERED, LOOK AT THE B.E.S.T. NOVEL LIST FOR EACH GRADE LEVEL

STUDENT MATERIALS-CONSIDERATIONS

THINK ABOUT WHAT MATERIALS WERE USEFUL WITH THE LAST ADOPTION. WHAT WOULD YOU LIKE TO SEE WITH THE NEW PRODUCT?

BE AS SPECIFIC AS POSSIBLE WITH YOUR FEEDBACK AND SCORING

AGAIN, KEEP YOUR TIER 2 INTERVENTIONS IN MIND WHEN REVIEWING MATERIALS

ASSESSMENTS-CONSIDERATIONS

- #33 ASSESSMENTS SHOULD ALIGN TO B.E.S.T. ELA

- #34 NOTE THE LOCATION(S) OF FORMATIVE AND SUMMATIVE ASSESSMENTS AS WELL AS RUBRICS WITHIN THE PRODUCT

- #35 REMEMBER THAT DOK ISN'T AS EXPLICITLY OUTLINED IN THE B.E.S.T. STANDARDS, BUT WE SHOULD KEEP THEM IN MIND WHEN LOOKING AT ASSESSMENTS

FINALLY-PRODUCTS DO NOT REPLACE TEACHER PLANNING AND PREPARATION! WE WON'T FIND A PRODUCT THAT HAS ABSOLUTELY EVERYTHING WE NEED, BUT WHICH PRODUCT PROVIDES THE MOST SUPPORT FOR TEACHER PLANNING AND STUDENT ACHIEVEMENT?

LOOK FORS

So we have gone through the rubric, which will be your guide for rating the products we see.

But what are our additional "Look Fors" when it comes to rating the first component of the rubric: Does the product align to the Florida B.E.S.T. Standards?

Let's take a look at the B.E.S.T. Standards...

B.E.S.T. STANDARDS

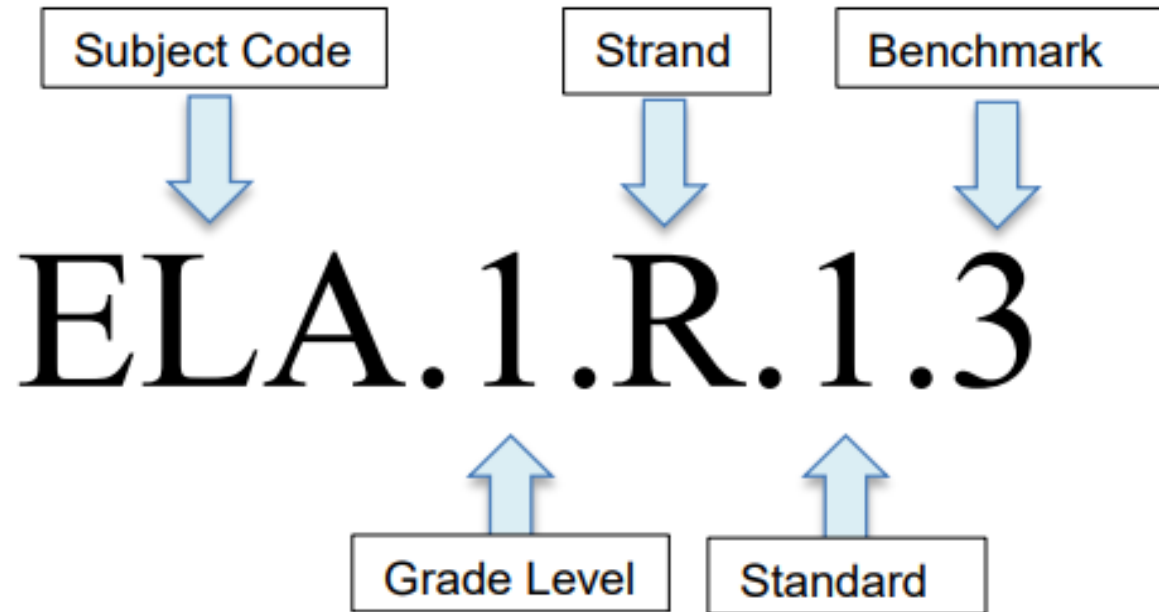The standards are categorized into FOUR strands:

FOUNDATIONS

READING

COMMUNICATION

VOCABULARY

PG. 10

CODING SCHEME

Coding Scheme

Subject Code → ELA .1 .R .1 .3 ← Strand, Benchmark

Grade Level ↑ Standard ↑

Strands:
F   Foundations
R   Reading
C   Communication
V   Vocabulary

EE   ELA Expectations

LOOK FORS IN EACH STRAND

- We are not adopting for Intensive Reading (Foundations Strand).

