



# Elementary Reading Program Pilot Review

May 2023



## Background

**2018-2019**

GCC  
Approval  
and  
Program  
Review  
Process

**2019-2020**

**Phase 1:** Eight  
schools  
implement  
Units of Study  
Reading  
Grades K-5

**2020-2021**

**Phase 1 Schools:**

Units of Study  
Phonics K-2

**Phase 2: Eight  
additional Schools**

Units of Study  
Reading K-5

**All Schools:**

Administer DIBELS  
Early Screener  
Assessment

**2021-2022**

**Phase 2 Schools:**

Units of Study  
Phonics K-2

**Phase 3 Schools:**

Units of Study  
Phonics K-2

Units of Study  
Reading 3-5

**All schools:**

Heggerty Phonemic  
Awareness Program  
K-1

**2022-2023**

Units of Study  
Phonics K-2

Units of Study in  
Reading K-2,  
Revised 2022  
Edition

Units of Study in  
Reading 3-5

Heggerty  
Phonemic  
Awareness  
Program K-2



## Background

- HCPS remains committed to using student achievement data to make the best decisions regarding curricular programs.
- HCPS wants to ensure that the countywide reading curriculum maximizes student success and ensures stakeholder support.
- HCPS seeks to compare student achievement data from the curriculum currently in use and other programs that have been reviewed and implemented in other Maryland districts.



## Plan

At the March 2023 meeting, the General Curriculum Committee approved the formation of an Elementary Reading Textbook Selection Committee.



# Review Process and Timeline

When	What	Who
March 8, 2023 8:30-4:00	Review Maryland District Survey Data, Ed Reports, and Assessment data to create a profile of current elementary reading programs.	RELA Office Team
March 13, 2023 4:15-5:00	Review the adoption process, implementation timeline and Q & A	Directors of CIA, RELA Office Team, Elementary Principals
March 14, 2023 10:00-11:00	Present to GCC to seek approval to begin the textbook review process	GCC members and RELA Office Team
March 22, 2023 8:00-10:00	Review program overview and scores to determine the elementary reading programs to move forward for the full review process	Ad-Hoc members of GCC, Directors of CIA and RELA Office Team
March 30, 2023 4:30-5:30 TEAMS	Preliminary Kick-Off Introduction of the Adoption Process	Full Elementary Textbook Adoption Committee
April 12 <sup>th</sup> - 8:30-3:50 April 14 <sup>th</sup> - 8:30-3:50 April 17 <sup>th</sup> - 2:00-5:00 April 18 <sup>th</sup> - 2:00-5:00	Formal presentations from publishers of selected programs	Full Elementary Textbook Adoption Committee
May 16, 2023	Present findings and request program approval	GCC members and RELA Office Team
May 22, 2023	Present program update and seek approval for the purchase of the new program	Board of Education, Directors of CIA, RELA Office Team



# Review and Selection

## GCC Ad-Hoc

- Kristen Bard- Reading, English and Language Arts
- Martha Barwick- Instructional Technology
- Tammy Bosley – Title 1 Office
- Lauren Byrd- Classroom teacher
- Peter Carpenter – Office of Organizational Development
- Ashley Gereli- Grant Teacher Specialist
- Melissa Hahn- Board of Education
- Vicky Jones- Reading, English and Language Arts
- Liz Monti- GCC Community Member
- Andy Renzulli- Curriculum, Instruction and Assessment
- Chrystie Crawford Smick- HCEA
- Phil Snyder – Office of Accountability
- Paula Stanton- Office of Equity and Cultural Proficiency
- Mary Beth Stapleton- Family and Community Partnerships
- Brad Stinar- Elementary Principal
- Gideon Twigg- Reading, English and Language Arts



## Initial Program Review and Determination March 22, 2023



## HCPS Vision

To have students graduate HCPS as skilled readers who also love reading and have a desire for lifelong learning.



