



# WEST LONG BRANCH SCHOOL DISTRICT

## ELA PROGRAM RECOMMENDATION

April 25, 2023

**STUDENTS FIRST!**

# BOARD OF EDUCATION

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**Mr. Michael Waters**

# VISION AND MISSION

## VISION

*Our vision for the West Long Branch Public School District is to produce socially responsible students who are lifelong learners equipped with the necessary skills to succeed at the next level of secondary education.*

## MISSION

*Our mission for the West Long Branch Public School District is to put students first! In collaboration with all stakeholders, we will provide a safe and secure learning environment free from bias, increased academic rigor, cutting edge technology, and state-of-the-art facilities.*

# WHY NOW?

- 5 years since last ELA program adoption in 2018 (Journeys)
- Analysis of formal and informal assessment data
- Classroom observations of ELA instruction
- A deepening understanding and emerging conversation about the research around teaching reading
- Feedback from staff regarding current ELA resources

# CORE QUESTIONS

- What **gaps** are we trying to fix with supplemental teacher-sourced materials?
- What kind of resources will not only address gaps, but also **propel us into the future**?
- What does the **research** tell us about how children learn to read, and about what prepares them for success at the next levels of secondary education?
- What kinds of supports will help teachers address the need of our **diverse group of learners**?

# BEGINNING THE PROCESS...

## FALL 2023

### Information gathering

- Administrative research
- Data analysis – our students' performance
- EdReports.org
- Professional Conversations
- Budgetary evaluations

### Recruitment

- Advertised for staff members to participate on the committee
- Compensated 10 hours each – ARP ESSER
- Sought representation from across the district



### Preparation

- Supervisor of C&I visited all PLCs to discuss **strengths** and **shortcomings** of existing ELA program and instruction.
- A summary of takeaways was created and shared with ALL staff.
- A survey was sent to all staff, asking for additional input and insights on December 9, 2022.
- This information was used to create a set of PRIORITIES and DISTRICT NEEDS to guide and center the work of the committee

## ELA RESOURCE REVIEW COMMITTEE MEMBERS

ROLE / LENS FOR EVALUATION	STAFF MEMBER NAME
K-2 General Education Teacher	Olivia Colabelli
K-2 General Education Teacher	Christine Klecan
3-4 General Education Teacher	Siobhan Brennan
K-4 Special Education Representative	Ellen Wilson
5-6 General Education Teacher	Christina Hess
7-8 General Education Teacher	Karen Sandoz
5-8 Special Education Representative	Colleen Rutz
K-8 ELA Interventionist	Maureen Beck
K-8 ELL/ESL Representative	Tracy Gironda
Administrative Facilitator	Lori Skibinski



