Elementary ELA/ELD Curriculum Adoption Committee
Spring 2018
Final Report

Table of Contents:

Summary of Process	**2**
Overview of Programs	**2**
Committee Ranking	**3**
Resources	**3**
Voting Results	**3**
Teacher / Student Experience with Content	**4**
Assessments	**5**
Instruction	**6**
Differentiation:Intervention and Acceleration	**7**
Integrated/Designated ELD	**8**
Additional Resources Needed For Each Program:	**9**

2018 Adoption Committee Members:

Garfield School	Carmen Watson - 2nd/3rd SDC Billie Hix - 5th Lisa Lu - 5th
Jefferson School	Cynthia Tam - 2nd
Madison School	Olivia Emerson - 2nd Alice Pegram - 4th
McKinley	Natasha Jacobs - K
Monroe School	Sarah Bueno - 3rd
Roosevelt	Jeni Engler - K Karen Koizumi - 1st

	Natasha Weidner - 2nd Patty Fishbaugh - 3rd Cynthia Epps - 5th
Washington	Rocio Ramirez - K ,TWBI Ruth Flores - K, TWBI Rebecca Anzur - 5th Irazema Guerrero - 5th, bilingual
Wilson	Magaly Ramirez - 1st Aurora Sanchez-Perez - 1st, bilingual Sean Cavanaugh - 3rd
Intervention Specialists	Mari Ullrich - McKinley, Washington Antoinette Miller - Jefferson, Monroe Jen Reister-Graham - Wilson, Garfield

Summary of Process

The Elementary ELA/ELD curriculum adoption pilot began in January 2018. The committee is composed of 23 elementary school teachers and Intervention Specialists representing each of the eight SLUSD elementary schools, grade level K through 5th grade, bilingual program teachers and a Special Education teacher. The teachers engaged in a pilot with two programs: Benchmark Advance/Adelante and McGraw-Hill Wonders/Maravillas. Teachers participated in a one-day training in January led by representatives from Benchmark, and then began a 3 week piloting of this curriculum in their classrooms. A similar training and piloting schedule of the McGraw-Hill curriculum followed. Teachers piloted each program using both the digital and the hardcopy student and teacher materials. After each pilot, teachers completed a rubric that they had collaboratively crafted to analyze the programs and debrief with the adoption committee. On April 19, the committee met to put forth a recommendation to the board curriculum committee and prepare a final report.

Overview of Programs

McGraw-Hill Wonders/Maravillas and Benchmark Advance/Adelante are both designated level 2 programs by the state of California. This means that they include both CORE ELA/ELD curriculum and Designated ELD curriculum. In addition, these two curricula were identified for piloting by SLUSD because they include an equivalent Spanish curriculum for our bilingual

programs. Both curricula offer materials and resources in print, consumable and non-consumable, and through digital access. McGraw-Hill Wonders/Maravillas curriculum is structured in six units, each approximately 5 weeks in length; except for kindergarten, which includes ten 3-week units. Benchmark Advance/Adelante has ten 3-week units at all grade levels.