## What we believe in...

Access for all students

Grounded in evidence – informed practices (SoR)

Real-life application

Evidence of learning for ALL (authentic and useful assessment)

Culturally relevant (variety of texts – fiction/nonfiction)

High-interest

Family engagement (home/school connection)

Professional learning opportunities and support for teachers

Differentiation opportunities

Aligned to standards

Engaging, vibrant, joyful – not “mechanical”

Representation of Community

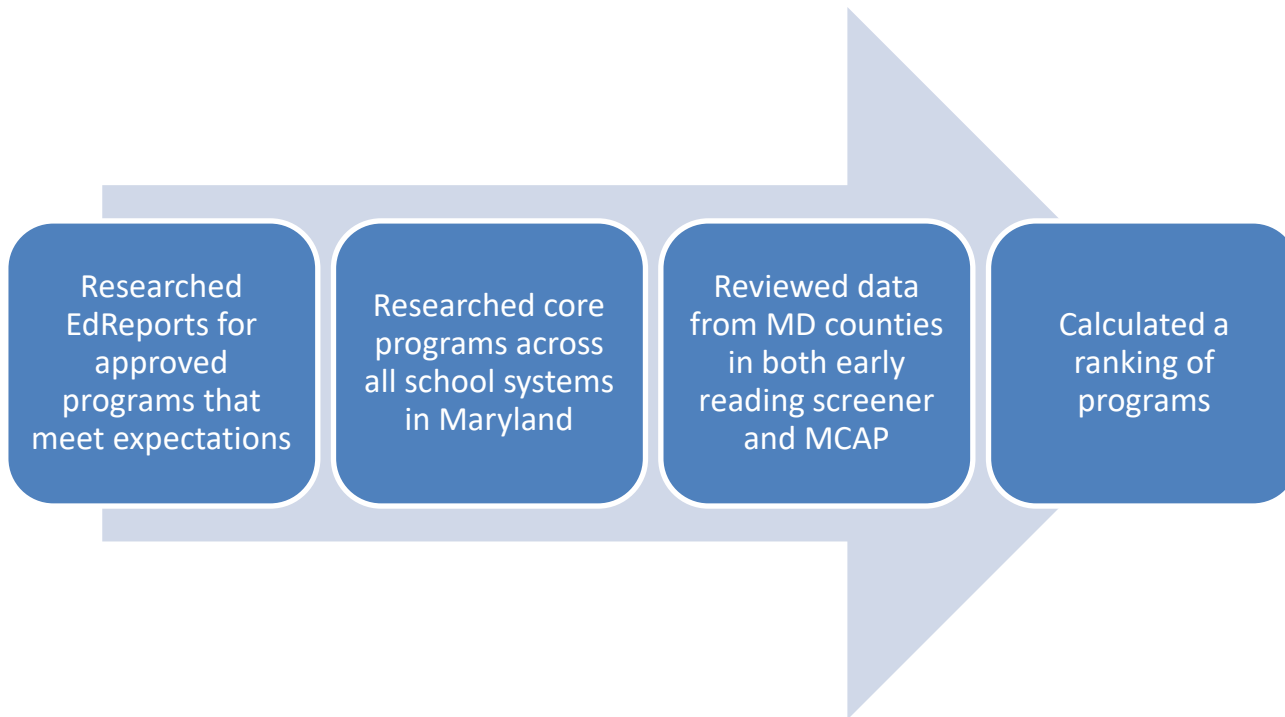
Comprehensive, cohesive (connect pa, phonics, comp, fluency, writing)

Supports other disciplines





# How to begin to select programs to review?





# Narrowing Down the Selection Process – 18 Programs

Program	Publisher	# LEAs using core program in 2023-24	EdReports-Alignment	EdReports-Usability
Benchmark Advance	<a href="#">Benchmark Education</a>	1	Meets Expectations	Meets Expectations
		4	Meets Expectations	Meets Expectations
Core Knowledge Language Arts (CKLA)	<a href="#">Amplify</a>	1	Meets Expectations	Not Rated/In queue to be reviewed
Into Reading	<a href="#">HMH</a>	4	Meets Expectations	Meets Expectations
Wonders 2023	<a href="#">McGraw Hill</a>	3	Meets Expectations	Meets Expectations
myView Literacy	<a href="#">Savvas/Pearson</a>	0	Meets Expectations	Meets Expectations
Wit & Wisdom	<a href="#">Great Minds</a>	1	Meets Expectations	Meets Expectations
Foundations	<a href="#">Wilson</a>	8	Partially Meets	Not Reviewed
ARC Core	<a href="#">American Reading Company</a>	2	Meets Expectations	Meets Expectations
Fishtank	<a href="#">Fishtank Learning</a>	1	Meets Expectations	Does Not Meet
			Meets Expectations	Does Not Meet
			Meets Expectations	Partially Meets
SuperKids Reading Program (K-2)	<a href="#">Zaner-Bloser</a>	1	Partially Meets	Not Rated
Open Court Foundational Skills	<a href="#">McGraw Hill</a>	2	Partially Meets	Not Rated
Bookworms	<a href="#">Open Up Resources</a>	1	Partially Meets	Not Rated/Under Review
Institute of Multi-sensory Education	<a href="#">IMSE</a>	1	Not Reviewed	Not Reviewed
95 Phonics Core Program	<a href="#">95 Percent Group</a>	2	Not Reviewed	Not Reviewed
Being a Reader	<a href="#">Collaborative Classroom</a>	1	Not Reviewed	Not Reviewed
Lexia Core5	<a href="#">Lexia Learning</a>	0	Not Reviewed	Not Reviewed
Tools 4 Reading	<a href="#">Tools 4 Reading</a>	1	Not Reviewed	Not Reviewed
Imagine Learning EL Education K-5 ELA	<a href="#">Imagine Learning</a>	0	Meets Expectations	Meets Expectations