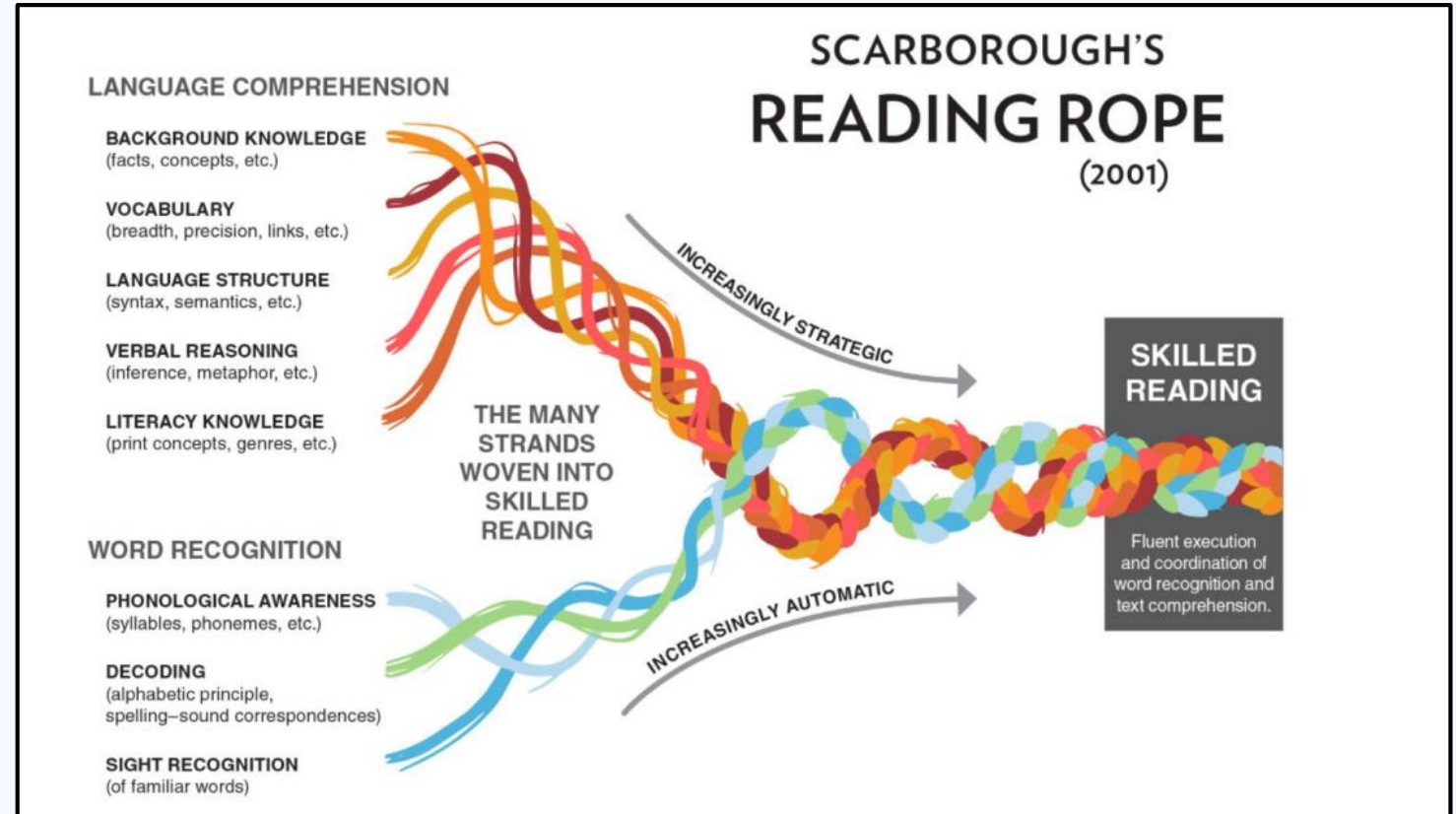


# THE COMMITTEE AT WORK...

## WINTER 2023

### Initial Meeting / Training

- Review staff feedback
- Insight on the research behind teaching children to read and write – overview of the essential and complex skills needed for children to become proficient readers
- Established shared understanding of vision, purpose, process, and end goal of the ELA Program Review Committee
- Initial exploration of EdReports reviews and ratings of ELA programs.



# FOUR CORE PROGRAMS SELECTED FOR DEEP REVIEW

1.



2016  
**Wit & Wisdom**

PUBLISHER  
**Great Minds**

SUBJECT	GRADES	REPORT RELEASE
ELA	K-8	2/27/2020


ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations

2.



2020  
**Into Reading**

PUBLISHER  
**Houghton Mifflin Harcourt**


SUBJECT	GRADES	REPORT RELEASE
ELA	K-6	1/23/2020

ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations



2020  
**Into Literature**

PUBLISHER  
**Houghton Mifflin Harcourt**

SUBJECT	GRADES	REPORT RELEASE
ELA	6-12	11/7/2019

ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations

3.



2020  
**myView Literacy**

PUBLISHER  
**Savvas Learning Company**

SUBJECT	GRADES	REPORT RELEASE
ELA	K-5	4/14/2020

ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations



2017  
**MyPerspectives**

PUBLISHER  
**Savvas Learning Company f/k/a Pearson**

SUBJECT	GRADES	REPORT RELEASE
ELA	6-12	5/19/2017


ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations

4.



2015  
**Core Knowledge Language Arts (CKLA)**

PUBLISHER  
**Amplify**


SUBJECT	GRADES	REPORT RELEASE
ELA	K-5	4/8/2017

ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations



2015  
**Core Knowledge Language Arts (CKLA)**

PUBLISHER  
**Amplify**

SUBJECT	GRADES	REPORT RELEASE
ELA	K-5	4/8/2017

ALIGNMENT ⓘ

USABILITY ⓘ

Meets Expectations

Meets Expectations

# PROGRAM REVIEW & FEEDBACK LOOP

JAN/FEB



- Physical **product samples** and **digital access** obtained from vendors, distributed to members
- 1 hour **vendor presentations** from each vendor – tons of questions asked!
- Additional questions and **follow-up information** sought following each presentation
- **Grade level and department review** during February PD Day
  - Sessions facilitated by committee members
  - Staff took notes on anchor charts/google documents
- ELA committee convened to review full-staff feedback and **narrow the options**:
  - THREE products at the K-5 level
  - TWO products at the 6-8 level.

