

Program Elements

Teacher Created Materials (TCM) offers five resources, *Culturally Authentic and Responsive Texts* (Grades K-5), *TIME For Kids® Nonfiction Readers*, 2nd Edition (Grades K-5, English and Spanish) and *TIME® Nonfiction Readers* (Grades 6-8), *Smithsonian STEAM Readers* (Grades K-5), *My Words Readers* (Grades Pre•K–1), and *Early Childhood Themes* (Pre•K–1, English and Spanish) for RFP NO. 2000001809 Partners for Student Success (PFSS). These five resources are most acceptable for the elementary and middle grade spans, but can also be utilized at the high school level as well as continuation and options schools. In particular, the highly engaging and culturally relevant content within these resources will help support the following Targeted Student Populations (TSP): English learners (ELs), re-designated English learners (RFEPs), low-income students, and foster youth.

Furthermore, *Culturally Authentic and Responsive Texts*, *TIME For Kids®* and *TIME® Nonfiction Readers*, *Smithsonian STEAM Readers*, *My Words Readers*, and *Early Childhood Themes* directly and indirectly address the District's over-arching goals of: Graduation, College and Career Readiness, Proficiency for All, Parent, Community, and Student Engagement, Expanding Opportunities for Early Childhood Education, Focus on Simplicity, and Whole Child Wellness Services. The following curriculum overview will highlight how it meets these needs as well as the specific elements of LAUSD's Strategic Plan by providing students with a dynamic, personalized and high-quality learning experience.

CULTURALLY AUTHENTIC AND RESPONSIVE TEXTS

The *Culturally Authentic and Responsive Texts* directly address the District's over-arching goals of: Proficiency for All, Student Engagement, Positive School Climate, Focus on Simplicity, and Whole Child Wellness Services – social and emotional development. The *Culturally Authentic and Responsive Texts* are designed to support student learning by creating social interactions that meet the criteria of academic success, cultural competence, and critical consciousness. The curriculum flexibly supports a balanced literacy model of instruction with read-alouds and shared reading experiences through a culturally responsive lens. Rich, engaging lesson plans encompass a variety of culturally and linguistically responsive (CLR) strategies for discussion and reading. Students will have the opportunity to read five culturally authentic literature titles as well as five nonfiction titles. The lessons are designed to enrich literacy practices within the classroom, build cultural understanding, and provide opportunities for all students to be engaged in the learning process. Specifically organized into grade level kits spanning Kinder through 5th grade, each of the titles can also be used to supplement a classroom library to offer additional options to students during independent reading.

Curriculum Components

Culturally Authentic and Responsive Texts are designed for ease of use and support the District's Focus on Simplicity and Proficiency for All. Implementation includes the following items:

- **Professional Development Resource**, *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*
- **Interactive Read-Aloud Texts** with lesson plans
- **Shared Reading Texts** with lesson plans
- **Management Guide**
- **Digital Resources**

Taught Curriculum

Culturally Authentic and Responsive Texts are designed to enrich literacy instruction with a collection of culturally authentic literature and informational texts. The collection has been curated by Dr. Sharroky Hollie, with carefully selected texts and lesson plans designed to incorporate CLR teaching strategies and protocols. The design intentionally embeds these strategies so that students will be engaged and active learners. The lessons highlight speaking and listening objectives through CLR discussion and response protocols leading to proficiency for all.

Interventions and Extensions

The TSP subgroups of ELs, RFEPs, low-income students, and foster youth will benefit from the interventions and extensions found throughout *Culturally Authentic and Responsive Texts*. To differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests, and learning profiles (Hall 2002). Differentiating can be performed in a variety of ways, and if teachers are willing to use this philosophy in their classrooms, they opt for a more effective practice that responds to the needs of diverse learners (Tomlinson 2000; 2005). *Culturally Authentic and Responsive Texts* addresses the needs of all learners using lesson plans and activities specifically designed to offer engaging reading practice. Students can access a variety of learning opportunities before, during, and after reading the text. The Language Support Sentence Frames provide English language learners with structures that can increase participation in discussions. The Respond to the Text section offers options for teachers to differentiate by product with choices in the ways students can demonstrate learning.

Below-Level Students

Comprehension problems may stem from difficulty decoding and a lack of automaticity when reading (often found with poor sight-word-recognition skills). Non-fluent readers work so hard at reading that they are unable to allocate cognitive resources to comprehension (Williams and Pao 2011). Other learners may read fluently but still struggle with comprehension (Jitendra and Gajria 2011). “For students with [learning disabilities], it is crucial to teach directly how to construct the main idea, and to emphasize metacognitive and strategic approaches to learning” (200). *Culturally Authentic and Responsive Texts* offer students support through modeling, supportive vocabulary work, and strategies for discussion and response.

English Language Learners

Research shows that instruction for English language learners should be clear, focused, and systematic for best results (Goldenberg 2010). In classrooms where only English is spoken, Goldenberg suggests posting lists and schedules for references, using graphic organizers, providing additional practice opportunities, using redundant information (words and pictures), and having other English language learners summarize or clarify information. *Culturally Authentic and Responsive Texts* provide students with consistent opportunities to build authentic understanding of Tier II and Tier III vocabulary terms through the following activities:

- Personal Dictionary is a tool to help students interpret academic vocabulary by creating an illustration and a personal connection; based on the Frayer model (Frayer, Frederick, and Klaumeier, 1969).
- Personal Thesaurus is a tool to help students develop knowledge of synonyms and antonyms.

Research, Rationale, and Standards Correlations

One of the essential elements of LAUSD’s Strategic plan for all schools within the district is having culturally and linguistically responsive, high-quality instruction. *Culturally Authentic and Responsive Texts* provide the perfect opportunity to meet these needs. The collection examines the cultural and linguistic authenticity of high-interest, culturally relevant literature and nonfiction texts through the use of CLR discussion activities that address specific content standards for reading, speaking, and listening. Literacy skills are built through two research-based instructional practices, interactive read-alouds and balanced literacy, providing student-centered discourse and flexibility for partner, small-group, or whole-group class facilitation, leading to both student engagement and proficiency for all. *Culturally Authentic and Responsive Texts* also directly correlate to LAUSD’s strategic plan which focuses on diversity as strength. “L.A. Unified is made up of many cultures where more than 90 languages are spoken. Students

are more successful when learning relates to their culture and language. Culturally and linguistically responsive learning environments: Understand and embrace the cultural values and norms of our students, families and communities. Use the cultural knowledge, experiences, frames of reference and performance styles of students.” (LAUSD Strategic Plan, 2016-2019) *Culturally Authentic and Responsive Texts* provides for all these needs. The goal of the collection is to validate and affirm the cultural and linguistic backgrounds of all students’ home cultures while building skills to provide a bridge to school (mainstream) culture, regardless of ethnicity. At its core, culturally and linguistically responsive teaching pushes teachers to recognize their own cultures and the cultures of their students facilitating positive school culture and social and emotional development. Teachers can then use that cultural knowledge to make learning experiences more relevant to and effective for all students (Au 2009; Gay 2010; Hollie 2018).

Whether teaching in a diverse school setting or teaching with a homogeneous student population, CLR is essential for every classroom, especially as it applies to increasing academic literacy for all students (Hollie 2012) and leading to proficiency for all. Furthermore, engaging students with culturally relevant materials will also help engage parents as well as the communities each school serves. In the *Culturally Authentic and Responsive Texts* collection, academic language, academic vocabulary, and academic literacy operate harmoniously. They are scaffolded through the use of vocabulary activities, discussion activities, and graphic organizers keeping the focus on simplicity and support for all students. Diversity in teaching methods is essential for increasing the probability of reaching all students, no matter their race, gender, age, economic level, religion, orientation, or ethnic identity (Delpit 1995; Hammond 2015). Students are provided the opportunity to exercise critical thinking by analyzing examples of cultural values, norms, languages, and behaviors within the context of each text and by discussing these elements within their own home cultures. Students are thus encouraged to reflect and build upon their own understanding and appreciation of their own cultures, including gender culture, religious culture, orientation culture, national culture, and ethnic culture. Finally, the content of the *Culturally Authentic and Responsive Texts* collection lends itself to classroom discourse surrounding various CLR themes and historical issues prevalent today, including the global challenges of inequality and stereotypes across cultures. *Culturally Authentic and Responsive Texts*, will help engage students at a deeper level, which will indirectly lead to better attendance as well as support college and career readiness, leading to the district’s ultimate goal of all students graduating. For further information on the research base for *Culturally Authentic and Responsive Texts* please visit <https://www.teachercreatedmaterials.com/administrators/research/>. For an electronic copy of the comprehensive Common Core correlations for *Culturally Authentic and Responsive Texts* please visit www.tcmpub.com/correlations.