- We can still look for differentiation and support for students who need it (these components are listed on the rubric).

- For now, let's look at the other three strands.

READING- VERTICAL PROGRESSION STARTS ON PG.13

• Standards Covered in the READING Strand

Reading Prose and Poetry

Reading Informational Text

Reading Across Genres

We want to make sure there is a diverse selection of texts (identified in rubric).

Spiraled Standards in a Vertical Progression

For each standard in the reading, communication, and vocabulary strands, the benchmarks are listed starting from grade 12 and ending at kindergarten to assist with vertical planning. Since all content in kindergarten is new, the entire benchmark is bolded. Moving up from kindergarten, the bolded language shows the new concept added at that grade level. This chart can help with vertical planning within a district or school system. It also helps to provide a framework for teachers to enable scaffolds for students who may need remediation.

Reading Standards
Reading Prose and Poetry

R.1.1 Literary Elements

ELA.12.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text **and explain the functional significance of those elements in interpreting the text**.
ELA.11.R.1.1	**Evaluate** how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.10.R.1.1	**Analyze** how key elements enhance or add layers of meaning or style in a literary text.
ELA.9.R.1.1	**Explain how key elements enhance or add layers of meaning and/or style** in a literary text.
ELA.8.R.1.1	Analyze the **interaction between** character development, setting, and plot in a literary text.
ELA.7.R.1.1	Analyze **the impact of setting on character development and plot** in a literary text.
ELA.6.R.1.1	Analyze **how the interaction between characters contributes to the development of a plot** in a literary text.
ELA.5.R.1.1	**Analyze** how setting, events, conflict, and characterization contribute to the plot in a literary text.
ELA.4.R.1.1	Explain **how setting, events, conflict, and character development contribute to the plot** in a literary text.
ELA.3.R.1.1	**Explain how one or more characters develop throughout the plot** in a literary text.
ELA.2.R.1.1	Identify **plot structure** and describe main story elements in a **literary text.**
ELA.1.R.1.1	**Identify and** describe the **main story elements** in a story.
ELA.K.R.1.1	**Describe the main character(s), setting, and important events in a story.**

R.1.2 Theme

ELA.12.R.1.2	Analyze two or more themes and **evaluate** their development throughout a literary text.
ELA.11.R.1.2	**Track and** analyze universal themes **in literary texts from different times and places.**
ELA.10.R.1.2	Analyze **and compare** universal themes and their development throughout a literary text.
ELA.9.R.1.2	Analyze **universal themes** and their development throughout a literary text.
ELA.8.R.1.2	**Analyze** two or more themes and their development throughout a literary text.
ELA.7.R.1.2	**Compare two or more** themes and their development throughout a literary text.
ELA.6.R.1.2	**Analyze** the development of stated or implied theme(s) throughout a literary text.
ELA.5.R.1.2	Explain the **development of** stated or implied theme(s) **throughout a literary text.**
ELA.4.R.1.2	Explain **a stated or implied** theme and how it develops, using details, in a literary text.
ELA.3.R.1.2	**Explain** a theme and **how it develops, using details,** in a literary text.
ELA.2.R.1.2	Identify and explain a **theme** of a **literary text.**
ELA.1.R.1.2	**Identify and explain the moral of a story.**
	This benchmark is not present in kindergarten.

READING PROSE AND POETRY
LOOK FORS

Does the product contain the following:

- Materials that support teaching of reading prose and poetry for each grade level?

- Explicit teaching of literary elements?

- Various genres and subgenres of literary texts?

- Wide selection of texts that convey various themes, character developments, perspectives and points of view?

