



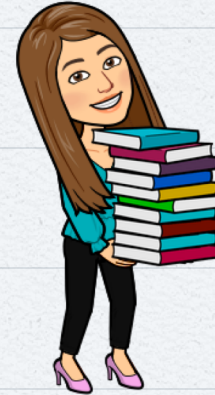
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HELLO!



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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)

1. GOAL:

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.

GOAL:

We will look beyond the rubric, hearing from what the experts at FCRR, the Florida Center for Reading Research and REL, Regional Educational Laboratory have to say about Elementary textbook adoption.

LET'S REVIEW



Textbook Adoption Rubric

If your last name is A-L, use the chatbox feature to recall 1 important detail about the textbook adoption rubric/process.

B.E.S.T Standards

If your last name is M-Z, use the chatbox feature to recall 1 important detail about the B.E.S.T. standards.

X Who is FCRR?

The Florida Center for Reading Research is a multidisciplinary research center at Florida State University that was established in 2002 by the Governor's office and Legislature. Currently, FCRR is home to ten tenured and tenure-track faculty members holding joint appointments with the College of Arts & Sciences, College of Education, and College of Social Work. In addition, FCRR has affiliate faculty in the College of Social Work, School of Teacher Education, and School of Communication Sciences and Disorders.

X Who is FCRR?

Drawing from multiple disciplines, FCRR investigates all aspects of reading and reading-related skills across the lifespan.

Through rigorous and robust research, innovation, and engagement, FCRR advances the science of reading to improve learning and achievement from birth through adulthood.

OTHER LOOK-FORS: What does FCKR say?

THE FLORIDA CENTER FOR READING RESEARCH RECOMMENDS THAT YOU ASK THESE 5 QUESTIONS WHEN SEARCHING FOR A CORE CURRICULUM:

1. Do the instructional materials being considered meet instructional criteria for teaching reading/language arts content in the areas of foundational reading skills, reading comprehension for literacy and informational text, writing development, speaking, and listening skills, and language development?



OTHER LOOK-FORS: *What does FCKR say?*

THE FLORIDA CENTER FOR READING RESEARCH RECOMMENDS THAT YOU ASK THESE 5 QUESTIONS WHEN SEARCHING FOR A CORE CURRICULUM:

2. Is instruction within each component explicit and systematic?

DOE defines explicit as: instruction that is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of a new content, concepts or skills.



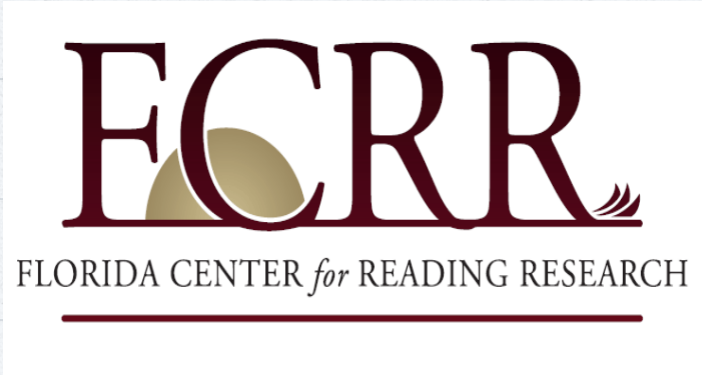
DOE defines systematic as: instruction that has a planned sequence that includes logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.

OTHER LOOK-FORS: *What does FCRR say?*

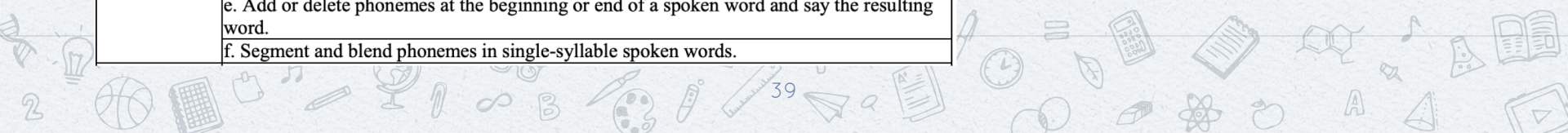
THE FLORIDA CENTER FOR READING RESEARCH RECOMMENDS THAT YOU ASK THESE 5 QUESTIONS WHEN SEARCHING FOR A CORE CURRICULUM:

3. Is the sequence for concept and skill development organized sequentially?

Remember, our foundational reading benchmarks are organized in this way. Do the materials align to this?