TIME FOR KIDS®NONFICTION READERS, 2ND EDITION AND TIME®NONFICTION READERS

TIME For Kids®Nonfiction Readers, 2nd Edition and *TIME®Nonfiction Readers* (Levels K-8, English and Levels K-5, Spanish) directly address the District's over-arching goals of: Proficiency for All, Student Engagement, Expanding Opportunities for Early Childhood Education, Positive School Climate, Focus on Simplicity, and Whole Child Wellness Services – social and emotional development. As a supplementary reading curriculum, *TIME For Kids®Nonfiction Readers, 2nd Edition* and *TIME®Nonfiction Readers* engage students in their progressive development of the reading, writing, and critical-thinking skills described throughout the Common Core State Standards and assessed on the SBAC. The TSP subgroups of EIs, RFEPs, low-income students, and foster youth will benefit from *TIME For Kids®Nonfiction Readers* and *TIME®Nonfiction Readers* because it is a systematic and comprehensive leveled nonfiction reading curriculum series. It is dynamic and engaging and the nonfiction readers are the perfect tool for supplementing a reading program or classroom library. This program will meet students' needs for high-interest informational text with readers that feature a variety of text structures, academic and domain-specific vocabulary, opportunities to use multiple strategies to process text, and complex text based on content from *TIME For Kids®* or *TIME®* magazine archives, leading to LAUSD's overall goal of Graduation, College and Career Readiness.

Curriculum Components

TIME For Kids®Nonfiction Readers and *TIME®Nonfiction Readers* integrate science, social studies, and mathematics concepts and themes into a teacher's reading block with engaging nonfiction books for students. This will not only increase student engagement but it will help lead to proficiency for all learners including the TSP. The differentiated and standards-based lessons teach key nonfiction reading skills and strategies: monitoring comprehension, activating and connecting knowledge and ideas, inferring meaning, reading closely, visualizing, summarizing, and synthesizing. These skills will work in tandem to support instruction in the core curriculum. Each *TIME For Kids®Nonfiction Readers* and *TIME®Nonfiction Readers* kit includes the following essential components:

- **Nonfiction Readers**

The books are divided into reading levels which include a variety of features that delineate that particular level. There are six copies each of the titles.

- **Teacher's Guide**

The Teacher's Guide includes easy-to-use standards-based lesson plans that can be used in whole-group or small-group settings or one-on-one with individual students.

- **Assessment Guide**

The Assessment Guide provides placement tests, as well as formative and summative assessments, in print and digital form, to allow the teacher to better monitor their students' progress.

- **Home-School Connections**

Each kit includes a Parent Tips booklet.

- **Interactiv-eBooks**

Each kit includes Interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience.

- **Digital Resources**

TIME For Kids® Nonfiction Readers and *TIME® Nonfiction Readers* feature a variety of resources for integrating technology into literacy instruction. The digital audio feature includes professional recordings of the books and poems in each kit to support fluency practice.

Taught Curriculum

TIME For Kids® Nonfiction Readers and *TIME® Nonfiction Readers* are a comprehensive curriculum series that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting overall TSP academic development. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills. *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers* will support students in becoming 21st century learners, as the wide range of nonfiction texts help students master content knowledge and demonstrate competence in higher-order thinking, communication, creativity, and collaboration. The acquisition of these skills are the foundation of becoming college and career ready.

Interventions and Extensions

Teaching reading is not about merely passing on a set of skills that can be memorized or replicated by students. "Learning to read is a complex process. Most children learn to read and continue to grow in their mastery of this process. However, there continues to be a group of children for whom learning to read is a struggle" (Quatroche 1999). In the present educational climate of high stakes and accountability, including LAUSD's goal of Graduation, College and

Career Readiness, teachers are expected to effectively create instructional activities that address varied student needs. *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers* takes these issues into account and includes a concentrated focus on differentiated instruction. Each lesson plan includes a variety of instructional strategies to reach students who are not yet achieving their potential, those who are learning English, and those who have successfully moved beyond mastery of the standards, as well as those who are performing on level.

Below-Level Students

Every lesson in *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers* provide rich support for below-level students, allowing teachers to best meet the needs of these students and build toward proficiency for all. There are a variety of opportunities (such as hands-on activities, charts, and other visual aids) for students to access the content in different ways before, during, and after reading the text. A deep study of words through the Word Work or Structural Analysis and Academic Vocabulary sections can boost skills needed to access and comprehend text. The reading portion of the lessons provides explicit activities for developing oral language. Both cooperative group work and the gradual release of responsibility support students in building responsibility for their own learning.

English Language Learners

The TSP group (including RFEPs) will benefit most from *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers*. The resources provide access to academic language through rich informational content. In addition, the series offers robust support in each lesson for meeting the specific needs of ELLs. Each lesson is driven by a language objective that is specifically chosen to maximize learning through language acquisition, vocabulary awareness, and word knowledge. Text-specific, high-frequency words are introduced at the beginning of each lesson in order to build word recognition and fluency and ultimately lead to proficiency for all.

A wide range of vocabulary development activities assist in teaching words that are specific to the content and necessary for comprehending the text. Throughout the reading portion of the lesson, sentence frames are provided to encourage oral language responses that support students in communicating their learning and in retaining and applying new language patterns. The poems included in the lessons are ideal for building fluency and vocabulary. The professional recordings of the books and poems (provided digitally) allow for a powerful model of fluency, pronunciation, pacing, and expression. Embedded audio recordings in the Interactiv-ebooks also support fluency.

English language learners will have access to text that meets their language needs across many levels:

- *Emergent* and *Upper Emergent* books include picture-text matching, use of key high-frequency words and some content-area vocabulary, text features such as picture glossaries, table of contents, and bulleted/numbered lists.
- *Early Fluent* and *Early Fluent Plus* books include more challenging content-area vocabulary and high-frequency words. More complex sentence structures and abstract concepts, text features such as sidebars, maps, time lines, and diagrams, and more text-heavy pages.
- *Fluent* and *Fluent Plus* books include text requiring some reader inference, chapter format, and increasingly specialized vocabulary. Higher-level text features such as table of contents, glossary, and index, as well as complex language and sentence structures are included.
- *Advanced* and *Advanced Plus* books include challenging vocabulary, introduction of graphic features to support visual literacy, and activities to prompt critical thinking. Text features such as a bibliography, a "More to Explore" section, a glossary, an index, and a table of contents are found in each book.

Research, Rationale, and Standards Correlations

TIME For Kids® Nonfiction Readers and *TIME® Nonfiction Readers* are supplemental nonfiction reading curricula that expose readers to nonfiction texts and concepts that will not only help expand opportunities for early childhood development but it will lead to more student engagement and proficiency for all. For all students but specifically the TSP of EIs, RFEPs, low-income students, and foster youth, it will develop nonfiction reading skills and strategies through the use of texts that appeal to their interests and lead to more student engagement. Instruction will provide ample opportunities to develop skills to support deep comprehension of nonfiction texts. The texts were purposely developed to provide interesting information on topics pertinent and exciting to students. In addition, the content and photographs featured in each text are designed to encourage the students to read with heightened curiosity. This interest in the reading material has a potential for an increase in time spent on reading, which in turn can improve comprehension for readers of all levels.

TIME For Kids® Nonfiction Readers and *TIME® Nonfiction Readers* fulfill a need for exposing developing readers to increasingly complex nonfiction texts and concepts. With vibrant nonfiction books as the core, the curriculum teaches specific nonfiction skills in addition to the

key reading skills that are necessary for success in literacy. *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers* provide rich full-color books on high-interest topics. Text features such as a table of contents, chapter titles, headings, captions, a glossary, an index, and italics and bold print are included as appropriate for the reading level. Moreover, with the use of photos, charts, and diagrams, the books expose students to graphic aids that enhance the reading experience and build visual literacy. The lesson plans provide explicit instruction on when and how to access these features and why they improve comprehension. Text structure in nonfiction texts plays a very important role in students' ability to understand them. Books in this curriculum are designed with a variety of text structures, including sequence, cause and effect, problem and solution, description, and compare and contrast. Each lesson focuses on two of the following key nonfiction skills or strategies: activating prior knowledge, questioning, determining importance, monitoring comprehension, drawing inferences, synthesizing information, and visualizing. For further details on the research behind *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers*, please visit <https://www.teachercreatedmaterials.com/administrators/research/>.