## Narrowing Down the Selection Process - Top 8

Program	Publisher	# LEAs using core program in 2023-24	EdReports-Alignment	EdReports-Usability
Benchmark Advance	<a href="#">Benchmark Education</a>	1	Meets Expectations	Meets Expectations
		4	Meets Expectations	Meets Expectations
Core Knowledge Language Arts (CKLA)	<a href="#">Amplify</a>	1	Meets Expectations	Not Rated/In queue to be reviewed
Into Reading	<a href="#">HMH</a>	4	Meets Expectations	Meets Expectations
Wonders 2023	<a href="#">McGraw Hill</a>	3	Meets Expectations	Meets Expectations
myView Literacy	<a href="#">Savvas/Pearson</a>	0	Meets Expectations	Meets Expectations
Wit & Wisdom	<a href="#">Great Minds</a>	1	Meets Expectations	Meets Expectations
ARC Core	<a href="#">American Reading Company</a>	2	Meets Expectations	Meets Expectations
Imagine Learning EL Education K-5 ELA	<a href="#">Imagine Learning</a>	0	Meets Expectations	Meets Expectations

**14 members of the GCC ad-hoc review committee completed a survey regarding their interest level for further exploration of identified programs.**



## Process for Determining the Top 6 programs

Metric	Weight
Ratings from EdReports	40%
Ad-hoc review team interest survey	40%
Number of LEAs in MD using the program	15%
MCAP/Early screener results	5%
TOTAL	100%



# Top 6 Programs to Be Reviewed by Full Committee

Program	# of LEAs Using the Program in 23-24	LEA(s) Using the Program	Total Weighted Score
American Reading Company - Core	2	Dorchester, Garrett	<b>21.5</b>
Benchmark Advance by Benchmark Education	1	Prince George's (K-1 only)	<b>19</b>
Core Knowledge Language Arts Core by Amplify	4	Allegany, Dorchester, Somerset, Washington	<b>21.4</b>
Imagine Learning	0	N/A	<b>19.2</b>
Into Reading - HMH	4	Charles, Frederick (3-5), Prince George's (2-5), Queen Anne's	<b>21.8</b>
Wonders 2023 by McGraw Hill	3	Caroll, Kent, Talbot	<b>22.1</b>



# HCPS Elementary Textbook Committee





# Committee Representation





## Grade Level Teams

### Kindergarten

Karen Solomon	Bakerfield	Kindergarten Classroom Teacher
Lori Cuneo	Forest Hill	Kindergarten Classroom Teacher
Brooke Reeve	Havre de Grace	Kindergarten Classroom Teacher
Carolyn Harris	Hickory	Kindergarten Classroom Teacher
Kathy Griffin	Early Childhood	Coordinator
Bethany Purnell	Prospect Mill	Special Educator
Heather Morris	Royce Williams	Reading Specialist
Kelly Sayre	Forest Lakes	Assistant Principal

### First Grade

Karli Mordue	Bel Air	Classroom Teacher-1st
Beth Watson	Homestead Wakefield	Classroom Teacher-1st
Yvonne Palmer	Meadowvale	Classroom Teacher-1st
Stephanie Bartholomew	William S. James	Classroom Teacher-1st
Sarah Warner	Magnolia	Intervention Teacher
Alyssa Schiller	Churchville	Special Educator
Jessica Hichkad	Joppatowne	Principal
Vicky Jones	RELA	Teacher Specialist

