

TCSD #1 Reading Adoption Matrix and Timeline						3/13/08		
	2007-08		2008-09		2009-2010		2010-11	
	K-3	4th-5th	K-3	4th-5th	K-3	4th-5th	K-3	4th-5th
Core Program	Read Well, McGraw-Hill, novel groups	Literature-based and novel groups	Implement Scott-Foresman district-wide	Implement Scott-Foresman district-wide; identify key novels for each unit	Implement Scott-Foresman district-wide	Implement Scott-Foresman district-wide; continue implementation of literature to align with social studies units	Implement Scott-Foresman district-wide	Implement Scott-Foresman district-wide; by end of year, literature-based approach is developed and ready to be implemented during 2011-12
Tier II	Read Naturally Read Right Title I ELL Program Rtl Teacher Read Well	Read Naturally Read Right Title I ELL Program Rtl Teacher	Read Naturally Read Right Title I, Read Well ELL Program Rtl Teacher Classroom - S-F	Read Naturally Read Right Title I ELL Program Rtl Teacher Classroom - S-F	Read Naturally Read Right Title I, Read Well ELL Program Rtl Teacher Classroom - S-F	Read Naturally Read Right Title I ELL Program Rtl Teacher Classroom - S-F	Read Naturally Read Right Title I, Read Well ELL Program Rtl Teacher Classroom - S-F	Read Naturally Read Right Title I ELL Program Rtl Teacher Classroom - S-F
Tier III	Read Naturally Read Right Title I ELL Program	Read Naturally Read Right Title I ELL Program	Read Naturally Read Right Title I ELL Program SF Reading St.	Read Naturally Read Right Title I ELL Program SF Reading St.	Read Naturally Read Right Title I ELL Program SF Reading St.	Read Naturally Read Right Title I ELL Program SF Reading St.	Read Naturally Read Right Title I ELL Program SF Reading St.	Read Naturally Read Right Title I ELL Program SF Reading St.
Supplemental Literature			3rd - identify supplemental literature to support differentiation/content integration	4th/5th - identify literature to support differentiation and content area reading	3rd - use supplemental literature to support differentiation/content integration	4th/5th - use literature to support differentiation and content area reading	3rd - use supplemental literature to support differentiation/content integration	4th/5th - complete the development of literature-based units
Writing	-Launching non-fiction units -Bring in K-1 Writer's Workshop		Meld writer's workshop with program Build K-1 capacity Bridge K-5 reading/writing with JHMS Implement writing maps		Meld writer's workshop with program Bridge K-5 reading/writing with JHMS Implement writing maps			
Spelling	-Various - Rebecca Sitton, McGraw-Hill, WTW Adoption - Words Their Way in K-5		Words Their Way	Words Their Way	Words Their Way	Words Their Way	Words Their Way	Words Their Way
Grammar	-McGraw-Hill or homegrown Adoption -		Pilot components in S-F series; map specific skills	Pilot components in S-F series; map specific skills	Implement skills using curriculum map as guide	Implement skills using curriculum map as guide	Implement skills using curriculum map as guide	Implement skills using curriculum map as guide
Handwriting	K- all st HWT 1st - HWT 2nd - HWT intervention		Decision - handwriting curriculum to use; when cursive is introduced/reinforced					