

**Instructional Resources Proposal Form**

(For Instructional Materials necessary to deliver the required curriculum)

**Evaluator(s) Name(s):** Communicative Arts Content Team

**School(s):** All 9 District Elementary Schools

**Suggested grade level/content area:** Grades JK-5

**Title:** MacMillan: Treasures

**Publisher:** MacMillan Publishing

**Copyright & Edition:** 2008

**Approximate Number of Students Being Served:** 3320

**One per Student** OR  **Classroom Set**

**Estimated Cost per Title:** \$337,476 Itemized details attached

**Estimated Total Cost (including staff development needs):** Included in the estimate-free

**1. Resource Components (check all that apply)**

workbook     software\*     DVD     text     Web site     Other  
\*if software complete box 1a.

book     tradebook(s) (multiple copies)     videos     audiotapes

**1a. Software information**

Software version: \_\_\_\_\_

NETWORKABLE?:             Yes             No             Unsure

Netware Compatible:       Yes             No             Unsure

What kind of technical support is available?

|   |  |
|---|--|
| <p><b>2. Resource(s) Use (check those that apply)</b></p> <p><input checked="" type="checkbox"/> drill/practice            <input type="checkbox"/> problem solving<br/> <input type="checkbox"/> simulation                <input type="checkbox"/> tutorial<br/> <input checked="" type="checkbox"/> demonstration        <input type="checkbox"/> authoring<br/> <input checked="" type="checkbox"/> reference                <input type="checkbox"/> program language<br/> <input checked="" type="checkbox"/> assessment              <input type="checkbox"/> productivity<br/> <input checked="" type="checkbox"/> other (specify: <u>curriculum</u>)</p> | <p><b>Content Areas</b></p> <p><input type="checkbox"/> Art                            <input type="checkbox"/> Social Studies<br/> <input checked="" type="checkbox"/> Comm. Arts                <input type="checkbox"/> Guidance<br/> <input type="checkbox"/> F.A.C.E.                   <input type="checkbox"/> Physical Ed.<br/> <input type="checkbox"/> Health                      <input type="checkbox"/> Technology Ed.<br/> <input type="checkbox"/> Math                        <input type="checkbox"/> Business Ed.<br/> <input type="checkbox"/> Science                    <input type="checkbox"/> World Language<br/> <input type="checkbox"/> Other (specify: _____)</p> |
|---|--|

3. The resource supports the following curriculum standards/benchmarks for the indicated grade level(s). Attach additional sheets as needed.

| <u>GRADE</u> | <u>STANDARDS</u>     | <u>GRADE LEVEL CONTENT BENCHMARK</u>   |
|--------------|----------------------|--|
| Grades JK-5  | Standard 3,5, 6,7,8, | Reference Standards and Benchmark Document Grades 1-5: Reading, Listening, Speaking, Language, |

4. **Rationale: State how this resource is expected to improve the instructional program and assist in achievement of the above objectives. State how this application enhances learning. State why this resource is being recommended over other resources reviewed.**

The district was charged with a review of the JK-5 Comm Arts curriculum by the LRP. This curriculum provides a consistent language for the explicit instruction of the skills and strategies for shared reading which addresses an identified gap in our present curriculum. This curriculum will also provide a systematic and explicit approach to instruction that will provide the consistency in delivery.

The Content Team established criteria based on identified gaps/areas of concern in the curriculum. The criteria used for selection of materials includes:

- Consistent Delivery (What do I do? We do? You do?)
- Explicit instruction of skills and strategies (shared reading)
- Implementation not dependent on staff development
- Supports district Standards and Benchmarks
- Assessment component to monitor student progress
- Differentiation options and materials to support GT, ELL, Sp. Ed and Struggling Readers
- Vocabulary is taught in text
- Uses authentic literature
- Uses and integrated approach for reading/writing/word study
- Balance of fiction & Non-Fiction

5. **List all titles that have been reviewed to meet this instructional purpose. (List all resources, web sites, etc. Minimum of 2 required)**