### Second Grade

Karen Louderback	Fountain Green	Classroom Teacher-2nd
Brittany Chapman	Deerfield	Classroom Teacher-2nd
Annette Rios	Dublin	Classroom Teacher-2nd
Aaron Rost	Riverside	Classroom Teacher-2nd
Jennifer Doyle	Abingdon	Reading Specialist
Mary Beth Stapleton	Family and Community Partnerships	Manager
Laurie Ascenzi	Jarrettsville	Assistant Principal
Christina Carpenter	Office of Special Education	Teacher Specialist
Kristen Bard	RELA	Teacher Specialist

### Third Grade

Jessica Minnichbach	Church Creek	Classroom Teacher-3rd
Kristen Duracka	Edgewood	Reading Specialist
Liz Depasquale	Youths Benefit	Classroom Teacher-3rd
Ashley Downs	Forest Hill	Special Educator
Lisa Redding		Instructional Coach
Stephanie Guzman	Darlington	Reading Specialist/GT
Chandra Krantz	World Language and English Learner Programs	Supervisor
Tammy Bosley	Title 1	Supervisor
Gideon Twigg	RELA	Teacher Specialist





## Fourth Grade

Lori Shin	Emmorton	Classroom Teacher-4th
Chere Dawson	North Harford	Classroom Teacher-4th
Wendy Fatkin	Ring Factory	Classroom Teacher-4th
Alexandra Hill	North Bend	Classroom Teacher-4th
Lolita Blackwell	Halls Cross' Roads	Gifted and Talented Teacher
Amanda Kriete	Norrisville	Reading Specialist
Erin Lange	Office of Social Sciences	Supervisor
Sara Saacks	Organizational Development	Coordinator

## Fifth Grade

Megan Will	George D. Lisby	Classroom Teacher-5th
Brenna Talbard	Red Pump	Classroom Teacher-5th
Jill Fisher	Hickory	Special Educator
Lauren Hunter	Old Post Road	Reading Specialist
Meredith Heldt	Office of Equity	Teacher Specialist
Karen Jankowiak	Prospect Mill	Principal
Joanne Frailer	Southampton Middle	Assistant Principal
Annmarie Steltzer	RELA	Assistant Supervisor



# Adoption Process

- Members independently preview the programs.
- Members work in grade level teams to debrief.
- Criteria tools will be completed by grade level reviewers.

**Reading Ad-Hoc Committee**

**Program Review**

***April 12, 2023***

**Location: Harford Community College**

Time	Topic	Participants
8:30-8:45	Welcome and Agenda	Committee
8:45-10:15	Presentation of Program and Q & A:	Publisher 1 and Committee
10:15-10:45	Debrief of Program 1	Committee
10:45-11:00	Break	
11:00-12:30	Presentation of Program and Q & A:	Publisher 2 and Committee
12:30-1:30	Lunch	
1:30-2:00	Debrief of Program 2	Committee
2:00-2:15	Break	
2:15-3:45	Presentation of Program and Q & A:	Publisher 3 and Committee
3:45-4:15	Debrief of Program 3	Committee



## HOPS RELA Primary Materials of Instruction Adoption Rubric

Product:

Grade: \_\_\_\_\_ Evaluator:

Date:

Directions: Using the rating scale, determine a rating for each component.