- Stated and implied themes addressed as well as universal themes including those in texts from different times and places?

- Explicit instruction provided for teaching poetry?

- Variety of poetic forms (narrative, free verse, rhymed)?

Adapted from Palm Beach County

READING INFORMATIONAL TEXTS LOOK FORS

Does the product contain the following:

- Varying viewpoints?

- Different accounts of the same event/topic as well as any specific text types at certain grade levels?

- Does the author provide evidence to support claims?

- Informational texts with a variety of text features (if applicable)?

- Informational texts with a variety of text structures?

READING ACROSS GENRES
LOOK FORS

Does the product contain the following:

- Identifying and explaining figurative language, including descriptive words/phrases, similes, idioms, alliteration, metaphors, personification, and hyperbole?

- Multiple texts with similar themes/morals to compare/contrast?

- Primary and secondary sources available on the same topic?

COMMUNICATION- VERTICAL PROGRESSION STARTS ON PG.18

- Standards Covered in the COMMUNICATION Strand

Communication Through Writing

Communicating Orally

Following Conventions

Researching

Creating and Collaborating

Communication Standards
Communicating through Writing

C.1.1 Handwriting

ELA.5.C.1.1	Demonstrate **fluent** and legible cursive writing skills.
ELA.4.C.1.1	Demonstrate **legible cursive** writing skills.
ELA.3.C.1.1	**Write in cursive all upper- and lowercase letters.**
ELA.2.C.1.1	**Demonstrate legible printing skills.**
ELA.1.C.1.1	Print **all** upper- and lowercase letters.
ELA.K.C.1.1	**Print many upper- and lowercase letters.**

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FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

C.1.2 Narrative Writing

ELA.12.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives **and convey universal themes.**
ELA.11.C.1.2	Write **complex** narratives using **appropriate techniques to establish multiple perspectives.**
ELA.10.C.1.2	Write narratives using an **appropriate pace to create tension, mood, and/or tone.**
ELA.9.C.1.2	Write **narratives using narrative techniques**, varied transitions, and a clearly established point of view.
ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, **and a clearly established** point of view.
ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, **a recognizable point of view,** precise words and phrases, and figurative language.
ELA.6.C.1.2	Write personal or fictional narratives **using narrative techniques, precise words and phrases, and figurative language.**
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an **effective use** of techniques such as **dialogue**, description, and transitional words and phrases.
ELA.4.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of **techniques** such as descriptions and transitional words and phrases.

COMMUNICATING THROUGH WRITING

LOOK FORS

Does the product contain the following:

- Lessons that support the writing process?

- Opportunities for teaching and practicing how we give and receive feedback as it relates to writing?

- Narrative Writing?

- Argumentative Writing?

- Expository Writing?

Are students able to write on self-selected topics within the genre?

Are students taught characteristics/elements of the genre?

Do students stay within a genre for a certain amount of time or does it hop back and forth?

Are there sources provided specific for teaching writing or do teachers need to match the texts from reading?

Adapted from Palm Beach County

COMMUNICATING ORALLY AND FOLLOWING CONVENTIONS LOOK FORS

Does the product contain the following:

- Opportunities/support for students to present information orally while using
  - Complete sentences
  - Appropriate volume
  - Clear pronunciation
  - A logical sequence

RESEARCHING
LOOK FORS

Does the product contain the following:

- Opportunities for students to
  - Recall information to answer questions about a single topic
  - Participate in research
  - Organize the research

CREATING AND COLLABORATING LOOK FORS

Does the product contain the following:

- Multimedia
    - More than one medium of expression and communication?
- Technology in Communication
    - Digital tools to support individual and/or collaboration during the writing process?
    - Opportunity for use of digital tools?