# DEEP DIVING AND OBSERVING!

- Committee “**DEEP DIVE**” into each remaining program:
  - District's Needs
  - Alignment to NJSLs
  - Alignment to the research around reading
- **Site Visits** to see programs in action
  - Toms River – Amplify CKLA
  - Brielle – Great Minds' Wit & Wisdom
- Supervisor of C&I attended **training** on the Science of Reading
  - Keynote: Natalie Wexler, author of *The Knowledge Gap*
  - Susan Lambert, creator of the *Science of Reading* podcast
- **Narrowed** further in K-5
  - HMH vendor non-responsive
  - Committee feedback that HMH product not aligned with needs





EVIDENCE STATEMENT	HMH Into Literature	Amplify ELA
(Comprehension) The program allows for deep exploration of a topic to help develop a student's understanding.		
(Comprehension) Students are asked to respond to reading, both via discussion and in written form.		
(Comprehension) There are supports provided for language development and acquisition as they relate to reading comprehension.		
(Comprehension - Background Knowledge) Read Aloud opportunities and text reading opportunities feature a variety of diverse, complex texts, including narrative and expository that are on or above grade level which help to develop background knowledge in a variety of subject areas.		
(Comprehension - Background Knowledge) Opportunities are provided to make connections between a new word/concept and other known words or concepts.		
(Comprehension - Background Knowledge) ELL - Opportunities for building background knowledge using the students native language or through other visuals/supports.		
(Comprehension - Vocabulary) Vocabulary words are taught deeply by using concept maps or other devices that help the students understand multiple layers of the word.		
(Comprehension - Vocabulary) There is evidence of explicit vocabulary instruction, including the students ability to read, write and use the word in context.		
(Comprehension - Morphology) Explicit instruction in morphology is provided with opportunities for student practice.		
(Verbal Reasoning) Students are instructed how to interpret inferential language (ideas beyond the immediate context of what they read).		
(Verbal reasoning) The program develops a student's ability to think within the text and beyond the text, through explicit instruction.		
(Handwriting) There is explicit instruction on how to form letters, pencil grip and posture - Grades 3 & 4		
<b>WRITING</b>		
(Writing) Writing is taught explicitly through a gradual release of responsibility model and includes modeling, planning, brainstorming and drafting.		

- Independent ratings by each teacher on adapted review scale
- Aggregate results shared with review committee, and with administration

**Using the following scale, what is your overall feeling about this program:**

(5) I whole-heartedly support this program adoption and can't wait to engage in PD and product implementation.

HMH Into Literature

Amplify ELA

(4) I like this program and feel it meets most of the ELA needs in the district.

HMH Into Literature

Amplify ELA

(3) I feel neutral about this program but I will teach it if it becomes the BOE approved program.

HMH Into Literature

Amplify ELA

(2) Teaching this program would make me feel uncomfortable because I think there are major gaps in the core elements and/or alignment to our students' needs.