I. Alignment to MCCRS	II. Key Areas of Focus/Shift in MCCRS	III. Instructional Supports	IV. Assessment/Measurability
<b>☐Measurable Alignment:</b> Lessons include a clear and specific purpose between MCCRS and the behavioral (measurable) objective. <b>Rating:</b>	<b>☐Text-based evidence:</b> Lessons facilitate oral and written responses grounded in textual evidence and driven by higher-order thinking skills. <b>Rating:</b>	<b>☐Equal Access to Text:</b> Lessons provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level. <b>Rating:</b>	<b>☐Valid Measures:</b> Lessons elicit observable evidence of the degree to which a student can independently demonstrate mastery of the standards with appropriately complex text. <b>Rating:</b>
<b>☐Text Complexity:</b> Lessons consistently provide opportunities to read both literary and informational texts in the text complexity grade bands. <b>Rating:</b>	<b>☐Academic vocabulary:</b> Lessons focus on building students' vocabulary through instruction and context. <b>Rating:</b> _____	<b>☐Close Reading Techniques:</b> Lessons support students with tackling challenging sections of text(s) and engage students in productive struggle through academic discussion and text-dependent questioning techniques that build toward independence and proficiency. <b>Rating:</b>	<b>☐Success Criteria:</b> Lessons include aligned rubrics and/or assessment guidelines sufficient for interpreting performance. <b>Rating:</b> _____
<b>☐Vocabulary Acquisition:</b> Lessons provide strategies for vocabulary acquisition. <b>Rating:</b>	<b>☐Balance of Informational to Literary text:</b> In 3-5, there is a 50/50 balance of informational and literary texts. <b>Rating:</b> _____	<b>☐Evidence of Differentiation:</b> Considerations are made for students with disabilities, English learners, and students who are performing at or below grade level. <b>Rating:</b>	<b>☐Accommodations and Accessibility:</b> Assessments are appropriate for all students. <b>Rating:</b>
<b>☐Variety of Texts:</b> There is a range of materials, both print and digital, which feature diverse cultures, represent high quality, and are appropriate in topic and theme for the grade level. <b>Rating:</b>	<b>☐Volume of Text:</b> Across a unit, students read a high volume of text. Within each lesson, students spend more than 50% of their time reading independently or in partnerships. <b>Rating:</b>	<b>☐Extensions are Appropriate:</b> Lessons provide extensions for students who read above grade level. <b>Rating:</b>	<b>☐Reliable Measures:</b> Assessments, whether formal or informal, are designed to provide multiple opportunities for students to demonstrate their proficiency. <b>Rating:</b>

