

## Dawson County School System

### Record of Evaluation and Board Adoption of Textbooks/Learning Resources Overview: **Expansion of Fountas & Pinnell Literacy Resources**

Dawson County School System has evaluated instructional materials for K-5 English/Language Arts. The evaluations included an in-depth review of the materials by teachers, instructional coaches, and administrators. Each grade level in K-5 was comparably represented in the feedback collection process. The criteria listed below was used to evaluate all publishers. The data collected from the evaluations were shared with the System Textbook Committee.

#### **Evaluation Criteria Used**

- Content is aligned to the Georgia Standards of Excellence codes.
- Materials base content progressions on the grade-by-grade progressions in the Standards.
- Materials relate grade-level concepts explicitly to prior knowledge from earlier grades.
- Planning materials explicitly acknowledge the vertical progression of the reading/language arts content.
- Materials develop conceptual understanding of key reading/language arts concepts through multiple representations, especially where called for in specific standards or cluster headings.
- Materials include activities that connect more than one cluster in a domain, or two or more domains, in cases where these connections are natural and important.
- The scope and sequence of the content is well-organized and comprehensive with regard to the Georgia Standards of Excellence.
- There is an explicit phonics component.
- There is an explicit phonics component.
- There is a comprehensive writing component.
- Materials include multiple types of assessment item formats.
- Materials include multiple types of assessments (diagnostic, formative, summative, cumulative, etc.).
- Assessment is designed at appropriate Depth of Knowledge (DOK) levels for each standard being assessed.
- The practice (independent, homework, etc.) is purposeful and related to the tasks students solve in the classroom lessons.
- Materials are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles.
- Guidance is provided for appropriate strategies for diverse learners (e.g., scaffolding, enrichment, and differentiated instruction).
- Materials provide information on how parents/guardians engage in their child's learning.
- Instructional guidance directs the teacher's attention explicitly to common student misconceptions and errors.
- There are embedded teacher materials that support teacher study, including, but not limited to, discussion on students' ways of thinking and anticipating a variety of student responses.

#### **Textbook/Learning Resource Committee**

Assistant Superintendent of Teaching and Learning

Executive Director of Instruction and Student Support Services.

Director of Elementary Schools

K-5 Principals

K-5 Assistant Principals

#### **Publishers/Vendors Considered**

Houghton, Mifflin, and Harcourt [Into Reading/Literature](#)

Heinemann [Fountas and Pinnell Classroom](#)

McGraw Hill [Wonder Series](#)

#### **Textbook Adoption Committee recommends the expansion of the following Fountas and Pinnell Resources from Heinemann.**

- Benchmark Kits
- Guided Reading Resources
- Shared Reading Resources
- Independent Reading Resources
- Interactive Read Alouds

### **Highlights from Feedback**

"F & P Classroom allows teachers to instruct students on their instructional reading level and provide books for practice on independent levels that are very specific. It includes a comprehensive writing component that aligns with the interactive read alouds which is important."

"F & P program will be best for our multi-level classrooms. The guided reading books are over a wide range of levels. They are not just leveled books, but are geared for the interest/maturity of the grade represented. Another thing that stood out was that reading, and writing instruction flow. A theme is present across the reading, writing, and speaking/ listening sections. This past year, as a veteran teacher, I learned many new strategies for guided reading. I personally saw tremendous growth in my students and in myself through the work and study that was done. Research supports a more balanced literacy approach to reading instruction. The practices that our school put in place have benefited our students. The F and P program fits right into the work that we have done! I was so excited to see the vast number of books that were included with the program and that a lot of the diving into each guided reading book to pull out standard based lessons has already been done for us. Lack of adequate planning time is an issue in the elementary schools, this would shorten the amount of time it would take to develop quality guided reading lessons. There would be no searching for just the right book to teach a strategy, no having to read several different "bags of books" before finding the one to teach the standard, no having to pick vocabulary words from each book. It has already been done! Time saver, yet still quality."

"F&P will be an excellent program. We are already doing pieces of it. It would be great to expand and cover more elements of this program."