TIME For Kids® Nonfiction Readers will help LAUSD achieve its goals of Proficiency for All, Student Engagement, Expanding Opportunities for Early Childhood Education, Positive School Climate, Focus on Simplicity, Whole Child Wellness Services – social and emotional development. It also meets key criteria of the Common Core State Standards which calls for instruction using cross-content, complex informational text to encourage content-area literacy and integration of critical types of content. For an electronic copy of the comprehensive Common Core correlations for *TIME For Kids® Nonfiction Readers* and *TIME® Nonfiction Readers*, please visit www.tcmpub.com/correlations.

SMITHSONIAN STEAM READERS

Smithsonian STEAM Readers (Grades K-5) deeply engages students with real-world examples to give students insight into how the engineering design process is used to solve real-world problems. Created in partnership with the Smithsonian Institution, the books will engage students with dynamic images and text features that enhance the reading experience and build visual literacy. Additionally, this collection includes STEAM career advice from Smithsonian employees working in STEAM fields which directly supports LAUSD's vision of Career Readiness. The content highlights every aspect of STEAM: science, technology, engineering, the arts, and math. By becoming STEAM proficient, students are prepared to answer complex questions, investigate global issues, and develop solutions for modern-day problems.

Curriculum Components

Smithsonian STEAM Readers will challenge students to explore, collaborate, and solve problems through hands-on, minds-on learning. Each kit in the series contains:

- **Nonfiction readers** featuring high-interest topics based on **Smithsonian content**
- **Full-color Management Guide** that features lesson plan components, balanced assessments, differentiation strategies, and standards correlations
- **Lesson plans** showcasing research- and standards-based reading, writing, and STEAM lessons
- **Culminating activity** that challenges students to identify a problem and apply what they've learned about the engineering design process to find solutions
- **Interactiv-eBooks** to engage students, build 21st century skills, and extend the reading experience with digital writing and comprehension activities
- **Professional audio recordings** of books to improve fluency and support English language learners
- **Reproducible student activity sheets**

Taught Curriculum

Teachers can optimize instructional time with students by utilizing the three-part framework of the reading process to facilitate STEAM learning. Breaking down content-area reading instruction into three parts—before reading, during reading, and after reading—is an effective way for content-area teachers to use nonfiction texts as instructional material (Pressley 2002). Each ten-day lesson sequence is organized in a consistent format for ease of use. Day one of each reader introduces students to the STEAM Challenge, key academic vocabulary, and the reading skill. In days two, three, and four, students complete reading and writing activities as they gain knowledge that will help them with the concluding STEAM Challenge.

Nonfiction Books

The series contains six copies of 15 titles of each leveled reader. Available in both print and digital format, the nonfiction books feature a high-interest topic based on Smithsonian content. The dynamic images and text features enhance the reading experience and build visual literacy. Each text includes a hands-on STEAM challenge that guides students through every stage of the engineering design process. The real-world examples give insight into how the engineering design process is used to solve real-world problems. The books offer career advice from Smithsonian employees working in STEAM fields and highlight every aspect of STEAM: science, technology, engineering, the arts, and mathematics.

The Engineering Design Process

Preparing students for graduation, college and career readiness is a clearly stated goal of LAUSD and is fully supported with the *Smithsonian STEAM Readers*. In days five through ten of the reader, students take what they have learned and apply it to design, build, test and improve a solution to a problem. Students then reflect, share, and take assessments over their learning. Each lesson in this series presents students with a design challenge that guides them through the engineering design process to solve a problem.

- **Define the Problem:** Understand the problem or need presented in a challenge. Identify constraints and criteria for success.
- **Research and Brainstorm:** Gather information that relates to the challenge. Generate creative ideas for potential solutions.
- **Design and Build:** Develop a detailed design plan. Follow the plan to create a solution.
- **Test and Improve:** Evaluate the solution. Modify the design to make improvements and evaluate the new solution.
- **Reflect and Share:** Reflect on successes and failures throughout the process. Communicate results to others.

Interventions and Extensions

Today's classrooms are filled with students of varying backgrounds, reading abilities, and learning styles. A teacher's ability to differentiate instruction and respond effectively to the needs of a variety of learners is critical to the success of any program (Henry and Pianta, 2011). *Smithsonian STEAM Readers* include a variety of tools to help teachers differentiate instruction including:

- **Audio recordings** of texts model fluency and support below-level learners and English language learners.

- **Interactiv-eBooks** support student learning through video, audio, and other digital tools.
- **Graphic organizers** support visual learners and language learning.
- **Leveled books** support above-, on-, and below-level learners.
- **STEAM Challenges** incorporate student choice and open-ended response.

In addition to the differentiation tools that support the various TSP groups, the lessons in *Smithsonian STEAM Readers* include specific callouts, which differentiate what is taught, how it is taught, and the products students create to show what they have learned.

Below-Level Students

Suggested differentiation strategies in the lessons help teachers vary instructional techniques and materials to make content more concrete. These strategies offer extended support for below-level learners. Without making adjustments in instruction, struggling readers quickly disengage and do not actively participate in the reading process. They need teachers who can make on-the-fly decisions based on student thinking (Kibby and Klenk 2000). Below-level learners will have the key concepts illustrated with concrete representations to build and demonstrate comprehension.

English Language Learners

English language learners are being introduced to content and language simultaneously. Although they may have acquired social language skills, the language of school is academic in nature. Students with speech or language challenges can benefit from hands-on experiences and learning in cooperative groups. These experiences allow them to engage in learning that is fun, develop language, and connect with others, even if non-verbally. “Building a roller coaster or designing a board game with ELL students is a great way to share experiences and generate opportunities for conversations” (Maslyk 2016).

In *Smithsonian STEAM Readers*, vocabulary instruction is integral to the literacy lessons and will support proficiency for all. Students need explicit vocabulary instruction before reading a text to better understand the content. *Smithsonian STEAM Readers* includes vocabulary activities designed to familiarize students with new vocabulary words, promote authentic practice, and encourage the understanding of meanings in context. Additional scaffolding is provided in the series to add context to language and to connect content to students’ lives.

Research, Rationale, and Standards Correlations

Literacy demands in the twenty-first century are tremendous. In an increasingly global and information-rich society, students need to be eager to learn and seek answers, developing necessary skills to navigate informational texts they will come across in school, the workplace, and everyday life. Students also need to be able to read, write, and communicate collaboratively

in a cross-cultural world (ILA 2016). STEM has become a common educational acronym over the past decade. Creativity is another essential component for innovation. The need for creative thinkers helped to launch the STEAM movement, as well as the Makers Movement. “The A is where STEAM and making intersect. It is at this intersection where student engagement soars” (Maslyk 2016). Blending arts principles with STEM disciplines prepares students to be problem-solvers, creative collaborators, and thoughtful risk-takers. Even students who don’t choose a career in a STEM or STEAM field will benefit because these skills can be translated into almost any career.

TCM has a proven history of developing content that is research-based, encourages higher-order thinking skills, and improves content-area literacy. Our *Smithsonian STEAM Readers* are comprised of readers that are standards-based and aligned with the CCSS. An electronic copy of the comprehensive CCSS correlations for the *Smithsonian STEAM Readers* is available at www.tcmpub.com/correlations. For further details on the research behind *Smithsonian STEAM Readers* please visit <https://www.teachercreatedmaterials.com/administrators/research/>.

MY WORDS READERS AND EARLY CHILDHOOD THEMES

According to the LAUSD Strategic plan, “Beginning in preschool, every child will be taught school-readiness behaviors, early-literacy skills and mathematical practices and concepts. Educators will use standards-based curricula to design enduring experiences, integrate digital tools and the arts, and tailor instruction to ensure that all students master grade-level standards.” The *My Words Readers* and *Early Childhood Themes* are two programs that will ensure this goal is achieved. In addition, these two programs will help support the TSP) subgroups of EIs, RFEP, low-income students, and foster youth at the earliest levels of school and instruction building the foundation needed for proficiency for all and graduation, college and career readiness.