HMH Into Literature

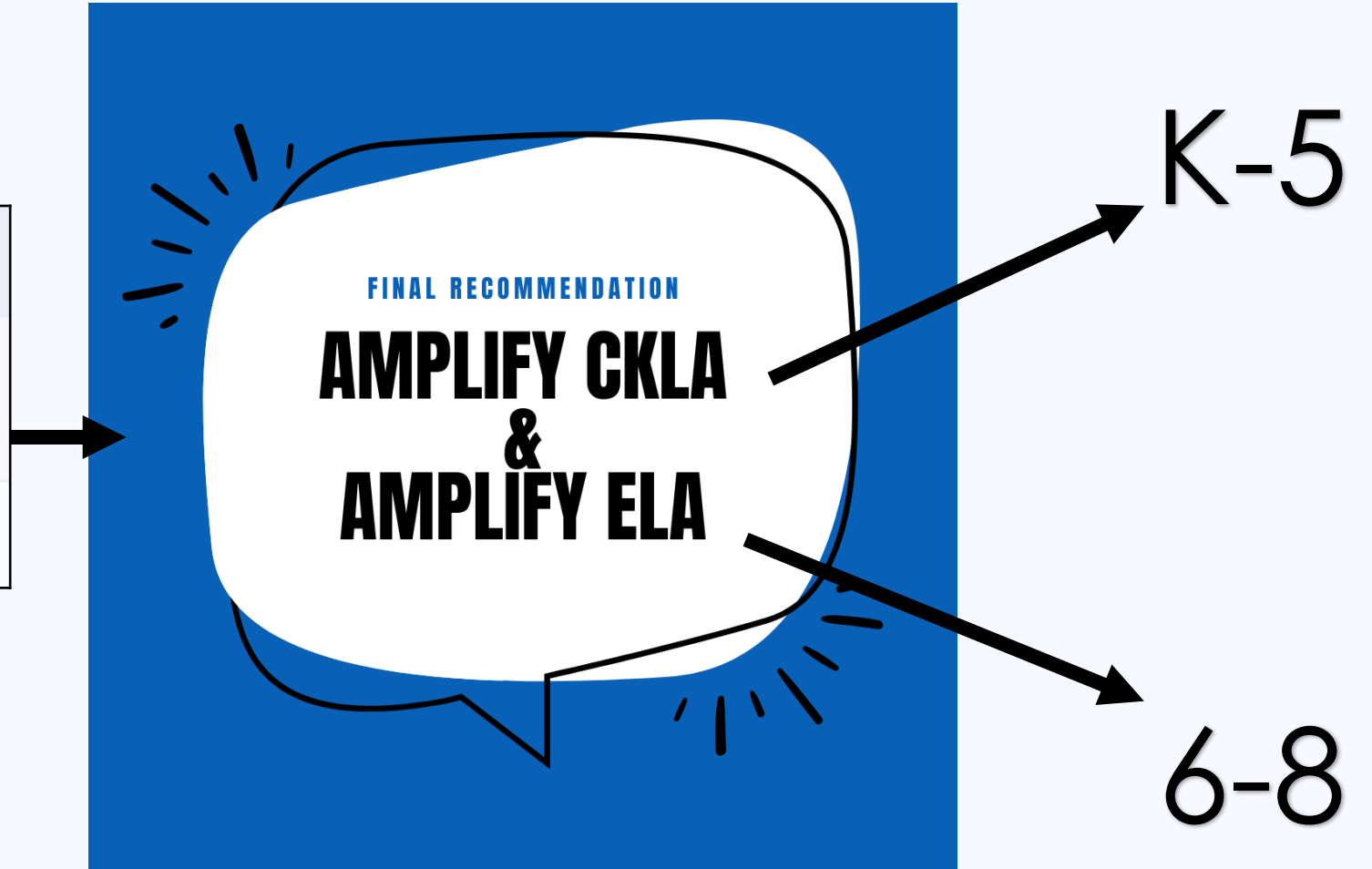
Amplify ELA

(1) If this program is adopted, I may need to resign my position and switch careers.

HMH Into Literature

Amplify ELA

K-5 Finalists	6-8 Finalists
Wit & Wisdom (Great Minds)	MyPerspectives (HMH)
Amplify CKLA	Amplify ELA

