

# **North Carolina Textbook Commission Meeting Minutes**

**June 17, 2022**

**9:00am**

**Members Present:** Jodi Ray Autry, Rikki Baldwin, Marlena Bleu, Aubrey Godette, Kathleen Linker,

**Members Absent:** Katherine Bailey, William Chesher, Susan Mills, Rob Orrill, Alicia Ray

**Others Present:** Dr. Carmella Fair

**Call to Order and Welcome:** Commissioner Linker began the 2nd day of debriefing by reading the Ethics Statement.

**Roll Call:** Dr. Carmella Fair did the roll call.

Commissioner Linker informed the advisors that they are going to start with the 2nd Grade. The way they are going to debrief is she will call the bid number and if you reviewed that bid for that grade level you will be invited to make a comment of strength or area of concern for that bid. We will go alphabet, numerical order.

## **Social Studies Grade 2**

### **INQ7102**

#### **Advisor Comment**

- From an SEO perspective, I would like to highlight that it has videos that can be translated into Spanish, and it offers the students multiple ways to present information.

#### **Advisor Comment**

- They can speak, collaborate, lists and present. It uses multiple modalities for instruction.

#### **Advisor Comment**

- I noticed that the lesson plan was straight forward. It is online, all the materials that you need are linked in. They can be assigned to students who is in various platforms and the format would probably be really good for beginning teachers.

#### **Advisor Comment**

- The format was inquiry based with disciplinary learning. The area of concern was it seemed to have limited hands-on resources.

#### **Advisor Comment**

- It is a little weak in government. It does do the local and the state, but there was no mention of the 3 branches of government and the federal.

## **SSS7102**

### Advisor Comment

- This resource had a very strong focus on geography, including and understanding and reading maps with a lot of integrated hands-on authentic types of activities and it did organize things differently. But it kind of moved everything together rather than teaching them separately, history, economics, government. It kind of wove them all together.

### Advisor Comment

- From an EL perspective it covered all four domains of language. It preloaded a lot of vocabulary. There were lots of opportunities for great group work, and it also provided a level of readers.

### Advisor Comment

- Regarding the level readers, there were numerous level readers, and they are all differentiated.

### Advisor Comment

- They had a lot of suggestions for evaluation, remediation, and acceleration. Additionally, it had family letters for each unit to help families understand what you're doing in the classroom and to practice those social studies activities at home.

### Advisor Comment

- There were also activity cards and on every activity card they had role and job assignments and icons so every time you use one of those, you did not have to review what jobs were, what they entailed. The students could easily see what their job was and what was expected of them.

### Advisor Comment

- The on-line platform for students seemed very easy to use and make this resource really good for both remote learning as well as or virtual learning as well as in class learning.

### Advisor Comment

- This resource introduces the idea that various groups shaped America, but it did not include a lot of specific people and it also had limited coverage of different perspectives of events and how those events might have affected the different people in different ways.

### Advisor Comment

- From an EL perspective, it did have the family letters and family things to go home, but did not appear to be any way to translate those letters into other languages

## **SVL7102**

### Advisor Comment

- From an EL perspective this was a very strong program. It offered clearly labelled vocabulary opportunities for all four domains of literacy. It had a

Spanish and English glossary. It also most importantly had all the sections broken down for the teacher into the 5 needs access categories and they could tailor their instruction to the needs of the student.

Advisor Comment

- From the EC perspective, I found that it had a lot of options for differentiation for students with disabilities. The pages were colorful, and the vocabulary really stood out. It was highlighted and really seemed like a good resource for students with disabilities.

Advisor Comment

- It seemed like it would be a great resource for both virtual learning as well as in person. There were multiple opportunities to check for understanding as students were reading and each chapter had the 3 levels books below on and above. Students also had hands on opportunities with work maps that included geographic and state maps of America. It also had extensions that were provided for teachers if they wanted to extend learning.

Advisor Comment

- There were quests in each lesson that had a pre and post activity. The quest seemed very engaging and colorful. There also jump start activities, opportunities for collaboration and project-based learning.

Advisor Comment

- I had also noted strong vocabulary and engaging activities throughout.

Advisor Comment

- From an EC perspective there are some things in the family units that would be hard for some students today. Especially those students who may have been adopted or in foster care and alternative settings. It's going to be difficult for a first-year teacher without a little bit of help to discern how to mold those for EC students, or any student that has those difficulties.

## **SWK7102**

Advisor Comment

- This adoption not only covered the social studies, but they also went over and included reading objectives and writing objectives, they are already in the teacher's edition. They cross over the curriculum. This would be good for a new teacher.

Advisor Comment

- They also had a strong SEL objective component then each lesson included. Each lesson included well-being questions as well. In the 2nd grade they also had a special edition at the beginning of the first week and there were 4 weeks of the special edition and that addressed several of the cultural diversity and questioning components and inquiry questions. They were stronger in that aspect than several of the other adoptions.

Advisor Comment

- This particular adoption also had some examples of folk tales and tall tales and how they contribute to our understanding of American identity. It's not the only one that had that, but it did have that one in this one.

Advisor Comment

- From an EL perspective there was very little support that was specifically for EL students and that could be an issue for a new or beginning teacher

Advisor Comment

- Something that we might find if we delve deeper, but I did not notice an area of remediation acceleration or extension activities.

Advisor Comment

- There was also along with that I cannot find differentiation and did not see anything to differentiate for students

Advisor Comment

- From an EC perspective, I found that the layout was very confusing, especially for students who have dyslexia or visual impairments. It looked to me even in the teacher handbook or the teacher portion of it that the page numbering was off. It looks like they started with page four and every topic or unit, or chapter started back over with page, like page 1, so it would say week 32, and it would have page 5, and then it would have page 4 first, and then it would have page 1, 2, 3 and then page 4 would begin with 33. That would be confusing for your EC students.

Advisor Comment

- I did not think that this resource had as many authentic hands-on opportunities for students. It seemed to have a lot of good information, but it was kind of just delivered to students. It seemed to me to be less inquiry based and I thought it also had limited coverage of different perspectives of events, and how they might have been affective different people in different ways, it was not as exciting.

Commissioner Linker said that concludes the 2nd grade submissions and they will move on to the 3rd grade.

### **Social Studies Grades 3 and 4**

#### **INQ7103**

Advisor Comment

- I found the inquiry based to be one of their strengths and it being in digital.

Advisor Comment

- From an EL strength I saw that it had videos and handouts that can be translated in Spanish. It offered multiple ways for information to be presented to the students and from the students.

Advisor Comment

- The standards that they gave us did not correlate with what was in the standards in the book. In the 3rd grade all the standards are related to North Carolina as a state. I did not see anything about North Carolina at all in this text.

Advisor Comment

- I found that it was organized and very confusing. If I did not have the standard correlation, I don't know that I could have maneuvered through their text as easily.

Advisor Comment

- Another concern is that the standards they would reference back to another grade so you would have to go to another grade to find a standard.

Advisor Comment

- A concern I saw is that this would be a hard program for a novice or new teacher to incorporate in their classroom.

### **SSS7103**

Advisor Comment

- There are district head level books. The Patriot's handbook was very helpful and had real photos throughout the text. The comics are very helpful for the students they can relate to them. They incorporated ELA and writing throughout the material. The student's material that they offered was a great strength.

Advisor Comment

- I liked how each lesson, or each chapter included group work and it already had those pre-assigned roles for the students.

Advisor Comment

- It covered the 4 domains of language. It did a good job of pre-loading vocabulary. It gave the teacher concrete examples of EL needs, and it provided the level readers.

Advisor Comment

- The maps were too long and there were too many clicks to zoom in. The activity buttons to show the answers, I couldn't find them at first, it needs to be near the answers. The speaker button didn't work. The book that they gave us was not interactive. There was no information at all about North Carolina and 3rd grade. That's all we are about for the 3rd grade standards. It also mentioned Indians as having Tee Pee's and that's inaccurate. It's called wigwams, so that was inaccurate information they had listed.

Advisor Comment

- I had also noted that some of the content was not covered very thoroughly.

Advisor Comment

- From an EC perspective one of the things I found is that it's called "Inquire North Carolina" but 90% of the picture examples, the questions, the information deals with other states and or Canada. It also requires a lot of discussion or that's what it says that they want to happen. But if you have an EC student with anxiety or anything like that discussion is not the best route and it doesn't give an alternative for that so first year teachers would need to dig a lot deeper to be able to handle those different things.

