



2025-2026 6-12 English Language Arts Adoption

Packet Contents

1. 2025-2026 6-12 ELA Adoption Timeline
2. District Adoption Committee Recommendation to the Board
3. Teacher Feedback
4. Preselection Committee Summary of Recommendation Forms
5. Specialists and Preselection Committee Rubric Summary
6. Evaluation Rubric

2025-2026

6-12 ELA

Adoption

Timeline

CCDS Adoption Process Checklist

2025-2026 6-12 ELA Adoption

Step	Date Expected	Responsible Person(s)	NOTES	Date Completed
Follow FLDOE adoption cycle >Review FLDOE Course Call for Next Year	Fall	Supervisor	State adoption was during the 2024-25 SY for 2025-26 implementation.	2024-25 SY for 2025-26
Meet with Curriculum Specialists to create a plan for the adoption	Summer	Supervisor		October 2024 & 2025
Contact principals for representatives for each grade band, grade level, and subject area to serve on the Preselection Committees	Fall	Supervisor Curriculum Specialists		Fall 2025
Create Rubric for the review process	August - September	Curriculum Specialists		December 2025
Set up face-to-face Preselection Committee Date(s)	January Inservice/Planning Day	Specialists Supervisor		January 2, 2026
Updates to the adoption are placed on the IR Website	As needed	IR Specialist		As needed
Build and manage adoption in Google Classroom	Summer/Fall	Supervisor/IR Specialist		Fall 2025
Send out Course Call to Publishers and request IT survey be completed by publishers.	August/September	Supervisor/IR Specialist		Fall 2024
Round 1 Elimination: IT reviews survey responses. Eliminate unacceptable technology systems.	September	Supervisor/IR Specialist		October 2024
Request copies from publishers: both physical and online access of materials (Include teacher reviewer and public reviewer).	After IT review	Supervisor/IR Specialist		October 2024
Round 2 Elimination: Curriculum Specialists review materials to eliminate those that do not meet the district requirements.	Fall	Curriculum Specialists	Three state adopted materials of McGraw Hill, Savvas, and ThinkCERCA sent directly to Preselection Committee.	
Organize publisher presentations - if requested	As needed	Supervisor/IR Specialist		January 2, 2026
Create Preselection Committee Review Teams	Fall	Specialists		Fall 2025
Round 3 Elimination: Preselection Committees review materials, complete rubrics, narrow down to top 2	January Inservice Day	Curriculum Specialists	Parents invited Noticed	January 2, 2026
Round 4 Elimination: Top 2 choices are sent to teachers (same grade level/subject area) for review and TOP Choice recommendation.	January	Supervisor/IR Specialist	District website, allow for parent comments	January 15, 2026 - February 9, 2026
Round 5 Elimination: Teacher recommendations are sent to the District Selection Committee for review and preparation of final selection to the Superintendent.	February/March	Supervisor/IR Specialist/Curriculum Specialists	Parents invited Noticed	March 3, 2026
Permission to Publish: Top Choice is sent to the Superintendent and the Board for public review and comments. Must be 30 (20 working days) days from date of publish to hearing.	February/March At least 30 days before Board vote	Supervisor		February 5, 2026 Board Meeting
Send advertisement to Clay Today	At least 30 days before Board vote	IR Assistant/Supervisor		February 19, 2026 Clay Today
Final selection presented to the Board for public comment and the Board's vote.	March/April	Supervisor		April 2, 2026
Must allow 30 days for comments before the selection is final	After Board Vote	IR Specialist		
Purchase as necessary	May - July	Supervisor		

**District Adoption
Committee
Recommendation
to the
Board**

2025-2026 6-8 ELA Adoption

District Adoption Committee Recommendation

First Choice

Savvas Learning Company, LLC
*myPerspectives Florida English Language
Arts c2026, Grades 6-8*

First Choice

ThinkCERCA
CoreELAR, Grades 6-8

2025-2026 9-12 ELA Adoption

District Adoption Committee Recommendation

First Choice

Savvas Learning Company, LLC
*myPerspectives Florida English Language
Arts c2026, Grades 9-12*