My Words Readers

My Words Readers is a curriculum designed to bring the joy of shared and independent reading to emergent readers. The texts in the curriculum contain a minimum of two high frequency or sight words each, coupled with rebus pictures to create sentences and phrases. High-interest photographs and clever text make the texts attractive to young students and older emergent readers. The high frequency words have been grouped into meaningful common phrases, fostering engagement and repetition for mastery of the high frequency words. *My Words Readers* focus on Fry’s first 100 words. The first 25 words are included in *My Words Readers*, Grades Pre•K–K. These words are the 25 most common English words in print. Words 26–100 are featured in *My Words Readers*, Grade 1. The texts provide reading experiences that can help students develop vocabulary, comprehension, and fluency skills while learning to recognize high-frequency words.

Curriculum Components

The TCM *My Words Readers* are designed for ease of use and implementation with the following items:

- ***My Words* texts**, 6 copies of each book
- **Lesson Plans**, tailored for each title
- **Management Guide**, easy-to-use teacher resource that supports best practices for early literacy instruction
- **Digital Resources**, collection of digital resources to support implementation

EARLY CHILDHOOD THEMES

With a focus on simplicity, *Early Childhood Themes* (Pre•K–1, English and Spanish) is a supplemental reading curriculum that directly engages students in their progressive development of the reading, writing, and critical-thinking skills described throughout the state standards. *Early Childhood Themes* provide the support that our youngest students need to succeed using engaging, developmentally appropriate learning experiences and a comprehensive curriculum around a theme. With exposure to a wide range of text, opportunities to use multiple strategies to process text, and extensive language development activities, *Early Childhood Themes* incorporates cross-curricular connections that allow the youngest learners to make connections seamlessly from what they are learning to their everyday lives.

The complex texts provided in *Early Childhood Themes* improve content-area knowledge and the English language arts skills used for communicating that knowledge. Teachers will find that *Early Childhood Themes* expands opportunities for early childhood education and is a comprehensive, practical, and academically rigorous resource that provides them with all the support they need as they embark on the shift to dynamic, high-level classrooms that teach to the standards. In addition, these resources are educationally, culturally, and socially relevant further promoting the culturally and linguistically responsive elements of LAUSD's Strategic Plan. This is inclusive of images, videos, and other media used to illustrate content. In order for a resource to be culturally responsive, transforming instructional practices must occur. TCM's instructional support resources—teachers' guides, lesson plans, and the like—encourage educators to not only think differently, but teach differently as well. *Early Childhood Themes* address the needs of all students, including the TSP, and integrate a wide variety of learning modalities: listening, reading, speaking, writing, drawing, cooperative learning, role-playing, questioning, purposeful play, and more.

Curriculum Components

Young children love to play, get dirty, and discover. Teachers are tasked with introducing these young learners to the world of school. Teachers need to plan meaningful activities for the children in their classroom, as these experiences will allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in each *Early Childhood Themes* kit support the importance of play and meaningful experiences.

The components of each *Early Childhood Themes* create a captivating unit around a theme. Each *Early Childhood Themes* kit includes the following essential components:

- **Teacher's Guide**
- **Books**—3 titles, 6 copies each, 16 pages per book (7" x 9") in print and digital forms
- **Lap Books**—3 titles, 1 copy each (9.5" x 12")
- **Vocabulary Concept Cards**
- **Digital resources** including songs, recorded text, videos, interactive whiteboard activities, and reproducibles

Research, Rationale, and Standards Correlations

Early childhood education has been proven to have positive, long-lasting effects on children. *Early Childhood Themes* is a great opportunity to expand opportunities for early childhood education in every classroom with a focus on simplicity. Numerous longitudinal studies have shown that children who receive educational services prior to kindergarten enter elementary school more prepared than their peers who have not received early childhood education. Early childhood education clearly plays an important role in the development of children.

Developing academic readiness by focusing on children's language acquisition and early reading development can also directly support English learners. *Early Childhood Themes* provide teachers with standards-based resources and lessons to develop children's language and literacy skills. Additionally, the materials develop students' understanding of content-area concepts in mathematics, science, and social studies. Activities are taught through music, rhyme, and rhythm, and include gross motor development as well.

Reading is a complex process that involves word recognition, comprehension, and fluency. Early reading requires children to hear, identify, and manipulate sounds in words (phonemic awareness), to connect letters in printed words to sounds and words in spoken English (phonics), to connect those words to meaning (vocabulary and comprehension), and to read with appropriate speed, accuracy, and expression (fluency). When children acquire these skills, they are able to read and access books to learn about their world.

High-frequency words are the words that occur most frequently in written and spoken sentences. These words do not necessarily follow the rules of phonics and should be read with automaticity to save time and mental attention for other reading tasks. Providing early learners with extensive opportunities to read engaging stories that use these words is the most effective way to promote their learning. With frequent exposure, children will learn these words and read them with increased fluency and speed leading to proficiency for all. For further details on the research behind *My Words Readers* and *Early Childhood Themes*, please visit

<https://www.teachercreatedmaterials.com/administrators/research/>. In addition, an electronic copy of the comprehensive CCSS correlations for *My Words Readers* and *Early Childhood Themes* is available at www.tcmpub.com/correlations.

OVERVIEW OF TCM PROFESSIONAL DEVELOPMENT

Teacher Created Materials (TCM) is rapidly becoming the preferred provider of professional development for educators in the U.S. and around the world. To support the aforementioned curricular resources, TCM offers a variety of professional development options. Several training formats and options are offered that include critical topics, sought after presenters, and rich, practical content. All professional development and coaching sessions delivered by TCM embed best practices with hands-on application, so participants are able to utilize the skills and strategies learned immediately in their classroom instruction. TCM's consultants work closely with school and/or district representatives to tailor the topic and content to meet the needs of the audience. TCM aims to develop teachers' pedagogical knowledge and provide teachers with a toolbox of instructional strategies.

TCM works in a partnership with district-level administrators to develop a highly customized professional development plan to meet target needs and district goals for the duration of the professional development services. TCM has worked with districts nationwide to create specialized professional development delivery models that best serve their needs. Working in a partnership with educational entities, TCM will create timelines and modes of delivery for the professional development services to be provided. The scope and sequence developed for each area of focus can be varied and adjusted based on needs, length of time, professional learning objectives, and delivery modes required. TCM's highly-qualified professional development team will work in partnership with key district-level administrators to develop methods for assessing the effectiveness of the professional development and the efficacy of the instructional strategies implemented in the classroom to help build teacher capacity and pedagogy and increase student achievement.

TCM Delivery Models of Professional Development

TCM is able to provide a variety of delivery models for professional development. These varied formats will address the focus areas of reading, English language arts, mathematics, science, social studies, and others to improve instructional strategies, content-area knowledge, and pedagogy for the targeted audiences.

Listed below are outlines of a variety of trainings TCM is able to provide for educators, administrators, and support staff.

- **Workshops/In-services:** A full-day of hands-on training at a designated site where participants are engaged in research-based professional learning practices.

- **Cohort Learning Opportunities:** Participants will have the opportunity to work together to increase content-area pedagogy with a hybrid of face-to-face and online training as they learn together through the professional development.
- **Professional Learning Institutes:** TCM's professional development facilitators can provide professional learning institutes for participants to learn instructional strategies that will translate into practical classroom implementation.
- **Job-Embedded Coaching:** TCM can provide onsite follow up in the form of job-embedded coaching, based on its Gradual Release of Responsibility Coaching Model. Coaches will provide onsite support and one-on-one, job-embedded consultations.
- **Webinars:** To build capacity between visits, teachers and leaders can participate in interactive webinars that provide follow-up support. Webinars are designed to be 45–50 minutes in length to adapt to busy schedules but may be customized based on the preference of the school and/or district.

Model for Planning Professional Development

TCM uses the following structure to support states, districts, and schools in planning and implementing professional development.

Organize- TCM works with state and district stakeholders to identify needs and to plan professional development around those needs. The nature, scope, and necessary supporting resources for the work are determined, and a plan is made for the structure and parameters of the professional development delivery.

