
BEYOND TEXTBOOKS



WestEd Research Findings

In January 2019, after a yearlong correlational study was conducted on the effectiveness of the Beyond Textbooks framework, WestEd researchers shared their findings.

An excerpt from the report states, “Beyond Textbooks, a comprehensive framework of curriculum development, instructional improvement, student assessment, and multi-level interventions designed to improve student achievement, reaches over 9,000 teachers and 137,000 students at all grade levels, mostly in the state of Arizona. This study examines the correlational relationship between schools’ use of the framework and changes in students’ reading and math achievement using two types of statistical modeling.

“The first type of analysis uses regression modeling to identify the change in school wide student proficiency between 2015–2018 that is

“There is a consistent, positive correlational relationship between schools’ usage of the Beyond Textbooks framework and increased school-level proficiency at every grade in both of the subjects tested.”

correlated with using the Beyond Textbooks framework. The second type of analysis utilizes school characteristics to first create a simulated, matched comparison between identified Beyond Textbooks adopters and non-adopting comparison schools across the state of Arizona before running identical models including only these matched sites.

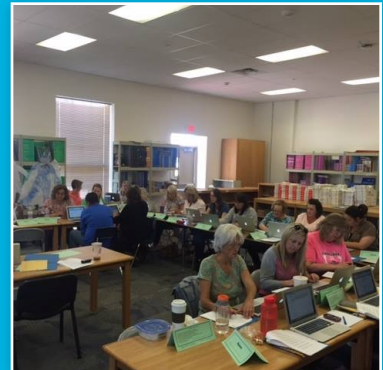
“Taking results from both sets of models into account, there is a consistent, positive correlational relationship between schools’ usage of the Beyond Textbooks framework and increased school-level proficiency at every grade in both of the subjects tested.

“This means that schools that used the Beyond Textbooks framework saw estimated growth in reading and math proficiency levels at every grade level tested. The increase in percent of proficient students associated with use of the program ranges from 0.3% to 12.1% across all assessments and both models.

“Additionally, this positive correlational relationship is statistically significant for at least one subject specific assessment at almost every grade level across our two types of analyses. The correlation is statistically significant in more than half the estimations and these positive relationships range from 4.7% to 12.1% increases in proficient students. In these cases, we can determine with statistical modeling that this growth is very likely to be related to use of the framework and not any other factors we could account for. In total, between the two types of models, we identify a positive and statistically significant advantage for schools using the Beyond Textbooks framework versus those who do not on ten of the seventeen assessments tested: fifth-through seventh-grade Mathematics, Algebra II, third through fourth-grade English Language Arts, sixth- through seventh-grade English Language Arts, and ninth- through tenth-grade English Language Arts.

“This correlational study was designed to align with

Beyond Textbooks Vail School District



Beyond Textbooks serves 116 partners, spans six states across the US, is used in 325 schools, impacts over 140,000 students, and includes over 9,000 teachers who have been trained on the BT framework.

guidelines for showcasing “Promising Evidence” as detailed within the Every Student Succeeds Act (ESSA) of 2015 and other similar guidelines for establishing evidence base (e.g. recommendations from Arizona’s Move on When Reading guidance document). Following the available resources regarding these standards, we feel these findings meet the requirements for establishing promising evidence of the effectiveness of the Beyond Textbooks framework in positively impacting student achievement scores.”

Move on When Reading

According to the requirements of Move on When Reading (MOWR), evidence of the five pillars of early literacy - Phonological Awareness, Fluency, Vocabulary, Comprehension, and Phonics - must exist. MOWR was designed to “provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career.”

The Beyond Textbooks framework provides teachers with access to the standards, lays out a digitized curriculum calendar to pace their instruction and to provide a guaranteed and viable curriculum. It also allows teachers to lesson plan using the Unwrapped Documents and other planning tools, includes common formative assessments to assess mastery of each reading standard, gives teachers access to the ReadWorks website with 4,000+ reading passages, and includes over 50,000 digital resources on the BT Website that teachers can use in their classrooms.

EL connections are included on the ELA standards to ensure teachers are including those standards within instruction for EL students.

