
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 126 partners, spans nine states across the US, is used in 400 schools, impacts over 125,000 students, and includes over 8,000 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 (onset) and ending sound (rime) 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, learning progressions, correlated speaking and listening standards, task analysis, common misconceptions, 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.

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.

Correlated Speaking/Listening Standards

- K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
- K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Curriculum Documents

Unwrapped Documents	Rubrics	EL Connection	Phonics Connection	Readworks.org Reading Connections
UW.K.R.RF.02c2	Rubric.K.R.RF.02c2	EL.K.R.RF.02c2	Phonogram/Phonics Skill Sequence	Readworks.org Passages

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 navigate to Beyond Textbook’s partnership

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

Last updated: Aug 16, 2023, 12:29 PM by Megan Folkers Page restriction: Private

Standard

Read with sufficient accuracy and fluency to support comprehension.

a) Read on-level text with purpose and understanding.
(Not Assessed on Benchmarks)

Correlated Speaking/Listening Standards

- 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Curriculum Documents

Unwrapped Documents	Rubrics	EL Connection	Phonics Connection	Readworks.org Reading Connections
UW.1.R.RF.04a	Rubric.1.R.RF.04a	EL.1.R.RF.04a	Phonogram/Phonics Skill Sequence	Readworks.org Passages

Teacher Submitted Resources

+ X Resources by Category Recently Added

Ideas

- [Choosing Just Right Books Bookmark - Vickie Goff, Vail USD](#)
- [Reading Rewards - Linda Rawls, Benson USD](#)
- [Spotlight Reading - Jessica Schneider, Delta County USD](#)

Websites

- [Beginning Reading Fluency and Comprehension - Michelle Manuz, Morenci USD](#)
- [If... Then Reading Interventions Checklist - Heather Zertuche, Florence USD](#)
- [Listening to Fluency - Vickie Goff, Vail USD](#)
- [Reading Fluency Ideas - Kristine Impellizzeri, Vail USD](#)

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.

Vocabulary	Concepts		Skills
	<ul style="list-style-type: none"> Literary elements Characters Plot Setting 	<ul style="list-style-type: none"> Problem Solution Digital text Print Illustration 	<ul style="list-style-type: none"> Describe Tell Demonstrate Locate Identify Create
Learning Progression	Prior Learning	Current Learning	Future Learning
	<p>1.RL.07: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>2.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.</p>	<p>3.RL.07: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
Correlated Speaking and Listening Standard(s)	<ul style="list-style-type: none"> 2.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) 		

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 illustration.*

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

- Which statement best describes a **syllable**?
 - two small words put together to form a new word
 - specific sound segments made up of only one vowel sound
 - a,e,i,o,u, and sometimes y
- Which of the following shows an example of a **syllable**?
 - fireman
 - 1,2,3,4
 - wa/ter
- Which statement best describes **literary elements**?
 - includes the characters, plot and setting of a particular story
 - a story that could happen, but has not happened
 - 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, task analysis, 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.

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

Unwrapped Document

beyond
TEXTBOOKS

The purpose of this document is to guide lesson planning and provide a description of what students need to know and be able to do. It is also a description of mastery at the highest level of learning (Highly Proficient).

Standard Information	
Grade/Subject:	First Grade Reading
Domain:	Foundational Skills
Cluster:	Fluency
Standard:	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.
Highly Proficient Learning Objective:	<ul style="list-style-type: none"> ➤ The Highly Proficient student can read on level and comprehend what is read.

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<ul style="list-style-type: none"> ❖ With support, students demonstrate a partial knowledge of some of the simpler details and processes, but not the more complex ideas and processes. 	<ul style="list-style-type: none"> ❖ Students may be able to tell which event happens first when given two events from a story.
Proficient <i>(Formative Measures This Level)</i>	Highly Proficient (Learning Target)
<ul style="list-style-type: none"> ❖ Students read fluently to comprehend. ❖ Students retell the story and comprehend grade level text. 	<ul style="list-style-type: none"> ❖ Students retell the story and comprehend above-grade level text.

components that include: standard, student-friendly standards, performance level descriptors (3rd grade and above), Bloom’s level, DOK level, big ideas, task analysis, 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.

Teachers have access to a phonics scope and sequence, correlated spelling lists, decodable books, and additional phonics resources. The picture on the right is a 2nd grade example of the scope and sequence teachers have access to.

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.

2.R.RF.03ab: 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.

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. **(Benchmark #1)**

b. Know spelling-sound correspondences for additional common vowel teams. **(Benchmark #1)**

Correlated Speaking/Listening Standards

- None That Apply

Curriculum Documents

Unwrapped Documents	Formative Assessments (PDF Versions)	Formative Assessments (Google Versions)	Rubrics	EL Connection	Phonics Connection	Readworks.org Reading Connections
UW.2.R.RF.03abd	All Multiple Choice: DFA1.2.R.RF.03ab DFA2.2.R.RF.03ab Extended Response: ER.DFA1.2.R.RF.03ab ER.DFA2.2.R.RF.03ab	All Multiple Choice: DFA1.2.R.RF.03ab DFA2.2.R.RF.03ab Extended Response: ER.DFA1.2.R.RF.03ab ER.DFA2.2.R.RF.03ab	Rubric.2.R.RF.03ab	EL.2.R.RF.03ab	Phonogram/Phonics Skill Sequence	Readworks.org Passages

Phonics Scope and Sequence

[Click Here to Access Phonics Teacher Submitted Resources](#)

To access a printable version of the table below click here!

Note: If you utilize Heggerty and/or Spalding programs: These programs are sequential and must be followed day by day, lesson by lesson. They focus heavily on phonemic awareness, so the phonics scope and sequence below is meant to be separate from those (and other) programs to create a well-rounded phonics/phonemic awareness instructional sequence for students.

Phonogram(s) Phonics Skill	Skills for Small Group(s) and Decodable Books	Sample Spelling Words
<ul style="list-style-type: none"> Short Vowels (a, e, i, o, u) CVC/Closed Syllables 	<ul style="list-style-type: none"> Sounds of all 5 short vowels Concept of closed syllable 	<ul style="list-style-type: none"> got, jug, pop, rut, sub, bag, zip, peg, fig, yet, box, led, kit, lad, jam
<ul style="list-style-type: none"> Long Vowels (a, e, i, o, u) Open Syllables VCE/silent e (super, bossy, magic) Jobs of silent e 	<ul style="list-style-type: none"> Long vowel v_e Concept of silent e syllable Jobs of silent e 	<ul style="list-style-type: none"> mat, mate, cap, cape, bit, bite, rob, robe, cut, cute, tap, tape, cub, cube, hug, huge, kit, kite

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.