

# Curricular and Instructional Resources for English Language Arts

## Curriculum Adoption Tools

**EdReports.** Provides curriculum adoption protocols and comparisons for instructional materials  
<https://www.edreports.org/>

**Instructional Materials Evaluation Tool.** Designed by some of the lead writers of the Common Core, the IMET is a free tool that states and districts are using to evaluate the alignment of instructional materials to the Common Core <https://achievethecore.org/aligned/intro-to-the-imet/>

**Educators Evaluating the Quality of Instructional Products (EQuIP).** The EQuIP suite of tools can help educators evaluate materials so that they can ensure only materials of high quality are used in the classroom. <https://www.achieve.org/our-initiatives/equip/equip>

## Evidence-Based Resources for Evaluating Curriculum

**Recommended Instructional Materials System (RIMS): Searchable Database.** The Utah State Board of Education provides state recommendation of instructional materials to provide the stakeholders with reviews of core-related materials and to eliminate instructional materials that violate Utah Administrative Code or Utah State Board Rules. <https://delleat.schools.utah.gov/>

**What Works Clearinghouse.** Provides reviews of the existing research on different *programs, products, practices, and policies* in education to support educators with the information they need to make evidence-based decisions. <https://ies.ed.gov/ncee/wwc/FWW>

**Best Evidence Encyclopedia.** Provides reviews of evidence for curricular programs  
<http://www.bestevidence.org/>

**Evidence for ESSA.** Provides clear and authoritative information on programs that meet the ESSA evidence standards and enable educators and communities to select effective educational tools to improve student success. <https://www.evidenceforessa.org/>

**National Center for Intensive Intervention** The academic interventions tools chart presents information about academic intervention programs including information and ratings on the technical rigor of the studies such as quality, results, intensity, and additional research.  
<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>

**Tiered Program List.** This document provides a list of evidence-based programs that have been reviewed as appropriate for Tier 1, 2, and 3 instruction and intervention. [Tinyurl.com/UTtiered](https://tinyurl.com/UTtiered)

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## Resources for Best Practices

**Utah's K-12 Literacy Framework.** Utah's K-12 Literacy Framework translates the research findings into advice and guidance to provide educators with the knowledge, tools, and resources necessary to meet the instructional needs of all students in reading, writing, and listening and speaking. The purpose of the framework is to support districts, charters, and schools in evaluating, refining, and monitoring the essential systems, structures, and literacy practices necessary to achieve greater outcomes in the area of literacy for students in grades K-12. <https://www.schools.utah.gov/file/1f88a756-5221-403f-a5af-af3db3e0d60d>

**High Leverage Practices.** High-leverage practices are the fundamentals of teaching. These practices are used constantly, critical to helping students learn important content, and useful for supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

**High Leverage Practices in Special Education.** In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children has developed a set of High Leverage Practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice: collaboration, assessment, social/emotional/behavioral, and instruction. <https://highleveragepractices.org/>

**High-Leverage and Evidence-Based Practices: A Promising Pair for All Learners.** An article on how to integrate high-leverage practices and evidence-based practices. <http://www.readingrockets.org/article/high-leverage-and-evidence-based-practices-promising-pair-all-learners>

## Technology Integration

**Triple E Framework.** A framework for educators to measure how well technology tools integrated into lessons are helping students engage in, enhance and extend learning goals. <https://www.tripleeframework.com/>

**Integrating Technology with Student-Centered Learning.** A report to the Nellie Mae Education Foundation for the intent of expanding education beyond traditional boundaries. Student-centered learning focuses on educational practices and principles that: provide all students equitable access to the knowledge and skills necessary for college and career readiness in the 21<sup>st</sup> century, focus on mastery of skills and knowledge, and align with current research on how people learn. <https://www.nmefoundation.org/getmedia/befa9751-d8ad-47e9-949d-bd649f7c0044/Integrating-Technology-with-Student-Centered-Learning>

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**Early Intervention Software Program (EISP).** The Early Intervention Software Program (EISP) allows for schools to apply to receive literacy intervention software for students in grades K-3. The four state-approved programs include:

[Imagine Learning](#)

[i-Ready](#)

[Lexia](#)

[Waterford](#)