The purpose of this report is to highlight the five pillars of early literacy and the available tools and resources that teachers have access to through the Beyond Textbooks Website.

Phonological Awareness

As teachers access the Beyond Textbooks Website, they have full access to all of the Arizona College and Career Standards for Math, Reading, Writing, Social Studies, and Science.

The phonological awareness standards (RF or Reading Foundation) are provided to K-3 teachers. An example on the next page is provided - K.R.RF.02c.2 - *the Highly Proficient student can write words by blending the beginning and ending sound of a word.*

When selecting standards, teachers have access to an Unwrapped Document - a planning document that articulates mastery of each standard. The UW document includes components that include the standard, student-friendly standard, performance level

descriptors (3rd grade and above), Bloom's level, DOK level, big ideas, key concepts, skills, essential questions, and a performance task.

Teachers have access to a rubric as well, which outlines what a Highly Proficient, Proficient, Partially Proficient, and Minimally Proficient student should know and be able to do.

Finally, once a teacher has selected their standard, they have access to resources that have been used with success by fellow classroom teachers who have uploaded their resources to the BT Website. Possible resources may include lesson plans, presentations, worksheets, ideas, and websites.

Fluency

Teachers who access the Beyond Textbooks Website have access to the reading standards, rubrics, and Unwrapped Documents related to fluency.

The example on the right includes standard 1.R.RF.04a - *the Highly Proficient student can read 61+ words per minute on a text.*

Along with access to the standards and assessment rubrics, teachers can also use the BT Website to

K.R.RF.02c.2 - The Highly Proficient student can write words by blending the beginning (onset) and ending sound (rime) of a word.

Standard

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.

ELL Connection

I-R-2:1: Segmenting one-syllable words into its phonemes.

I-R-2:2: Orally producing groups of words that begin with the same initial sounds (alliteration).

I-R-2:3: Blending two or three spoken syllables to produce words.

I-R-3:12: Creating signs, labels, symbols, and captions within the environment.



Curriculum Documents

Unwrapped Documents

Rubrics

Reading Resources

UW.K.R.RF.02c.2

1.R.RF.04a -The Highly Proficient student can read 61+ words per minute on a text.

Standard

Read with sufficient accuracy and fluency to support comprehension. **(NOT ASSESSED)**



Curriculum Documents

Unwrapped Documents

Rubrics

Reading Resources

UW.1.R.RF.04a



Teacher Submitted Resources

All

Lessons

Worksheets

Presentations

Ideas

Sites

IWB

IEEI

Recent changes

View reports ▼

1. Choosing Just Right Books Bookmark

by: Vickie Goff, ACA, VSD

This bookmark is meant to be copied for students to keep at their desk or to take home. It can be a terrific resource for students and families to use when picking out the right book for a child. Pre-teach the concept and watch kids grow...[Read More...](#)

2. Reading Rewards

by: Linda Rawls, Benson Primary School, Benson Unified School District

navigate to Beyond Textbook's partnership with ReadWorks, a website that currently has over 4,000 reading passages where teachers can search by grade level or Lexile level.

The BT Website also has multiple common formative assessments - a five question assessment - for reading standards as a check-in on student mastery.

Vocabulary

On each Unwrapped Document, teachers have access to a list of key concepts, or vocabulary, which can be incorporated into instruction. The vocabulary words build upon one another from grade level to grade level.