ELA.K.F.1.2	Demonstrate phonological awareness.
	a. Blend and segment syllables in spoken words.
	b. Identify and produce alliterative and rhyming words.
	c. Blend and segment onset and rimes of single-syllable words.
	d. Identify the initial, medial, and final sound of spoken words.
	e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
	f. Segment and blend phonemes in single-syllable spoken words.

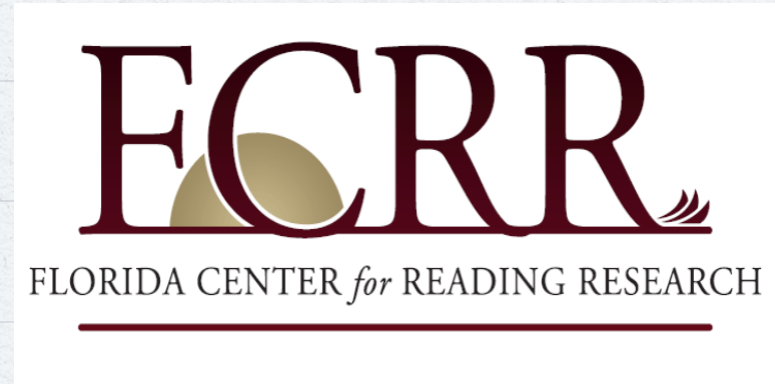


OTHER LOOK-FORS: What does FCKR say?

THE FLORIDA CENTER FOR READING RESEARCH RECOMMENDS THAT YOU ASK THESE 5 QUESTIONS WHEN SEARCHING FOR A CORE CURRICULUM:

4. Is the student material coordinated with the teacher's guide?

5. Is instruction across components clearly linked?



X Who is REL?

The Regional Educational Laboratories (RELs) partner with educators and policymakers to increase the use of research and evidence, enhance education programs, and ultimately, improve student performance. For more than 50 years, the RELs have collaborated with school districts, state departments of education, and other education stakeholders to help them put research into action.

X What is the REL rubric?

This rubric was developed in response to a request by Improving Literacy Research Alliance members at the Florida Department of Education to be used in their instructional materials review process. It is a tool for evaluating reading/language arts instructional and intervention materials in grades K-5 based on rigorous research and standards. It can be used by practitioners at the state, district, or school level or by university faculty involved in reviewing instructional materials.

X What is the REL rubric?

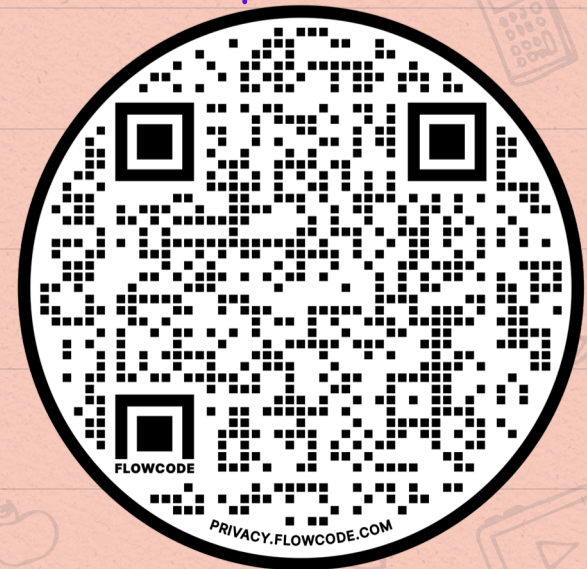
The rubric is organized by content area for grades K–2 and for grades 3–5. Each item is aligned to recommendations from six What Works Clearinghouse practice guides. Each content area (for example, writing) includes a list of criteria that describe what should be consistently found within the instructional materials.