Plan- The TCM academic officers and professional development facilitator(s) work closely with the education unit's committee to lay out the details, schedule, and agenda for providing the professional development services and resources.

Implement- The professional development and other determined services can be delivered to a range of stakeholders including administrators, teachers, and parents in a variety of formats. Each professional development model is designed to build capacity to implement and sustain the professional learning.

Evaluate- Following each phase of the professional development implementation, TCM performs an internal evaluation of the effectiveness of the services to determine any needed adjustments. In addition, TCM will follow any district or state evaluation plan as agreed upon during the organization phase.

Sustain- TCM is available for consultation even after providing services. Additionally, TCM can provide ongoing collaborative coaching, modeling, train-the-trainer services, and mentoring to support and monitor growth either onsite or digitally.

Methodology

To support implementation and application of the aforementioned best instructional strategies, TCM's professional development is supported and constructed with a solid foundation garnered by the research- and standards-based pedagogy drawn from Shell Education professional resources. As a division of TCM, Shell Education publishes resources that easily support the curriculum and teacher training provided by TCM. Shell Education's human resources include field experts, authors, and editors from such prestigious institutions as Harvard, Columbia, UCLA, UC Berkeley, USC, Kent State, Lesley University, and the California State University system. Shell Education has an exclusive partnership with the prestigious Lesley University located in Cambridge, Massachusetts. The partnership allows for joint publishing projects relating to the design and development of rich, educational resources and teacher training created specifically to help prepare educators for the classroom experience in all content areas. Shell Education has a similar partnership with the International Literacy Association (formerly, IRA) to jointly publish professional resources.

In addition, Shell Education is proud to have a partnership with Dr. Sharroky Hollie in working toward the dual goals of making his theory of Cultural and Linguistic Responsiveness (CLR) palatable for teachers in the classroom and creating exemplary classroom models for what CLR classroom instruction looks like. To that end, all of our resources are created with a focus on two aspects of culturally and linguistically responsive instruction: a focus on equity and diversity and a focus on pedagogy. TCM strives to make its resources and professional development educationally, culturally, and socially relevant.

Shell Education offers a broad range of materials to support reading, writing, mathematics, social studies, science, technology, early childhood, classroom management, higher-order thinking, parent involvement, and professional development in grades Pre•K–12. Creating practical, easy-to-use, and teacher-friendly materials is Shell Education's continuous goal; helping teachers do what they do best—teach. These resources are formatted in one or more of the following ways:

- Professional books with best practices information on key topics
- Strategy notebooks with detailed explanations, model lessons, and activities
- Application books with ready-to-use lesson plans and student resources

All of these exceptional materials are research and standards based, written for educators by educators and serve as the foundation for the structure and delivery of all staff development and leadership training services delivered by TCM. This sets TCM apart from all other educational publishers and professional development providers. TCM has worked with districts large and

small to increase administrator and teacher effectiveness through a variety of professional development models including onsite professional development workshops, coaching, institutes, and online trainings. TCM understands how to work with all levels of administration to design and execute a professional development plan that creates effective partnerships, successfully maximizes capacity, and offers sustainability. TCM has worked with all levels of stakeholders, including administrators, teachers, parents, and external service providers, such as universities and non-profit organizations, in developing and delivering customized professional development. TCM's professional development is customized to the states', districts', or schools' needs with the goal of sustainable, long-term school improvement. TCM feels strongly that the District will find it is poised to offer high-quality professional development for educators, supported by key supplemental resources.

Learning Opportunities Differentiated for Teachers in a Variety of Service

TCM recognizes that adults, like students, have different learning styles and needs and that teachers and leaders in a variety of service require differentiated professional development. The instruction provided by TCM is differentiated through multiple methods and strategies. The combination of technical assistance consultation, professional development sessions, and coaching provides distinctive levels of support for different teachers. Expert consultants also model differentiating for learning styles by providing activities that address multiple learning styles within one session. Within each learning session, TCM's consultants use a variety of instructional techniques in order to maximize learning among participants. Sessions include a minimal amount of direct instruction. Instead, small-group activities are implemented, teaching strategies are demonstrated, and hands-on activities in which participants practice teaching and leadership strategies with one another are used. These types of learning activities involve teachers and leaders as active participants in each session, which is a well-established criterion for effective learning.

All professional development and coaching/mentoring sessions delivered by TCM embed best practices with hands-on application, so participants are able to utilize the skills and strategies learned immediately in their classroom instruction. TCM's consultants work closely with school and/or district representatives to tailor the topic and content to meet the needs of the audience. This may sometimes include the administration of a needs assessment, which can be deployed both prior to the training and post-training to check for understanding. As education and TCM's district partners' needs have changed, so has TCM's professional development. TCM's professional development is customized to each district or school and is designed around teachers' and students' needs, educational research, and best practices for professional learning. TCM aims to develop teachers' pedagogical knowledge and provide teachers with a toolbox of

instructional strategies. To support implementation and application of these strategies, TCM bases professional development on research-based professional books and curriculum resources.

TCM's professional development facilitators are highly-qualified, expert educators that have a range of education experiences both in the classroom and outside of the classroom. TCM's professional development facilitators customize coaching/mentoring and professional development by focusing the objectives and content around the needs of the district or school. The facilitators integrate effective professional learning strategies and technologies to ensure teachers can effectively translate into practice the objectives set forth. TCM's coaching/mentoring services have served numerous districts throughout the United States to encompass all grade levels.

Demonstration of Success in the Area(s)

Following each professional development session, TCM gathers information from participants to gauge the effectiveness of the sessions or coaching/mentoring experiences. These evaluations use a Likert scale to glean information regarding the professional development. A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research with a *rating scale*. The information in each response is quantified from collective responses to a set of items and the responses are scored along a range. The coaching/mentoring workshop evaluation also allows participants to rate the trainer as well as the content and any handouts or materials provided in the professional development session. TCM gathers this data and compiles comprehensive reports to inform states, districts, or schools of the effectiveness of the professional development. These data also help to inform next steps for future professional development needs. Below is an example of an evaluation that would be filled out by teachers after a professional development training.

JOB-EMBEDDED COACHING SESSIONS

Job-embedded coaching sessions may also be conducted multiple times during each school year to offer instructional support through classroom visits and observations. Coaches will provide onsite support and one-on-one, job-embedded coaching for individual teachers or a cohort of teachers in each session. Through coaching, educators will be supported in effectively implementing instructional strategies, curriculum mapping and pacing plan documents, lesson plans, and assessments. TCM's coaches will model research-based instructional strategies to improve student achievement and engagement. Through this process, teachers will not only learn how to translate research-based methods into practice, but they will learn when to employ the methods and how to differentiate them to best meet students' needs. One day or multiple days will be spent with a TCM coach who will conduct observations of teachers engaged in the specific focus topic and/or research-based methods. The following day(s) will be spent debriefing what was observed, highlighting strengths and weaknesses, modeling strategies and/or lessons, and building plans for next steps.

As stated in the report *Teaching the Teachers* from the Center for Public Education, research suggests that the instruction needed to prepare students for college and 21st century careers is not the instruction most teachers currently use in their practice. In other words, teacher learning is the linchpin between the present day and the new academic goals. Merely keeping students working bell to bell is not enough; teachers have to learn new ways to teach, ways to teach they likely never experienced themselves and that they rarely see their colleagues engage in. Creating this type of teacher development is one of the biggest challenges school districts face today. TCM recognizes that professional development in an era of accountability requires a *change in a teacher's practice* that leads to increases in student learning. This is why TCM proposes coaching as the most effective answer to building a significant amount of support for teachers during the critical implementation phase in ones' classroom.

Coaching does not entertain any notions of perfection, performance, or evaluation. The focus of coaching activities is not to render judgment but rather to develop powerful communication among educators that enables them to capture and share a common vision for improving student achievement. Misconceptions about coaching abound and can thus fuel fears about working with coaches. Coaching offers something for every teacher—from the beginner to the seasoned veteran. Working in the company of a coach or colleague can light the way to powerful and purposeful practice and increase the level of learning for all students.

More information on TCM's coaching model has been provided below. This section delineates professional learning objectives for the job-embedded coaching services, explains our coaching tools, and outlines the TCM Gradual Release of Responsibility Coaching Model.

