

# Elementary Instructional Materials



AADAC November 16, 2022



## In This Presentation:



1. Current policies for Instructional Materials
2. Supplementary Materials
3. Wonders Materials
4. What AADAC Representatives Can Do

## Current Policies for Instructional Materials

BP 6161.1 – Selection and Evaluation of Materials

BP 6161.11 – Supplementary Instructional Materials

BP6163.1 – Library Media Centers





## Supplementary Materials

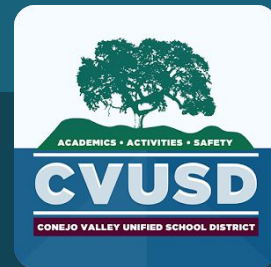


### Teacher/Site Level

Teacher discretion on materials and supplies used in their class, including slide decks for Monthly Observances provided by Elementary Education.

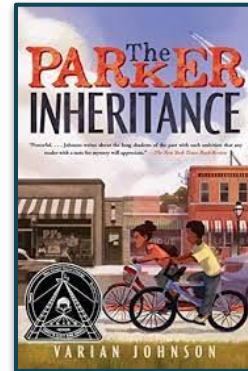
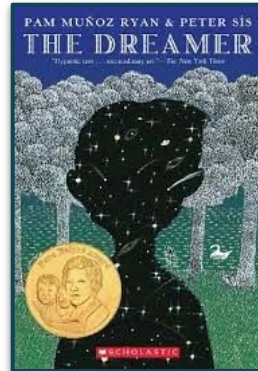
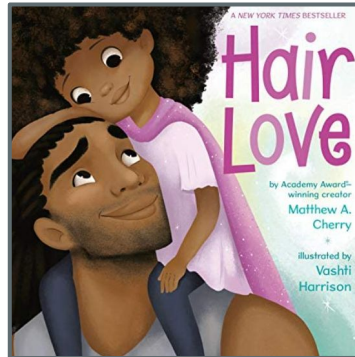
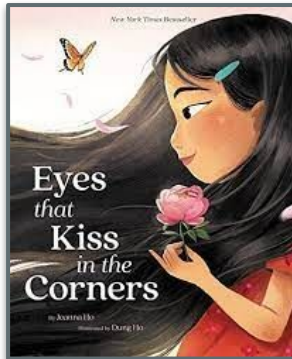
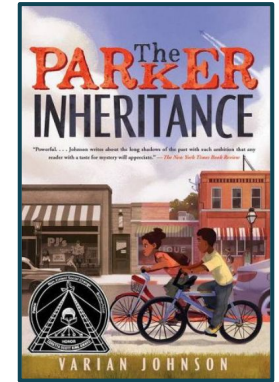
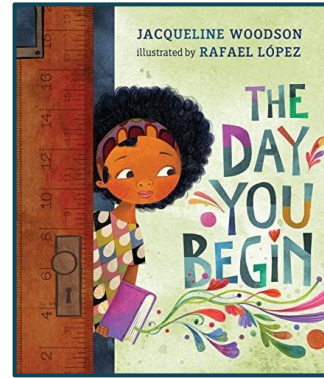
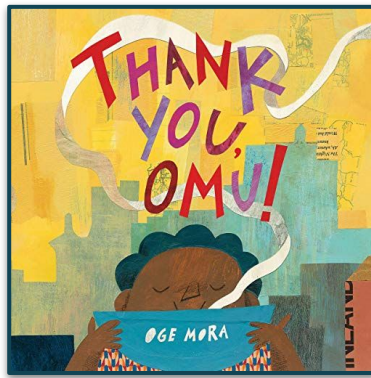
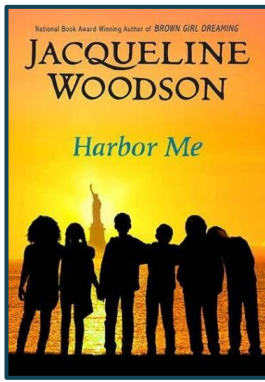
### District Level

Committee to consider and identify literature options by grade level that increase representation. Members included teachers, Dr. Sellers, and Equity Task Force members.



# What is the Equity Task Force?

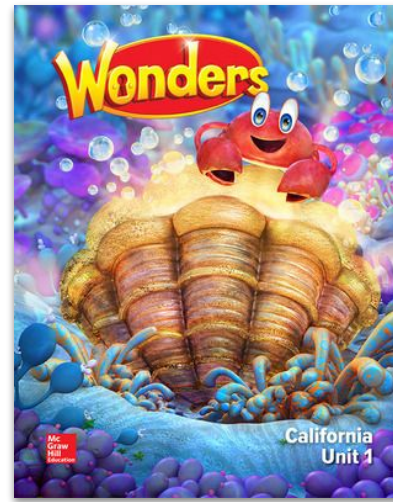
The CVUSD Equity Task Force (ETF) is a diverse group of dedicated parents, educators and students committed to ensuring that EVERY child in our district has the opportunity to excel and thrive.