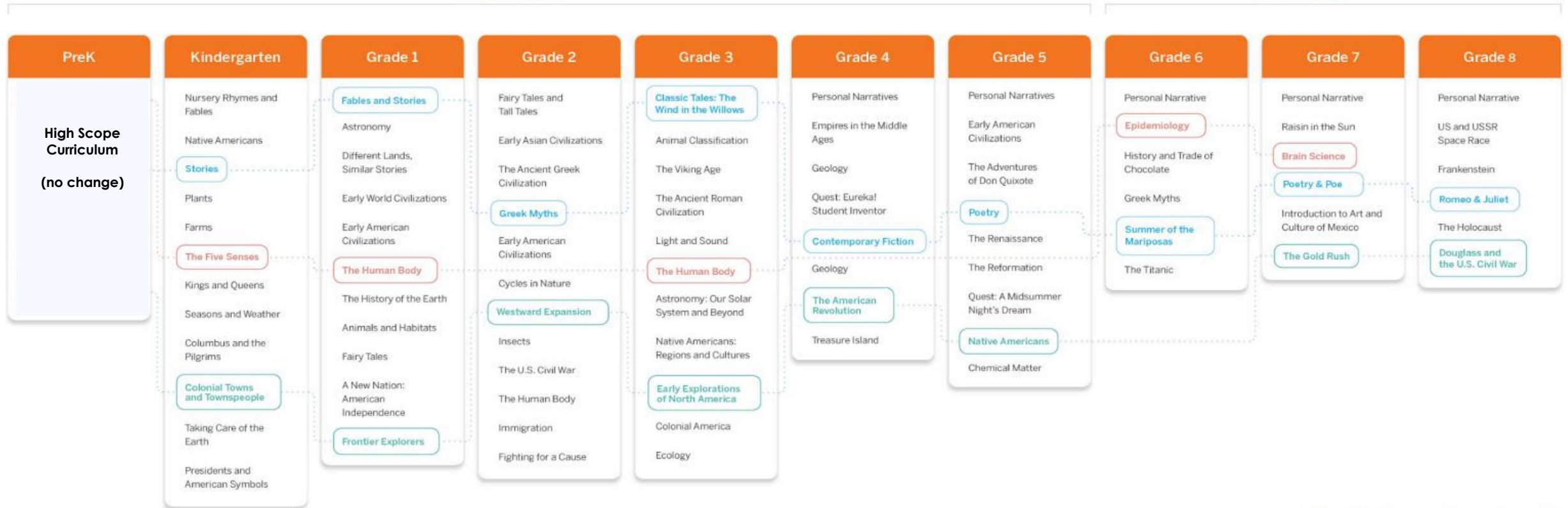


# Knowledge Builds K-8

Instruction is sequenced to provide deep understanding over time.

AmplifyCKLA

AmplifyELA



● Literature connections across grades

● History connections across grades

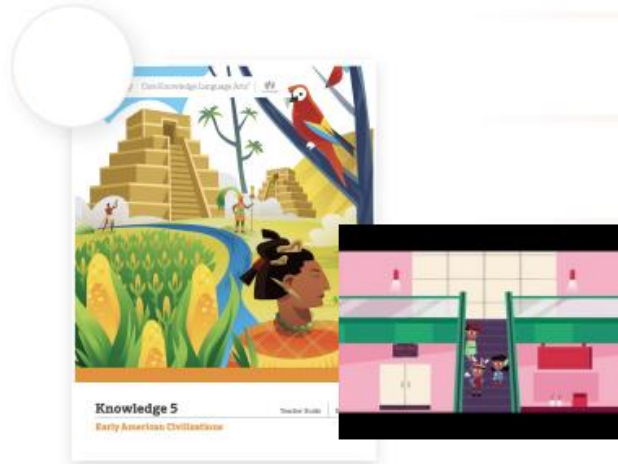
● Biology connections across grades

# Kindergarten-2nd Grade

## Language comprehension

### Knowledge

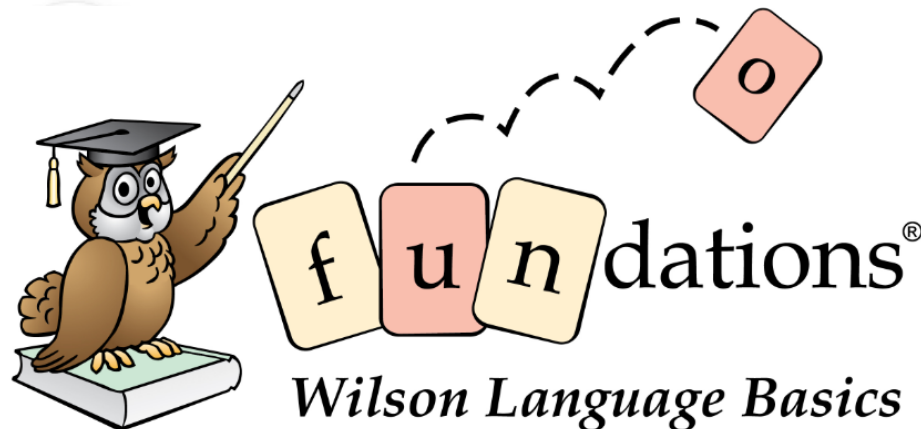
- Building knowledge
- Connecting vocabulary
- Sharing & developing ideas



## Word recognition

### Foundational Skills

- Sounds
- Letters-sound correspondences
- Deliberate reading and writing practice