Description of TCM Coaching Model

TCM's coaching is onsite professional development that provides the opportunity for a highly-qualified education consultant to work with teachers in the classroom and/or school site setting. To internalize a practice and change their beliefs teachers must see success with their students, but student success is very hard to come by initially, as teachers are learning new skills to master. This professional development model is designed to build teachers' capacity, provide support to school and district efforts to improve instruction, and demonstrate strategies that effectively teach grade-level skills to mastery and help prepare students for success.

Job-Embedded Coaching Services and Professional Learning Objectives

- Guide teachers to understand the philosophy and pedagogy of assigned curriculum and provide research-based approaches to effective classroom instruction
- Participate in onsite coaching workshops to learn research-based instructional strategies
- Provide model lessons to improve classroom instruction by exemplifying instructional practices that are aligned to the California State Standards.
- Observe modeled lessons and provide instructional support using best practices to improve classroom instruction
- Co-plan lessons with teachers to guide the usage of state resources and to determine lesson objectives, strategy for instruction, time management, differentiated instruction, and norms regarding lesson delivery
- Co-teach lessons with coach and fellow teachers to support the usage of learned instructional strategies and resources in the classroom
- Reflect and debrief following each phase of the coaching process to identify strengths, challenges, and next steps
- Continue professional learning by collaborating in grade-level groups to analyze student work and data to drive and inform instruction
- Reflect regularly in debrief meetings after each coaching activity to analyze professional growth and determine next steps

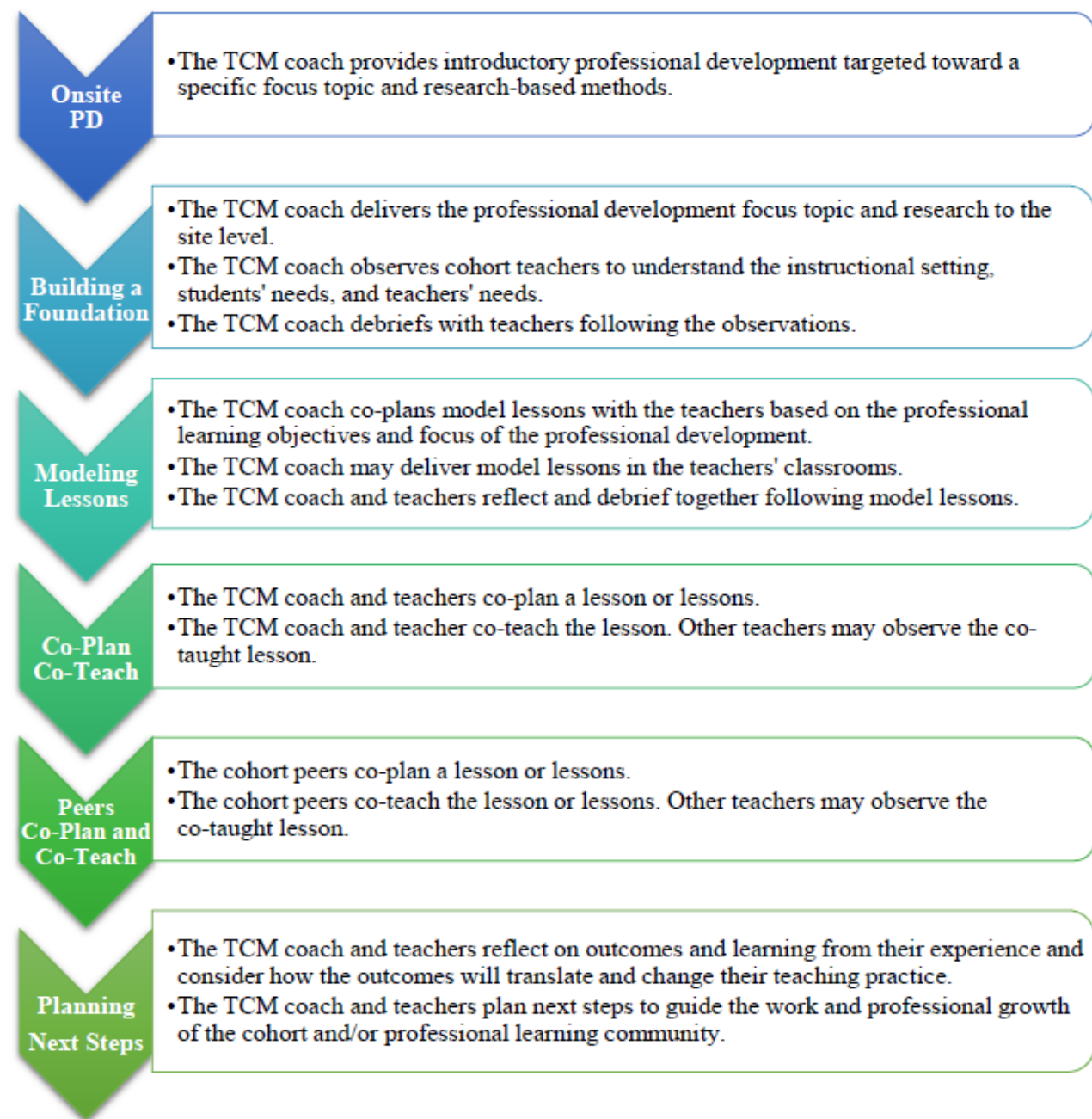
Coaching Tools

To facilitate the coaching experience, a number of tools are used for planning, observing, and debriefing. A general list of tools is provided below. These tools can be further customized to meet the goals and objectives of the District for professional learning. Specific tools developed by the district can also be used in lieu of, or in addition to, the tools provided.

- **Coaching Event Questionnaire**—This document will be completed with the District or school site leader to plan the general structure and delivery of the coaching services.
- **Coaching Services Plan**—This is a tool used to create a schedule for each coaching day.
- **Coaching Log**—This log is completed by the coach to record coaching activities, outcomes, and next steps. It can be provided to the school site and district to track teachers' and/or students' progress.
- **Lesson Plan Template**—This will serve as the structure for planning lessons to be delivered during the coaching model. It can be provided by the District or a template can be created in partnership with the District.
- **Coaching Observation Frameworks and Guides**—These tools serve as a notetaking guide and/or checklist during observations. It can be used by the teacher, coach, and/or administrator.
- **Co-Plan and Co-Teach Procedures**—This packet is used to establish norms and expectations for the co-plan and co-teach experience.
- **Coaching Reflection and Debrief**—This tool is used to facilitate the post-lesson reflection and debrief process.

TCM's Gradual Release of Responsibility Model for Coaching

This is a sample coaching model that has been implemented successfully. The timeline and structure of the model can be modified to meet the needs of the school, teachers, and students.



WEBINARS

Between visits, teachers can participate in interactive webinars that provide follow-up support. Webinars serve as a complement to face-to-face professional development by sustaining learning and allow multiple teachers and multiple school sites to participate and receive training simultaneously. An entire team can gather in one conference room and discuss content as a professional learning community without having to travel to and from a physical seminar location. During these webinars they can share successes, discuss their progress on professional learning tasks, reinforce learning on selected professional development topics, and troubleshoot problems. Webinars will also provide continuity of professional learning across the district as all staff will be receiving the same support and professional development concurrently or via a recording of the training.

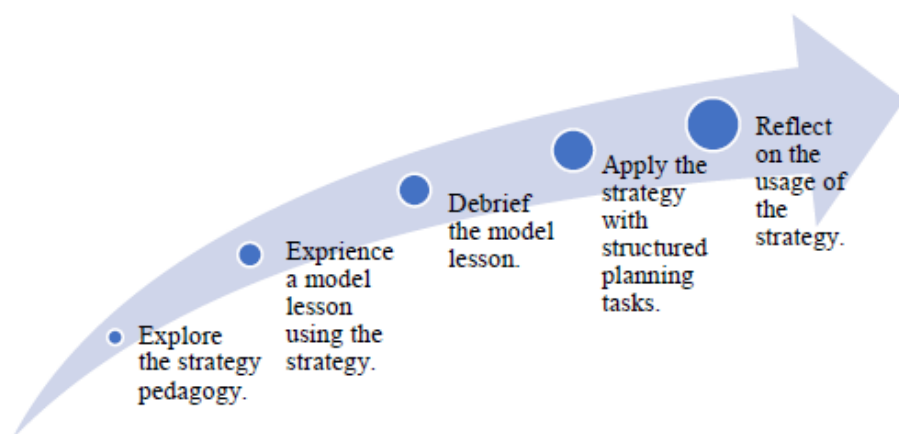
Webinars are designed to be 45–50 minutes in length to adapt to busy schedules, but the duration and frequency of webinars is based on the preference of the school and/or district. All TCM webinars are archived and offered with the option to access the contents and the materials after the event has ended. Because of this ready access, teachers can attend the sessions at their convenience, and they can review the material multiple times, helping them revisit the material for reference and retention.