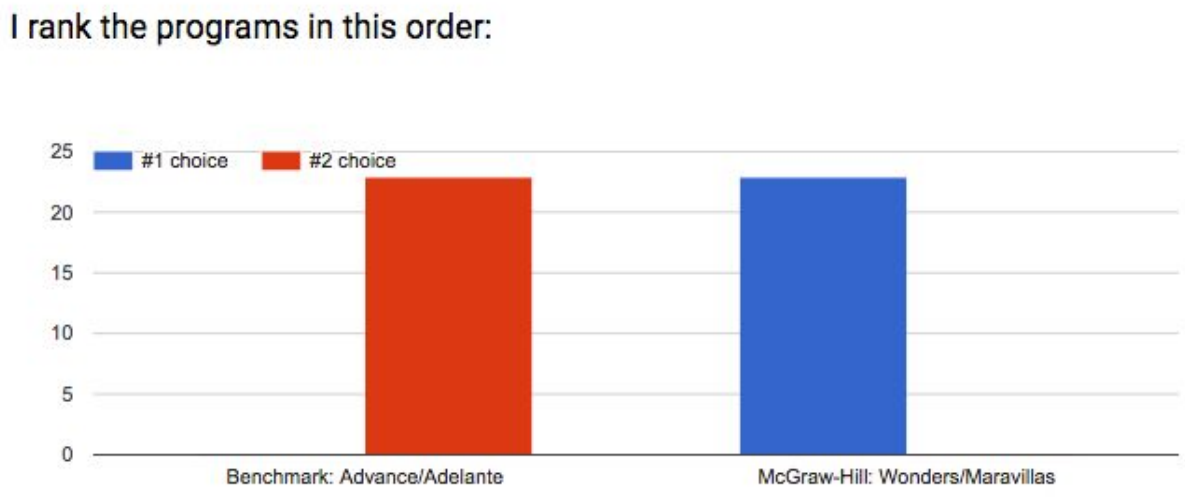
Committee Ranking

The committee voted and unanimously decided 23-0 in favor of McGraw-Hill Wonders/Maravillas over Benchmark Advance/Adelante. The following report is the committee's analysis of both programs.

Resources

ELA/ELD Adoption Rubric
Benchmark Rubric Data
McGraw-Hill Rubric Data
Voting results

Voting Results



Teacher / Student Experience with Content

All members of the committee agreed that while both Benchmark Advance/Adelante and McGraw-Hill Wonders/Maravillas have content that spans a myriad of learning needs, teachers and students alike preferred the content of McGraw-Hill Wonders/Maravillas. Both curriculums contained diverse fiction and nonfiction texts with a range of engagements for students. However, McGraw-Hill's Wonders/Maravillas ease of use for teachers and highly engaging content set it apart from Benchmark Advance/Adelante.

The structure and layout of McGraw-Hill Wonders/Maravillas is visually appealing and easy to navigate. The main texts are in hard cover anthologies which are durable, bright and colorful. Benchmark Advance/Adelante texts are consumable and this feature provides opportunities for student annotations, however the quality of the printed materials is poor.

Students were highly engaged when interacting with McGraw-Hill Wonders/Maravillas texts. Units contain texts of varying lexile levels that are culturally relevant and provide readings representing a variety of traditions from multiple races, ethnicities, life styles, genres, and genders. All levels of student texts (approaching, on level, beyond level, and ELL) are centered on the same topic and all students have access through the digital platform. McGraw-Hill Wonders/Maravillas provides plenty of scaffolds to support Close Reading. The Close Reading workbook is closely tied to the core content and requires students to provide evidence from the text and think deeply about what is read.

Neither Benchmark Advance/Adelante nor McGraw-Hill Wonders/Maravillas have robust phonics components. Strong foundational skills in McGraw-Hill Wonders/Maravillas are best represented in the intervention materials which will greatly enhance the opportunities for students who are below reading level.

Both programs include an essential question and a balance of fiction and nonfiction. However, in McGraw-Hill Wonders/Maravillas both fiction and non-fiction texts are thematically linked around the essential question in each unit. This allows students to compare paired texts of different genres and draw connections between them.

McGraw-Hill Wonders/Maravillas includes a number of resources which made the texts accessible and engaging for students. Some of these features include:

- a digital component which was easy to navigate for teachers and student
- leveled readers at 4 lexile levels allowing for all students to engage with the content
- complex texts in a classroom library
- vocabulary cards that are bright and engaging
- *Your Turn* student practice books allowed students to practice grammar, comprehension, fluency, and vocabulary

Note: While some of the aforementioned components were found in Benchmark, the committee preferred the McGraw-Hill versions.

Assessments

McGraw-Hill Wonders/Maravillas uses a variety of assessment components. These CCSS-aligned components include: weekly assessments, SBAC-aligned unit and benchmark assessments, skills and fluency assessments, screening placement and diagnostic assessments, running records, performance tasks, as well as assessments for ELD. In addition to these numerous components, McGraw-Hill Wonders/Maravillas also includes an online assessment piece (eAssessment) which allows for differentiation in accordance with individual student needs. eAssessment contains a test generator, differentiated online administration options, complete CCSS reporting capabilities, and easy access from any classroom device. Additionally, McGraw-Hill Wonders/Maravillas also provides writing assessment resources, such as rubrics, student writing exemplars for each performance level. Not all these components are present in the Benchmark Advance/Adelante program resources.