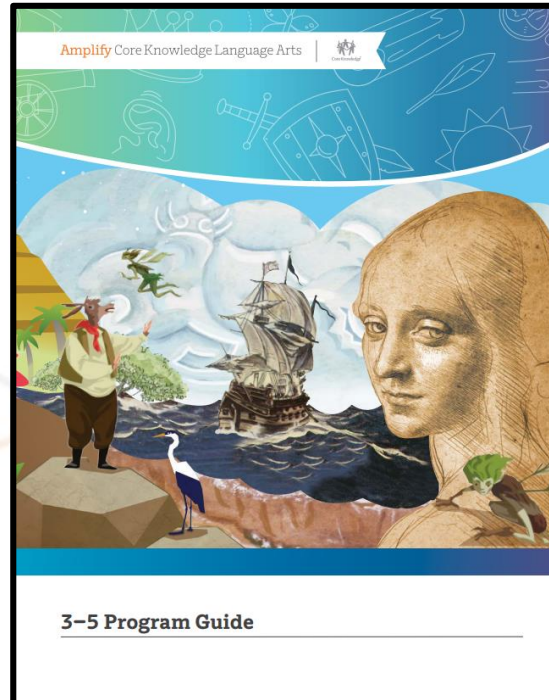


# 3rd-5th Grade Integrated Strand

Language comprehension

Integration

Word recognition



## Integrated Strand

### Using Skills to Build Knowledge

- Close Reading
- Unpacking Complex Text
- Writing to Evidence
- Vocabulary in Context
- Response to Text
- Collaborative Conversations
- Morphology
- Grammar
- Spelling

# MIDDLE SCHOOL – AMPLIFY ELA 6-8

- **Structured Writing** – Generative and Responsive

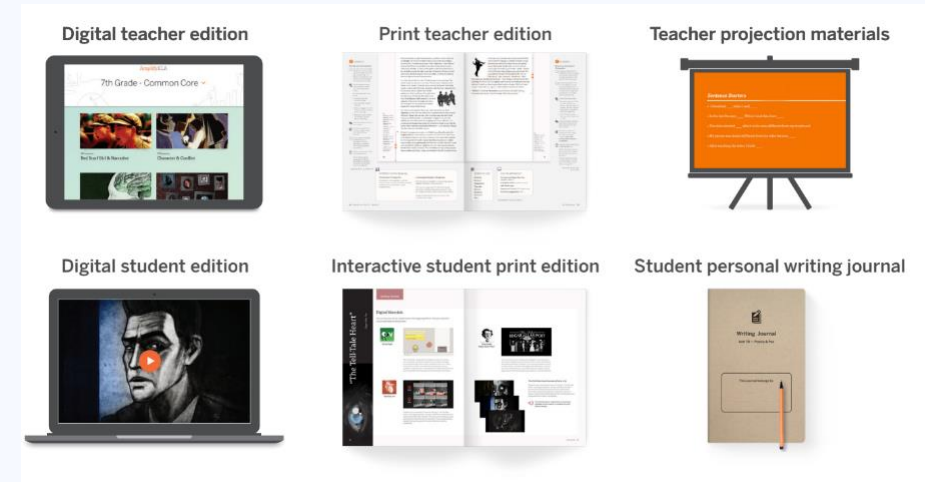
- Narrative
- Explanatory
- Text-dependent
- Argumentative
- Research
- Multimedia-enhanced presentational writing

- **Multiple entry points** and **differentiated supports**

- All students, regardless of fluency or ability, can engage deeply with the same complex texts
- Scaffolds and supports built into the program

- **Engaging** and **Content-Rich**

- Rich texts, deep knowledge base = rich vocabulary development
- Vocabulary taught in context, sustained focus on topic allows for deep knowledge



# MIDDLE SCHOOL – AMPLIFY ELA 6-8

Grade 6

## 100 Lesson Pathway

Amplify ELA offers 180 days of instruction, but we know that teachers may want to reserve some instructional time for other favorite projects. Here's an abridged version of the curriculum that ensures full standards coverage in only 100 lessons. This pathway includes five reading assessments, two essays, and a mix of informational and literary texts. You can always add on Quests, Poetry in America, Novel Guides, and all your other favorite content.