### **SVL7103**

Advisor Comment

- I love the integration with standards.

#### Advisor Comment

- I really enjoyed that EL students have the opportunities for all 4 of the speaking, reading, writing, and listening there is a Spanish and English glossary. The main thing was the EL ideas are broken down into all 5 of the weed access categories which would be very beneficial for teachers.

#### Advisor Comment

- The quest projects that they had were very good. The cross curricular connections were covered really good. The consumables is a plus. The differentiated instruction, the activity maps, it was very helpful to have the copy of the words of the Constitution and the Bill of Rights for them to read not just a picture of it. The beginning units had a video introduction, which I felt was very helpful to introduce the unit.

#### Advisor Comment

- The video links that were just referenced were great when they worked. But I found that they were very inconsistent. Yesterday I could not get anything but Chapters 1 and 2 to load and it did not appear to be an internet issue on my end. It seemed like it was more of their website. Today it worked fine when I checked it this morning. But it was just very inconsistent with things working.

#### Advisor Comment

- I found there was too many places to navigate. I don't know if it's just on my end as a teacher perspective. The interactive book that they had, if I searched for page 44, and put that in the Go to page, it would go to page 23 so that was inconsistent. It was not aligned to North Carolina standards for 3rd grade for local communities and state level. They needed to go further with certain things, like they mentioned Sir Walter Raleigh, but they did not mention Virginia Dare. The games were all crossword puzzles.

### **SWK7103**

#### Advisor Comment

- I found this was very relevant to students. It showed students doing the activities that we were talking about in the photos. It was all about North Carolina, which is what 3rd grade standards are about. It is a yearly consumable.

#### Advisor Comment

- This one also integrated the ELA standards very easily. This was a good resource for novice teachers, very easy to understand.

#### Advisor Comment

- There did not appear to be any support specific for EL learners.

#### Advisor Comment

- This resource had the read aloud feature on their interactive resource, but when it read it aloud, the little highlighted word that Jones did, did not match up to the

word being read. I think that would be confusing for your lower or your EL students.

Advisor Comment

- There were no level readers included with this. Also, another concern I have would be that it is yearly consumable which is a pro and con.

**GSE7100**

Advisor Comment

- This resource had very good pieces and parts for the students as well as a teacher. It matched up to the standards very well. A novice teacher could use it because it's very easy to use.

Advisor Comment

- From an EL perspective it has the vocabulary words for very defined and it had a lot of visual AIDS and charts and timeliness things that would help a visual learner.

Advisor Comment

- It was a very high-level text. It gave students a lot of context with how North Carolina history fit into integrated with the United States history as a whole.

Advisor Comment

- From an EL perspective it is a very high-level text and I think the teachers would have to be mindful of that when teaching it, that they are EL students.

Advisor Comment

- The economics and personal finance standards were not fully covered.

**INQ7104**

Advisor Comment

- This would be a really good tool to use as an enrichment.

Advisor Comment

- It provided opportunities for students to apply knowledge in many different formats. The inquiry process was very strong.

Advisor Comment

- It also provided videos in both English and Spanish and you can translate almost all of the handouts to include the vocabulary cards into Spanish as well.

Advisor Comment

- Like the other grade levels were, speaking about it doesn't exactly align with some of the standards as a whole curriculum, it wouldn't be so strong to use.

Advisor Comment

- It would be a lot of work on the teachers and students' parts to find the relevant background information. It assumes a certain level of knowledge on the topic already, so it would be a good supplement to an already existing curriculum, but it

would be difficult for maybe a beginning teacher to jump in with because it doesn't have a lot of the background information or sources built in.

### **SSS7104**

#### Advisor Comment

- This aligned really well with the standards. A lot of tools to use and the mapping was great. The maps for the students and the globe. If students have a really good chance to interact with each other. It is a strong one.

#### Advisor Comment

- From an EL perspective they covered all four of the domains language and preloaded a lot of vocabulary and it did provide level readers.

#### Advisor Comment

- The level of readers there were 4 different levels too, for below to advanced.

#### Advisor Comment

- It does a good job of differentiating and making modifications for everybody, EL and EC.

#### Advisor Comment

- I felt the teacher manual was user friendly for both the novice teachers and yet flexible enough for the veteran teachers because there were cues and things in the teacher's manual. That would make it easy for differentiation up through entrenchment.

#### Advisor Comment

- There were several chapters that were outside the standards that focused more on the nation's history, rather than North Carolinas. At the same time, it was largely missing information to cover the economics and personal finance standards.

#### Advisor Comment

- A concern that I had from the EL standpoint is they do have the action activities but there did not appear to be any way to translate those.

### **SWK7104**

#### Advisor Comment

- The government, economics and map skill sections of this resource were very thorough, and the online platform was easy to manage and was interactive.

#### Advisor Comment

- From an EL perspective there appeared to be very little support for teachers, especially newer teachers, especially newer teachers with any sort of differentiation, or accommodations for students.

#### Advisor Comment

- The standard alignment for economics was not too strong there.

#### Advisor Comment



- The perspectives were not very diverse. It was largely Eurocentric. There were several outdated and stereotypical cultural depictions and in some of the historical sections, particularly in portrayal of American Indians.

### **GSE7101**

#### Advisor Comment

- This program covered almost all of the standards. It offered 3 differing assessments at the end of each chapter, and it was easy to navigate and it covered history from Native Americans up through to the present.

#### Advisor Comment

- It also had the level readers, which are a handful when students have to go into breakout sessions.

#### Advisor Comment

- The text was a little small and every time you got to a new page in the student book you had to zoom in. It also was a little weak on vocabulary development.

### **INQ7105**

#### Advisor Comment

- The format of the text did not cover half of the standards that we have to teach. It's more designed not for the general education class but more for an AIG class. A regular class teacher could use components if they are familiar with project-based learning. But it was not an effective book for overall general clients.

#### Advisor Comment

- The program had strong videos and it did hit on multiple perspectives as well.

### **SSS7105**

#### Advisor Comment

- I love the fact that they incorporated the graphic cartoon conversations in the beginning of each chapter to get the students engaged. They had plenty of vocabulary, and they had level readers.

#### Advisor Comment

- The geography activities were very good for this program; however the program stops at the civil war. It did have two leveled readers, I think about two that on the 1940's and 1950, but otherwise the program stopped at the civil war.

#### Advisor Comment

- It was more based on the old social studies standards than the new social study standard.

#### Advisor Comment

- I found that it did not quite meet all of the standards because it did stop at the civil war era.

## **SVL7104**

### Advisor Comment

- This resource from an EL perspective was very effective. It broke down the EL access areas into the five domain levels, which would be very beneficial to a teacher. It also had clearly labeled vocabulary and had many opportunities for speaking, reading, writing, and listening. It also provided a Spanish and English glossary.

### Advisor Comment

- The program had very good tutorials for the inquiry skills. It did not, however, cover all the standards as it only went through reconstruction.

### Advisor Comment

- The layout was a little difficult to navigate.

### Advisor Comment

- I also agreed that I found that the teacher resources were a little bit harder to locate and as well that it stopped at the reconstruction error.

### Advisor Comment

- The EC students would become overwhelmed with the writing pieces and there doesn't appear to be any kind of differentiation, or the teacher for those writing assignments and they are rather long. The testing itself is chunked into smaller amounts, smaller numbers of questions and there's a lot of writing at the end of it.

## **SWK7105**

### Advisor Comment

- This program covered almost all of the standards. It had a lot of map activities and primary sources for analysis.

### Advisor Comment

- I felt that multiple perspectives were represented.

### Advisor Comment

- I liked that it went up to more modern-day history. I also liked that the program had some cartoon characters that guided the students through the platform and those characters represented a wide variety of subgroups such as students with disability and other modularized groups within the characters.

### Advisor Comment

- This program had more art analysis than the other bids.

### Advisor Comment

- I also found that the program was really easy to navigate with both the digital resources and the PDF files.

### Advisor Comment

- I feel like the passages themselves were a little short when covering the topics. The length of the content was a little short.

### Advisor Comment

- To piggyback, I feel from an EL perspective that especially for a new teacher or a teacher unfamiliar with the curriculum for the 5th grade there was very little support given to the teacher to differentiate or to go back and build prior knowledge.

Advisor Comment

- On the assessment pieces, I did find that a lot of the assessment questions were more on a DOK1 to DOK2 level. I would like to have seen a little bit more DOK3 questions included in the assessments.