Sample of Titles Selected by the Diversifying Literature Groups

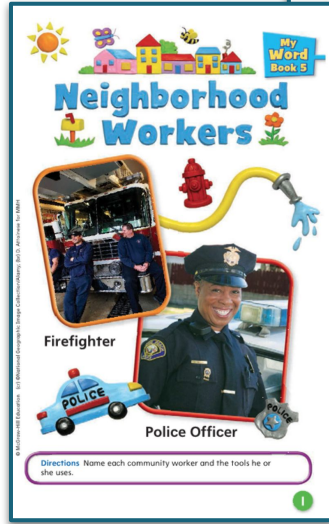
# Wonders ELA/ELD

Adopted in the 21-22 school year, increased representation in content and imagery.



# TK

## My Word Book



## Visual Vocabulary Cards



## Literature Anthology



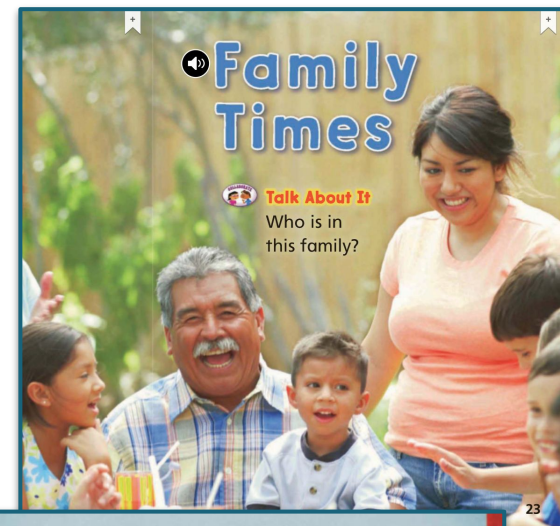
## Lesson Resources



## Visual Vocabulary Cards



## Literature Anthology



# K

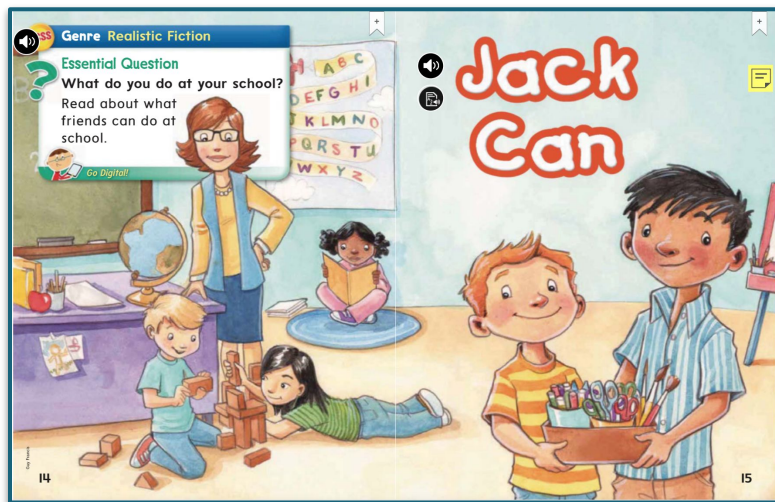
# 1

## Literature Anthology



## Lesson Resources

## Reading/Writing Workshop



## Leveled Readers

# 2

**Genre • Expository Text**  
**Compare Texts**  
Read about how families are alike and different.

## A Look at Families

Families around the world do...



A Korean family sharing a meal. Mexican meal.

4 **Sana** screams, "I wanna go home!"  
"I can't take her! She's not invited."  
"Why not?" says Ami.  
"They don't do that here!"  
Sana says, "Walk that's not fair. You call up your friend and ask if you can bring Sana, or else you can't go."  
"But Ami! They'll laugh at me! They'll never invite me to another party again!"  
Sana screams, "I wanna go home!"



Illustration of a woman in a red headscarf talking to two children.

Families share food. Culture has to do with what a family eats. Families may also eat foods from other cultures.

Families in Korea often eat fish. Meals are often eaten together and pasta is a popular Italian meal.



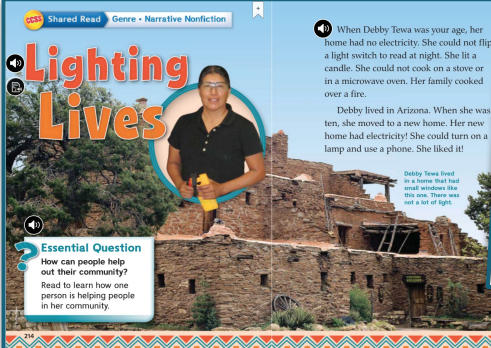
Pasta meal.