TCM PROFESSIONAL DEVELOPMENT OFFERINGS

TCM professional development is systematically designed to increase teacher efficacy, sustain professional learning, and build school and district capacity. Teachers will actively engage in practical professional learning that changes practice and increases student achievement. Each professional development package can be customized to include multiple phases or modules to meet the professional learning objectives and needs of the district. With these single or multi-day plans, educators will have the support they need to transition their learning into practice. Additionally, districts can increase instructional capacity by offering train-the-trainer model, leadership workshops, or job-embedded, classroom coaching. These professional development services are driven by several overarching goals that include, but are not limited to:

- Providing teachers, administration and the district community with research-based instructional support and professional development in the areas of curriculum, pedagogy, lesson design, and discovery-based teaching strategies;
- supporting the district-wide effort to improve instruction and build capacity;
- demonstrating model lessons that effectively teach grade-level skills to mastery and help prepare students for success in more advanced courses; and
- working with teachers and the district to ensure that all disciplines and instruction are aligned with and support the standards.

In the following pages, you will find an extensive list of professional development solutions that support best practices and research-based instructional strategies. Each phase of professional development will be implemented during a six-hour professional development workshop. These workshops will be interactive, hands-on, and presented by expert educators. Professional development facilitators and instructional coaches will employ the following approach for each instructional strategy shared during professional learning.



The following comprehensive list of professional development options spans a variety of topics and is sorted by content area for easy navigation. Topics that can be customized for any content-area can be found at the end of the document.

TCM PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE ARTS

Align, Implement, and Instruct with the English Language Arts Common Core State Standards

Building Fluency Through Practice & Performance

Close Reading and Critical Analysis of Text

Connecting Content and Language for English Language Learners

Designing Effective Writing Instruction for Text-Based Writing Tasks

Fake News, False Claims! What is True? What is False? Information Literacy: Strategies to Separate Fact from Fiction

Improving Student Writing Skills

Improving Student Writing Skills with Writer's Workshop

Improving Student Writing Skills with Mentor Texts

Keys to Building Academic Vocabulary: Using Greek and Latin Roots

LOL! (Learning Out Loud)

Strategies for Teaching Interactive Read-Alouds

Literacy, Language, and Learning: Effective Strategies for Early Childhood Intervention

Meet the Millennial Reader! Literacy Strategies for the 21st Century

Pair-Share-Read! Strategies for Shared Reading Instruction

Purposeful Play for Early Childhood Phonological Awareness

Purposeful Talk: Strategies for Active Listening and Productive Dialoging to Foster Comprehension

Sounds Like Success: A Strong Phonics Foundation Builds Reading Competency

Strategies for Effective Balanced Literacy

The Dynamic Duo: Close Reading with Literary and Informational Texts

The Art and Craft of Effective Guided Reading Instruction

TCM PROFESSIONAL DEVELOPMENT FOR SOCIAL STUDIES

Align, Implement, and Instruct with the Common Core State Standards for Social Studies

Integrate, Align, Implement, and Instruct with the College, Career, and Civic Life (C3) Framework for Social Studies

Historical Thinking and Document-Analysis Skills

Using Primary Sources and Primary Source Readers Effectively in the Classroom

TCM PROFESSIONAL DEVELOPMENT FOR SCIENCE

Align, Implement, and Instruct with the Common Core State Standards for Science

Align, Implement, and Instruct with the Next Generation Science Standards and the Common Core State Standards

STEM Challenges for Inquiring Minds

TCM PROFESSIONAL DEVELOPMENT FOR MATHEMATICS

Align, Implement, and Instruct with the Common Core State Standards for Mathematics

Let's Talk About it: Mathematical Discourse

Math Boot Camp: Creating an Environment of Numeracy in the K-12 Classroom

Math Boot Camp: Teaching Number Sense in the K-12 Classroom

Strategies for Teaching Mathematics

Using the Guided Math Framework for Mathematics Instruction

What's Your Math Problem!?! Getting to the Heart of Teaching Problem Solving

TCM PROFESSIONAL DEVELOPMENT FOR PARENTAL INVOLVEMENT

Parents as Partners—Empower Your Student Toward Academic Success

Parents as Partners—Ending the Homework Battle

Parents as Partners—“I Am Bored!” Continue Your Student's Learning During the Summer

Parents as Partners—Making the Shift to the Common Core State Standards

Parents as Partners—Reading with Your Student at Home

Parents as Partners—Relating to Your Student, “The Digital Native”

TCM PROFESSIONAL DEVELOPMENT FOR ALL CONTENT AREAS

21st Century Thinking: Using the Four Cs to Support College & Career Readiness

Align, Implement, and Instruct with the Common Core State Standards

Applying Brain Research and Technology to Engage Today's Students

Assessment Strategies for Improving Teaching and Learning: Formative Assessment for Students and Teachers (FAST)

Be B.R.A.V.E. (Build Rigorous Academic Vocabulary Essentials)

Being Practical with the Common Core: Using Your Brain with Technology

Brain-Powered Strategies to Engage All Learners

Cooperative Learning: Building Successful Collaboration in the Classroom

Creating and Managing an Effective Classroom Environment

Creating Rigor and Relevance for 21st Century Learners

Culturally and Linguistically Responsive Teaching and Learning

Engaging Students with Interactive Notetaking

Gifted Education: Supporting and Challenging the Forgotten Students

Higher-Order Thinking Skills to Develop 21st Century Learners

Implementing a Response to Intervention Model

Integrating STEAM Across the Content Areas

Integrating Technology into the Curriculum

Integrating the Arts Across the Content Areas

Lessons Learned from the Teaching Trenches for Effective Classroom Management

LOL! (Learning Out Loud): Strategies for Teaching Interactive Read-Alouds

Orchestrating School Change: Transforming Your Leadership

Professional Learning Communities: Using Data in Decision Making to Improve Student Learning

Project-Based Learning and 21st Century Skills

Purposeful Assessment Strategies for the Pre-K Classroom

Reading in the Content Areas: Improving Literacy in All Subjects

Standards-Based Teaching Practices: Modify Your Instructional Approaches to Accommodate the Needs of Special Education Students

Strategies for Building Text-Dependent Questions

Teaching and Learning through Text Sets

The Synergy of Inquiry Learning

Transforming the Classroom into a Creative and Active Learning Environment

Utilizing Vertical Teams as Professional Learning Communities to Improve Student Learning

Writing Across the Content Areas

You Can't Just Say It Louder: Differentiated Strategies for Comprehending Nonfiction
Error! Bookmark not defined.