Houghton Mifflin: Reading Program

MacMillan: Treasures

Harcourt Brace: Storytown

Mondo Publishing: Bookshop Reading

Rigby: Literacy by Design  
Scott Foresman: Reading Street  
Zaner-Bloser: Voices

6. **Is this a replacement of a previously approved instructional resource? Yes  or No**   
**If yes, identify the current instructional resource by title, author, publisher, and copyright date.**

In the past, we had a district authored curriculum binder reflective of a balanced literacy model, which outlined the skills and strategies that should be taught. The binder was used as a resource guide for teachers. The curriculum was primarily supported by multi-leveled text and various resources purchased at the building level to fill gaps.

7. **Is the resource appropriate for the grade level of learners impacted? Yes  or No**   
**Provide evidence:**

The curriculum provides the materials and resources presented at grade level with the use of multi-level text to meet the different developmental needs of students.

8. **Description of supporting research used in this decision (model programs, research articles/books, consultation, etc.):**

See summary of Dr. Leslie's Reading Research  
Research from Macmillan Publishing  
Standards and Benchmark Document

9. **Were precautions taken to eliminate bias, violent, or otherwise unacceptable content? Yes  or No**

**Explain:**

Materials were reviewed by committee members, external evaluators and reading specialists/content team members for appropriateness,

**10. Describe staff development recommended for effective implementation of resource, including a timeline and estimated cost.**

MacMillan provides training, professional development web-sites, CDs, video libraries and workshops, textbook implementation modules, in addition to experienced consultants.

**11. How will this resource enhance learning opportunities for special education, ELL, GT, and other disadvantaged or diverse learners?**

The program provides a consistent language and structure for the explicit instruction of skills and strategies during shared reading which allows for consistency for all learners. There are separate support materials for ELL teachers, as well, in addition to ELL support built into each lesson for the classroom teacher. The use of multilevel text also supports all learners. Audio tapes for books model fluency for students, in addition to an teacher resource providing suggested differentiated spelling lists at 3 levels for each spelling pattern.

**12. How will the effectiveness of this resource and its implementation be evaluated?**

An assessment component is included for frequent and periodic monitoring of students.

FOR STUDENT LEARNING USE

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This program is recommended for purchase. Yes  No

Comments:

**Approval:**

\_\_\_\_\_  
Director of Student Learning /  
Supervisor of Student Learning

\_\_\_\_\_  
Content Team Leader

\_\_\_\_\_  
Network Administrator  
(for software only)

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Teachers from each grade level/class  
impacted

**Instructional Resources Proposal Form**

(For Instructional Materials necessary to deliver the required curriculum)

**Evaluator(s) Name(s):** Communicative Arts Content Team

**School(s):** All 9 District Elementary Schools

**Suggested grade level/content area:** Grades K-5

**Title:** Units of Study for Writing

**Publisher:** First Hand- Heinemann

**Copyright & Edition:** 2008

**Approximate Number of Students Being Served:** 2925

One per Student OR  Classroom Set

**Estimated Cost per Title:** \$18,762

**Estimated Total Cost (including staff development needs):** TBD

**1. Resource Components (check all that apply)**

workbook    software\*    DVD    text    Web site    Other  
\*if software complete box 1a.

book    tradebook(s) (multiple copies)    videos    audiotapes

**1a. Software information**

Software version: \_\_\_\_\_

NETWORKABLE?:       Yes       No       Unsure

Netware Compatible:       Yes       No       Unsure

What kind of technical support is available?

**2. Resource(s) Use (check those that apply)**

drill/practice       problem solving  
 simulation       tutorial  
 demonstration       authoring  
 reference       program language  
 assessment       productivity  
 other (specify: Writing curriculum)

**Content Areas**

Art       Social Studies  
 Comm. Arts       Guidance  
 F.A.C.E.       Physical Ed.  
 Health       Technology Ed.  
 Math       Business Ed.  
 Science       World Language  
 Other (specify: \_\_\_\_\_)

3. The resource supports the following curriculum standards/benchmarks for the indicated grade level(s). Attach additional sheets as needed.