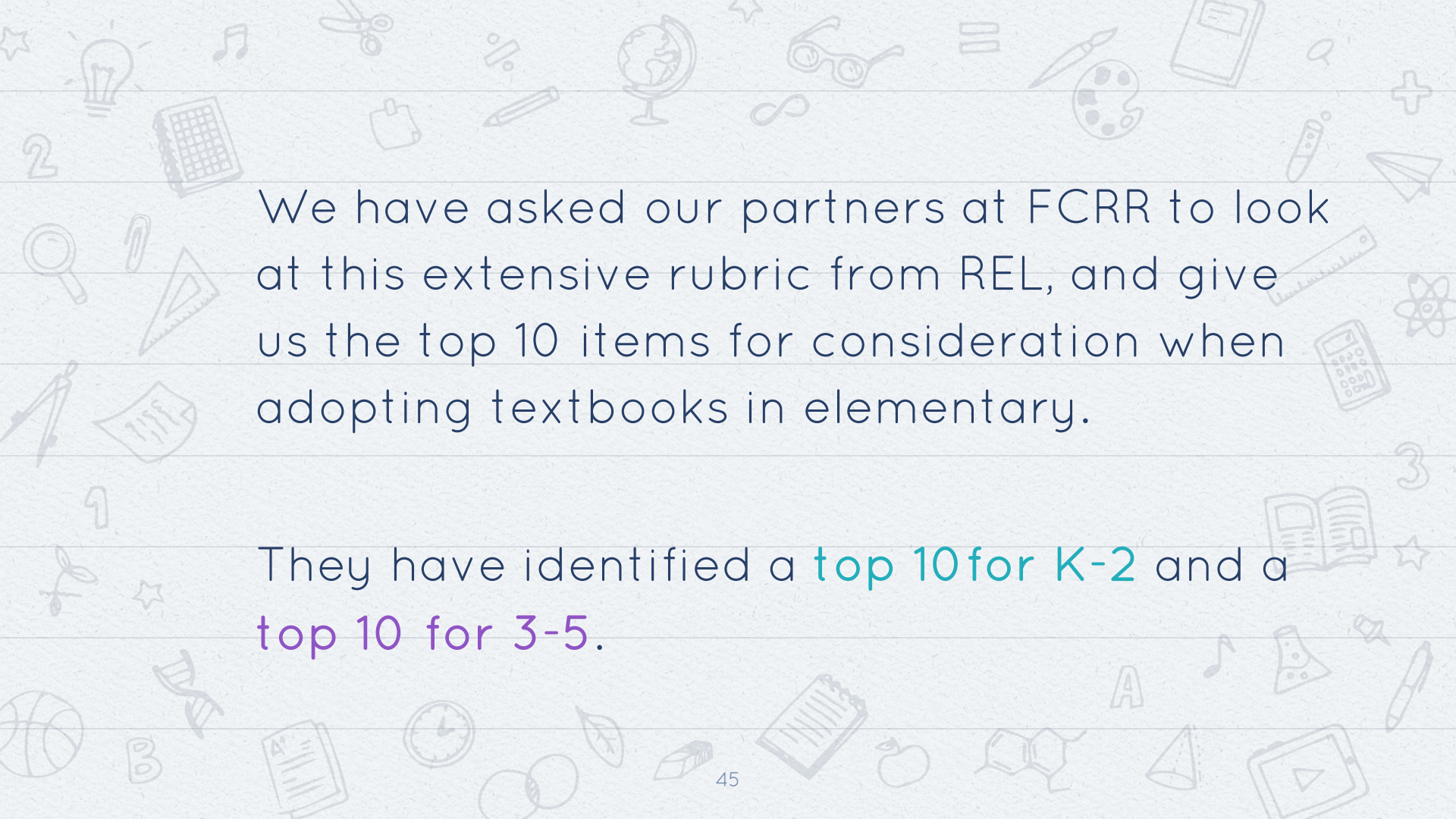
Reviewers use a 1-5 scale to rate the degree to which the criteria were met. The rubric includes a guide for when and how to use it, including facilitator responsibilities, professional learning for reviewers, and ways to use the scores.