First Choice

ThinkCERCA
CoreELAR, Grades 9-12

Teacher Feedback

2025-2026_ 6-8 ELA Adoption: Teacher Feedback

Rank Savvas Learning Company LLC – myPerspectives Florida English Language Arts c2026, Grades 6-8 according to your preference.	Rank ThinkCERCA – Core ELAR according to your preference.	Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?
First Choice	Second Choice	SAVVAS is currently already being used and I feel like they have made it better
First Choice	Second Choice	Currently using this curriculum and enjoy the content it offers as well as its connection to BEST text
First Choice	Second Choice	Overall, SAVVAS seems to align best with the standards and is easiest for teachers of all standing to understand and navigate.
First Choice	Second Choice	Savvas is a great reading curriculum and the students can comprehend the topics better.
First Choice	Second Choice	I have seen great results with SAVVAS. Over the years I have developed engaging activities and my students understand what is expected through SAVVAS. Each year keeps getting better with SAVVAS my students are familiar with it. In the textbook they are able to see the standards and what they are working on. It's easy for them to navigate through the text. It would be a huge benefit for teachers and students to not have to learn a brand new platform. It also has a great ESOL text for students. It also has the amazing BEST text the "ThinkCERCA" does not. Best text are amazing for working with standards. So I am ranking SAVVAS as my first choice because yes it is difficult to understand at first but this is my second year and I completely understand the curriculum now. I had amazing engaging activities with SAVVAS and really have learned to love all the benefits this text has giving me.
Second Choice	First Choice	I want anything over Savvas.
First Choice	Second Choice	BEST text, presentation, and teacher/student familiarity
First Choice	Second Choice	I enjoy using SAVVAS and think it is great for our students.
First Choice	Second Choice	Sorry.. prematurely submitted my last response.. After reviewing both SAVVAS and ThinkCERCA, I did not notice any test review or F.A.S.T./B.E.S.T. style questioning within the program. SAVVAS provides us with test prep workbooks with questions that are closely aligned with the FAST. The stories in both seem interesting to students. I do like how the stories in ThinkCERCA include more realistic fiction/ non-fiction to allow students to connect to stories outside their own worlds to build empathy. I like how easy ThinkCERCA is to use for teachers and students, but many teachers are familiar with SAVVAS and switching curriculums might be the last things teachers need right now. I could have missed it, but it seems ThinkCERCA barely has any assessments and progress checks to see how students are lining up with the benchmarks.
First Choice	Second Choice	I do not wish to re-invent the wheel. I'm happy with the SAVVAS curriculum and at this point have taught it long enough, I feel confident in my lessons and methods of teaching it.
First Choice	Second Choice	As a 6th grade ESE teacher, I utilize the SAVVAS curriculum and its embedded instructional resources to support both whole-group and small-group instruction. Student performance data from formative assessments, classroom observations, and progress monitoring indicate measurable growth in reading comprehension, vocabulary development, and written responses. Targeted small-group instruction based on SAVVAS assessment data has allowed for individualized support, resulting in increased student engagement and improved mastery of grade-level standards.
First Choice	Second Choice	Familiarity with the material and format
First Choice	Second Choice	I prefer Savvas due to its familiarity and the updates it has made to meet Florida Standards. The students are familiar with it, as are the teachers. It is user-friendly for new teachers just learning the standards. I know next to nothing about ThinkCERCA. It does not seem as strong as Savvas according to the selection committee.
First Choice	Second Choice	familiarity, availability of consumable student texts, online offerings for teachers and students

2025-2026_ 6-8 ELA Adoption: Teacher Feedback

Rank Savvas Learning Company LLC – myPerspectives Florida English Language Arts c2026, Grades 6-8 according to your preference.	Rank ThinkCERCA – Core ELAR according to your preference.	Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?
First Choice	Second Choice	If we keep SAVVAS, I think we should go back to class sets instead of consumables. The amount of waste because we have to align lessons with benchmarks is crazy and takes up a TON of space- not to mention the workout getting them at the beginning of every year. The only hesitation I had with ThinkCERCA is the ease in which we could print the text copies and link them in our Google Classrooms. Because of my hesitation, I just ranked SAVVAS first, probably because of the knowledge that learning a new platform will be extremely overwhelming at first.
First Choice	Second Choice	We already have materials designed to supplement Savvas, and if we went with Think-CERCA, we would have to create things all over again.
First Choice	Second Choice	Savvas learning is evidence-based and standards-aligned core curricula with supplemental and intervention programs.
First Choice	Second Choice	Savvas appears more user friendly for teachers, and I appreciate the format of how it breaks down information.
Second Choice	First Choice	While they will be new texts, the opportunity seems to be there for the ThinkCERCA curriculum. I do not like that SAVVAS removed The Phantom Tollbooth
		I am already familiar with the Savvas curriculum and find that it aligns well with the current state standards and benchmarks for 7th grade. The content is sufficient and covers the skills and concepts students are expected to master at this grade level.
		At this time, I do not believe a curriculum change is necessary. Instead, there is a greater need for ongoing professional development and training to help teachers effectively implement the materials with fidelity. Many teachers are still in the process of learning how to fully utilize the resources, pacing, and instructional components provided by Savvas.
		Changing the curriculum before teachers have had adequate time and support to master its implementation may create unnecessary disruption and reset progress that is still developing. Providing targeted training, modeling, and collaborative planning time would likely result in stronger instructional delivery and better student outcomes than adopting a new program at this stage.
First Choice	Second Choice	n/a
Second Choice	First Choice	As much as I do not like Savvas, its "looks" are more engaging. Many students will lose interest with the ThinkCerca materials. I also like having the option to teach completely offline if needed, and this seems more difficult with ThinkCerca.
First Choice	Second Choice	I have more experience with Savvas and the accompanying curriculum map. I also enjoy how Science is also using that platform so the students have only one place to look for two subject areas.
First Choice	Second Choice	Savvas is familiar
First Choice	Second Choice	It is the most closely aligned to our standards.
First Choice	Second Choice	SAVVAS seems to challenge the students more than ThinkCERCA
First Choice	Second Choice	Student friendly site
Second Choice	First Choice	The flow of TC is better
Second Choice	First Choice	SAVVAS does not have acceptable content for my grade level. It is very weak. Think Cerca is much better.