**GRADE**

SK-5

**STANDARDS**

**GRADE LEVEL CONTENT BENCHMARK**

Please refer to the Standard and benchmark Document: Writing

4. **Rationale: State how this resource is expected to improve the instructional program and assist in achievement of the above objectives. State how this application enhances learning. State why this resource is being recommended over other resources reviewed.**

This program provides a consistent language for the instruction of writing across all grade levels, with the emphasis on the process of writing. This curriculum will also provide instructional support for the 6-Trait writing assessment model SK-12.

5. **List all titles that have been reviewed to meet this instructional purpose. (List all resources, web sites, etc. Minimum of 2 required)**

Six Trait Writing

Units of Study for Writing

6. **Is this a replacement of a previously approved instructional resource? Yes  or No**   
**If yes, identify the current instructional resource by title, author, publisher, and copyright date.**

In the past, we had a district authored curriculum binder reflective of a balanced literacy model, which outlined the skills and strategies for effective writing, including a rubric placing the student within a continuum of writing. The binder was used as a resource guide for teachers.

7. **Is the resource appropriate for the grade level of learners impacted? Yes  or No**   
**Provide evidence:**

The curriculum provides the teacher resources for consistent instructional delivery for the process of writing through the use of a common language across grade levels.

**8. Description of supporting research used in this decision (model programs, research articles/books, consultation, etc.):**

See summary of Dr. Leslie's Reading Research  
Research from Units of Study for Writing  
Standards and Benchmark Document

**9. Were precautions taken to eliminate bias, violent, or otherwise unacceptable content? Yes  or No**

**Explain:**

Materials were reviewed by committee members, external evaluators and reading specialists/content team members for appropriateness,

**10. Describe staff development recommended for effective implementation of resource, including a timeline and estimated cost.**

First year staff development will include a trainer of trainer model at the building level. Reading Specialists will provide the training. Additional, minimal staff development for grades 4/5 will be needed to ensure the transition language needed for the Six Traits Writing model at the middle school.

Summer curriculum writing will include a staff development plan that will outline the training for the 2009-10 school year and other ongoing needed staff development.

**11. How will this resource enhance learning opportunities for special education, ELL, GT, and other disadvantaged or diverse learners?**

This curriculum provides a structure for the teaching of the skills and strategies for effective writing at the student level. Explicit lessons are provided to ensure consistent delivery of the skills and strategies that are essential to effective writing. It will also provide a structure for the teaching and practicing of skills at the individual student level.

**12. How will the effectiveness of this resource and its implementation be evaluated?**

Frequent: Assessment components are included with the curriculum to allow for monitoring student progress and individualizing feedback.

Periodic: A Six-Trait writing assessment and supporting rubrics will be developed to periodically assess writing consistently across the district.

FOR STUDENT LEARNING USE

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This program is recommended for purchase. Yes  No

**Comments:** This program had unanimous support from the Content Team members as a supplement to either the Mondo or MacMillan proposal due to the lack of explicit writing instruction in both of these curriculums.

**Approval:**

\_\_\_\_\_  
Director of Student Learning /  
Supervisor of Student Learning

\_\_\_\_\_  
Content Team Leader

\_\_\_\_\_  
Network Administrator  
(for software only)

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Teachers from each grade level/class  
impacted

**Instructional Resources Proposal Form**

(For Instructional Materials necessary to deliver the required curriculum)

**Evaluator(s) Name(s):** Communicative Arts Content Team

**School(s):** All 9 District Elementary Schools

**Suggested grade level/content area:** JK- Grade 1

**Title:** Handwriting Without Tears

**Publisher:** Handwriting Without Tears

**Copyright & Edition:** 2008

**Approximate Number of Students Being Served:** 1349

**One per Student** OR  **Classroom Set**

**Estimated Cost per Title:** \$30,000

**Estimated Total Cost (including staff development needs):** Internal Trainers

**1. Resource Components (check all that apply)**

workbook     software\*     DVD     text     Web site     Other  
\*if software complete box 1a.

book     tradebook(s) (multiple copies)     videos     audiotapes

**1a. Software information**

Software version: \_\_\_\_\_

NETWORKABLE?:             Yes             No             Unsure

Network Compatible:       Yes             No             Unsure

What kind of technical support is available?

