

## Making the Most of your Materials: Using Our Reviews to Plan for Successful Implementation

Materials don't come off the shelf (or virtual shelf) perfectly matched to meet all students' needs. The following guide helps you to analyze how well your instructional materials are aligned and what adjustments you may need to consider in order to ensure that all students have access to high-quality, aligned materials.

### STEP 1- Pull up the following resources

- Review tool and evidence guides for K-12 ELA
  - 1) Go to [www.edreports.org](http://www.edreports.org)
  - 2) Hover over Report Center in the main navigation.
  - 3) Click on Rubrics and Evidence Guides
  - 4) Download "Quality Instructional Tool" and "Evidence Guides" for your grade level.
- The grade level reviews for your instructional materials
  - 1) Hover over Report Center in the main navigation
  - 2) Click ELA
  - 3) Enter your program title in the search bar

### STEP 2- Prepare to read the reviews

- Scan the EdReports.org gateway and indicator graphics to see how the shifts are represented within the reports and tool.
- Consider your data and confer with your team: What grade level/ series would you like to most learn about?

### STEP 3- Read the grade level/ series review

- Locate the report for your adopted curriculum.
- Start with the series summary page: What questions do you have after seeing the thermometer scores and reading the summary evidence?
- Open a grade-level review.
  - 1) Highlight or take notes on which evidence confirms your experience with the materials.
  - 2) Highlight (in a different color) or take notes on which evidence you want to confirm.

### STEP 4- Assess the materials

Use the graphic organizer when answering these questions:

- Do the materials "meet, partially meet, or do not meet" the criteria according to the reports? What are the strengths/weaknesses?
- Does this confirm what we are observing in classrooms? What evidence do we still have questions about?
- In order to align with our district priorities and context, which of these gaps would we address first? Why?
- Can this be addressed through a pedagogical change, PD or policy? If so, what would be our strategy?
- If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better?

# USING EDREPORTS REVIEWS TO PLAN FOR CLASSROOM SUCCESS (ELA)

	Do the materials "meet, partially meet, or do not meet" the criteria according to the reports? What are the strengths	Does this confirm what we are observing in classrooms? What evidence do we still have questions about?	In order to align with our priorities and context, are there gaps we should address first before others? Why?	Can this be addressed through a pedagogical change, PD or policy? If so, what would be our strategy?	If not, is it a simple tweak? Do we omit something? Do we need to swap the unit/chapter with something better?
<p><b>Text Complexity and Quality</b></p> <p>High-quality texts are the focus of lessons and are at the appropriate grade level text complexity.</p>					
<p><b>Alignment to the Standards with Tasks and Questions Grounded in Evidence</b></p> <p>Materials have quality tasks aligned to the standards in service to grow literacy skills.</p>					

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<p><b>Tasks and Questions: Foundational Skill Development (Grades K-5)</b></p> <p>Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p>					
<p><b>Building Knowledge with Texts, Vocabulary and Tasks</b></p> <p>Materials build knowledge through integrated reading, writing, speaking, listening, and language.</p>					

Look back at your graphic organizers and consider these guiding questions:



Always with an eye on the standards, how might you address fixing gaps while maintaining the quality aspects of your materials?



Are there related gaps shown in the reports so you could fix multiple problems at the same time?

## Look back at your graphic organizers and consider these guiding questions:



### What is your proposed solution? Omit, Accentuate, Supplement, or Supplant

#### Omit lessons/units

Ensure you know the quality aspects of what you omit so that you don't inadvertently remove critical components of the shifts and/or standards-alignment.

#### Accentuate/bring in pedagogical strategy

Examples include removing scaffolds or changing the instructions, implementing group work, or reworking the lessons to have a more student-centered approach.

#### Supplement

Based on your investigation, you may want to bring in additional content or lessons to increase alignment, e.g., to build in more opportunities for students to engage in work that meets the speaking and listening standards.

#### Supplant

If you're replacing units or lessons, select from a vetted source, e.g., the open educational resources that EdReports has reviewed or other educator-vetted materials.



### Confirm: How will your proposed solution enhance learning from the student's perspective?