Advisor Comment

- I agree the program has limited critical thinking skills applications.

Commissioner Linker said this concludes the debriefing for the social studies 2nd and 5th grade. We the Commission would like to thank you for your hard work and your diligence. Your expertise is greatly appreciated. The Commissioners took a break and will return to debrief the remaining ELD courses elementary K-5.

**After the break Commissioner Linker welcomed everyone to the debriefing for K-5 (ELD). Dr. Fair did the roll call.**

**The following Commissioners were present: Jodi Ray Autry, Katherine Bailey, Rikki Baldwin, Marlena Bleu, Aubrey Godette, Kathleen Linker,**

Commissioner Linker thanked the advisors. She said they will go by grade level and if you looked at it for that grade level then you can make comments. You will hear the same bid number for multiple grade levels, but when we start, we'll start with kindergarten and if I give the first bid number for kindergarten, it could be the first bid number for first grade and first bid number for second grade. We would like to know your impressions if you did it if your role was kindergarten.

### **English Language Development Grades K-5**

#### **CGL4004**

Advisor Comment

- I feel like this text addressed the standards of English language arts more so than the other standards. It did give opportunities for vocabulary and content development mostly in the language of language arts. Somewhat in the language of social studies and science and questionable in the language of math. There were some opportunities for higher level thinking skills such as giving main idea details, compare and contrast, but those were not evident in some of the content areas mostly in ELA.

Advisor Comment

- I agree with Ms. Jenkins. There is so much material available. It feels like it doesn't go very deep in the standards. There is not enough scaffolding. Maybe more dynamic awareness activities would be better. Just not enough activities to go deeper and there is so much material that I don't think a kindergarten ESL

class can cover in the year because we don't see them for 7 hours as it's recommended by the publisher.

### **CGL4005**

#### Advisor Comment

- This is the first book. Book 1A and the same comments would apply. There's very little content for math, lots of content for social studies. Not as much as science and not as much scaffolding as I would like to see in a book. Not as many in-depth activities.

#### Advisor Comment

- One positive about this particular text that I did mention also in kindergarten I do think that it has very good photographs and graphics. I think that it is visually appealing, and I think that students can build background and make connections based on what is presented in the text visually. To reiterate, I think it is heavy in ELA as far as those standards. Not so much in social studies science and math. It doesn't give many opportunities to explain, define, argue. I think that would have to be on the teacher's part to pull that from the students but the activities themselves that are in the student book do not promote a lot of expressive activities to promote a lot of expressive language.

#### Advisor Comment

- As for EC, the PDF version of the materials that I was able to access show good pacing grade appropriate work. The variation for the cognitive levels and learning styles of what you would normally see in an average ELA book. There were really no additional organizers or techniques to review ideas and techniques that are specific for EL or EC students, same amount of repetition. The big problem is that the digital platform, when I went into the student, teacher demo there were no speech buttons for the students to be able to hear what the written words were asking about in the activities. There were no verbal or specific written directions. There were no speaker save options for our EL students. There was no reaffirmation like, when they put a word in, they can't hear the word, the sentence being read to see if that's what they chose to put in there. There were a lot of issues with that. It doesn't help with really the listening component of the language acquisition and list for the access and all of that. I didn't think that this was going to be very easy for our EL and EC students who do not read without assistance. They would have to have a lot of assistance for accessing this technology and without it they're just going to disengage, it will not be very helpful for them.

### **CGL4006**

#### Advisor Comment

- Her comments were the same for EC as the comments for CGL4005.

Advisor Comment

- The same comments for 4005. I wanted to add about technology. I liked that there's a way to record students' responses. However, it was not readily available to get the feedback to hear the recording back. The recording had to be downloaded in order to be heard.

### **CGL4007**

Advisor Comment

- Same comment for EC as the comments for CGL4005.

Advisor Comment

- 4007 was above grade level expectations for kindergarten. It looks like it's a bulk for a 2nd grade.

### **CGL4008**

Advisor Comment

- Same comment for EC.

Advisor Comment

- Same comment about the grade level.

### **CGL4009**

Advisor Comment

- Same comments for EC

Advisor Comment

- Same comment about the grade level.

### **CGL4010**

Advisor Comment

- It's kindergarten grade level.

Advisor Comment

- Same comments for EC.

Commissioner Linker asked if this was geared towards 2nd grade or 3rd grade? It says 3a instead of 2a.

The advisor said that it was 3rd grade.

### **CGL4011 (Book 3a)**

Advisor Comment

- Same comment about kindergarten grade, it is more 3rd grade.

Advisor Comment

- Same EC comment

**CGL4012 (Book3b)**

Advisor Comment

- Same comments.

Advisor Comment

- Same Comments

**CGL4013 (Book 4a and 4b)**

Advisor Comment

- Above kindergarten grade level, more of a 4th grade

Advisor Comment

- Same EC Comments

**CGL4016 (Books 5a and 5b)**

Advisor Comment

- Above Kindergarten grade level, more for 5th grade.

Advisor Comment

- Same comment for EC

**CGL4017 (Book 5a)**

No Comments

**CGL4018 (Book 5b)**

Advisor Comment

- Same EC Comments.

**CGL4019 (Books 6a and 6b)**

Advisor Comment

- It's above kindergarten grade level. It is geared toward 6th grade level.

Advisor Comment

- Same EC Comments

**CGL4020 (Book 6a)**

No Comments

### **CGL4021 ( Book 6b)**

No Comments

### **CGL4022 ( Books a, b, and c)**

Advisor Comment

- I want to reiterate my previous statements. The positives are I thought it was visually appealing and did provide a lot of content vocabulary, but lacking in other content areas, social studies, science, and math. It did not allow for a lot of extended discourse in those areas and as others have mentioned that technology components are lacking. But I did think the material was appropriate overall for kindergarten.

Advisor Comment

- I felt like it was an improvement over the previous ones we had reviewed. The material was grade appropriate and had a lot of varying cognitive levels. Very engaging for those little minds. Due to it being geared for kindergarten students, a lot of the assessments were oral, which are really good for our EC and EL students. Especially those who have a written and expression issue. The big font limited the amount of information for the page to help the students stay engaged without overwhelming them. I did notice that I was not able to see how the assessment that came in written form could be modified even though I did try to access the editable format. Having two different web pages for one curriculum can be a little hard to manage for teachers, but other than that, I thought it was an improvement.

### **CGL4023 (Book a)**

Advisor Comment

- Agreed with what was already said.

Advisor Comment

- I would like to see more activities. To review and reinforce the vocabulary. I don't know if the bulk will work better on a different device. I was doing it through my laptop, maybe on an iPad. It might work better at the activities, the recordings and how you can listen to them.

### **CGL4024 (Book b)**

Advisor Comment

- The same as previous comment.

### **CGL4025 (Book c)**

No Comments

## **LLS4000**

### Advisor Comment

- The strengths are a lot of focus on listening and repetitions in speaking of the texts provided. Lots of good repetition and lots of good sentence frames. There is an attempt to really connect to each content area, math, social studies and science. However, I didn't feel that it was developed enough in depth in the content areas.

### Advisor Comment

- As far as EC, I felt that the placement tests help with differentiated learning and getting the students in correct place to facilitate their continued learning. It doesn't necessarily put all the kindergarteners in one particular level. You have a chance to have your more advanced readers and a different level on your low level of readers. I felt like the digital platform, and the use of characters really was going to keep the students engaged. There were different activities on each level with each different character. I felt like it was just a really wonderful format for our kids. I did feel like due to it being such a different format that it would be a little difficult to use as a teacher who is used to traditional formats. I thought it might take a little extra training to get them to understand, you know, how that was going to work. My only concern is that there may not be enough independent reading opportunities in the program overall.

### Advisor Comment

- I felt like it was a very great take on cultural, and inclusive teaching. However, the accents, it was a great idea to have characters with different accents. I don't think that for modeling purposes that it would have been better to stick with a standard American accent and then maybe use accents and conversation and dialogues. Another point was about content areas for social studies, or for science, beyond level 1-2, the curriculum would not align with the curriculum and kindergarten. For example, they would not do perimeters in kindergarten. For kindergarten it will be a little bit over the top. The vocabulary choice beyond those first couple levels is a little bit too high for kindergarten.