### 6A Dahl & Narrative

17 Lessons



#### SUB-UNITS (Lessons)

Get Started (1–4)

Boy: *Tales of Childhood* by Roald Dahl (1–12)

Dahl & Narrative Reading Assessment

READING Informational Text	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.10
WRITING*	W.6.1, W.6.1.B, W.6.2, W.6.3, W.6.3.B, W.6.3.D, W.6.5, W.6.6, W.6.9.B, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D, SL.6.6
LANGUAGE†	L.6.1, L.6.2, L.6.3, L.6.4, L.6.4.A, L.6.4.C, L.6.4.D, L.6.5, L.6.6



### 6B Mysteries & Investigations

21 Lessons



#### SUB-UNITS (Lessons)

*The Secret of the Yellow Death* by Suzanne Jurmain (1–15)

Write an Essay (1–5)

Mysteries & Investigations Reading Assessment

READING Informational Text	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10
WRITING*	W.6.1, W.6.2, W.6.2.A, W.6.2.B, W.6.2.C, W.6.2.D, W.6.2.E, W.6.2.F, W.6.3, W.6.4, W.6.5, W.6.6, W.6.9, W.6.9.B, W.6.10
SPEAKING & LISTENING	SL.6.1, SL.6.1.A, SL.6.3
LANGUAGE†	L.6.1, L.6.2.B, L.6.3, L.6.3.B, L.6.4, L.6.4.A, L.6.4.C, L.6.4.D, L.6.5, L.6.5.C, L.6.6



### 6C The Chocolate Collection

25 Lessons



#### SUB-UNITS (Lessons)

Information Literacy (1–4)

Scavenger Hunt and Internet Research (1–4)

Argumentative Writing and Collection Research (1–4)

Debate and Internet Research (1–4)

Write an Essay\* (1–8)

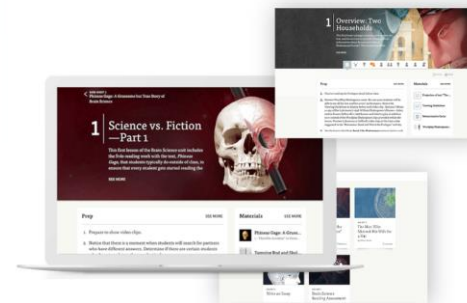
The Chocolate Collection Reading Assessment

READING Literature	RL.6.1, RL.6.7, RL.6.9, RL.6.10
READING Informational Text	RI.6.1, RI.6.4, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10
WRITING*	W.6.1, W.6.1.A, W.6.1.B, W.6.1.C, W.6.1.D, W.6.1.E, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.B, W.6.10



#### Interactive Quests

Quests are fun, week-long immersions into a specific, multilayered topic. They enable students to practice analytical reading, writing, speaking, and listening skills—all while building a strong classroom community.



#### Amplify ELA makes teachers' lives easier

We help teachers make sure the standards are covered, the skills are taught, your students are scaffolded and encouraged, and the test is prepped.

- ✓ Embedded differentiation to support all readers
- ✓ Informative and streamlined assessment system
- ✓ Robust reporting that tracks progress
- ✓ Powerful feedback tools

# MEETING THE NEEDS OF ALL STUDENTS

## Six levels to support all students



### CORE

Designed for students reading and writing at grade level. **Universal Design for Learning** principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts.



### SUBSTANTIAL

Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters.



### ELL/DEV

Designed for English Language Learners (ELLs) at the Developing level. Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters.



### MODERATE

Designed for students who need clear and strategic supports for vocabulary, language, and syntax in complex texts, including ELLs at the Expanding level. Supports include guiding questions, a list of ideas to consider, sentence starters, and simplified language in Writing Prompts.



### LIGHT

Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters.



### CHALLENGE

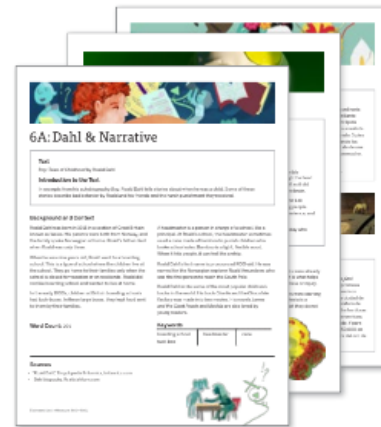
Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument.



# MEETING THE NEEDS OF ALL STUDENTS

## Background docs

Each Amplify ELA unit comes with a background document to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text; key vocabulary; and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions available.

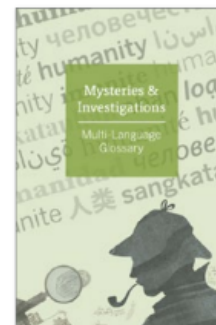


## Multi-language glossaries

Available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.

The English-French Glossary aids students as they read passages with French vocabulary in Unit 6B: Mysteries & Investigations.