Link to the full rubric is here:

https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017219.pdf

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

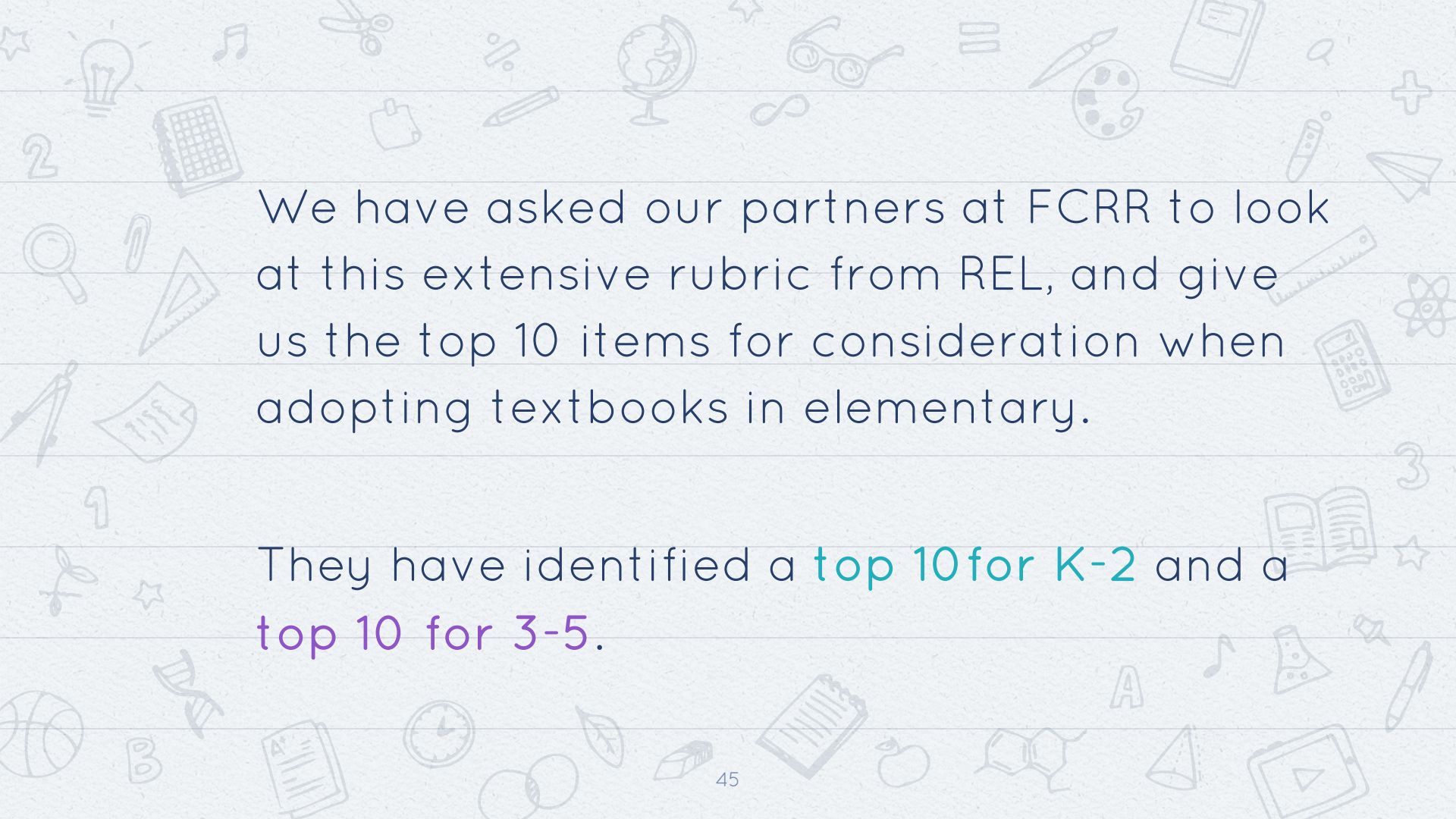




We have asked our partners at FCRR to look at this extensive rubric from REL, and give us the top 10 items for consideration when adopting textbooks in elementary.