Commissioner Linker said they are going to start the debriefing with the 1st grade. She requested another roll call to establish a quorum. The following Commissioners were present: Jodi Ray Autry, Rikki Baldwin, Marlena Bleu, Aubrey Godette, Kathleen Linker, Alicia Ray, and Lindsay Sise.

Commissioner Linker welcomed the 1st grade advisors. She said that she will call out the bid number and you're (the advisors) going to give an option to have them give the areas of strengths and concerns that they would like to highlight for the commission.

## **English Language Development Grade 1**

### **CGL4004 (book 1a and 1b)**

### Advisor Comment



- This is a strong component not so much in the other content areas social studies, science, math as others stated they are limited opportunities for a technology component for students to express themselves orally or in writing. I did think that the visuals were appropriate. There was some activities to promote some higher-level thinking skills, but they did not go in depth.

#### Advisor Comment

- I had reviewed this book for a different grade level, but found a couple of pros and cons. The biggest strength that I saw was the use of graphic organizers before and after each story to promote higher order thinking, but also to help show growth and then the biggest weakness was that there were not a lot of opportunities for closure or connecting personal experience for making inferences throughout the stories.

Advisor asked Commissioner Linker if she needed to re-iterate for EC purposes?  
Commissioner Linker replied yes.

#### Advisor Comment

- I agree with the comments so far. The biggest issue was the digital platform. I felt like our EL or EC was trying to use this at a home-setting or to view or practice. They would have a lot of difficulty, especially if they are early readers or non-readers. There are graphic organizers that give students the ability to draw their answers, write their answers, or act them out, which I thought was a very good opportunity for those who have writing issues. I just did not feel like this was going to be an easy use for our population due to those issues.

### **CGL4005 (book 1a)**

#### Advisor Comment

- I would like to mention that there is a strength in the area regarding working on vocabulary with the students, there are different kinds of genres. The vocabulary goes along with a lot of pictures and definitions as well. There is the glossary at the end of the book. Another strength is the use of the graphic organizers that the other advisors have mentioned. There are different kinds of texts, like I said genres that are stories or texts that show sequence of events or procedures. For example, how a straw hat is made. It shows first, second the last those sequence words, which shows a lot of strengths. It has social signs, and I like the labeling because as an ESL teacher, that is a really good strength for students to learn vocabulary. A concern is the math centers, because some of the text sometimes present some facts, some data, some numbers, but there is not an introduction to any concepts or entities.

### **CGL4006 (book 1b)**

#### Advisor Comment

- One of the things that I saw in 1b was some frequent and repeated opportunities to develop restating skills. For the first standard of narrating and being able to recount and restate ideas, they offer a lot of opportunities for students to develop that.

### **CGL4007 (books 2a and 2b)**

#### Advisor Comment

- The same comment that was said previously for EC.

#### Advisor Comment

- It is above 1st grade level, the linguistic load and the reading skills that are required to complete this material is above 1st grade.

#### Advisor Comment

- Although holistically it was above their level of one strength, I did see there was a lot of informational text and a lot of science connection to particular things that they're familiar with at that age and would be able to participate in. Especially in the discussion questions and in the writing. Although the writing may not be as developed as expected.

#### Advisor Comment

- I would like to mention as a strength that I found different texts that support cultural, different kinds of communities like Chinese communities, or Mexican, Hispanic, African cultures as well and that exposure to different kinds of communities. It's good for students who are learning English as a second language, the same for the vocabulary and the use of graphic organizers. I liked the fact that there is a phonics focus in each unit, and it shows scope and sequence. It adds diagrams and trigraphs in the use of biogens.

#### Advisor Comment

- I agree. The phonics part is really good. But for this particular bid it is scope and sequence for phonics for 2nd grade, not for 1st grade.

### **CGL4009 (book2b)**

#### Advisor Comment

- The curriculum covered is more of a 2nd grade and not a 1st grade.

#### Advisor Comment

- One concern I found in both books is the lack of math. I did not note any math language being developed or math activities, and there was also in this particular book a social studies content and connection. There was in neither book a connection that I could find related to arguing in social studies content. That was a concern that I had.

### **CGL4010 (book 3a and 3b)**

#### Advisor Comment

- It is above 1st grade level of curriculum and standards.

Advisor Comment

- same EC Comments

Commission Linker asked if this was more of a 2nd grade or a 3rd grade. The response was that it was more of a 3rd grade.

### **CGL4011 (book 3a)**

Advisor Comment

- It is above the grade level.

Advisor Comment

- It exposes the students to different kinds of text features, graphs, maps, and labels. The photographs, pictures, and features can be used by students to start making images in their heads about what the text is about.

### **CGL4012 (book 3b)**

No Comments

### **CGL4013 (book 4a and 4b)**

Advisor Comment

- Same EC Comments

Advisor Comment

- Above 1st grade level.

Commissioner Linker asked if this is still for 3rd grade or 4th grade? Response was that it is more between 3rd and 4th grade.

Advisor Comment

- It is more 4th grade. Some texts are 1st person and 3rd person and that is good to expose students to different points of view. There are lots of images and drawings that help students make connections and understand the text better. The readings present influential questions that lead students to discussion. There are several strategies to help students recount what they read: graphic organizers, thinking maps, writing tasks and also the projects at the end of each lesson they look fun, and it gives a sense of closure. Also, regarding math I don't really see that standard. They're some texts that have some readings that have present data charts or graphs. But the students are not really introduced to any math concepts. They're not prompted to have discussions related to math.

### **CGL4014 (book 4a)**

Advisor Comment

- It has some strengths and weaknesses. But it really is more a 4th grade book and could be used for a 3rd or 5th grade. But some of the strengths that I saw were the images. A lot of images to support the text and topics that were directly relevant to the students' lives and backgrounds. The strong use of graphic organizers, like with the other levels of the books. There was a limited number of opportunities in discourse writing across content areas because of the way that is set up with 4 units. Each unit has one of the 3 writing discourse types, persuasive narrative expository, and they alternate between science and social studies. So, students don't really get to develop science arguments, science narratives and science non-fiction equally. The social studies arguments, social studies and historical fiction equally either. It can be hard to hit all the standards with these books.

#### **CGL4015 (book 4b)**

##### Advisor Comment

- The same comments as 4014 because it's the 2nd half of the same unit. It's 5-8. So, the same strengths and weaknesses and the same limitations in that it's originally intended to be for 4th grade. So, it would really be best for a 3rd, 4th or 5th grade.

#### **CGL4016 (book 5a and 5b)**

##### Advisor Comment

- It is above the 1st grade level of expectations and standards geared more towards 5th grade

#### **CGL4017 (book 5a)**

##### Advisor Comment

- There are some pictures that are very graphical and exposing body parts and I saw a picture where a big jerk is grabbing a girl students' hair and we are not supposed to get that close to a student. That is one of the main concerns that I have. Also, the diversity community is missing a lot of graphic organizers, because the students in the 5th grade, they are supposed to be able to say what the main idea, the sequence of the story, the picture of the character traits, it is missing a lot of information. Also, in science, social studies, math and geography, and art it is very ambitious, which is okay, I like it. I would like to see the vocabulary words have a label or the students can make a click over the word that they don't know, and they will be able to see the definition and hear the pronunciation. It would be a great opportunity to have that asset. I also tried to open those materials on my iPad, my iPhone and using my tablet but it was very hard to navigate on them. I wonder if the students who adjusted their ground books will not be able to do that. Because when you are logging in to something and trying to connect to an activity it will log you out automatically and you have to return to the login. The

technology, the content and diversity is the issue for 5th graders when they try to connect is my main concern about this book.

Advisor Comment

- The technology is very difficult to navigate, and the activities are drop downs, pick an answer. It is not very interactive and doesn't make the kids think. There are no arguments for things they might be asked for their opinion on something but like, make a claim, but there is no counterclaims or arguing. There is no math like everyone has said but again it is a 5th grade book. So, it's not really for 1st.

Advisor Comment

- I wanted to add about the technology, it seemed that some of the links are confusing when you go out of the book and into the non-graded activities. For example, if you try to open something that says thinking map, which you would assume is going to be a graphic organizer, it turns out to just be a fill in the blank vocabulary thing. It does not seem like many of the activities were very organic or promoted the higher order thinking, and that they were mostly focused on the road aspect of the language development.

**CGL4018 (book 5b)**

No comments.

**CGL4019 (book 6a and 6b)**

No comments

**CGL4020 (book 6a)**

Advisor Comment

- All the weaknesses and strengths that we mentioned about the whole series, it is again above the 1st grade level expectations and standards. It is more 6th grade.

