



Oregon 2014 English-Language Arts Adoption

SpringBoard®

Category 3 (Grades 9-12)

Quality Criteria Documentation

Criteria I: Alignment to the Rigor of the CCSS

SpringBoard is organized into grade level materials so each graded level addresses and targets grade level standards. Each activity of each unit includes “Learning Targets” or purpose statements in student friendly language. These Learning Targets focus on the specific purpose of the lesson and address the targeted grade level standards assessed in the unit activities. Learning targets use standards language when appropriate. Each text has been evaluated according to the text complexity quality criteria cited in Appendices A and B and the texts have been chosen to match characteristics of grade level exemplars. The purpose, meaning, structure, language, and knowledge demands were key factors in text selection.

Examples:

- **Items 1-2** - See examples of Learning Targets based on Common Core grade-level ELA literacy standards at the beginning of every new activity in every unit in every grade. The task of Grade 9, Unit 1, Activity 1.7 “Two Versions of One Memory” asks students to analyze and compare how two different genres treat a similar subject is explicitly presented in the Learning Targets section of the lesson so students have a clear understanding of the purpose of the lesson .
- **Item 3** – Each text is accompanied by an evaluation of its text complexity using the triangle and criteria in Appendix A, pages 4 -5. We have selected texts of sufficient quality and complexity similar to CCSS grade level exemplars. See Grade 11, Unit 1, “The American Dream,” Activities 2-10 for text titles in the Unit which include foundational documents and lead students to writing a Definition essay explaining what it is to be an American.

Additional Alignment Criteria

SpringBoard is a highly integrated program of reading, writing, speaking and listening that aims to address the whole child as he builds toward mastery of complex literacy skills. SpringBoard texts demonstrate a special emphasis on the relationships among ELA and social sciences and the arts, including the media arts. Exemplar Reading Models provide optional literary experiences with Social Studies and informational texts

- **Items 4-5:** Grade 10, Unit 1, Embedded Assessment 2, “Writing a Synthesis Essay” asks students to synthesize information and work in collaborative groups to write an essay. Grade 9, Unit 2, “Writing a Style Analysis,” uses film media as an engaging way to extend student learning about stylistic aspects in literary texts.

Criteria II: Key Areas of Focus in the CCSS

SpringBoard ELA addresses all key areas of focus in the CCSS. In keeping with SpringBoard's emphasis on gaining, practicing and mastering college level reading skills, all texts are accompanied by **Key Ideas and Details** questions that include interpretive, text based questions, at point of use, which are meant to be used as part of whole class, small group, and partner discussions, as well as independent and collaborative writing experiences. In addition, all texts, except novel and some full-length dramas, are included in the consumable materials so that students have the opportunity to mark, annotate and manipulate texts to ensure they can have the experience of close textual analysis that facilitates a deep understanding of all types of texts.

Close reading supports and extends a vertically articulated system of vocabulary instruction. Regular systematic practice with vocabulary is threaded throughout each unit and horizontally throughout the year, and includes Academic vocabulary, literary or discipline-based vocabulary and text based vocabulary. All vocabulary is introduced at point of use, and learning is supported by class Word Wall work, individual vocabulary notebook work and continuous expectations that words are to be used as part of all formative and summative writing experiences.

The close reading of texts also prepares SpringBoard students for continuous practice in evidence based writing. Instruction routinely expects students to write to explain and argue by drawing evidence from texts to support clear and coherent writing in a variety of formats, whether it be in the form of notes, or summaries as well as process writing on the way to writing a formal essay.

Examples:

- **Item 6** – Grade 9 Unit 3, “Coming of Age in Changing Times,” Activity 3.5 students analyze “Letter from Birmingham Jail,” and Activity 3.19, they analyze the closing argument from *To Kill a Mockingbird*
- **Item 7** – Grade 9 Unit 3, Activities 3.2-3.4 asks students to examine photographs and Jim Crow Laws as the basis for a discussion contextualizing *To Kill a Mockingbird*.
- **Item 8** – Grade 10, Unit 1, Activities 1.18 and 1.19 expect students to draw evidence for multiple sources to respond to an argumentative prompt.
- **Item 9** – The Table of Contents and Activity 1 “Previewing the Unit” of every unit shows the introduction to unit vocabulary study. All vocabulary study is then threaded throughout the units, using Word Wall work, practice in Reader/Writer Notebook, words discussed at point of use, and used in writing and monitored for mastery. Since the expectation is that students will apply vocabulary in discussion and writing, it is part of the Embedded Assessment Scoring Criteria.

Additional Areas of Focus

Text centered learning is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at CCR level. Texts have been selected based on CCSS grade level expectations and exemplars and present students with a range of texts is included to provide access to all readers, with more explicit scaffolding and strategies provided for the most complex texts.

SpringBoard instruction is organized around four thematically-based units of instruction, so that students build knowledge and skills in reading, writing, speaking and listening, and language development around a theme or concept that provides coherence and offers a depth of understanding of and practice with central concepts and skills. SpringBoard presents a balanced and deep study of appropriate literary and informational texts at every grade level as stipulated in CCSS. At every grade level students have multiple opportunities to practice and master a balance of writing experiences including research and creating digital texts.