English-French Glossary	
a wealth of plenty of	une mine de plein de
abates lessens	atténue amoindrit
activists those who fight for a cause	militants ceux qui se battent pour une cause



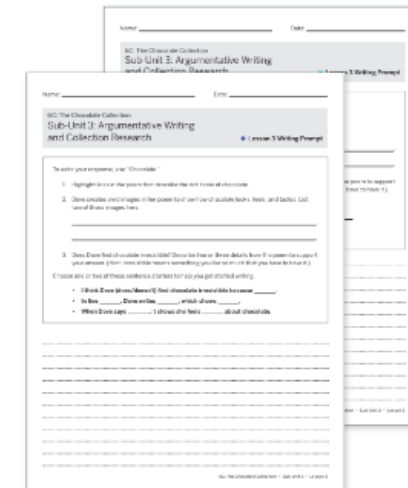
## Text previews

Text previews, written at a lower Lexile level than the text, provide students with a preview of what they're going to read and focus their attention on key ideas. English and Spanish versions available.



## Differentiated Writing Prompts

Differentiated Writing Prompts support struggling students by providing segmented prompts with simplified language, guiding questions, and sentence starters.



# MEETING THE NEEDS OF ALL STUDENTS

## Student Level Assignments

In the Student Level Assignments screen, teachers easily drag and drop student names into the differentiation level appropriate for their needs.

Organize your students below so they will see the differentiated activity you believe is most appropriate for them. This grouping will be saved and applied to all differentiated activities students see going forward in this unit.

Class:

Class 1

Levels:

SUBSTANTIAL (1) ?		ELL DEV (1) ?	MODERATE (1) ?		LIGHT (2) ?	CORE (25) ?		CHALLENGE (1) ?
≡ Jones, Anya	≡ Jensen, Kristen		≡ Conner, Matthew		≡ Chang, Adam	≡ Drucker, Andrei		≡ Fazzio, Salvatore
					≡ Dozier, Savannah	≡ Estrelia, Edgardo		
						≡ Fuentes, Miriam		
						≡ Goldstein,		

## NEXT STEPS

This year:

- BOE Review of Proposed Adoption
- Tentative Board approval – May 25, 2023
- Teacher-Originated Book Club (Spring/Summer) (over 30 voluntary members!)

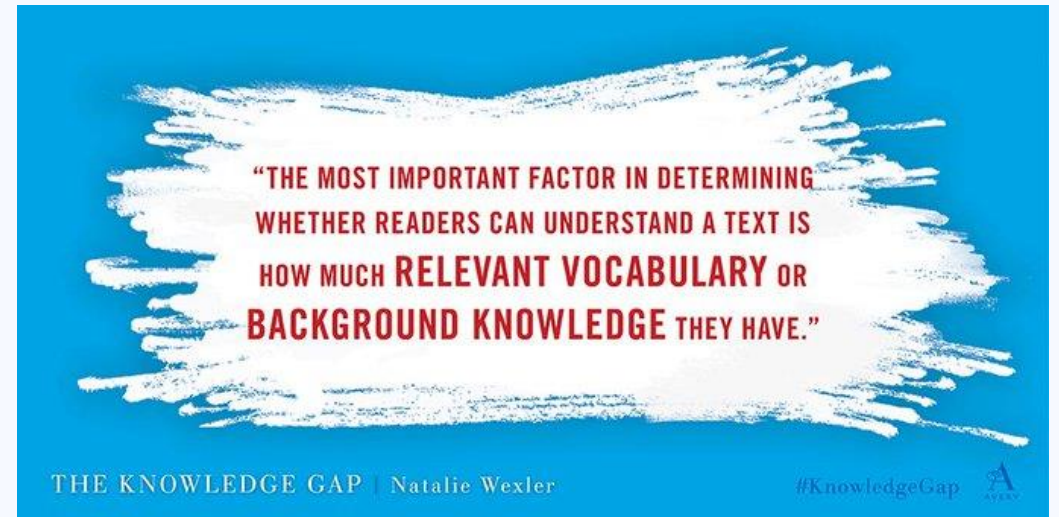
Over the Summer:

- Summer Training Institute for Staff
- Collaborative Review of Materials – Unit Planning
- Comprehensive Administrative Training session
- Book Club

In the Fall:

- Opening Day Training – Full day
  - Specific, tailored sessions for K-2, 3-5, and 6-8

Begin (and monitor and adapt) the good work!





Please contact Mrs. Lori Skibinski, Supervisor of C&I with questions  
[lskibinski@wlbschools.com](mailto:lskibinski@wlbschools.com)

THANK YOU to all involved!