Vetting  
Rubric  
Adapted  
from MSDE



# Vendor Presentations





# Committee Debrief







# Committee Debriefs and Scoring HOPS





# Grade Level Rankings

Kindergarten

1. Benchmark ~~7~~
2. Into Reading ~~7~~
3. Wonders
4. ARC
5. CKLA
6. EL Imagine Learning

1<sup>st</sup> Grade

1. Wonders
2. Benchmark ] tie
3. HMH: Into Reading
4. CKLA
5. ARC
6. EL Imagine Learning


2<sup>nd</sup> Grade

1. Wonders
2. Benchmark
3. Into Reading
4. American Reading Company
5. CKLA
6. EL Imagine Learning



## Grade Level Rankings

### 3<sup>rd</sup> Grade

1. Benchmark
  2. Into Reading
  3. Wonders
  4. CKLA
  5. American Reading Company
  6. Imagine Learning
- tie-ish
- 

### 4<sup>th</sup> Grade

1. Into Reading
2. Benchmark
3. Wonders
4. American Reading Co.
5. CKLA
6. EL Imagine Learning

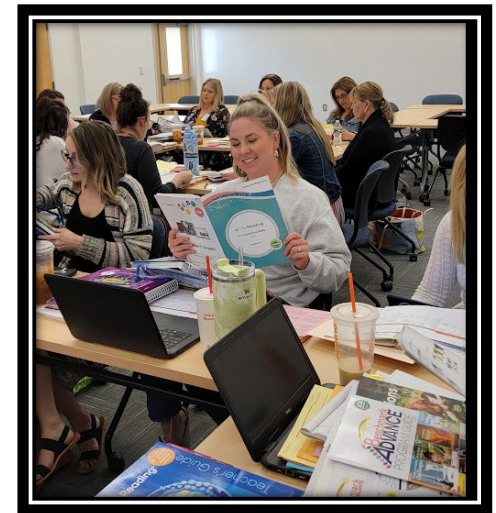
### 5<sup>th</sup> Grade

1. Benchmark
2. Into Reading
3. Wonders
4. CKLA
5. American Reading Company
6. EL Imagine Learning



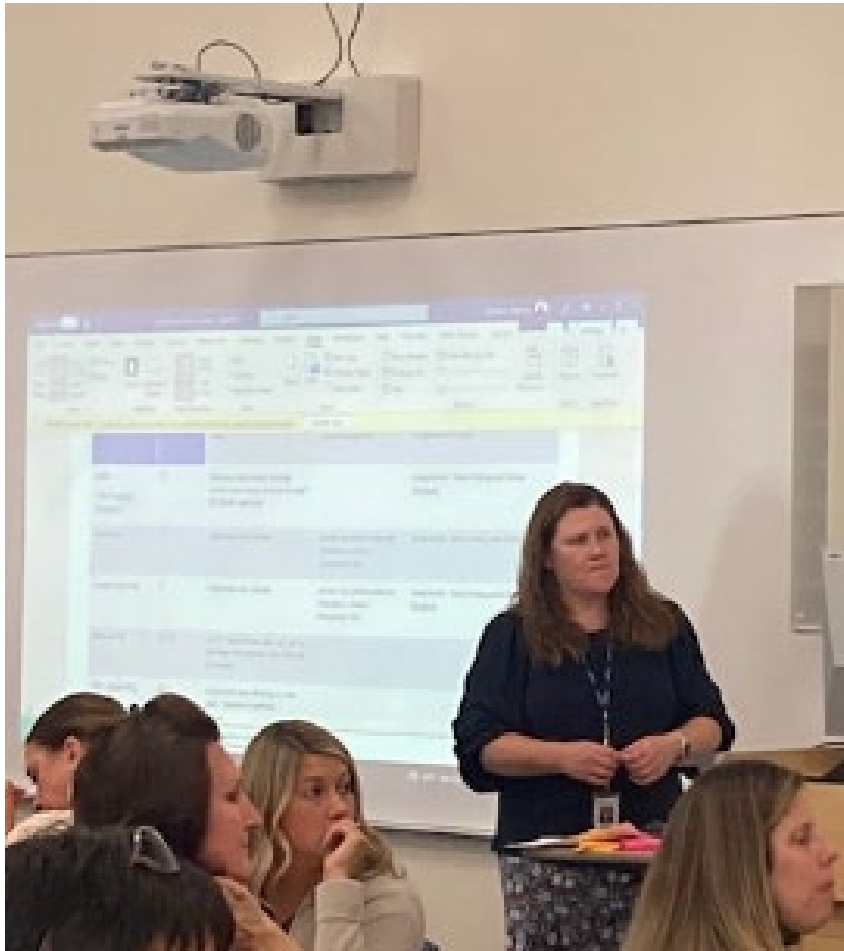




# Cross-Grade Articulation

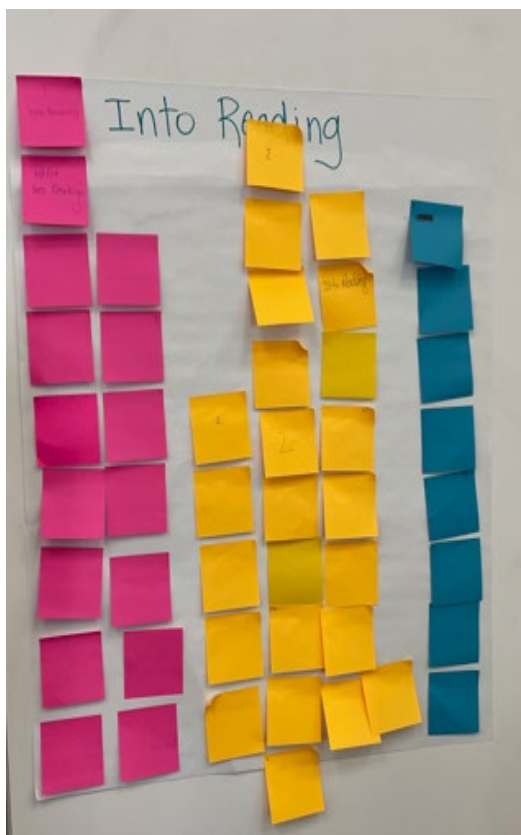
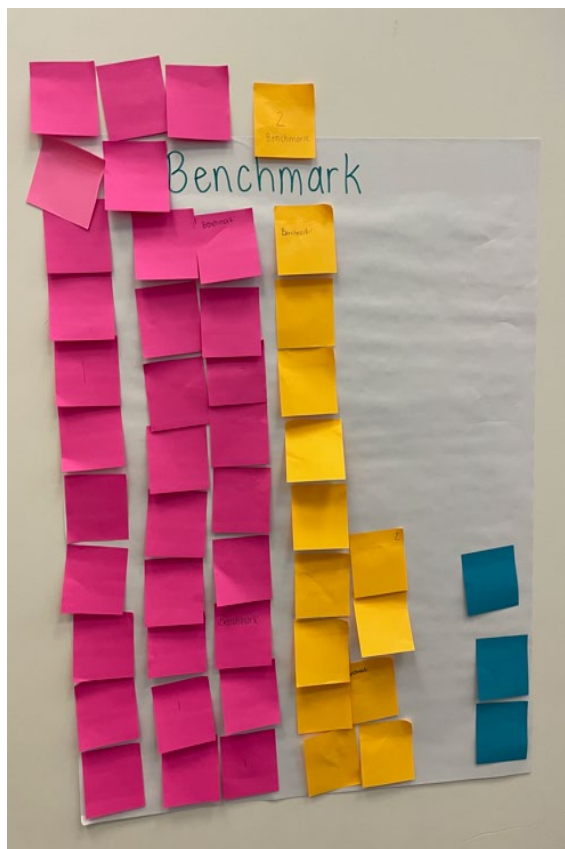