Examples:

- **Item 11** – Grade 12, Unit 1 shows a balance of Texts, literary and informational – especially in the form of literary non-fiction.
- **Item 12** – Grade 11, Unit 3 “American Forums” builds disciplinary knowledge by moving from editorials as argument to satirical writing as argument in a coherent selection of sequenced, discipline-specific set of texts.

Criteria III: Instructional Support

SpringBoard features enhanced engagement through choice of texts, scaffolding of instruction and project based Embedded Assessments. Learning Targets in the Student Edition provide clear expectations in student friendly language and materials are intended for student interaction and ease of use. Activities are designed to be responsive to varied student learning needs with multiple opportunities to engage with texts. The “plan-teach-assess-adapt” instructional model supports teachers in adapting to differing student needs and is modeled after the AP design.

Specific suggestions are provided for Differentiating Instruction in the Teacher’s Edition to support and extend learning in each activity of each unit of instruction. Suggestions include the supportive use of Writing Workshops, Exemplar Reading Models and additional texts and strategies to adapt to different learning abilities and styles.

Examples:

- **Items 14-17** – SpringBoard Grade 10 Unit 1 “Cultural Communication” engages students in the analysis of their own and others’ cultures through personal experience and texts drawn from other cultures. Collaborative work is expected of students and effective communication skills are explicitly taught and used as a part of a multipronged effort to engage students in productive struggle in understanding complex texts and to extend their skills as thinkers, speakers and collaborators
- **Items 18-19** – The teacher wrap of the Teacher’s Edition of SpringBoard suggests ideas for Differentiating Instruction in every unit. SpringBoard Writing Workshops which are accessible online are designed to be used to differentiate direct instruction in writing for all student abilities.

Additional Support

SpringBoard is a purposefully sequenced, scaffolded progression of learning based on grade-level standards and texts. Scaffolded instruction in skills and strategies provides support and ensures that students will move toward independent use of strategies and skills through authentic application of new learning and student-directed inquiry, analysis, evaluation, and reflection.

Targeted, integrated instruction in language is accomplished through Writer’s Craft lessons and Grammar and Usage call-outs at point of use. Common Core Language standards are directly taught and modeled. Learning is supported by showing how unit texts model language use, and then expecting students to apply the new learning to their writing. Writing process is directly taught and applied in all writing. Discussion is treated as a process and students are taught explicitly to create and follow norms of collaborative discussion.

In order to build stamina, confidence and motivation in reading, every level and every unit includes recommendations for genre or thematically related independent reading. Student choice is encouraged and students are supported and held accountable through periodic Independent reading links included in every unit. Every opportunity is created to encourage the use of technology and media to deepen learning and to foster evidence based research.

Examples:

- **Item 23** – Grade 9 Unit 2 Language instruction called “Writer’s Craft” introduces sentence variety as part of style analysis and further language study is integrated into the unit materials and is threaded throughout the activities of the unit as noted in Grammar and Usages call out boxes at point of use .
- **Item 24**—Grade 11 Unit 3 illustrates a typical treatment of independent reading. Choice is introduced in Activity 3.4 and later activities link independent reading to the tasks and learning of the unit which focuses on the part newspapers and the right to a free press plays in the life of Americans.
- **Item 25**—Grade 9, Unit 1, requires students to investigate and analyze media representations as models of the project based Embedded Assessment called “Creating a Promotional Campaign for a College.”

Criteria IV: Assessment

Multiple and varied forms of assessment are a hallmark of SpringBoard ELA instruction. The backwards design of SpringBoard units begins with the two Embedded Assessments of each unit of instruction. Students and teachers are expected to “begin with the end in mind” and unit instruction is organized and scaffolded to build the skills and knowledge for students to succeed on this standards-driven, project based major assessment. All Embedded Assessment are accompanied by Scoring Guide rubrics that guide both student self-evaluation and teacher evaluation. In addition, every unit contains multiple and varied modes of formative and summative assessment opportunities – from multiple choice Unit Assessments accessed online, to formative Writing Prompts, Check for Understanding assignments, and Key Ideas and Details questions that ask students to demonstrate evidence of understanding of texts and the independent ability to apply new learning.

Examples:

- **Items 26-27** - See specifically Unit 2 of the 10th grade, “Cultural Perspectives” in which the first half is focused on narrative writing and the second is focused on writing argument. A variety of visuals, graphic organizers, **Check for Understanding** prompts, and **Key Ideas and Details** questions provide formative assessments of the skills being learned and mastered on the way to the Embedded Assessments which require that students write a short story and an argumentative essay, required CCSS products. The **Writing Prompts** threaded throughout the unit all provide formative opportunities to assess whether students are mastering the necessary skills outlined by the CCSS.
- **Item 28** – Please locate and examine the “Embedded Assessments” of any Unit to see the Scoring rubrics in student friendly language. We expect and instruct students to use the information from the Scoring Guides to focus and guide self-evaluation. Teachers use the Scoring Guide information to guide instruction and evaluation.
- **Item 29** – In addition to summative Embedded Assessments, multiple choice unit assessments are provided on SpringBoard Online to support and complement continuous formative assessment opportunities.