Comparatively, Benchmark Advance/Adelante also includes a variety of assessment components. These CCSS-aligned components include: weekly assessments, SBAC-aligned unit assessments, interim assessments, performance tasks, informal assessments, ELD assessments, and foundational skills assessments for grades K-6. Benchmark Advance/Adelante also includes an online assessment piece (Benchmark Advance/Adelante Universe).

Both McGraw-Hill Wonders/Maravillas and Benchmark Advance/Adelante include SBAC aligned assessments, performance tasks, and informal assessments that can be used for small grouping. However, piloting teachers unanimously agree that the assessments contained in McGraw-Hill Wonders/Maravillas were not only more intuitive and cohesive, they were also more accessible and engaging for our students. These assessments yielded authentic responses from students of varied backgrounds and skill levels.

One of the trends that we found in Benchmark Advance/Adelante was that the reading passages in the curriculum were not engaging for students. As a result, student performance on assessments (which contained similar reading passages) was not truly indicative of student's abilities and understanding. On the other hand, based on our findings, students responded positively to the reading passages within McGraw-Hill Wonders/Maravillas. This, in turn, generated responses that accurately reflected student understanding. As one teacher stated, assessments allowed for "opportunities for students to reflect on their understanding," therefore making assessments tasks authentic and relevant to students lives and experiences.

Although the assessments featured within the ELD component of Benchmark Advance/Adelante were extremely rigorous, teachers found that these assessments were not accessible to many of our English learners, based on background knowledge and language needs. McGraw-Hill

Wonders/Maravillas, however, has a variety of ELD assessment components for scoring and monitoring student progress, which are presented to students in a more engaging and friendly manner. McGraw-Hill Wonders/Maravillas allows students to focus on the language skills presented in assessments, because they are familiar with the text and vocabulary.

In comparison, students are presented with two very different passages on the same topic within the Benchmark Advance/Adelante ELD assessments. However, teachers found that students had challenges accessing the passages because of unfamiliar vocabulary. Students were consumed with understanding the vocabulary of unfamiliar passages, giving them less opportunity to demonstrate their understanding of the language skill that had been previously practiced.

Additionally, each ELD unit assessment within McGraw-Hill Wonders/Maravillas provided at three proficiency levels - emerging, expanding, and bridging. This feature is not included in the Benchmark Advance/Adelante program.

Instruction

The adoption committee unanimously agreed that McGraw-Hill Wonders/Maravillas provided more engaging materials and realistic pacing for instruction than Benchmark Advance/Adelante.

After piloting the McGraw-Hill Wonders/Maravillas curriculum, teachers reported that students were engaged in the content and seemed to appreciate the predictability and sequence of the lessons. Teachers also found that students responded well to the balance of whole group instruction, small group, and independent work. The consumable student workbooks were colorful, kid-friendly, and supportive to the skills being taught. Teachers also noted that the instructional materials were adaptable to student needs because they could stand alone, be connected to other subjects, or be integrated with other supplemental resources. A large majority of teachers felt that students were provided frequent opportunities for collaboration, communication, critical thinking, and creativity by the McGraw-Hill Wonders/Maravillas materials. Students benefited from seeing numerous samples of student writing. The Close Reading Companion book made modeling and practicing close reading skills accessible to students.

The teacher experience with instruction proved far more positive with McGraw-Hill Wonders/Maravillas than with Benchmark Advance/Adelante. McGraw-Hill Wonders/Maravillas provided a digital planner that streamlined the planning process, making it faster and easier for teachers to assign digital independent work. Teachers reported that the materials provide many opportunities to reteach concepts and skills. The teacher’s guide is well-organized, clear, and easy to adapt. The routines and structure are consistent in each week's lesson. Teachers felt that there were strong supports for providing accommodations and modifications of assignments. Teachers reported that materials have helpful and practical supports for ELLs that directly follow the whole class ELA instruction and content. Teachers felt the pacing of the

McGraw-Hill Wonders/Maravillas curriculum is more realistic than Benchmark Advance/Adelante. Teachers reported that there is a strong focus on writing with varied extensive practice with writing to source as a key tasks, and a focus on argumentative and informative writing. In addition, teachers felt skills and concepts were articulated and spiraled well.