TEACHER CREATED MATERIALS CURRICULUM LAUNCH TRAINING

Price Schedule

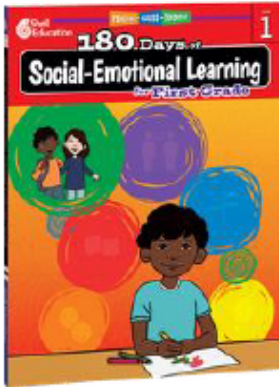
Qty	Item #	Description	Unit Price	Total Price	Total Amount
1	9781493888351	Culturally Authentic and Responsive Texts: Grade K	\$ 399.99	\$ 399.99	\$ 399.99
1	9781493888368	Culturally Authentic and Responsive Texts: Grade 1	\$ 399.99	\$ 399.99	\$ 399.99
1	9781493888375	Culturally Authentic and Responsive Texts: Grade 2	\$ 399.99	\$ 399.99	\$ 399.99
1	9781493888382	Culturally Authentic and Responsive Texts: Grade 3	\$ 399.99	\$ 399.99	\$ 399.99
1	9781493888399	Culturally Authentic and Responsive Texts: Grade 4	\$ 399.99	\$ 399.99	\$ 399.99
1	9781493888405	Culturally Authentic and Responsive Texts: Grade 5	\$ 399.99	\$ 399.99	\$ 399.99
1	9781493820511	TIME FOR KIDS® Nonfiction Readers: Foundations Kit	\$ 715.99	\$ 715.99	\$ 715.99
1	9781493824830	TIME FOR KIDS® Nonfiction Readers: Foundations Plus Kit	\$ 715.99	\$ 715.99	\$ 715.99
1	9781433342769	TIME FOR KIDS® Nonfiction Readers: Emergent Kit	\$ 715.99	\$ 715.99	\$ 715.99
1	9781433342950	TIME FOR KIDS® Nonfiction Readers: Upper Emergent Kit	\$ 715.99	\$ 715.99	\$ 715.99
1	9781433343148	TIME FOR KIDS® Nonfiction Readers: Early Fluent Kit	\$ 769.99	\$ 769.99	\$ 769.99
1	9781433343339	TIME FOR KIDS® Nonfiction Readers: Early Fluent Plus Kit	\$ 769.99	\$ 769.99	\$ 769.99
1	9781433343520	TIME FOR KIDS® Nonfiction Readers: Fluent Kit	\$ 864.99	\$ 864.99	\$ 864.99
1	9781433343711	TIME FOR KIDS® Nonfiction Readers: Fluent Plus Kit	\$ 864.99	\$ 864.99	\$ 864.99
1	9781433346743	TIME FOR KIDS® Nonfiction Readers: Advanced Kit	\$ 969.99	\$ 969.99	\$ 969.99
1	9781433346750	TIME FOR KIDS® Nonfiction Readers: Advanced Plus Kit	\$ 969.99	\$ 969.99	\$ 969.99
1	9781433346767	TIME FOR KIDS® Nonfiction Readers: Challenging Kit	\$ 1,029.99	\$ 1,029.99	\$ 1,029.99
1	9781433346774	TIME FOR KIDS® Nonfiction Readers: Challenging Plus Kit	\$ 1,029.99	\$ 1,029.99	\$ 1,029.99
1	9781493835881	TIME® Nonfiction Readers: Grade 6 Kit	\$ 1,029.99	\$ 1,029.99	\$ 1,029.99
1	9781493835898	TIME® Nonfiction Readers: Grade 7 Kit	\$ 1,099.99	\$ 1,099.99	\$ 1,099.99
1	9781493835904	TIME® Nonfiction Readers: Grade 8 Kit	\$ 1,099.99	\$ 1,099.99	\$ 1,099.99
1	9781493866250	Smithsonian STEAM Readers: Kindergarten Kit	\$ 799.99	\$ 799.99	\$ 799.99

1	9781493866267	Smithsonian STEAM Readers: Grade 1 Kit	\$ 799.99	\$ 799.99	\$ 799.99
1	9781493866274	Smithsonian STEAM Readers: Grade 2 Kit	\$ 799.99	\$ 799.99	\$ 799.99
1	9781493866281	Smithsonian STEAM Readers: Grade 3 Kit	\$ 799.99	\$ 799.99	\$ 799.99
1	9781493866298	Smithsonian STEAM Readers: Grade 4 Kit	\$ 799.99	\$ 799.99	\$ 799.99
1	9781493866304	Smithsonian STEAM Readers: Grade 5 Kit	\$ 799.99	\$ 799.99	\$ 799.99
1	9781433309861	Early Childhood Themes: Weather Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314605	Early Childhood Themes: All About Me Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314612	Early Childhood Themes: My Community Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314629	Early Childhood Themes: Animals Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314636	Early Childhood Themes: Plants Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314643	Early Childhood Themes: Health and Safety Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314650	Early Childhood Themes: Families Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433314667	Early Childhood Themes: Transportation Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323249	Early Childhood Themes: Shapes Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323317	Early Childhood Themes: Colors Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323386	Early Childhood Themes: Numbers Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323454	Early Childhood Themes: Building Things Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323522	Early Childhood Themes: School Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323591	Early Childhood Themes: My Country Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433323669	Early Childhood Themes: My Body Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433334665	Early Childhood Themes: Space Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433334771	Early Childhood Themes: Feelings Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433334887	Early Childhood Themes: Time Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433335105	Early Childhood Themes: Oceans Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781433335211	Early Childhood Themes: Five Senses Kit	\$ 299.99	\$ 299.99	\$ 299.99
1	9781493898015	My Words Readers: Grades Pre K-K Kit	\$ 799.99	\$ 799.99	\$ 799.99
1	9781493898022	My Words Readers: Grade 1 Kit	\$ 1,199.99	\$ 1,199.99	\$ 1,199.99
		Professional Development and Coaching	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
					SUB TOTAL \$ 33,263.53
					SHIPPING \$ 3,326.35
					TOTAL \$ 36,589.88

Shipping & handling is 10% for this order.

EXHIBIT A-1, (REVISED)
PROGRAM ELEMENTS

EXHIBIT B-1 (REVISED)
RATE SCHEDULE



\$22.99

Description:

This best-selling series provides 180 days of daily practice with lessons designed to immerse students in each subject, learn key skills, and form good habits. Teachers can easily incorporate these quick, diagnostic-based activities into their daily instruction. With each practice, students will evaluate their understanding of a concept and celebrate their improvement success.

This social and emotional learning (SEL) workbook for students provides daily activities to learn about emotions, actions, relationships, and decision making.

Overview:

180 Days of Practice provides daily activities that engage students in learning language, reading, writing, spelling, science, social studies, and mathematics.

Each book provides 180 daily activities to build students' learning. Students will build key skills and confidence in each subject area while teachers can use the related data to inform instruction.

Data-driven assessment tips are provided as well as digital resources that include assessment analysis tools.

180 Days of Social and Emotional Learning: K-6

- Uses daily activities to promote students' self-awareness, analyze relationships, discover diverse perspectives, and apply what they have learned
- Builds student's confidence in self-reflection and growth through the use of fiction and nonfiction texts
- Makes at-home learning, whole class instruction, or small group support, quick and easy
- Connections will be made to the CASEL competencies, mindfulness, and key affective education initiatives

Parents appreciate the teacher-approved activity books that keep their child engaged and learning. Great for homeschooling, to reinforce learning at school, and build connections between home and school.

Teachers rely on the daily practice workbooks to save them valuable time. The ready to implement activities are perfect to **introduce SEL topics** for discussion.

Vendor Virtual Services Plan

Due to school closures, approved vendors on the Partners for Student Success bench that have a signed contract will need to submit their *Vendor Virtual Services Plan* to D'Sonya Oakley at dsonya.oakley@lausd.net from the Office of Partnerships and Grants. The plans will be vetted and shared with eligible schools to select the services they are interested in and follow up with vendors. Any new approved vendors that are in the process of signing their contract will also need to fill out the below form.

Things to Consider:

- Currently, certificated staff are required to supervise any services rendered to students by a third party.
- Recording and pictures of students is prohibited.

Vendor's Name: Teacher Created Materials, Inc.		Submittal Date: 8/20/20
Schools Planning to Serve: Can serve ALL LAUSD schools		
List the services in your agreement that can be provided virtually:	All of TCM's professional development services can be provided virtually. These options include live, virtual trainings, prerecorded webinars, keynotes, and coaching. Additionally, all of our curricular resources can be provided digitally if needed.	
List the services in your agreement that cannot be provided virtually:	N/A	
List the platforms you plan to use for delivery of virtual services:	Zoom or Ring Central are the platforms that we typically use however we are trained on other platforms if they are preferred by individual school sites.	
Provide a brief description of how you plan to deliver each of your services virtually (i.e. coordinate with school to schedule 30 minute session once a week, etc.):	TCM will work in a partnership with district- and/or school site-level administrators to develop a comprehensive professional development plan to meet target needs and district/school goals for the duration of the professional development services. TCM has worked with districts nationwide to create specialized professional development delivery models that best serve their needs. Working in a partnership with educational entities, TCM will create customized	

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	<p>timelines and modes of delivery for the professional development services to be provided. The scope and sequence developed for each area of focus can be varied and adjusted based on needs, length of time, professional learning objectives, and delivery modes required. TCM’s highly-qualified professional development team will work in partnership with key administrators to develop methods for assessing the effectiveness of the professional development and the efficacy of the instructional strategies implemented in the classroom to help build teacher capacity and pedagogy and increase student achievement.</p>
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- District’s [Code of Conduct](#) is expected when interacting with students