**2. Resource(s) Use (check those that apply)**

drill/practice             problem solving  
 simulation                 tutorial  
 demonstration           authoring  
 reference                  program language  
 assessment                productivity  
 other (specify: \_\_\_\_\_)

**Content Areas**

Art                             Social Studies  
 Comm. Arts                 Guidance  
 F.A.C.E.                    Physical Ed.  
 Health                       Technology Ed.  
 Math                          Business Ed.  
 Science                      World Language  
 Other (specify: \_\_\_\_\_)

3. The resource supports the following curriculum standards/benchmarks for the indicated grade level(s). Attach additional sheets as needed.

| <u>GRADE</u> | <u>STANDARDS</u> | <u>GRADE LEVEL CONTENT BENCHMARK</u> |
|--------------|------------------|--------------------------------------|
| JK           | 3                | CAJK.3.1                             |
| SK           |                  | CASK.3.1                             |
| Gr 1         |                  | CA1.3.1                              |

4. **Rationale:** State how this resource is expected to improve the instructional program and assist in achievement of the above objectives. State how this application enhances learning. State why this resource is being recommended over other resources reviewed.

This program would provide for a consistent delivery of a developmentally appropriate handwriting curriculum for all JK/SK and Grade 1 students through a multi-sensory approach.

See "Handwriting Without Tears" hand-out

5. List all titles that have been reviewed to meet this instructional purpose. (List all resources, web sites, etc. Minimum of 2 required)

Zaner-Bloser

6. Is this a replacement of a previously approved instructional resource? Yes  or No   
If yes, identify the current instructional resource by title, author, publisher, and copyright date.

Currently we use the McRel, "Scaffolding Literacy Development in the Kindergarten Classroom" (p.56) in conjunction with the District authored Communicative Arts curriculum binder as a resource guide for handwriting instruction in grades JK-1. Grade 3-5 would continue to use Zaner Bloser for handwriting instruction in grades 3-5, which is developmentally appropriate. Grade 2 would continue with Zaner Bloser for one year, as we transition to HWT.

see hand-out

7. Is the resource appropriate for the grade level of learners impacted? Yes  or No

Provide evidence:

Provided in hand-out

8. Description of supporting research used in this decision (model programs, research articles/books, consultation, etc.):

Provided in hand-out and in-district occupational therapist data when used as an intervention

9. Were precautions taken to eliminate bias, violent, or otherwise unacceptable content? Yes  or No

Explain:

10. Describe staff development recommended for effective implementation of resource, including a timeline and estimated cost.

Implementation of HWT could be provided by our district Occupational Therapists, and/or a HWT professional development team available through the company.

11. How will this resource enhance learning opportunities for special education, ELL, GT, and other disadvantaged or diverse learners?

Data from this multi-sensory approach has shown significant growth with all populations, including special education, and ELL

**12. How will the effectiveness of this resource and its implementation be evaluated?**

Aproprate assessments are included with the materials for SK and Grade 1.

JK evaluation will consist of a pre/post assessment of a child's self portrait and writing their name on their paper. Additional assessments included in HWT provide alternate forms of assessment for the teacher.

**FOR STUDENT LEARNING USE**

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This program is recommended for purchase. Yes  No

**Comments:**

**Approval:**

\_\_\_\_\_  
Director of Student Learning /  
Supervisor of Student Learning

\_\_\_\_\_  
Content Team Leader

\_\_\_\_\_  
Network Administrator  
(for software only)

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\_\_\_\_\_  
Teachers from each grade level/class  
impacted

**Instructional Resources Proposal Form**

(For Instructional Materials necessary to deliver the required curriculum)