**CGL4021 (book 6b)**

Advisor Comment

- It is above the grade level.

**LLS4000**

Advisor Comment

- They stated that their program focuses on listening and speaking. The other two domains of language, reading and writing are absent or there is very little material given to develop on reading and writing areas. The suggestions are given in lesson plan tips but in the program itself, it's not readily available. Also, a few social studies teams are touched upon in the program, like animals or shapes, families that actually are relevant for 1st grade. Even though the animal theme is really well developed through providing all the language frames to cover most of

the science curriculum expectations, there is nothing to support any other of the themes that are covered in 1st grade. That would have been really great if the variety was given. The cultural diversity, even medical diversity is wonderfully covered. There are lots of stories about visiting other countries, playing games from different countries, and animals from different countries. For kindergarten, the accents are a great idea, however in the modeling stage, maybe it would have been better to stick to the Standard American accent. There is no higher order thinking skills developed in the program as it is more of a repetition of sentence frames. The vocabulary choice I find is quite poor for practice, it's either too simple for the grade level, or too hard. For example, for 1st grade they're doing lots of shapes. However, they are not covering the scaling shape, scaling triangles, it's a little too hard. The teachers are not provided with enough resources. There are no lesson plans and tips. There is no printed material. Everything that is included in the lesson is expected to be used in the lesson by the teacher, like writing out sentence frames or printing out pictures. There is not enough support. The scope and sequence is also only given the grammatical and the skill, scope, and sequence. It would be great to see which content areas are covered and which themes of content areas are covered in each unit and each activity so that the teacher can sort. The technology was also actually not the strongest from what I saw. I tried to use the program on the laptop and there were lots of issues with calibrating the microphone. The delays in submission of responses when I did it on the iPad and through the app, it worked a lot better. Going through activities is also very lengthy. It's very difficult to skip activities. Sometimes the program does not hear exactly the speech recognition, sometimes there is a glitch and you're just stuck in an activity. To get out of the activity I have to log out and re-log in every time. All in all, I think it's a great program as a supplement to a new cell classroom. But as a standalone it cannot support all of the demands of an ESL curriculum and standards. In addition to what I said previously, the text for listening activities are pretty complicated at least for 1st grade. It's too much to put in short term memory for little kids., and when the answer choices were read aloud, it's great that they are read aloud, but I would prefer to have this feature to be able to turn it off and on when needed. 1st graders are not able to read all those long answer choices, and they cannot memorize all the answer choices. Shorter texts and less load, the text and answer choices would support 1st graders better.

#### Advisor Comment

- I totally agree with everything that was previously said. I can even add that when I did the activities and the speaking activities, I purposely said things incorrectly several times and it was acknowledged with a positive response. So, maybe that glitch wouldn't happen with the actual program, but that was one of my big concerns among everything that was just said.

#### Advisor Comment

- For EC I think the placement test helps with the differentiation and getting the students where they need to be. I enjoyed the digital platform. I really felt that the digital platform would be very helpful for the EC and EL students. As far as

engagement I agree that I do have some concerns. My main concern is that there's really not enough of the independent reading opportunities for any level and in any kind of passage reading, and so I feel like a supplement would be a great supplement to an additional program.

Commissioner Linker said that concludes the bids for 1st grade and on behalf of the commissioners she thanked the advisors. Commissioner Linker said they are now going to look at the 2nd grade submissions. This will be a little different because when we get to 2nd and 3rd grade, they will be together, banded, but we're going to debrief 2nd and then 3rd grade separately to keep with the flow.

A question was asked "Should we stay if we will not have any other comments?" Commissioner Linker said If you looked at 2nd and 3rd grade you need to stay. If you did not look at 2nd and 3rd grade, then they could leave. The advisor said that he did look at the 2nd and 3rd grade. Commissioner Linker said he would stay. Everyone in the room should be 2nd and 3rd grade, or that 2nd, 3rd grade band.

## **English Language Development Grade 2**

### **CGL4004 (book 1a and 1b)**

#### Advisor Comment

- It was evaluated that it met 20% of the 2nd and 3rd grade bundle standards. It did meet the majority of standard one. It did not meet the majority of the standards due to grade level standard differences.

#### Advisor Comment

- It doesn't meet the standards for 2nd and 3rd grade, or just for 2nd grade.

#### Advisor Comment

- It doesn't meet the standards for 2nd grade. The majority of the standards were not met due to the fact that it was a 1st grade textbook.

#### Advisor Comment

- The EC concerns were the digital, the problem area was the digital platform for us. It is not user friendly for our AC population, especially those who are non-readers. A lot of things are left to the student to figure out and not a lot of speech buttons to help them figure out what the platform is asking for. There was a lot of variety of exercises and assessments and graphic organizers. They are given the ability to draw or act out what they are trying to say. It does not really help with the listening component for the language acquisition. Tech savvy teachers may be okay with hopping from one platform to another in order to access all of the materials that you would need during the class, but new teachers and veteran teachers may struggle, especially if they're not the tech touch. I could not find a save report feature in this one. If the child got it wrong, it would punk at them and then they would get an opportunity to do it again and it just keeps punk if they get it wrong and I don't see our students getting things wrong consistently and then keep trying. I think they would quit very fast.

### **CGL4005 (book 1a)**

#### Advisor Comment

- I found an integration of phonics. It was developed there and highlighted works and the celebration of diversity. In some of the units and the length of the reading was appropriate for the students.

### **CGL4006 (book 1b)**

No Comments

### **CGL4007 (book 2a and 2b)**

#### Advisor Comment

- I found that the bundle was nicely paired. The literacy texts work in connection with the nonfiction text. So, students got to see one and the other. I think that's one of the strengths. There was a lot of celebration for diversity in this and a lot of photographic evidence of certain things which I found really good instead of being illustrations of a lot of photography.

#### Advisor Comment

- It introduces the students to different kinds of text features and that is something that starts in the 2nd grade. It also reinforces the scope and sequence. It presents students that information so that students can develop that phonic awareness progressively.

#### Advisor Comment

- I found that there are multiple activities for students to work on: sharing ideas and connecting the stories with activities such as talking together and sharing what they know. There is no activity or no evidence to work on ELD, it's based on argumentation.

### **CGL4008 (book 2a)**

#### Advisor Comment

- One thing that I did notice throughout the text is that there is a lot of language prompts in which the student can use when they're speaking and when they're writing, and it is modeled for them in the book, and it's also charted for them to use.

#### Advisor Comment



- The writing projects that are designed to show steps to write a paragraph based on their reading skills. They are clear examples on how to do it. Step by Step, pre-write, revised date and proofread. There is no evidence of math language skills.

### **CGL4009 (book 2b)**

#### Advisor Comment

- This is an extension of book “a”. It does include language frames; it does have good visuals. Highlighted vocabulary and the tech aspect is limited. It is heavy on the ELA but not so much on the science and social studies, and little evidence of math.

### **CGL4010 (book 3a and 3b)**

#### Advisor Comment

- Same EC comments.

#### Advisor Comment

- It is student oriented. Their topics, recordings, illustrations, and work are age appropriate. It is a multicultural book, where you can see our characters and topics from all over the world. I did not see any bias. I’d like to point out how it gives us opportunities to develop our phonic skills and also to apply thinking skills in the classroom by using thinking maps. The writing project is very important here; it includes all the steps of writing. Also, the academic vocabulary unit is worked out in different ways and reading strategies as well. The students learn how to visualize which is the strength that you cannot find in some other books.

#### Advisor Comment

- One strength of this book bundle is that they touched more upon the science standards and each stand alone. For the weaknesses I did not find that they touch upon the math standards, but they did touch more upon science and social studies. Another weakness was that when you try to get to the student book, it opens in a separate browser. So, in order for you to go to the activities, you have to go to another tab. I think that could be a little bit confusing for students or people that are not as tech savvy, because you just have the book there and if you want to view the activity you have to find that next tab to go back to an activity page.

#### Advisor Comment

- The book is designed for 7 hours each week and that is not what teachers usually do.

### **CGL4011 (book 3a)**

#### Advisor Comment

- It does not include the mathematical standards.

### **CGL4012 (book 3b)**

No comments

### **CGL4013 (book 4a and 4b)**

Advisor Comment

- EC comments are the same.