VOCABULARY– VERTICAL PROGRESSION STARTS ON PG.24

- Standards Covered in the VOCABULARY Strand

Finding Meaning

Vocabulary
Finding Meaning

V.1.1 Academic Vocabulary	
ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.11.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.9.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.6.V.1.1	**Integrate academic vocabulary appropriate to grade level in speaking and writing.**
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.K.V.1.1	**Use grade-level academic vocabulary appropriately in speaking and writing.**

V.1.2 Morphology	
ELA.12.V.1.2	Apply knowledge of etymology, derivations, and **commonly used foreign phrases** to determine meanings of words and phrases in grade-level content.
ELA.11.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.9.V.1.2	Apply knowledge of **etymology and derivations** to determine meanings of words and phrases in grade-level content.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, **recognizing the connection between affixes and parts of speech,** to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.3.V.1.2	Identify and **apply knowledge of common Greek and Latin roots**, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.2.V.1.2	Identify and use base words and **affixes to determine the meaning of unfamiliar words** in grade-level content.
ELA.1.V.1.2	**Identify and use frequently occurring base words and their common inflections in grade-level content.**
ELA.K.V.1.2	**Ask and answer questions about unfamiliar words in grade-level content.**

FINDING MEANING LOOK FORS

Does the product contain the following:

Academic Vocabulary

- Refers to words used in academic dialogue and text?

Morphology

- Study of words, how they are formed, and their relationship with other words (affixes, Greek/Latin roots)?

Context and Connotation

- Use of context clues, figurative language, reference materials, and background knowledge to determine meaning?

Textbook Review and Adoption
Look Fors Aligned to B.E.S.T.

READING STRAND: READING PROSE AND POETRY Does the product contain the following...	Check
Materials that support teaching of reading prose and poetry for each grade level?	
Explicit teaching of literary elements?	
Various genres and subgenres of literary texts?	
Wide selection of texts that convey various themes, character developments, perspectives and points of view?	
Stated and implied themes addressed as well as universal themes including those in texts from different times and places?	
Explicit instruction provided for teaching poetry?	
Variety of poetic forms (narrative, free verse, rhymed)?	

READING STRAND: READING INFORMATIONAL TEXTS Does the product contain the following...	Check
Varying viewpoints?	
Different accounts of the same event/topic as well as any specific text types at certain grade levels?	
Does the author provide evidence to support claims?	
Informational texts with a variety of text features (if applicable)?	
Informational texts with a variety of text structures?	

READING STRAND: READING ACROSS GENRES Does the product contain the following...	Check
Identifying and explaining figurative language, including descriptive words/phrases, similes, idioms, alliteration, metaphors, personification, and hyperbole?	
Multiple texts with similar themes/morals to compare/contrast?	
Primary and secondary sources available on the same topic?	

COMMUNICATION STRAND: COMMUNICATING THROUGH WRITING Does the product contain the following...	Check
Lessons that support the writing process?	
Opportunities for teaching and practicing how we give and receive feedback as it relates to writing?	
Narrative Writing?	
Argumentative Writing?	
Expository Writing?	

COMMUNICATION STRAND: COMMUNICATING ORALLY & FOLLOWING CONVENTIONS Does the product contain the following...	Check
• Opportunities/support for students to present information orally while using • Complete sentences • Appropriate volume • Clear pronunciation • A logical sequence	

COMMUNICATION STRAND: RESEARCHING Does the product contain the following...	Check
Opportunities for students to • Recall information to answer questions about a single topic • Participate in research • Organize the research	

COMMUNICATION STRAND: CREATING AND COLLABORATING Does the product contain the following...	Check
Multimedia • More than one medium of expression and communication?	
Technology in Communication • Digital tools to support individual and/or collaboration during the writing process? • Opportunity for use of digital tools?	

VOCABULARY STRAND: FINDING MEANING Does the product contain the following...	Check
Academic Vocabulary • Refers to words used in academic dialogue and text?	
Morphology • Study of words, how they are formed, and their relationship with other words (affixes, Greek/Latin roots)?	
Context and Connotation • Use of context clues, figurative language, reference materials, and background knowledge to determine meaning?	

HAVEN'T TAKEN THE B.E.S.T. CANVAS COURSE?
REGISTER NOW...

Fall 2021 Secondary ELA and Reading Canvas Course Offerings

September 27- November 8, 2021

...

Introduction to B.E.S.T. for ELA

Course# 25265   Section# 30626

Introduction to B.E.S.T for 6-12 Foundational Reading

Course# 25359   Section# 30627

HAVE QUESTIONS?

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