**Adobe Creative Cloud.** A variety of software allows students to demonstrate understanding in different ways including, slide shows, video editing, and desktop publishing - [Adobe Creative Cloud](#)

## Recommended Reading

**Teaching Reading Sourcebook, 3<sup>rd</sup> Edition by Honig, Diamond, and Gutlohn.** A best-selling, research-based guide to effective reading instruction that supports educators in bridging the gap between evidence-based reading research and actionable instructional strategies. Organized according to the elements of explicit instruction (what? why? when? and how?), the *Sourcebook* includes both a research-informed knowledge base and practical sample lesson models. It teaches the key elements of an effective reading program — phonemic awareness, decoding, vocabulary development, fluency, and comprehension — in a practical hands-on teacher’s guide. The newest edition includes a chapter on reading instruction within a MTSS framework.

**Assessing Reading: Multiple Measures by Diamond and Thorsnes.** Provides a collection of tests for the comprehensive assessment of skills related to reading. These assessments can help identify why a student is having reading difficulty, determine what the next step in instruction should be to remediate that difficulty, and monitor progress throughout the course of instruction.

**Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick.** A practical, accessible, in-depth guide to reading assessment and intervention. It provides a detailed discussion of the nature and causes of reading difficulties, which will help develop the knowledge and confidence needed to accurately assess *why* a student is struggling.

**Next Steps in Literacy Instruction: Connecting Assessments to Effective Interventions by Smartt and Glaser.** This book helps educators translate the results of common assessments into targeted interventions and improve reading outcomes.

**Visible Learning for Literacy by Fisher, Frey, and Hattie.** Based on John Hattie’s meta-analysis, the authors identify what practices have the biggest impact on student learning for literacy.

**Focus: Elevating the Essentials To Radically Improve Student Learning, 2nd Edition by Mike Schmoker.** This book extends and updates the case that our schools could be on the cusp of swift, unparalleled improvements. To do so, we must focus on simple, coherent curricula; straightforward, traditional literacy practices; and lessons built around just a few hugely effective elements of good teaching.

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**Creating the Schools Our Children Need: Why What We're Doing Now Won't Help Much (And What We Can Do Instead)** by Dylan Wiliam. This book outlines a framework for evaluating new district initiatives, and guides school boards, administrators, and district leaders through a breakdown of why what we're doing right now isn't working, and what we need to be doing instead.

**UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms** by Katie Novak. This book provides practical insights and savvy strategies for helping all learners meet high standards using the principles of Universal Design for Learning (UDL). UDL is a framework for inclusive education that aims to lower barriers to learning and optimize everyone's opportunity to learn. Novak shows how to use the UDL Guidelines to plan lessons, choose materials, assess learning, and improve instructional practice.

*\*Additional recommended reading can be found in Utah's K-12 Literacy Framework beginning on page 37. <https://www.schools.utah.gov/file/1f88a756-5221-403f-a5af-af3db3e0d60d>*

### Videos of High-Quality Instruction

**Massachusetts Department of Education.** The videos depict a *range* of practice to support within-district calibration activities that promote a shared understanding of instructional quality. Select the video(s) that best meet your needs by grade, content area, or length.  
<http://www.doe.mass.edu/eval/resources/calibration/videos.html>

**Colorin' Colorado.** A collection of classroom videos highlighting effective *instruction* of English language learners (ELLs). The videos are presented as professional development modules with related resources.  
<http://www.colorincolorado.org/videos/classroom-video>

**The Teaching Channel.** A collection of teacher videos, strategies and lesson plans.  
<https://www.teachingchannel.org/videos>

**Anita Archer.** Videos of Anita Archer providing explicit, engaging instruction in elementary and secondary classrooms. <https://explicitinstruction.org/>

**Fisher and Frey.** Doug Fisher and Nancy Frey's YouTube page shares videos on instruction in elementary and secondary classrooms that include scaffolding, close reading, and writing, to name a few.  
<https://www.youtube.com/user/FisherandFrey/videos>

**CORE Sourcebook.** Resource videos from the Consortium of Reaching Excellence in Education (CORE) that include modeling of phonics skills. <https://www.corelearn.com/resources/videos/>

**Corwin.** Videos from Corwin Publishing that include topics such as systemic school change, visible learning, PLCs, and deep equity. <https://us.corwin.com/en-us/nam/video-library>