## An additional lens to consider



-  Office of Innovative Learning: Instructional Technology
-  Office of Special Education: Assistive Technology





# Ranking of Programs Based on Rubric Score

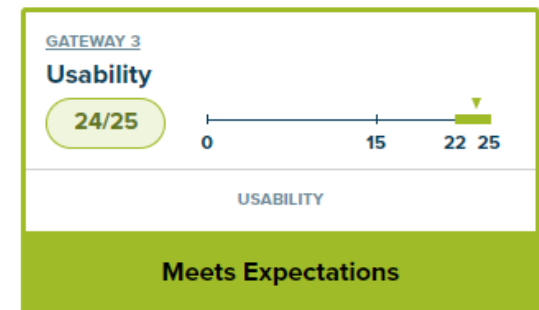
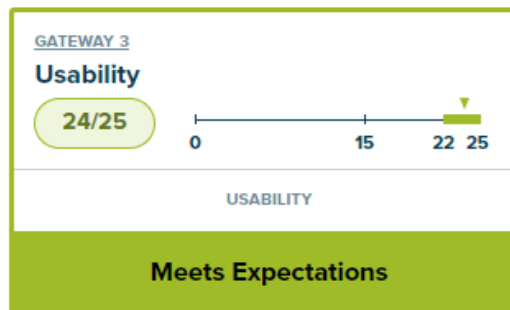
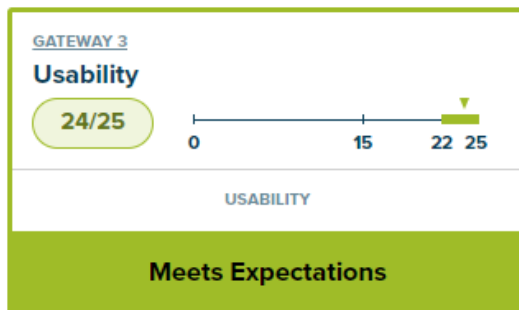
Program	Number of Points
Benchmark Advance	4516
Wonders	4404
Into Reading	4218
American Reading Company	2938
CKLA	2811
Imagine Learning	2344



# Rankings Based on Final Individual Vote

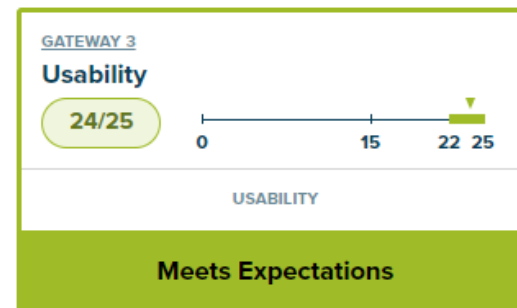
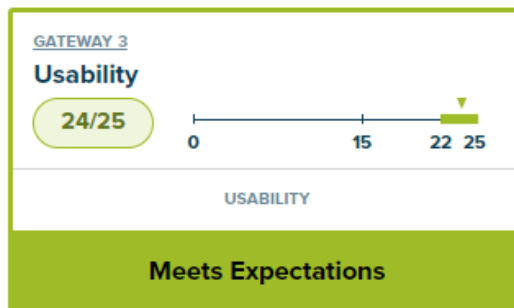
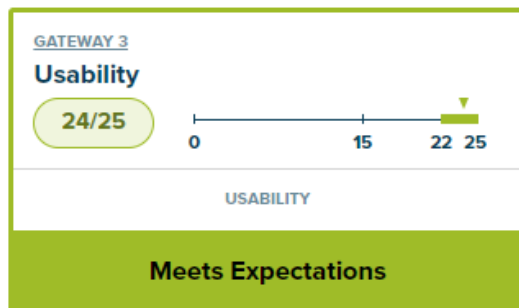
Program	Votes	Percentage
Benchmark Advance	25/44 votes	(56.8%)
Into Reading HMH	17/44 votes	(38.6%)
Wonders	2/44 votes	(4.5%)
American Reading Company	0/44 votes	(0%)
Amplify CKLA	0/44 votes	(0%)
EL Imagine Learning	0/44 votes	(0%)

