

Carnegie Learning: An ESSA Evidence-Based Approach

Instruction in *Mirrors & Windows: Connecting with Literature* is based on decades of solid research and best practices in language arts education. Our work is guided by more than 30 years of evidence-based research into how students learn ELA and is designed to improve student outcomes. Everything we do is driven by our research and commitment to making literacy learning better for students and teachers.

The *Mirrors & Windows* program has been adopted throughout the nation, in a wide range of school settings, with positive evaluations of the program and resulting teacher practices that have had a positive impact on student achievement.

ESSA Evidence for *Mirrors & Windows* Instruction

The purpose of the Every Student Succeeds Act (ESSA) is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps.”

The *Mirrors & Windows* series is based on strong connections to the research on effective instruction and meets ESSA’S evidence standards by “demonstrating a rationale based on high-quality research findings that it is likely to improve student outcomes.” The *Mirrors & Windows: Connecting with Literature* program combines hardcover print textbooks, consumable workbooks, and an online learning environment for a truly blended learning solution that meets learning needs of all students.

Mirrors & Windows is a comprehensive language arts curriculum that is 100% aligned to ELA College & Career Readiness Standards and integrates the four literacy strands: reading, writing, speaking and listening, and language conventions. This seven-level program is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors. *Mirrors & Windows* challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves.

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The online learning environment provides 21st century experiences that will engage students and help them build relationships and prepare for experiences far beyond the classroom walls.

Mirrors & Windows was developed with a diverse group of language arts and educational professionals, from thirty states representing each region of the country, continually reviewing materials. This diligent process ensured that pedagogy and content meets high development standards and material is delivered in accessible, engaging formats. Contributions from a

broad range of educational consultants and reviewers included classroom instructors and specialists in the areas of English language arts, literacy, reading, speech and drama, communication arts, Title 1 reading, English language learning, gifted education, assessment, continuous improvement, administration, and higher education.

Research is based on the approaches and evidence of many experts in the literacy field, including Michael Graves (scaffolded instruction), Edmund Farrell and Louise Rosenblatt (engagement and reader response), P. D. Pearson/M.C. Gallagher and Lev Vygotsky (gradual release of responsibility), Grant Wiggins (essential questions), Kelly Gallagher (deeper reading), Dorothy Strickland and Donna Alvermann (differentiated instruction), Deborah Appleman (literary criticism), and Robert Marzano (assessment). A complete list of research resources is available on request.

Mirrors & Windows differentiated instruction provides Intensive instruction and activities provide student support for:

- English Language Learning Support (available in both print and digital formats)
 - Literacy and Reading Support
 - English Language Development
 - Foundational Literacy Skills
- Reading Skills and Strategies Lessons
- Enrichment Projects and Activities.

Mirrors & Windows also provides differentiated instruction to meet all three tiers of Response to Intervention instruction:

- **Tier 1:** Standards-based core learning available to all students in the regular classroom;
- **Tier 2:** Needs-based differentiated instruction for targeted groups;
- **Tier 3:** Individual Instruction for special needs students.

Intervention instruction is based on Formative Surveys with Remediation Rubrics provided in the Teacher's Assessment Guide. The Assessment Guide individual test items are each leveled as easy, moderate, or difficult. Also included in the Assessment Guide are Oral Fluency Assessments with Rubrics and Progress Graphs to chart student performance. *Mirrors & Windows* Teacher's Edition provides additional Differentiated Instruction support and activities for Special Needs/

Learning Styles; Differentiated Instruction: Reading Strategies and Skills provides additional support for students reading two or more grades below level. The Unit & Selection Resources provide leveled unit activities. The Visual Teaching package includes interactive graphic organizers and games and activities.

ESSA Evidence for Carnegie Learning's Professional Learning

Carnegie Learning's Professional Learning services satisfy ESSA's evidence standards in demonstrating a rationale that they are based on practices likely to be effective in increasing teachers' ELA content and pedagogical content knowledge. These professional learning programs are focused on increasing teachers' depth of understanding of literacy instruction and enabling teachers to leverage this content knowledge to support their students' learning. Carnegie Learning continues to study the effects of its professional learning programs.

References

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- Guthrie, J. T. and Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr, eds, *Handbook of reading research*, vol 3. Mahwah, NJ: Lawrence Erlbaum Associates.
- Marzano, R. J., Pickering, D. J., and Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- Pearson, P. D., Roehler, L. R., Dole, J. A., and Duffy, G. G. (1992). Developing expertise in reading comprehension. In J. Samuels and A. Farstrup, eds, *What research has to say about reading instruction*. Newark, DE: International Reading Association.

A complete list of research resources is available on request.