2025-2026_ 9-12 ELA Adoption: Teacher Feedback

<p>Rank Savvas Learning Company LLC – myPerspectives Florida English Language Arts c2026, Grades 9-12 according to your preference.</p>	<p>Rank ThinkCERCA – Core ELAR according to your preference.</p>	<p>Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?</p>
<p>Second Choice</p>	<p>First Choice</p>	<p>ThinkCERCA will allow a higher student engagement and if the district is wanting the students to conduct their learning this would be the one to do it with to where the teachers are a guide</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>SAVVAS has materials that are more aligned with the FAST assessment required for 9th and 10th grade students I very much like how bare bones the consumable materials for ThinkCERCA is because I teach ESE students that tend to get distracted by the pictures in our current textbook thinking they're representing an actual portion of the text instead of being inspired by it. This leads to them becoming confused when answering questions about the texts. I also appreciated the progression maps ThinkCERCA provided for the teacher editions because it gives me a visual progression of the quarter I can conceptualize easier. I also like how they have an entire unit based around several of our 9th grade BEST texts.</p>
<p>Second Choice</p>	<p>First Choice</p>	<p>I prefer having embedded BEST texts and keeping what we are more comfortable with.</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>I have never used the ThinkCERCA book</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>Had more informational text, relevant to today's student, better stories and articles. Savvas is hard to use/find material. The assessments don't align well to our FL standards. We can use the stories but we have to design/recreate our own assessments.</p>
<p>Second Choice</p>	<p>First Choice</p>	<p>My first choice, Savvas Learning Company LLC- was more comprehensive and printed the full, or mostly full, text of many of the classics. It did not just offer a few pages from important texts, it offered the whole thing.</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>I have worked with multiple Textbooks over the years and thus far SAVVAS has the most interesting topic and resources to meet the needs of the students.</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>Savvas stands above ThinkCerca for me because of the consumable options. I enjoy the RETEACH handouts and the improvements made by Savvas.</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>Think Cerca is more aligned with the FAST benchmarks and standards. Savvas is good but Cerca is a better.</p>
<p>Second Choice</p>	<p>First Choice</p>	<p>SAVVAS has a wide selection of materials including BEST texts that are required. While some teachers may feel it is difficult to use, changes have made it easier. Many people may be using their initial first impression and have not continued to see the changes. One of the main issues is that there is so many items teachers often feel overwhelmed, but the curriculum maps have done an excellent job of working through all the material. While a textbook is a source, we the teachers and the county should be developing it into a resource that works for the all the stakeholders. There does need to be better training on how to use the program to help new teachers. If people are overwhelmed with SAVVAS the seven units in ThinkCERCA are going to be a major adjustment. Those resistant to change will not take advantage of the all the benefits of this program.</p>
<p>First Choice</p>	<p>Second Choice</p>	<p>I chose Savvas as my first choice because it includes stories on the curriculum map, it is easy to navigate because it has been used the last 6 years, and it has successfully helped the district perform well on the FAST test. I love that it includes Macbeth. The accessible texts are incredibly helpful for our ESE students.</p>
<p>First Choice</p>	<p>Second Choice</p>	<p></p>

Rank Savvas Learning Company LLC – myPerspectives Florida English Language Arts c2026, Grades 9-12 according to your preference.	Rank ThinkCERCA – Core ELAR according to your preference.	Please provide a comment regarding the reason for your ranking preference. For instance, what made your first choice stand out above your second choice?
First Choice	Second Choice	The CERCA materials are too lower level and felt too much like SRA direct instruction
First Choice	Second Choice	They are both new to me. This is my first year teaching in self contained classroom.
First Choice		While both of these materials have various pros and cons, Savvas appears to be more aligned with our benchmarks and standards, as well as more student friendly. While I was a fan of the writing practice opportunities ThinkCERCA presented, I believe it would require a lot of teacher effort to get ThinkCERCA to the standard we currently have already worked to get to with using SAVVAS. The advantages of ThinkCERCA do not outweigh those of SAVVAS.
First Choice	Second Choice	Savvas is already established.
Second Choice	First Choice	ThinkCERCA offers a variety of texts that are taught within the unit vs SAVVAS were it is offered with the peer and individual work that we hardly ever have time to get to. ThinkCERCA supports all learners from ESE, ESOL, and advance learners like AP and AICE.
First Choice	Second Choice	I am not happy with either of these options. I prefer hard copy texts that are rich with literature. I think we are wasting money on all of the electronic sources that have to be renewed when we could instead invest in quality hard copy book materials. I think we used to have Houghton on the list, but somehow it is not represented as an option.
Second Choice	First Choice	For 9th grade, this textbook fills many of the gaps from SAVVAS. For example, it includes several modern non-fiction units and incorporates more of the BEST texts. It also met the concerns many of my ESE teachers had about accommodations and accessibility.
Second Choice	First Choice	My first choice provides novel studies, personalized lessons according to aligned activities with an online eText.
First Choice	Second Choice	Liked the inclusion of BEST texts and Benchmark Clarifications; I was glad to see the upgrades made and I really liked having access to both print and digital resources, rather than making a choice and relying on a digital source every day (that does not lend well to power/internet outages).
First Choice	Second Choice	Savvas seems more aligned with benchmarks and has a more fluid delivery option (online vs. in class)
First Choice	Second Choice	Savvas is more developed and has put in the work to align material to Florida benchmarks.
First Choice	Second Choice	I like that I have print and digital access to Savvas texts. It provides an extra security considering internet service goes out frequently.