They have identified a **top 10 for K-2** and a **top 10 for 3-5**.

45



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OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X K - 2 Foundational Reading Skills

1. Materials support instruction that progresses from simple to more complex sound-spelling patterns and word analysis skills (for example, CVC words before CVCC, CCVC, and CVCe words and single syllable words before multisyllabic words).
2. Materials present letter-sound correspondences in an explicit and systematic fashion (for example, potentially confusing letters like b & d are not introduced together, and few short vowels are introduced early).

OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X K – 2 Foundational Reading Skills

3. Materials include instruction to teach students to read both regular and irregular high frequency words.

X K – 2 Reading Comprehension of Literary & Informational Text

4. Materials provide text that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.
5. Materials provide a balance of texts and instructional time for literacy and informational text.



OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X K - 2 Writing

6. Materials include opportunities to practice writing words introduced in reading instruction and use them to write in response to what students have read.
7. Materials are designed with activities for students to write about what they read in both literary and informational texts (for example, summaries, reactions, analysis or interpretation of text notes, and ask/answer questions).

OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X K – 2 Speaking & Listening

8. Materials include opportunities to continue to build oral language and listening skills as students develop the ability to read independently (for example, exposure to fiction and informational read alouds, discussions to compare/contrast, and analyze and synthesize information in response to text read aloud)



OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X K - 2 Language Development

9. Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative and informational text.
10. Materials provide the opportunity to teach vocabulary by making connections between a new word and other known words, by relating the word to their own experience, by differentiation between correct and incorrect uses of the word, and by generating and answer questions that include the word.



OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X 3 – 5 Foundational Reading Skills

1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin root words, and syllabication patterns).
2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.



OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

3 - 5 Reading Comprehension of Literary & Informational Text

3. The text and text complexity are appropriate for the reading level of the students.
4. Materials contain questions and tasks that require students to use text-based evidence (including making inferences)
5. Materials support instruction that teaches students to identify and describe or explain ideas for narrative text and informational text in a progressively more complex manner.

OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

x 3-5 Writing

6. Materials provide instruction in different text structures (for example, sequence, comparison, contrast, and cause/effect) and place a focus on argument and informative writing based on texts with these structures.
7. Materials include activities that provide opportunities to write routinely over extended time frames (time for research, reflection & revision) and shorter time frames (a single sitting or a day/two) for a range of discipline-specific tasks, purposes and audiences.

OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X 3 – 5 Speaking & Listening

8. Materials include multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.

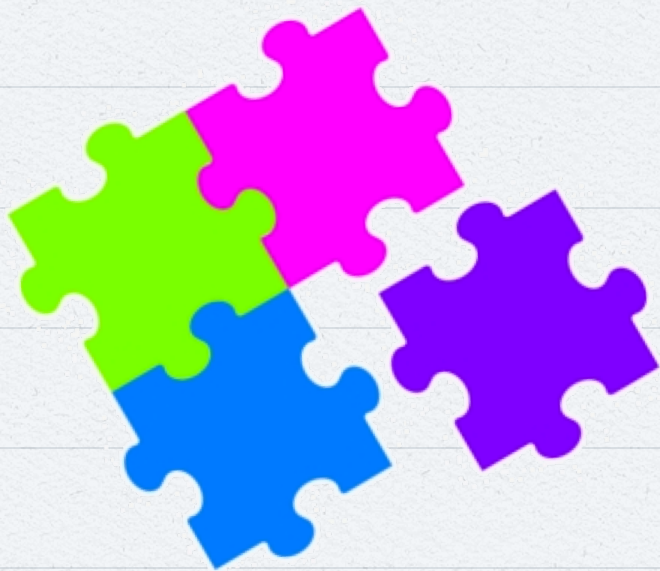


OTHER LOOK-FORS: WHAT DOES REL SAY? (FCRR TOP ITEMS)

X 3 – 5 Language Development

9. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic (for example, wild life, conservation, and endangered when discussing animal preservation).
10. Materials include instruction for students to understand figurative language, word relationships, and nuances in word meanings.