**Evaluator(s) Name(s):** Communicative Arts Content Team

**School(s):** 9 District Elementary School

**Suggested grade level/content area:** JK/SK

**Title:** Jolly Phonics

**Publisher:** Jolly Learning

**Copyright & Edition:**

**Approximate Number of Students Being Served:** 859

**One per Student** OR  **Classroom Set**

**Estimated Cost per Title:** \$8500

**Estimated Total Cost (including staff development needs):** Minimal

**1. Resource Components (check all that apply)**

workbook     software\*     DVD     text     Web site     Other  
\*if software complete box 1a.

book     tradebook(s) (multiple copies)     videos     audiotapes

**1a. Software information**

Software version: \_\_\_\_\_

NETWORKABLE?:             Yes             No             Unsure

Netware Compatible:         Yes             No             Unsure

What kind of technical support is available?

**2. Resource(s) Use (check those that apply)**

drill/practice             problem solving  
 simulation                 tutorial  
 demonstration            authoring  
 reference                  program language  
 assessment                productivity  
 other (specify: \_\_\_\_\_)

**Content Areas**

Art                             Social Studies  
 Comm. Arts                 Guidance  
 F.A.C.E.                    Physical Ed.  
 Health                      Technology Ed.  
 Math                         Business Ed.  
 Science                     World Language  
 Other (specify: \_\_\_\_\_)

3. The resource supports the following curriculum standards/benchmarks for the indicated grade level(s). Attach additional sheets as needed.

| <u>GRADE</u> | <u>STANDARDS</u> | <u>GRADE LEVEL CONTENT BENCHMARK</u> |
|--------------|------------------|--------------------------------------|
| SK           | 5                | CASK5.4, CASK5.5, CASK5.6            |
| JK           |                  |                                      |

4. **Rationale: State how this resource is expected to improve the instructional program and assist in achievement of the above objectives. State how this application enhances learning. State why this resource is being recommended over other resources reviewed.**

Jolly Phonics is currently in all district kindergarten classrooms as an intervention, with teachers having the option of using it whole group. Based on SK Observation Surveys given to all SK students, significant improvements have been reported in all buildings implementing the program whole group.

Implementation in JK will be limited to select letter sounds identified as developmentally appropriate

5. **List all titles that have been reviewed to meet this instructional purpose. (List all resources, web sites, etc. Minimum of 2 required)**

No More Letter of the Week

Literacy Links

Jolly Phonics

6. **Is this a replacement of a previously approved instructional resource? Yes  or No**   
**If yes, identify the current instructional resource by title, author, publisher, and copyright date.**

Previously, Jolly Phonics was identified only as a possible intervention for students but is now being recommended as a required curriculum for all students in SK.

7. **Is the resource appropriate for the grade level of learners impacted? Yes  or No**   
**Provide evidence:**

**8. Description of supporting research used in this decision (model programs, research articles/books, consultation, etc.):**

In district data (SK Observational survey) from buildings implementing Jolly Phonics over the last several years is available to support increased student performance in letter identification and sounds.

**9. Were precautions taken to eliminate bias, violent, or otherwise unacceptable content? Yes  or No**

**Explain:**

Materials were reviewed by committee members, external evaluators and reading specialists/content team members for appropriateness,

**10. Describe staff development recommended for effective implementation of resource, including a timeline and estimated cost.**

Kindergarten teachers have already received training for Jolly Phonics. JK implementation of select letters requires minimal training and could be provided by current SK teachers.

**11. How will this resource enhance learning opportunities for special education, ELL, GT, and other disadvantaged or diverse learners?**

Kinesthetic multi-sensory approach is conducive to diverse learners.

**12. How will the effectiveness of this resource and its implementation be evaluated?**

Continuation of District Kindergarten Observation Survey.

**FOR STUDENT LEARNING USE**

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This program is recommended for purchase. Yes  No

**Comments:**

**Approval:**

\_\_\_\_\_  
Director of Student Learning /  
Supervisor of Student Learning

\_\_\_\_\_  
Content Team Leader

\_\_\_\_\_  
Network Administrator  
(for software only)

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Teachers from each grade level/class  
impacted