**Preselection
Committee
Summary
of
Recommendation
Forms**

6-12 ELA Preselection Committee Overall Recommendation

As part of the review process, committees were asked to rank their choices from first through third. The rankings are presented below.

Publisher	Title	Overall Rating by Review Groups (10 total)		
		First Choice	Second Choice	Third Choice
McGraw Hill	Florida StudySync	2	3	5
Sawas Learning Company	myPerspectives Florida	7	2	1
ThinkCERCA	Core ELAR	1	5	4



Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My Perspectives

C. Summary:

Strengths

- ESOL - Language Lab/Coach
- Enhanced online platforms
- Writing & test preps
- universal screener

Weaknesses

- No app
- grammar is separate

Comments

Savvas has a great student workbook!

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

- familiar to students
- materials are all encompassing

B. Online Evaluation Rubric Completed by: _____

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Aurelia Sykes	Parent	Aurelia Sykes

*Need additional space? Use the back of this form.



Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Study Sync

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
<ul style="list-style-type: none"> • Independent remediation • Uses AI - Write Precise • scaffolds • video links • online annotation • App 😊 	<ul style="list-style-type: none"> • possibly recreating work 	<p>I really like this.</p>

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: -most comprehensive, simple presentation + engaging. multiple opportunities for learning using Blast.

B. Online Evaluation Rubric Completed by: Aurelia Sykes

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Aurelia Sykes	Parent	Aurelia Sykes

*Need additional space? Use the back of this form.



Date: 1-2-2026

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

ThinkCERCA

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: ThinkCERCA

C. Summary:

Strengths

- data collection
- ai writing with auto score
- universal screener

Weaknesses

- no visuals that are engaging
- separate books

Comments

I don't think they are ready for clay.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

- to bland + simplistic
- copy-paste-print for textbook = no
- to many books to keep up with

B. Online Evaluation Rubric Completed by: Aurelia Sykes

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Aurelia Sykes	Parent	Aurelia Sykes

*Need additional space? Use the back of this form.



ESE

Date: _____

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My Perspectives

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
Language Lab + support lessons Differentiated Inst guidance w/ text	The volume of Choices in materials is overwhelming	

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

The enhanced alignment to the FL Best Standards & the addition of supports for SWD + ELL students.

B. Online Evaluation Rubric Completed by: Tracy Stephens

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Tracy Stephens	MTSS Specialist	Tracy Stephens
Robin Rae	MTSS Supervisor	Robin Rae
Kellie Rodifer	ESE Curr Specialist	Kellie Rodifer

*Need additional space? Use the back of this form.



Date: 1/2/25

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: ThinkCERCA

C. Summary:

Strengths

Weaknesses

Comments

Reading & writing
well connected aligned
Digital enhancements
support students with
need

Direct Instruction
is not clear from
the TE

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: Reading/writing alignment & the vertical alignment across grades, but it was not as tightly aligned to the Best standards.

B. Online Evaluation Rubric Completed by: Tracy Stephens

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Tracy Stephens	MTSS specialist	<i>Tracy Stephens</i>
Robin Rae	MTSS Supervisor	<i>Robin Rae</i>
Kellie Rodifer	ESB Curr specialist	<i>Kellie Rodifer</i>

*Need additional space? Use the back of this form.



Date: _____

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: FL Study Sync

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
Text Selections Scaffolds - ind <u>online</u> <u>only</u> Peer model videos	ELL scaffolds were very generic, not tailored to skill/standard	

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: Weak alignment to standards and instructional supports for differentiation was very basic.

B. Online Evaluation Rubric Completed by: Tracy Stephens

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Tracy Stephens	MTSS Specialist	<i>Tracy Stephens</i>
Robin Rae	MTSS Supervisor	<i>Robin Rae</i>
Kellie Rodifer	ESE Cwn Specialist	<i>Kellie Rodifer</i>

*Need additional space? Use the back of this form.