## Literature Anthology

## Reading/Writing Workshop

**Shared Read** Genre • Narrative Nonfiction

## Lighting Lives



4 When Debby Tewa was your age, her home had no electricity. She could not flip a light switch to read at night. She lit a candle. She could not cook on a stove or in a microwave oven. Her family cooked over a fire.

Debby lived in Arizona. When she was ten, she moved to a new home. Her new home had electricity! She could turn on a lamp and use a phone. She liked it!

Debby Tewa lived in a home that had never, ever had electricity like this one. There was not a lot of light.

**Essential Question**  
How can people help out their community?  
Read to learn how one person is helping people in her community.

**Weekly Concept: Families Around the World**

### Essential Question

How are families around the world the same and different?



Illustration of a family of five people sitting around a table eating.

## Vocabulary Resources

**weight**  
Key Vocabulary

Routine Example



The **weight** of the pumpkin made it heavy to carry.

## Leveled Readers

**Realistic Fiction**

### A Row of Lamps

by Paul Mason  
illustrated by Caroline Hu



Illustration of a man and a woman hanging colorful lamps.

**Realistic Fiction**

### A Different Set of Stars

by Loretta Wilcox  
illustrated by Ann Izzo



Illustration of a girl looking up at stars in the night sky.

**PAIRED READ** Stars

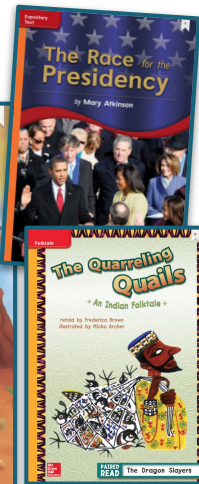
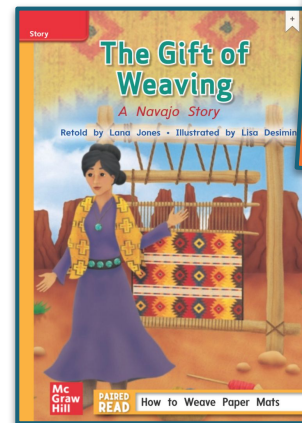
**PAIRED READ** Diwali

# 3

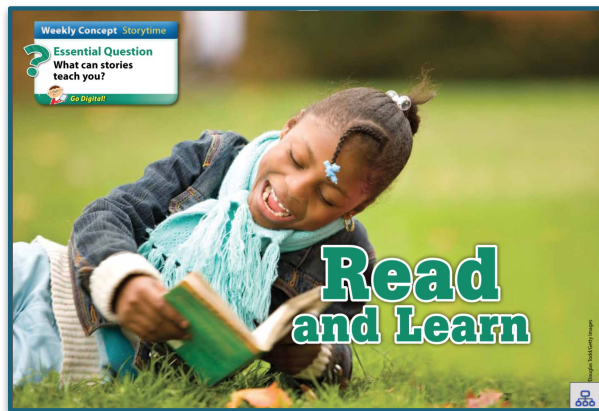
## Literature Anthology



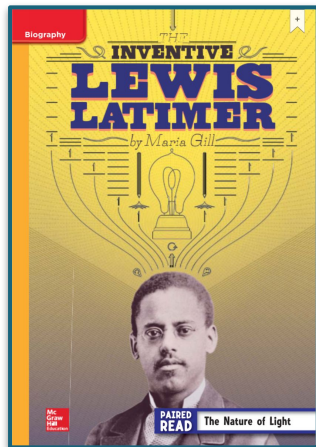
## Leveled Readers



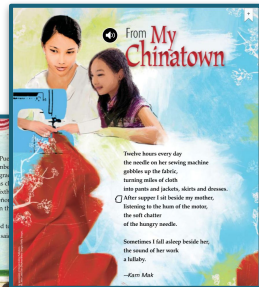
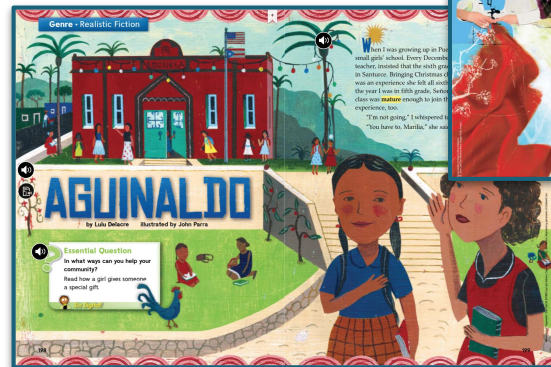
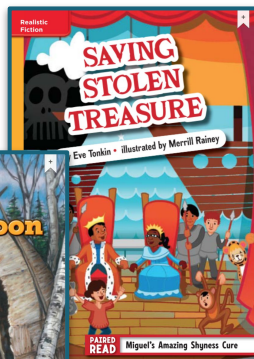
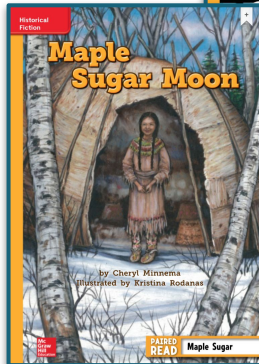
## Lesson Resources