Advisor Comment

- One strength was that I thought it was really engaging. The students have a lot of opportunities for partner discussions. It also had a lot of graphic organizers and high-quality images. One negative is that I was “iffy” on whether some of the standards were covered or not. They may be in the book but weren’t explained that well and not a lot of math related standards in the book.

Advisor Comment

- A strength is that the textbook presents information using several text features which support students’ comprehension and presents information by gradually narrowing the focus to more specific items. They offer anticipatory summary at the end, and the activities in the textbook offer students the opportunity to sort, clarify, summarize ideas by using tables and other kinds of graphic organizers. The activities suggest collaboration, teamwork, and independent work as well.

Advisor Comment

- From the ELD and literacy perspective. This was a 4th grade book, and it would fit 3rd, 4th and 5th grade, but barely. For 3rd grade I think that it would be too complex but one of the biggest things was the language frames and questions within the stories at the bottom corner of the page there are questions that a teacher could stop and ask that promotes critical thinking and higher order thinking. However, there are a few questions about theme and a few upper-level standards about theme, which is an extremely complex skill and for this grade level I don’t think that they would be able to access that, and the book does not actually provide any support for teaching students about the development of things throughout literature, even for the grade level for which the book was intended.

### **CGL4014 (book 4a)**

No Comments

### **CGL4015 (book 4b)**

Advisor Comment

- There is a strong emphasis on the writing process with opportunities for editing, drafting revision and getting feedback. One of the weaknesses was there wasn't a lot of opportunity for comparing and contrasting whether it's comparing and contrasting points of view or comparing and contrasting different types of texts and I don't think that the books have really helped students to develop that skill.

#### **CGL4016 (book 5a and 5b)**

Advisor Comment

- The EC comments are the same.

Advisor Comment

- I reviewed this as 2nd grade standards. It met 65% of overall of the standards. I think it should definitely be noted that the reading level of the passages in the student book would be over the head of ESL 2nd grade students who are receiving services.

Advisor Comment

- For strengths I found that these books offered students writing projects and that is an opportunity for them to argue about topics that go beyond their immediate context through those projects. Students can also elaborate their opinions and expand their knowledge by connecting previous information with new information which is one of the standards for the language used.

#### **CGL4017 (book 5a)**

No Comments

#### **CGL4019 (book 6a and 6b)**

Advisor Comment

- Same EC comment

Advisor Comment

- I liked the content. I would like to also mention that the reading level of the text was probably too difficult for 2nd grade.

#### **CGL4020 (book 6a)**

Advisor Comment

- The titles are engaging on page 4, unit 1. I think the audio should be reviewed in terms of matching the level of the students. The voice sounds are appropriate for lower levels. I want to point out as well that it is a book versus grade. I have the standard for 2nd grade, and it does meet the standards.

#### **LLS4000**

Advisor Comment

- I had that it met 50% of the 2nd grade standards. It did have lots of opportunities for students to repeat modeled sentences during the online learning. I found no opportunities for authentic speaking and writing using the online platform. There was reading, there was listening but no opportunities for authentic speaking or writing that I found.

Advisor Comment

- The placement test to help with the differentiated learning and getting the students where they needed to be level wise was very engaging. By the end of the review, my concern was with there not being enough independent reading opportunities in passage areas. I felt like this might be a good supplement to an additional curriculum. This program would be able to be used by the ECL population independently. There is a lot of repetition which is good for our students for memorization and word knowledge and using it in context. I felt like this was a really good program.

Advisor Comment

- I agreed with the previous comments. I thought it was a really engaging program that students would enjoy using as a supplement as well to their curriculum. But from an ESL perspective I thought it had a lot of marks and liked the program.

Advisor Comment

- I felt that a strength was the way to pronounce and help the students memorize many times to repeat it. The repetition was throughout every single level and every single activity. However, I think one of the weaknesses was since you always had to repeat, I don't know how students will internalize it. If they weren't given the opportunity to actually use it and create their own answers or form their own opinion. So as much as it was great that they had the reputation, I don't know how the student will really internalize it if they didn't have the opportunity to practice. It was very engaging and very accelerated. It had cultural diversity that was great, but that was my only concern was that students did not have any authentic answers or provided any opportunity for that.

Commissioner Linker said that they are going to look at the submissions again for the ones that look at the 3rd grade. If you have additional comments to make, you can make them at this time.

### **English Language Development Grade 3**

#### **CGL4004 (book 1a and 1b)**

A question was asked "Do I need to speak up for this as well? Lumping them together 2nd and 3rd?" Commissioner Linker said she would just want to say the same comments for the next level.

Advisor Comment

- EC Comment is the same.

Advisor Comment

- A strength was that there were good connections to students' personal lives. Units about families and a lot of opportunities for students to self-monitor to generate their own questions, which is part of the narrated standard, special, instructional language. Identifying and raising questions about what might be unexplained or asking questions about what people said. But as with a lot of these books there aren't a lot of opportunities to create closure, recap and offer next steps. Even though many of the activities are pretty well integrated. I don't feel like they really wrap up the units completely.

Advisor Comment

- Another strength was the key words. When they did the key words they highlighted the key vocabulary, it was great that they had visuals to connect to the vocabulary words, and the sentence underneath. It was also great that they had a little icon where you can press, and they would read out the key words to you. However, it did not have an on-screen guide. So, students would just be listening, but really, if they did not know how to read the words, they wouldn't know what the speaker was reading to them. I found that as a weakness, because it's great that you can orally hear it. However, you will not be able to see where the word is being read from because there is no screen guide to highlight that word for you.

**CGL4005 (book 1a)**

Advisor Comment

- Because it was a 1st grade level book, it didn't have as many opportunities for higher-level thinking standards that the 3rd graders are required to do, so they were at a disadvantage using a 1st grade book to meet 3rd grade standards due to the lower level thinking that was provided.

**CGL4006 (book 1b)**

No Comments

**CGL4007 (book 2a and 2b)**

Advisor Comment

- It was missing the argument factor for standard one. It did meet all the standard requirements for the language arts standard. It did have a strong writing component and it incorporated science experiments and observations. Overall, it had engaging content.

Advisor Comment

- As a strength throughout the books students are encouraged to look for clues in the text in the readings and make them, for instance, about the theme of the text. Most of the text offers the students the opportunity to understand vocabulary in various ways, such as bolded words, picture dictionaries, labels and your dictionary labels and cognates like Spanish cognates and work activities.

**CGL4008 (book 2a)**

Advisor Comment

- When I was evaluating the book, I couldn't find any correlation to the math standards.

**CGL4009 (book 2b)**

Advisor Comment

- None of the map standards were directly addressed in this book.

**CGL4010 (book 3a and 3b)**

Advisor Comment

- The program does not give students opportunities to reflect on their own learning.

Advisor Comment

- One of the strengths is that it has a really nice glossary at the end of the book that had pictures with the vocabulary words. However, on the platform, when you had the student textbook, the student wouldn't know unless they went to the very last pages of the book to actually see that glossary. On the sidebar there is no icon that you can press in the actual book that will take you there. So even though it is a great resource to have, students would not know that it's available and you have to scroll through 250 pages to get to that.

**CGL4011 (book 3a)**

No Comment

**CGL4012 (book 3b)**

No Comment

**CGL4013 (book 4a and 4b)**

No comment

**CGL4014 (book 4a)**

Advisor Comment

- The students have the opportunities to summarize the text while describing characters in events and also the readings are engaging and appropriate for the grade level. Students are asked to identify main ideas and key details which is something that leads them to easily summarize the text, which is one of the ELD standards. The text also offers ample opportunities for students to practice specific academic and content vocabulary.

Advisor Comment

- One of the major strengths is the graphic organizers, not just that it has good graphic organizers, but it has a variety for analyzing through the reading standards, with the state reading standards, especially like the character maps. The character maps are something that I haven't seen in a lot of other resources. One of the biggest weaknesses of the digital copy of the book was the navigation. There is a table of contents and an index, and the index is really helpful to look for things for comparing and contrasting, or do they talk about cause and effect, but it just gives page numbers. So, when you look at the index and you don't know what the content connection is going to be for that iteration of the skill, but then if you go to the table of contents, it's just the titles of texts and names of writing projects. It does not give you a lot of information about what comprehension skills the unit's going to include and what the students are going to learn. From the perspective of curriculum mapping and lesson planning, it's really cumbersome having to go from the table of contents to the index and then to the page itself to get all of those pieces of content and then the comprehension altogether. Overall, I think it did meet the standards at least 80% for this grade level.