6th

Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My Perspectives

C. Summary:

Strengths

- + Revised standard alignments and broke standards down.
- + More ELL supports added.
- + Sample Text Companion
- + Language Lab
- + Exit Tickets
- + power points

Weaknesses

- Assessments had limited # of questions.
- Background knowledge
- Explicit instruction on the writing process.
- Learning targets

Comments

* The familiarity of this program makes it more desirable to keep. It wouldn't add as much stress to teachers. Resources have already been created.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

Very familiar, loved ~~revisions~~ ^{revised materials (sample text companion, ~~lab~~ language)}, and already have created materials that would support this program.

B. Online Evaluation Rubric Completed by: Stacey Johnson

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Alicia Baker-Allen	Teacher	
Miguel Rivera	Teacher	
Eleanor D. Marshall	Teacher	
Stacey Johnson	teacher	

*Need additional space? Use the back of this form.



Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Think CERCA

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
<ul style="list-style-type: none"> • writing instruction integrated • data collection opp. • everything printable • text complexity spirals • foundational program built in • sentence frames • willingness to adapt 	<ul style="list-style-type: none"> • boring appearance • BEST. text incorporation • print size difficult to read 	Effectively incorporates writing, while making learning accessible for SWL and ELL.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

2/3 - Better than study sync. Primary justification for SAVVAS as #1 is because we are already with SAVVAS and know texts. CERCA texts were plain w/o pictures.

B. Online Evaluation Rubric Completed by: Stacey Johnson

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Eleanor D. Marshall	Teacher	<i>E Marshall</i>
Miguel Rivera	Teacher	<i>Miguel Rivera</i>
Alicia Baker-Allen	Teacher	<i>Alicia Baker-Allen</i>
Stacey Johnson	teacher	<i>Stacey Johnson</i>

*Need additional space? Use the back of this form.



Date: 1/2/20

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: StudySync Florida

C. Summary:

Strengths

Visually engaging
Best Texts 33%
Standard-based
re-teach
Scaffolds

Weaknesses

Questions types
TE not user-friendly
Lack of assessments

Comments

Teachers would have
to do a lot of frontload
planning and creating
resources + assessments

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: Teachers would have to create a lot of work.

B. Online Evaluation Rubric Completed by: Stacey Johnson

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Miguel Rivera	Teacher	
Eleanor D. Marshall	Teacher	
Alicia Baker-Allen	Teacher	
Stacey Johnson	teacher	

*Need additional space? Use the back of this form.



7/26

Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: / out of **3**.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: my Perspectives Florida

C. Summary:

Strengths

- materials are adaptive for classroom instruction
- teacher familiarity
- writing program w/ rubrics
- test prep workbooks
- the new sample test companion

Weaknesses

- grading is not easy + must be done individually
- digital links are not assessable + often out of date.

Comments

- we want the sample test companion and the language support lesson handbook.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: It best met the standards even though there are still some issues with digital usability.

B. Online Evaluation Rubric Completed by: Jessica Mosley

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Sara Bucklin	OLJH	Sara Bucklin
Ilona D. Tabet	GCSprings	Ilona D. Tabet
Ilona D. Tabet	OPJH	Ilona D. Tabet
Stacey Reid	LJH	Stacey Reid
Jessica D. Mosley	WJH	Jessica D. Mosley

*Need additional space? Use the back of this form.



Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Florida Study Sync

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
<ul style="list-style-type: none"> - explicit instructions - online platform is easy to navigate - customizable for individual students - quality literature - Blast + preview "hook" video engage readers 	<ul style="list-style-type: none"> - unit # not listed on each page - no clearly listed learning targets - scaffolding is overly wordy - lack of DOK? 	<ul style="list-style-type: none"> - did not have time to fully explore the extension activities - did not have time to view all of the items for BEST alignment. - did not view the progress monitoring activities.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

A very attractive presentation with student engaging components. Some of us could not discern the DOK due to the time allotted.

B. Online Evaluation Rubric Completed by: Jessica Mosley

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Sara Bucklin	OLJH	<i>Sara Bucklin</i>
HECAIN	OPJH	<i>[Signature]</i>
Stacey Reid	LJH	<i>[Signature]</i>
Jessica D. Mosley	WJH	<i>J Mosley</i>
Ilona D. Tebet	GCS	<i>Ilona Dee Tebet</i>

*Need additional space? Use the back of this form.



Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Core ELAR

C. Summary:

Strengths

- constant updates of the digital
- focus on literacy + writing instruction
- live + AI tech support
- novel study options
- lots of vocabulary activities
- Embedded test prep

Weaknesses

- teacher materials are visually distracting
- student materials (print-version) were bland + color-less
- must be completed in order

Comments

- we want pre-approval for all curriculum-based novel studies
- our district families do not like digital learning

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

Although not visually appealing - it does have embedded materials for AICE + AP, diverse test prep w/ questions in multiple formats, UDL support, but must be taught consecutively.

B. Online Evaluation Rubric Completed by: Jessica Mosley

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Sara Bucklin	OLJH	S. Bucklin
Stacey Reid	LJH	[Signature]
HECaw	OPJH	[Signature]
Jessica D. Mosley	WJH	J. Mosley
Hona Dee Takel	GCT	Hona Dee Takel

*Need additional space? Use the back of this form.