Unwrapping Common Core ELA				
Domain: Reading				
Cluster: Literature				
Standard: UW.2.R.RL.07				
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
The Highly Proficient student can write a summary of a story using the literary elements (characters, setting, and plot). The summary will be published digitally and illustrated.				
ELL Connection:				
L-R-4-8 : Extracting and interpreting specific information from external text features of text. L-R-4-11 : Describing characters from a literary selection. L-R-4-12 : Describing the setting from a literary selection. L-R-4-13 : Summarizing the key events from a literary selection. L-R-4-14 : Identifying and describing the plot in a literary selection.				
Concepts (Nouns)	Skills (Verbs)	Knowledge	Cognitive Process	DOK Level
literary elements	describe	<input type="checkbox"/> Factual	<input type="checkbox"/> Remember	<input type="checkbox"/> Level 1 Recall
characters	tell	<input type="checkbox"/> Conceptual	<input type="checkbox"/> Understand	
plot	demonstrate	<input type="checkbox"/> Procedural	<input type="checkbox"/> Apply	<input type="checkbox"/> Level 2 Skill/Concept
setting		<input type="checkbox"/> Meta-Cognitive	<input type="checkbox"/> Analyze	
problem			<input type="checkbox"/> Evaluate	<input type="checkbox"/> Level 3 Strategic Thinking
solution			<input type="checkbox"/> Create	<input type="checkbox"/> Level 4 Extended Thinking
digital text				
print				
illustrations				
Big Ideas 1. Story includes these literary elements: characters, plot and setting. 2. Characters are about whom the story is written. 3. Plot is the action or sequence of related events. 4. Setting is where the story takes place.				
Essential Questions 1. What are the literary elements of a story? How do you recognize them? 2. What are the literary elements of a story? What would happen if there was an element missing? Can you predict the outcome if there was a missing literary element? 3. What are print, digital text, and illustrations? How do you use them to tell about characters, setting, and plot of a story?				
Performance Task / Model Product Example Students will identify literary elements by using a graphic organizer. Extension: Students will summarize a story including the literary elements.				

Revised 3/29/17 © Vail School District 2012

The example on the left, standard 2.R.RL.07, includes the key concepts associated with this standard - *literary, elements, characters, plot, setting, problem, solution, digital text, print, and illustrations*.

In addition to the key concepts listed on each Unwrapped Document, teachers also have access to vocabulary lists in Kindergarten through 5th grade, as well as benchmark reviews that include key vocabulary for each essential standard.

An example of a quarter 1 Kindergarten vocabulary list is below. The list is comprised of reading and math vocabulary words.

Reading vocabulary quizzes are available to teachers each quarter as well. A 2nd grade example is provided below.

Kindergarten Essential Vocabulary Quarter 1	
Math: <input type="checkbox"/> day (yearly) <input type="checkbox"/> week (yearly) <input type="checkbox"/> month (yearly) <input type="checkbox"/> number <input type="checkbox"/> forward <input type="checkbox"/> backward <input type="checkbox"/> pattern <input type="checkbox"/> order <input type="checkbox"/> shapes (circle, triangle, square, rectangle, hexagon, cube, cone, cylinder, sphere) <input type="checkbox"/> side <input type="checkbox"/> vertices <input type="checkbox"/> more <input type="checkbox"/> less <input type="checkbox"/> same/equal <input type="checkbox"/> quantity <input type="checkbox"/> 2 dimensional <input type="checkbox"/> 3 dimensional	Reading: <input type="checkbox"/> letter <input type="checkbox"/> word <input type="checkbox"/> alphabet <input type="checkbox"/> upper case <input type="checkbox"/> lower case <input type="checkbox"/> text <input type="checkbox"/> sentence <input type="checkbox"/> sight word <input type="checkbox"/> fluency <input type="checkbox"/> details <input type="checkbox"/> question words (who, what when, where & why) <input type="checkbox"/> title page <input type="checkbox"/> author <input type="checkbox"/> illustrator

Name: _____ Date: _____ Second Grade Benchmark 1 Reading Vocabulary	
Reading Essential Vocabulary Words	
<input type="checkbox"/> vowel <input type="checkbox"/> syllable <input type="checkbox"/> open syllable <input type="checkbox"/> closed syllable <input type="checkbox"/> key details <input type="checkbox"/> main purpose	<input type="checkbox"/> clarify <input type="checkbox"/> characters <input type="checkbox"/> plot <input type="checkbox"/> setting <input type="checkbox"/> literary elements <input type="checkbox"/> illustrations
1. Which statement best describes a syllable ? a. two small words put together to form a new word b. specific sound segments made up of only one vowel sound c. a,e,i,o,u, and sometimes y	
2. Which of the following shows an example of a syllable ? a. fireman b. 1,2,3,4 c. wa/ter	
3. Which statement best describes literary elements ? a. includes the characters, plot and setting of a particular story b. a story that could happen, but has not happened c. a story that could never be true	

Comprehension

Reading comprehension standards are calendared on the BT Website and teachers have access to Unwrapped Documents to help with lesson planning. An example, standard 1.R.RF.04b - *the Highly Proficient student can read on level and comprehend what is read*, on the right, defines mastery of the standard through the key concepts, skills, Bloom's level, DOK, big ideas, essential questions, and a performance task.