Teacher experience with the Benchmark Advance/Adelante pilot was significantly less positive than the McGraw-Hill Wonders/Maravillas pilot experience with regard to instruction. The majority of teachers felt the Benchmark Advance/Adelante materials do not have realistic pacing nor significant support for accommodating and modifying assignments for students. The teachers overwhelmingly believed that the Benchmark Advance/Adelante materials had too many different pieces to manage, and relied too heavily on teacher-led direct instruction. Opportunities for differentiation with Benchmark Advance/Adelante are limited by the short amount of the time left for small group instruction.

Student experience with Instruction in McGraw-Hill Wonders/Maravillas was significantly more positive than with Benchmark Advance/Adelante. Both resources provided Essential Questions which were similar to our district's philosophy of PBL. Teachers felt that students were exposed to culturally rich, high-quality texts. McGraw-Hill Wonders/Maravillas provides classroom library trade books which provide an opportunity for teachers to run literature circles with students performing below, on, and above grade level. Teachers felt there were frequent opportunities for student interaction including differentiated resources and materials that provided frequent opportunities for collaboration, community, and creativity. They also felt strongly that there is a high level of technology integration. Teachers reported that students had extensive practice with writing to a source, and that there were excellent student writing models. Finally, there was strong support for reading comprehension and finding textual evidence and developing academic language. The team was divided in terms of materials supporting project based-learning, however the essential questions at the beginning of each unit fosters the inquiry mindset. 3rd through 5th grade units have an Inquiry Space which closely supports a PBL, but this is not available in the K-2 curriculum.

The student experience with Benchmark Advance/Adelante Advance was engaging, but not accessible to many of our students without considerable teacher support. The students enjoyed listening to the leveled readers digitally and using the annotatable take-home unit booklets. It is challenging for students to keep up with reading 2 or 3 new texts a day and they lost interest in most lessons before the task had been accomplished. The instruction is much too teacher-centered.

Differentiation: Intervention and Acceleration

Both programs provide resources for students and teachers alike. Both programs have leveled readers at both approaching level and beyond level. The programs allow for students to access decodable readers. Both programs include the intervention blackline masters that address

phonemic awareness, comprehension, phonics and fluency, however McGraw-Hill Wonders/Maravillas includes vocabulary. In both programs teachers select individual learning paths to provide differentiated online practice. They both offer an alternative intervention program designed for students, McGraw-Hill Wonders/Maravillas has WonderWorks and a foundational skills kit was provided when piloted. At the time of pilot Benchmark Advance/Adelante alternative intervention program was not available.

In the teacher experience, the format of Benchmark Advance/Adelante allowed for less teacher choice in planning and implementation of flexible grouping. A substantial amount of time was spent on teacher think aloud, read aloud and group discussion. This resulted in an insufficient amount of time on small group differentiated instruction and student practice.

In the teacher experience with differentiation, McGraw-Hill Wonders/Maravillas allows for more flexibility and guidance. McGraw-Hill Wonders/Maravillas format allows teachers to customize lesson plans to allocate more time on differentiation. Additionally, the program includes leveled workstation activity cards for student independent practice and acceleration. A clear plan is provided for lesson planning can be found in the teacher's resource guide. This is especially beneficial to a new teacher.

In the student experience, Benchmark Advance/Adelante provided student response journals at grade level. Reading skills practice is not addressed. On the other hand, McGraw-Hill Wonders/Maravillas provide student practice books that could be differentiated by levels; approaching and beyond.

With regard to level texts, Benchmark Advance/Adelante leveled reader sets were varied in topics, genre, and layout which would not support students access to whole group discussion. McGraw-Hill Wonders/Maravillas leveled readers have books at approaching, on level and beyond level. Although reading levels varied, the same vocabulary, text features and information books are presented to all students. This allows for all students to access the same information at their appropriate instructional level. An added feature in WonderWorks is the apprentice level reader for students that are below the approaching level.

To communicate to families McGraw-Hill Wonders/Maravillas provides a home to school letter in multiple languages. Families can access electronically, a summary of the reading selection in their home language.