## Visual Vocabulary Cards



## Leveled Readers



## Literature Anthology

## Interactive Read Aloud

## Vocabulary Resources

**brainstorm**  
Key Vocabulary

Routine Example

The boys began to **brainstorm** ideas for their project.

**endurance**  
Key Vocabulary

Routine Example

The wheelchair racers had the strength and **endurance** to finish the 20 mile race.

**Look Out Below!**

WEEK 4

I imagine he may have asked himself, "Why did the apple fall down instead of up, or even sideways?"

"Hey, yeah, that's a good question," I said. "Certainly Newton thought so." Mom said. "He wondered if this force called gravity applied to every object—for example, the moon, the sun, and the planets. Can't you see him sitting there holding the apple and asking, 'What keeps the moon from falling to Earth as this apple did?' By asking questions and, as he once said, thinking continually about how to solve a problem, he figured out the Law of Universal Gravitation. It was a huge development, and it eventually led to a new understanding of how and why planets orbit the sun. He went on to study other forces of nature and figured out how to measure their effects. What a guy!"

Mom threw the apple up to me, and I caught it. "Thanks for the inspiration," she said. "I'm ready to get back to work!"

**1 Think Aloud** *connect* (to link) and *extend* the paragraph and the open ending of the book. Think about how you would extend the paragraph.

**2 Think Aloud** *connect* (to link) and *extend* the paragraph and the open ending of the book. Think about how you would extend the paragraph.

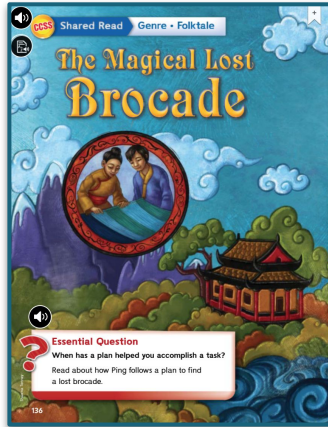
**3 Think Aloud** *connect* (to link) and *extend* the paragraph and the open ending of the book. Think about how you would extend the paragraph.

LISTENING COMPREHENSION T205



# 5

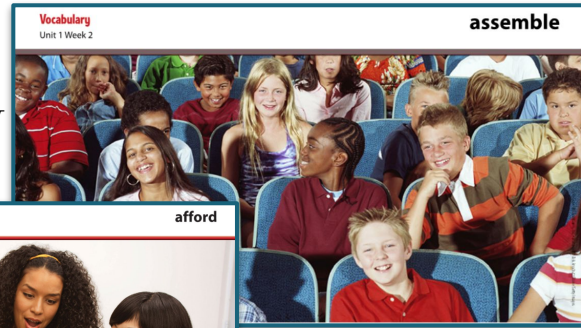
## Lesson Resources



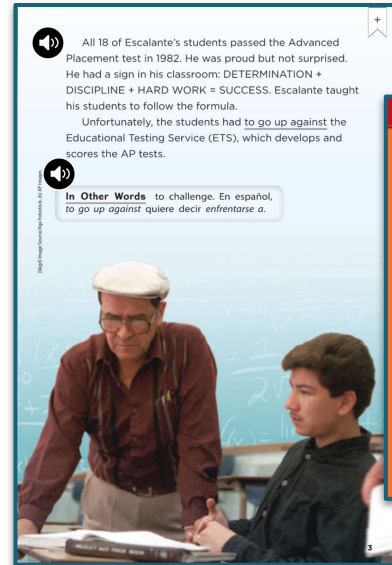
## Literature Anthology



## Visual Vocabulary Cards

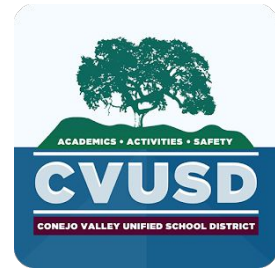


## Leveled Readers





## What can AADAC Representatives do?



### Principal

Talk about programs and other opportunities to increase representation at the school.

### School Site Council

Identify a need for increased representation, such as posters or events, and ask SSC to prioritize it in their planning.

### Library

Meet with the librarian to understand needs in the library collection and help to advocate for those needs.



**Thank you!**