**CGL4015 (book 4b)**

No Comment

**CGL4016 (5a and 5b)**

No Comment

**CGL4017 (book 5a)**

No comment

**CGL4018 (book 5b)**

No comment

**CGL4019 (book 6a and 6b)**

No comment

**CGL4020 (book 6a)**

No comment

**CGL4021 (book 6b)**

No comment

## **LLS 4000**

### Advisor Comment

- I couldn't find any evidence of lessons relating to standard 5 for social studies in online learning or the teacher lead lessons.

Commissioner Linker said this concludes the 3rd portion of the standard review and on behalf of the commissioners she thanked the advisors for their service. She announced that after a 15-minute break they will come back and review 4th and 5th grades.

**After break Dr. Fair did a roll call.**

**The following Commissioners were present: Jodi Ray Autry, Marlena Bleu, Aubrey Godette, Kathleen Linker, Alicia Ray and Lindsey Sise.**

## **English Language Development Grades 4 and 5**

### **CGL4004 (book 1a and 1b)**

#### Advisor Comment

- From the EC standpoint, the PD versions showed good pacing, grade appropriate work. The variation for the cognitive levels, learning styles and abilities of what you would see for an average ELA reading book. There was the same amount of repetition and concept for using questions to help the below level learners to understand better. The big problem was the digital platform, the lack of speech buttons for the students to be able to hear what written words were asking. On the activities there were no verbal or specific written directions for the exception of fill-in the blank explaining what the kids are supposed to do. They were click and drag, drop down menus. There were different activities which may need to have some assistance and/or some verbal instructions. If a child is trying to access these at home virtually, I could see where our EC and EL populations would not do very well on the activities. I could not find a speak and save option anywhere. There was plenty of repetition but there was no repetition for the student and inserted or chose a word to fill-in a blank. There was no way for that child to hear what the word sounds like in the sentence to auditorily access whether or not it was correct. I do not think that the digital format is very user friendly for our EC, ELs.

#### Advisor Comment

- This curriculum was not appropriate for 4th grade students. It was written for a 1st grade level and the graphics were young and not so much for the 4th grade level student.

### **CGL4005 (book 1a)**

No Comment

### **CGL4006 (book 1b)**



Advisor Comment

- They do not meet the 4th grade standards because they were written for 1st grade with 1st grade standards.

**CGL4007 (book 2a and 2b)**

Advisor Comment

- EC concerns are the same.

Advisor Comment

The books were at a 2nd grade level and did not meet the standards for 4th grade.

**CGL4008 (book 2a)**

No Comment

**CGL4009 (book 2b)**

No Comment

**CGL4010 (book 3a and 3b)**

Advisor Comment

- EC Comments are the same.

Advisor Comment

- Many of the 4th grade standards were actually met in the 3rd grade course. With less complex text this may make this version of this course more accessible for some of our EC, EL or lower level proficiency, not newcomers.

Commissioner Linker asked the advisor if it met the standards? The advisor said that it did not meet 80%, but many of the standards were met and a lower level of complexity.

**CGL4011 (book 3a)**

No Comments

**CGL4012 (book 3b)**

No Comments

**CGL4013 (books 4a and 4b)**

Advisor Comment

- Same EC Comments

Advisor Comment

- It had a lower depth of knowledge. It was limited, or the standards were not present throughout the text opinion. Response prompt and level 4b, unit 8 page 234 assumed that the student knew how to justify opinion with evidence, later modeled in the text on page 286. I think it appropriately supported linguistic abilities to read aloud and visual supports and language frames. Feedback offers a representation of real-life examples, and cultural representations, multi model texts, visuals and news, including newspapers and songs and poetry content language was supported with visuals, highlighted and text. It has active practice and vocabulary throughout the unit. Supportive assistant devices are offered in the text through the read aloud option. Provided access to differentiated student lessons by the teacher and developed specific aspects of language domain development.

#### **CGL4014 (book 4a)**

##### Advisor Comment

- The concepts were presented in a very text dense manner and assumed proficiency of decoding for the students.

##### Advisor Comment

- A strength is that the readings are introduced with a big question to trigger discussion and interest. There is also a video that goes along with the reading and that helps give the students an idea of what the text will be about. Students have the opportunity to use language starters throughout the text while the teacher ask them to get their opinions or answer the questions about the texts. A weakness is that it does not meet the language or mathematics standards.

#### **CGL4015 (book 4b)**

##### Advisor Comment

- Of all the courses, this one did meet two of the math language standards. Whereas several of the other courses did not.

#### **CGL4016 (books 5a and 5b)**

##### Advisor Comment

- Same EC Comment

##### Advisor Comment

- The videos that go along with the scientific tests are very relevant and they activate the student's prior knowledge and detect to present scientific readings with interesting facts and data for students to discuss with partners. The students are also given the opportunity to explain phenomenon using several strategies, such as thinking pear share, graphic organizers, thinking maps, drawing, collaborative work, and discussion questions.

##### Advisor Comment

- Although it is a 5th grade course it is still highly appropriate for 4th grade.

### **CGL4017 (book 5a)**

#### Advisor Comment

- 5a standalone only meets about 45 of these standards. It is not as effective standing alone.

### **CGL4018 (book 5b)**

#### Advisor Comment

- I reviewed this book the 2nd time and found that the standards were integrated and connected with key language uses and key language expectations embedded in the PLD because I think students are allowed to progress with scaffold and support. The content is extremely rich, embedded with a plethora of information and multicultural, integrated with different topic subjects and very internationally global. It supports the standards of the 5 languages and some mathematical language is also included. It also supports the pedagogy approach as far as high up is concerned, which is about amplifying and making language accessible and accountable and easily approachable for students. The language is very much in context and content specific and hi-order thinking skills are presented and it's a highly enriched, visually, very enriched curriculum, which supports the comprehensive ability of the students. It is profoundly accessible in terms of language, literacy, and content approaches. Different lifestyle levels with support like language frames, and sentence starters. It has embedded vocabulary with pre-teaching the vocabulary and support the academic language development of the students.
- It actually elevates the language ability of the students. It's very competent and capable as far as the new standards are concerned, especially because I specifically look for those verbs which were centered around interpretive and ELD expressions of our standards. I saw several questions which had the verbs like explain the rate, argue support, defend, and develop those literacy skills.
- I would very much recommend this curriculum as a main curriculum to support the language growth and development of our students at the elementary and at the middle school level because it does cater to different learning styles. It caters to different kinds of support, sensory, interactive, and graphic caters to different kinds of pedagogy approaches, which is what we are aiming at.

#### Advisor Comment

- I had 2 very strong concerns about this textbook. One was that it offers no sound models of persuasive or argumentative writing. Occasionally it does express opinions, but there is no extended writing, not even a paragraph in which a claim is developed. My other concern was that it heavily focuses on honing interpretive skills and seldom addresses expressive skills. The other comment is about

scaffolding, I think these kids are scaffolds to death. Nowhere in the entire textbook does a student need to write even one sentence. All the so-called writing projects and writing assignments involve the students either choosing words from a word bank and completing a close activity or matching beginnings and ends of sentences. There are no independent expressive skills developed in this that I could find.

#### Advisor Comment

- Just to contradict that a little bit in the student text itself there are writing activities. But I do agree with you they do not have the argumentative. They will ask the students for an opinion, but they don't have to come up with a counterclaim or any type of argumentative writing. The platform itself as a digital resource is not user friendly. You have to struggle to find things and the activities themselves are close activities and have drop down menus as a print resource. This might be a good text, but not as a digital resource. There is no math content.

#### Advisor Comment

- I did find some math content insights and a science lesson. Regarding the persuasive aspect, the argumentative and defending the claim kind of like questions, I do see graphic organizers here and questions related to that. I can quote the page numbers, but I do understand that because it's an elementary level text, a physical text would be much better versus in a digital form of this textbook. But very good level language competence and complexity that is supported. I don't entirely agree that it doesn't support the DOK. I see a lot of evidence of the DOK.

#### Advisor Comment

- I found that it actually met 86.4% of these standards. There is a persuasive essay that they are writing on page 230 and there are two of the languages of math. Standards that are also covered. I believe that all is in connection with a science text. The questions are specific to the language of math. It could stand alone as a book by itself as far as covering 86.4% of the standards. But it is going to be somewhat more complex for 4th graders being that it is a 5th grade course.