Putting It All Together



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.

SAMPLE LCS TEXTBOOK ADOPTION RUBRIC — COMPLETED BY FCRR

Review Criteria	Comments (Cite specific examples with page numbers)	Score
CONTENT		
1. Does the product align to the B.E.S.T. standards?	The materials show adequate alignment with the standards but has significant gaps that would require some supplementary material.	2
2. Is there a logical progression and organization of the materials?	The materials are easy to navigate and have a clear logical progression that educators can follow.	3
3. Does each unit introduction provide interesting narratives, meaningful questions, and colorful illustrations that engage students in the big ideas?	There was a significant amount of interesting and inviting illustrations that engaged students throughout the materials.	3
4. Does each lesson provide an accurate and thorough discussion of the events, individuals, ideas and their relationship to big ideas?	Opportunities for discussion was sparse throughout the text and there was no connection to the big idea throughout the unit.	1

SAMPLE LCS TEXTBOOK ADOPTION RUBRIC — COMPLETED BY FCRR

TEACHER MATERIALS

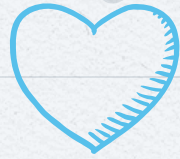
13. Does the teacher wrap provide information that would aid new teachers and veterans in their instructional approach in the classroom?	There was a considerable amount of guidance to help aid new educators, as well as information to help seasoned teachers navigate instruction.	2
14. Are the teacher digital resources easy to access, use, and manipulate? Does tech support appear to be user-friendly?	The digital resources are limited, and the technology presented is not easy to use for students or teachers.	1
15. Does the digital text provide adequate functionality for whole-class instruction, including but not limited to annotating text, enlarging and minimizing, audio reading of text, translating to other languages, copying into text document, changing colors, etc.?	There is a gradual and consistent amount of digital text that lends itself to whole class instruction. Students and teachers are able to adjust the text to fit their individual needs.	3

SAMPLE LCS TEXTBOOK ADOPTION RUBRIC — COMPLETED BY FCRR

STUDENT MATERIALS		
23. Are there alternative text materials or support resources for students who struggle with reading the text?	There is a wide range of support material that not only cater to struggling readers, but ELL students as well.	3
24. Do the print and digital texts provide tools to help define vocabulary and support background knowledge so students can better understand content?	There is some evidence of vocabulary support in the text and materials. There is very opportunities for students to build upon their schema to learn new information.	2
25. Do the digital and print texts provide ease of use and accessibility to all students, including but not limited to annotating text, enlarging and minimizing, audio reading of text, translating to other languages, copying into text document, changing colors, etc.?	The digital materials are easily accessible for students of all ages and students are able to use various features such as audio reading of the text and translations if they speak a different language. There are also able to manipulate the color and size of the text.	3

SAMPLE LCS TEXTBOOK ADOPTION RUBRIC — COMPLETED BY FCRR

ASSESSMENT		
32. Does the program include multiple assessments (e.g., multiple choice, short answer questions, longer essays, etc.) in print and digital form?	The materials provide various methods of assessments that include self-checks, multiple choice, short and long answer questions. There is also a digital assessment option.	3
34. Are formative assessment tasks aligned to standards provided throughout each lesson and unit?	The formative assessment tasks provide minimal alignment with the new B.E.S.T standards through the unit.	1
35. Do the assessments represent various levels of Webb's Depth of Knowledge?	There adequate representation the supports Webb's Depth of Knowledge and it is inconsistent throughout the materials.	2



THANK YOU!

QUESTIONS/COMMENTS

Remember, you can contact me anytime at
mixonk@leonschools.net or Amber Mitchell
mitchella5@leonschools.net

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ✕ Presentation template by [SlidesCarnival](#)
- ✕ Photographs by [Unsplash](#)





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Blow your audience
away with attractive
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