From the BT Website, teachers can also directly access the ReadWorks website where they are able to select passages leveled by Lexile level to use with their students.

According to their website, ReadWorks helps teachers to build "background of knowledge across subjects to support reading comprehension."

Teachers also have access to teacher submitted resources (lessons, presentations, etc) to use in their instruction that are aligned to each state standard.

Common formative assessments are also available to collect and measure data on student learning.

Unwrapping Common Core ELA

Domain: Reading

Cluster: Foundational

Standard: UW.1.R.RF.04b Read with sufficient accuracy and fluency to support comprehension.

b) Read on level text orally with accuracy, appropriate rate, and expression on successive readings.

The Highly Proficient student can read on level and comprehend what is read.

Concepts (Nouns)	Skills (Verbs)	Knowledge	Cognitive Process	DOK Level
comprehension context purpose on-level text	read comprehend understand	<input type="checkbox"/> Factual	<input type="checkbox"/> Remember	<input type="checkbox"/> <u>Level 1</u> Recall
		<input type="checkbox"/> Conceptual	<input type="checkbox"/> Understand	<input checked="" type="checkbox"/> <u>Level 2</u> Skill/Concept
		<input checked="" type="checkbox"/> Procedural	<input checked="" type="checkbox"/> Apply	
		<input type="checkbox"/> Meta-Cognitive	<input type="checkbox"/> Analyze	<input type="checkbox"/> <u>Level 3</u> Strategic Thinking
			<input type="checkbox"/> Evaluate	<input type="checkbox"/> <u>Level 4</u> Extended Thinking
			<input type="checkbox"/> Create	

Big Ideas

1. Good readers understand what they read.
2. Good readers self-correct and reread for understanding.

Essential Questions

1. What is comprehension? How does reading fluently help with comprehension?

Performance Task / Model Product Example

Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Teacher may check for understanding and comprehension. Students record their words per minute and celebrate their improvement.

Phonics

The standards (RF or Reading Foundation) are available to K-3 teachers on the Beyond Textbooks Website.

When accessing standards, teachers have access to an Unwrapped Document - a planning document that articulates mastery of each standard. The UW document includes components that include: standard, student-friendly standards, performance level descriptors (3rd grade and above), Bloom's level, DOK level, big ideas, key concepts, skills, essential questions, and a performance task. A phonics example, standard 2.R.RF.03abd, on the right that includes the EL connection as well.

Teachers have access to an assessment rubric as well, which outlines what a Highly Proficient, Proficient, Partially Proficient, and Minimally Proficient student should know and be able to do.

Finally, once a teacher has accessed their phonics standard on BT, they can choose from a variety of phonics resources that have been used with success by classroom teachers who have uploaded their resources to the BT Website.

Summary

In closing, while Beyond Textbooks does not provide direct and explicit reading instruction, it DOES address the five pillars of early literacy through the available tools and resources that teachers have access to through the Beyond Textbooks Website.

The philosophy of Beyond Textbooks is, and will continue to be, provide the 'what' through the standards and the 'when' through the curriculum calendars. The 'how' is determined by teachers to allow for creativity and autonomy in their classrooms.

2.R.RF.03abd - The Highly Proficient student can distinguish whether the vowel sounds are long or short in multi-syllable words. The Highly Proficient student can identify and use common vowel teams correctly. The Highly Proficient student can identify and define words with prefixes and suffixes in a given paragraph.

Standard

Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- d. Decode words with common prefixes and suffixes.

ELL Connection

II-R-2:3: Distinguishing between long and short vowel sounds in orally stated single-syllable words.

II-R-2:9: Reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.