### **CGL4020 (book 6a)**

#### Advisor Comment

- Although the depth of knowledge is fantastic, it really is too complex. As far as the text goes for 4th grade level, they would have to really do some major chunking for the 4th grader to sustain that level of reading. The texts are much longer and more in depth. It is not fully appropriate for any kind of struggling ELD learner.

#### Advisor Comment

- This content can be scaffolded at the highest level. It can actually be applied with the lowest proficiency levels as well. I think it's very applicable.

#### Advisor Comment

- The good thing is it's very competent with the needs of the assessment what we are expected to grow these students to. The academic language is extremely strongly presented in the context. There are several opportunities given for the students to develop expressive skills in terms of writing and speaking. They could be teachers impersonated for individual activities that could be added to the course added. The context itself is great.

### **CGL 4021 (book 6b)**

No Comments

### **LLS4000**

Advisor Comment

- I had some concerns about writing skills that's unilaterally an area from multilingual students of great need. In the resource I evaluated, I did not see any opportunity for writing from the students.

Advisor Comment

- Everything on this platform is given orally and I'm a visual learner and I like to read text. There was no text to read. If you're not an auditory learner, it might be difficult. Also, there were accents which we debated back and forth. I heard earlier that it might be good to hear other children's accents, but it might also be when you're learning English, not be as good
- I was able to click through everything without ever saying anything. It kept asking you to repeat, repeat, repeat and I just kept clicking and it just said good job. I feel like a student could just sit there and click all day and not actually learn anything and not produce anything with this platform. The content does have real life connections and that part is good and has different cultures represented in it and that part is good.

Advisor Comment

- The content is lacking, and I found that it did not meet 80% of the standards, it did not come close.

Advisor Comment

- For EC I really like the program for the oral part. However, when I clicked through the activities it did start orally then it eliminated as much oral and the directions were oral, but then they wanted you to make your sentence. There was a lot of scaffolding there and then there was the elimination of the modeling that they were doing. I feel it is good for our population. However, I don't feel like it's a standalone curriculum for them for the standards. There's not enough independent reading opportunities for the children to read text allowed in a recorded situation and then hear it. There were a lot of pluses and a few minuses.

### **CGL4004 (book 1a and 1b)**

Advisor Comment

- Does not meet the 5th grade standards.

Advisor Comment

- Same comments for EC.

#### **CGL4005 (book 1a)**

Advisor Comment

- Does not meet the 5th grade standards.

#### **CGL4006 (book 1b)**

Advisor Comment

- Does not meet the 5th grade standards.

#### **CGL4007 (books 2a and 2b)**

Advisor Comment

- Does not meet the standards.

Advisor Comment

- EC comments are the same.

#### **CGL4008 (book 2a)**

No Comments

#### **CGL4009 (book 2b)**

No Comments

#### **CGL4010 (books 3a and 3b)**

Advisor Comment

- EC Comments are the same.

A question was asked to repeat the EC Comments. The advisor said that the PDF version of the materials was easier to access, showed good pacing, grade appropriate work, and variations for cognitive levels. But they were the kind of normal or average you would see in an EC platform. The digital platform was a lot harder to navigate because you were having to go from one platform to another in order to find everything. The activities were very buried, but there was not a lot of written or oral information given to the students, like click and drag activities and there were drop down menus that were matching, but there were very limited speech buttons. There were no speak and save options that I was able to find. There was no way for the student to complete an activity and then click to hear the sentence if there was a fill in the blank that could not hear the sentence as a whole to make that cognitive decision, especially when we have nonreaders for emergent readers when you have the new to the U.S. learners. The way that it was set

up it was not compatible with the listening component of the language acquisition that we have in the access test.

Also, the technology savvy teachers may be okay with hopping from one place to another to gather all the materials, but us veteran teachers who do not have the tech touch may struggle along with any new teachers that are overwhelmed with every other platform. It also bunks at you if you get the wrong answer. You're going to quit because there was no help given for the right answer.

CGL4011 (book 3a)

No Comment

### **CGL4012 (book 3b)**

Advisor Comment

- It does not meet the standard.

### **CGL4013 (books 4a and 4b)**

Advisor Comment

- EC comment is the same

Advisor Comment

- It met 81% of the standards for 5th grade. The text are slightly less complex for 5th graders and of course there's the same amount of scaffolding throughout the course as you can find in all of the different levels of the courses. The activities are varied. The topics are age appropriate and engaging. It's full of rich text visuals and videos. It would be appropriate for 5th grade.

### **CGL4014 (book 4a)**

No Comment

### **CGL4015 (book 4b)**

Advisor Comment

- Book 4b hits two of the math standards and book 4a does not.

Advisor Comment

- One of the positives for the science standards for book 4b is that the way that it is structured helps the students learn the scientific method by giving them opportunities to hypothesize and test. Two of the articles are actually step by step instructions for how to do an experiment; like the mold terrarium on page 25 was a strong science article. The weakness that I saw was that there are two science units and they only touch on two of the three discourse styles. One is persuasive

and one is narrative and so they don't get an opportunity to develop the discourse of explaining nonfiction science topics.

Advisor Comment

- This book is also missing the argue interpretive and argue expressive standards for the language of social studies.

**CGL4016 (books 5a and 5b)**

Advisor Comment

- EC Comments are the same.

**CGL4017 (book 5a)**

Advisor Comment

- Text introduces the students to various social and cultural phenomena and events. Students are prompted to analyze the information. Students are given the opportunity to describe many social cultural phenomena while discussing causes and effects.

Advisor Comment

- I'd like to add that the assistive device allows for video play and answer choice, but picture support and dictionary resources were not found. Spelling patterns are not presented as a teaching tool, rather a test. There is no corrective feedback given for errors, I'm not sure where the learning component to that is.

Advisor Comment

- It was difficult to locate the table of contents and the word-to-word dictionary, the glossary and the index, which were all embedded within the student textbook. There was not any kind of shortcut to access them easily as well as the interactive student book which was hidden under a resources tab. It would be nice to have a short cut in the main contents unit page to access that as well.

A comment was made that there was actually a dictionary in there. But the advisor said that it was hard to find. Commissioner Linker commented that this is the case where the dictionary is at the very end. You must scroll through the entire text. The advisor said yes, this is the case for every one of these courses. There is no direct link or even when you find the table of contents there are not any digital links in there to take you to those extra resources embedded at the end of the book.

**CGL4018 (book 5b)**

Advisor Comment

- The text did not provide opportunity for an elaborated response using the five domains of language. Use of context clues to complete puzzles and content vocabulary did not include a word bank or scaffold for multilingual learners. Assisted devices were not present to support learners and comprehending content



### **CGL4019 (books 6a and 6b)**

Advisor Comment

- EC comments are the same.

Advisor Comment

- It would meet some of the standards but not all of them because it is a higher level text than 5th grade. It would give some students decoding in vocabulary struggles. Although it was a good source it does not meet the standards.

Advisor Comment

- I did not find any opportunities for them to use their speaking skills basically. Understanding speaking, yes. Listening and speaking of a few opportunities.

### **CGL4020 (book 6a)**

No Comments

### **CGL4021 (book 6b)**

No comments

### **LLS4000**

Advisor Comment

- It did not address the standards. There is no writing component to the student's experience.

Advisor Comment

- As far as EC, placement tests were helpful for getting our students in the right place. So that those who are advanced aren't put in an area that they are bored in. The digital platform was very engaging with the different characters. I agree that the accents, especially those that are not familiar, could be a little misleading or misguided on pronunciation. The text and layouts are done really well. The platform is easy for the student to navigate. It may be a little difficult for the teacher but, I think that it's something that would be good as a supplement. I agree that there are no writing components. That is a concern but also it does not have enough independent reading opportunities for kids as well.

**Commissioner Linker said that concludes the 5th grade bid submissions and on behalf of the commission thanked the advisors for their service. Commissioner Autry added that she also appreciated their feedback, and it was crucial to the process.**

**Commissioner Linker said this concludes the debriefing and before they make a motion to adjourn for clarification purposes for the commission, things that are bundled together have to meet the standards that are appropriate for that bundle alone before they can be considered as a whole.**

**Adjournment:** Meeting adjourned at 12:30 pm Commissioner Ray made the motion to adjourn. Commissioner Sise second the motion. Dr. Fair did the roll call and all Commissioners in attendance agreed to adjourn the meeting.

**Minutes taken by:** Audrey Long

**Date of Approval:**