# Benchmark Advance K-2





# Benchmark Advance 3-5







## EdReports All-Green Rating

Using their newest version 1.5 Review Tools, independent, nonprofit curriculum reviewer EdReports rated *Benchmark Advance* ©2022 K–5 “green” in all three Gateways: Text Quality, Building Knowledge, and Usability.

[Read the Press Release →](#)



## Tech & Learning Award

*Benchmark Advance* and *Benchmark Adelante* were both Primary Education Award winners in Tech & Learning Best of 2022.



## Excellence in Equity Award

*Authentic Voices Library*—the knowledge-building text sets in *Benchmark Advance*—was recognized by the American Consortium for Equity in Education as the Best Diversity and Inclusion Solution.





	Benchmark Advance
Positives	<ul style="list-style-type: none"><li>• Focus on close reading and use of text evidence</li><li>• Decodable books</li><li>• Consumable books allow students to write right in the text</li><li>• Elkonin boxes used for phonics instruction</li><li>• Supplemental readers at below, on, and above grade level</li><li>• Multiple modalities in phonics instruction</li><li>• More books available with this program that are print books</li><li>• Lessons rely on a common text that the class works on</li><li>• Time allotments are reasonable for K classrooms</li><li>• Small group time scheduled into the block of time</li><li>• Focus on knowledge building across years of instruction with topics that are developmentally appropriate</li><li>• Teacher's guide is easy to follow</li><li>• Inclusion of reader's theater texts</li><li>• Magazines are more engaging format than anthologies</li><li>• Specific lesson plans come with small group texts</li></ul>



# Scope and Sequence of Units HOPS

## Building Knowledge Matters

Building Knowledge Within and Across Grades

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Life Science							
2	Character Matters							
3	Government and Citizenship							
4	Perspectives in Literature							
5	Technology and Society							
6	Themes Across Cultures							
7	History, Culture, and Geography							
8	Earth Science							
9	Economics							
10	Physical Science							



# Building Knowledge Matters

## Building Knowledge Within and Across Grades

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		K	1	2	3	4	5	6
1	Life Science							
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7	History, Culture, and Geography							
8	Earth Science							
9	Economics							
10	Physical Science							



# What's included

- Teacher resources
- Intervention resources
- Phonics resources and whole group materials (K-2)
- Small group texts with lessons
- Big Books (K-1)
- Phonics decodables (K-1)
- Reader's Theater texts
- Texts for close reading (30 copies each title)
- Assessment resources
- Digital access (all resources)





## Next Steps

- Design an MOU for participation with pilot schools identified
- Receive Benchmark Education cost proposal.

### Six-year Subscription

Grade K -\$4500 (25 students plus all teacher materials)  
Grade 1- \$4500 (25 students plus all teacher materials)  
Grade 2- \$5400 (30 students plus all teacher materials)  
Grade 3- \$5400 (30 students plus all teacher materials)  
Grade 4- \$5400 (30 students plus all teacher materials)  
Grade 5- \$5400 (30 students plus all teacher materials)

### One-year Subscription

Grades K&1: \$3800  
Grades 2-5: \$4350



# Cost Estimate for 6-year subscription

Number of Schools	Cost of Materials K-5
Nine elementary schools	\$1.2 million
Thirteen elementary schools	\$1.7 million



# Cost Estimate for 1-year subscription

Number of Schools	Cost of Materials K-5
Nine elementary schools	\$962,400.00
Thirteen elementary schools	\$1.4 million





## Next Steps for Final Approval

- Seek Board of Education approval for pilot of Benchmark Advance Reading Program.
- Identify schools for implementation during the 23-24 school year.
- Secure a detailed cost proposal from Benchmark Education based on the number of schools, teachers and students.
- Create a professional development plan.





# Next Steps to Prepare for Adoption

Leadership

Teacher  
Professional  
Development

School-based  
Expectations



## Request

The Office of Reading, English, and Related Language Arts is requesting approval to pilot Benchmark Education Company and the program, *Benchmark Advance* for identified elementary schools during the 2023-24 school year.



# Questions