8th

Date: 1/2/25

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Study Sync

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
Customizable Tests		Format Adaptability
Trailers for units/skills		Grabbers
The Blasts		Good for informational texts
Scaffolds for ESE	Concerned about use of excerpts instead of whole texts and inclusion of Best Texts from other grade levels	
Benchmark Tests		
Good amount of BEST Texts		

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: This was strong with BEST Texts, customizable options, scaffolds for struggling students, Benchmark Tests, and student engagement and informational texts.

B. Online Evaluation Rubric Completed by: Ann Hayes

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Sherry Bumpers	WJHS	<i>Sherry Bumpers</i>
Suzanne Hernandez	OPJH	<i>Suzanne Hernandez</i>
Ashley Morin	LJH	<i>Ashley Morin</i>
Robin Ogden	WJHS	<i>Robin Ogden</i>
Ann Hayes	CCS	<i>Ann Hayes</i>

*Need additional space? Use the back of this form.



Date: 1/2/25

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Think Cerca

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
Data Progress Monitoring Ready-made slideshows Digital Resources are helpful (AI feedback) Pre-written Socratic Questions AI detector	The student text was very plain.	some 8th grade ^{BEST} texts were in other grade levels we would want the hybrid with the student text.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: This company seemed interested in working with us. We liked the data and technology this program ~~was~~ provided.

B. Online Evaluation Rubric Completed by: Ann Hayes

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Sherry Bumpers	WJHS	
Ann Hayes	GCT	
Ashley Morin	LASH	
SARON ROOKWATER	OPSH	
Robin Ogden	WJHS	

*Need additional space? Use the back of this form.



Date: 1/2/25

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My Perspectives

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
Clarifications Test Prep Book Grammar Plus Workbook Sample Text Comparison	The textbook is weak, but the ancillary materials are stronger. The text is "too busy." ELL Supports are inadequate.	Would we have the Sample Text workbooks for every student?

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: We feel the 8th grade textbook is not great, but it is familiar. The ancillary materials are good, though.

B. Online Evaluation Rubric Completed by: Ann Hayes

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Sherry Bumpers	LJHS	<i>Sherry Bumpers</i>
Sherry Bumpers	OPHS	<i>Sherry Bumpers</i>
Ashley Morin	LASH	<i>Ashley Morin</i>
Robin Ogden	WJHS	<i>Robin Ogden</i>
Ann Hayes	GCJ	<i>Ann Hayes</i>

*Need additional space? Use the back of this form.



9th

Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Thinkcerca

C. Summary:

Strengths

- focused units
- 9th grade includes NF
- aligned to benchmark
- scaffolded w/ inst.

Weaknesses

- untested in FL don't know if will live up to promise
- maybe too much online

Comments

This is the top choice for grade 9 due to the inclusion of relevant non-fiction + writing instruction

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

see comments # 1

B. Online Evaluation Rubric Completed by: Amy Thomas

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Amy Thomas	RHS	<i>Amy Thomas</i>
Caleb Milligan	KHS	<i>Caleb Milligan</i>
Olivia Youha's	OPHS	<i>Olivia Youha's</i>
Anna Walker	FIH	<i>Anna C. Walker</i>
Taylor Webber	OHS	<i>Taylor Webber</i>

*Need additional space? Use the back of this form.



Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My Perspectives

C. Summary:

Strengths

Added ELL resources,
Some reformatting to more
closely align with FL BEST.

Weaknesses

Questions are not consistently
FL BEST aligned.
Digital platform is not the
most user-friendly.

Comments

Clear effort was made
to improve, but ~~many~~ many
of our current struggles
were not resolved.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

B. Online Evaluation Rubric Completed by: Amy Thomas

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Amy Thomas	RHS	<i>Amy Thomas</i>
Olivia Youhas	OPHS	<i>Olivia Youhas</i>
Caleb Milligan	KHS	<i>Caleb Milligan</i>
Taylor Webber	OHS	<i>Taylor Webber</i>
Anna Walker	FIH	<i>Anna C. Walker</i>

*Need additional space? Use the back of this form.



Date: 1-2-24

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Study Sync

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
Uniformity of teacher textbook	Lack of focus & rigor	Not impressed in comparison w/ current text

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

3rd choice (see above)

B. Online Evaluation Rubric Completed by: Amy Thomas

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Anna Walker	FIH	Anna C. Walker
Taylor Webber	OHS	Taylor Webber
Amy Thomas	RHS	Amy Thomas
Olivia Youhas	DPHS	Olivia Youhas
Caleb Milligan	KHS	Caleb Milligan

*Need additional space? Use the back of this form.



10th

Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: _____

C. Summary:

Strengths

Reteach Worksheets
FAST aligned questions
Hook & Inspire
Student Data

Weaknesses

Prior
Writing Practice
Glitchy Platform

Comments

Includes explicit
direct instruction
Reteach handouts
per text.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

SAVVAS has implemented more options for writing & stream-lined their resources for ease of access.