Integrated/Designated ELD

McGraw-Hill Wonders/Maravillas and Benchmark Advance/Adelante have designated ELD components, both of which are directly connected to the ELA curriculum. Overall, teachers felt that McGraw-Hill Wonders Maravillas provides a greater variety of resources to support designated ELD instruction.

Benchmark Advance/Adelante materials:	McGraw-Hill Wonders/Maravillas materials:
● non-consumable, hardbound textbook ● sentence frame cards for independent student conversation	● consumable student workbook ● full-color picture vocabulary development cards for language development practice ● online materials: newcomer picture cards and differentiated texts and blackline masters for language practice ● additional resources to support Newcomer students

McGraw-Hill Wonders/Maravillas Designated ELD textbook is more engaging for students. When piloting McGraw-Hill Wonders/Maravillas, students were engaged with the ELD lessons. The books are attractive and the content is directly connected to the ELA unit. According to teachers, “The kids were engaged with the workbooks provided.” “Great discussion time and very colorful high quality pictures in the workbooks.” Benchmark Advance/Adelante Designated ELD textbook was not engaging for students. On the other hand, McGraw-Hill Wonders/Maravillas resources are more student-centered, providing more opportunities for student engagement with language and content.

McGraw-Hill Wonders/Maravillas has online differentiated texts based on ELD levels. The Benchmark Advance/Adelante ELD program required a lot of teacher facilitation. There is not a workbook for student practice. Benchmark Advance/Adelante materials rely heavily on teacher facilitation and are not conducive to independent student interaction with text or small group work. In contrast, McGraw-Hill Wonders/Maravillas materials require less teacher facilitation and allowed for more student engagement.

Additional recommendations regarding adoption and implementation of McGraw-Hill Wonders/Maravillas:

Technology

The teachers on the ELA/ELD adoption committee want to empathize the importance of having the digital components of the adopted curriculum fully compatible with the Promethean Boards in their classroom. During the curriculum piloting, SLUSD tech department communicated regularly with the publishers to work with Promethean board compatibility. Teachers also request that McGraw-Hill Wonders/Maravillas be accessed through Clever on the SLUSD bookmark.

Bilingual/TWBI classes

For bilingual classrooms, there is a need to articulate a vertical biliteracy scope and sequence in order to address phonics skills development. This will require an understanding of foundational skills development across the grades (K-5), as well as agreements on how to support English phonics development while developing Spanish language arts. Bilingual classes will need to determine which components are needed in English (at the primary grades) and Spanish (for intermediate) in order to be able to implement ELD (which is based on ELA lessons/readings, etc) and to support biliteracy.

English Language Development

ELD differentiation within one classroom is problematic due to high demand on teacher-directed facilitation. Implementation of either ELD program will require platooning to actually differentiate among the different levels. For both Benchmark Advance/Adelante and McGraw-Hill Wonders/Maravillas, all teachers (within grade levels) will need to follow the same scope and sequence in order to truly teach ELD and serve students at all levels

Supplemental programs

Teachers on the committee want to be sure that the Words their Way/Palabras a su Paso will continue to be available to them since neither program offered similar level of rigorous differentiation for student word analysis. In addition, many teachers are committed to the the Being a Writer writing program, and would like to continue using this program to support the adopted curriculum writing program. Teachers also want to continue using the online program and leveled readers in Raz-Plus, commenting that this e-book resource is more substantial than what McGraw-Hill currently offers. Early primary teachers expressed interest in having access to more multi-sensory resources such as magnetic letters, quality whiteboards, songs to reinforce learning that are not available in this curriculum.

With either curriculum teachers said that they would need a supplementary phonics program for kindergarten and a reading Intervention program, such as Fountas & Pinnell, to assist our students reading 2+ below grade level for Learning Academy intervention. Wonderworks should to be ordered at each site for Resource and SDC classes.

Teachers would also like to order classroom sets of Classroom Library Trade Books from McGraw-Hill Wonders/Maravillas based on school/grade level needs.

Teachers want to ensure the special education classes (SDC M/M) have access to appropriate core materials for the grade span they serve and potentially supplemental resources to address foundational skills. This may require surveying special education teachers to ensure that adoption materials ordered for their class match the grade levels of students.