B. Online Evaluation Rubric Completed by: Carrie Mescall

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Alycia Turpin	FIHS	<i>Alycia Turpin</i>
Kaitlin Huszar	OHS	<i>Kaitlin Huszar</i>
Jordan Roy	RHS	<i>Jordan Roy</i>
Carrie Mescall	MHS	<i>Carrie Mescall</i>
Teena Mahoney	OPHS	<i>Teena Mahoney</i>

*Need additional space? Use the back of this form.



Date: 1/2/24

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Study Sync

C. Summary:

Strengths

visually appealing
wide variety of diverse authors
student reports
scaffolding

Weaknesses

instruction for specific skills, lack of paper based skill practice
locating skills practice materials

Comments

Lots of great options but there is a lack of guidance for direct instruction.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: Study sync has a lot of great texts and practices but lacks direct teacher support in providing direct student instruction.

B. Online Evaluation Rubric Completed by: Carrie Mescall

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Alycia Turpin	FIHS	<i>Alycia Turpin</i>
Kaitlin Huszar	OHS	<i>Kaitlin Huszar</i>
Jordan Roy	RHS	<i>Jordan Roy</i>
Carrie Mescall	MHS	<i>Carrie Mescall</i>
Teena Mahoney	OPHS	<i>Teena Mahoney</i>

*Need additional space? Use the back of this form.



Date: 1/2/24

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: _____

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
<ul style="list-style-type: none"> - Student progress monitoring - AI automated feedback for writing - Better writing instruction and practice 	<ul style="list-style-type: none"> - The consumable options were lacking/ too complicated - Too much info text and not enough for at benchmarks 	<p>We liked the online platform but the consumable options needed to be blended</p>

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

We felt that this option lacked direct instruction resources and the consumables were not beneficial for student learning

B. Online Evaluation Rubric Completed by: Carrie Mescall

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Alycia Turpin	FIHS	Alycia Turpin
Kaitlin Huszar	OHS	[Signature]
Jordan Roy	RHS	[Signature]
Carrie Mescall	MHS	Carrie Mescall
Teena Mahoney	OPHS	Teena Mahoney

*Need additional space? Use the back of this form.



1/26

Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My perspectives Florida

C. Summary:

Strengths

Developing to meet needs and desires of users - students and teachers.
Approved for both Regular and honors

Weaknesses

There is so much online it is sometimes hard to locate.
Need better training in beginning and when teachers start.

Comments

More integration of scaffolds online - not just notes in TE

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

These materials seem to provide the best balance between online and print allowing the classroom to develop explicit instruction: I DO, we Do to foster You do by the students.

B. Online Evaluation Rubric Completed by: Bethany Fitzgerald

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Bethany Fitzgerald	OPHS	
Karen Glover	OPHS	

*Need additional space? Use the back of this form.



Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Think CERCA

C. Summary:

Strengths

Integration of Scaffolds for students of varying levels and needs

Interdisciplinary - varying content and themes

Weaknesses

Scaffolds - not able to be customized or balanced by the teacher w/ need

Writing heavy

Comments

"Blended" learning but on each unit only direct instruction at one time

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

While the "blended" learning was emphasized and clarified, the program seems to best as a digital platform and we do not want to students online or on chromebooks everyday.

B. Online Evaluation Rubric Completed by: Bethany Fitzgerald

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Bethany Fitzgerald	OPHS	
Karen Glover	OPHS	

*Need additional space? Use the back of this form.



Date: 1/2/26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Florida Study Sync

C. Summary:

Strengths

digital novels available
digital platform - scaffolds set by teacher and customized to ~~teacher~~ student

Weaknesses

abbreviated text selections
opening discussed science of reading but it was not shown or explained specifically with morphology.

Comments

It seemed some items were not covered because the presenter was not aware of timeframe of the presentation. Skills explained after reading.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

The actual texts seemed to be missing. The Crucible - not even a whole act for grade 11. For grade 12 unit 2 covers Beowulf, Canterbury Tales, and Shakespeare - leading to the question what part of the text is here?

B. Online Evaluation Rubric Completed by: Bethany Fitzgerald

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Bethany Fitzgerald	OPHS	
Karen Glover	OPHS	

*Need additional space? Use the back of this form.



12th

Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Study Sync

C. Summary:

Strengths

• independent remediation
Turn It In
Replace Unit w/ novel study
Digital Binder travels with them!
(Old school portfolio of writing)
Create own unit
App for students to use without internet

Weaknesses

possibly recreating resources

Comments

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: *Most comprehensive to help the most students without being too busy + distracting. The "binder" would be a huge help to monitor writing skills.*

B. Online Evaluation Rubric Completed by: Cynthia Brown

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Ginny Lowe	FIHS	<i>Ginny Lowe</i>
Kyle Steward	OHS	<i>Kyle Steward</i>
Cynthia Brown	RHS	<i>Cynthia Brown</i>

*Need additional space? Use the back of this form.



Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: My Perspectives

C. Summary:

Strengths

- ESOL support
- Practices
- Benchmark alignment
- Writing support

Weaknesses

- website is not user friendly
- ~~Diverse~~ Texts lack true diversity
- Background + extension activities are weak

Comments

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

- familiar system
- materials already created

B. Online Evaluation Rubric Completed by: Cynthia Brown

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Kyle	OHS	Kyle Stuard
Cynthia Brown	RHS	<i>[Signature]</i>
Ginny Lowe	FIHS	<i>[Signature]</i>

*Need additional space? Use the back of this form.



Date: 1-2-26

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

**Your rubric scores should reflect and support your rankings.*

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: _____

C. Summary:

Strengths

- Data collection
- Differentiation
- Advanced course support
- Universal screener

Weaknesses

- Lack of visual engagement
- Textbook has no features
- Too many physical books

Comments

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

- seemed too simple compared to others
- too many parts

B. Online Evaluation Rubric Completed by: Cynthia Braun

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Kyle Stuard	OHS	
Ginny Lowe	FIHS	
Cynthia Brown	RHS	

*Need additional space? Use the back of this form.



Date: 1/12/2026

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 1 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: myPerspectives

C. Summary:

Strengths

Weaknesses

Comments

- Access point resources
- Editable lesson slides
- Improved navigation on digital platform
- Sample B.E.S.T. texts comp. (wide variety for ea. grade level)
- General benchmark instruction

- Could be improved by explicitly embedding direct discourse N/ scaffolds

- curious about Sonnets/villanelles that are coming soon.

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:

- Language Lab for DI

template to interact w/ any text

B. Online Evaluation Rubric Completed by:

Melan Mc

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Rebecca Billiot	6-12 ELA specialist	<i>Rebecca Billiot</i>
Page Sohl	6-12 ELA coach	<i>P. Sohl</i>
Melanie McIver	Supervisor of Pdg	<i>Melanie McIver</i>

*Need additional space? Use the back of this form.



Date: _____

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 2 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: _____

C. Summary:

Strengths

Weaknesses

Comments

- Strong writing embedded throughout
- current instructional strategies
- Assessment questions aligned to benchmarks
- explicit vocabulary instruction

- Learning targets clear but not benchmark-aligned
- Instruction/tasks not to alignment and rigor of benchmarks
- weak extensions for higher level

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING: Students
Does not meet the need for FL Benchmark alignment.

B. Online Evaluation Rubric Completed by: [Signature]

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Rebecca Billioz	6-12 ELA Specialist	[Signature]
Page Soh1	6-12 ELA coach	[Signature]
Melanie McIver	Edg Supervisor	[Signature]

*Need additional space? Use the back of this form.



Date: _____

Instructional Materials Adoption

Preselection Committee - Committee Consensus: 2024-2025 6-12 ELA Adoption

Complete one form for each set of materials after reviewing with the evaluation rubric.

OVERALL RANKING* of this material compared to others reviewed for this course: 3 out of 3.

*Your rubric scores should reflect and support your rankings.

Section 1: Title Information

A. Publisher (Select one): McGraw Hill Savvas ThinkCERCA

B. Textbook/Program Title: Study Sync

C. Summary:

<u>Strengths</u>	<u>Weaknesses</u>	<u>Comments</u>
- Texts increase in complexity through the units - Practice questions/tasks provide scaffolds - Includes B.E.S.T. texts and a good variety of texts including informational texts	- Limited benchmark aligned direct/explicit instruction (no slide decks/scripts for teachers) - lacks explicit learning targets in T.E.	

Section 2: Ranking Rationale

A. Explain your OVERALL RANKING:
- Test prep book for FAST questions ~~been~~ 'mostly' aligned

B. Online Evaluation Rubric Completed by: Melanie McIver

Section 3: Committee Members

PRINTED NAME	School or Role	SIGNATURE
Rebecca Billiot	6-12 ELA specialist	<u>Rebecca Billiot</u>
Page Sohl	6-12 ELA coach	<u>P. Sohl</u>
Melanie McIver	Reading Supervisor	

*Need additional space? Use the back of this form.

**Specialists,
Coaches
and
Preselection
Committee
Rubric
Summary**

2025-2026 Adoption Committee Review Summaries

6-12 ELA Rubric Reviews		Category Average			Link to Detailed Review Rubric	
Publisher Information	Product Title	Content	Presentation	Learning	Grand Totals <i>Highlighted cells move to TEACHER FEEDBACK round.</i>	Reviewer Overall Comments
Preselection Committee: Additional Specialists, Coaches, Representative Teachers, Parents						
McGraw Hill	Florida StudySync	64	23	36	123	This program was "light" on rigor. We liked the selection of texts and the quantity of BEST texts. This curriculum offered FL Benchmark aligned practice questions and assessments. The lessons to build to the rigor of the benchmark was limited on explicit/direct instruction. There were limitations to digital supports for teachers. It would be too much work on the part of the teacher. The presentation was lacking, therefore we didn't have a clear understanding of the components and how they work together. Appreciate the options for text selection and pacing but lacked direct, explicit skill based instruction. It's not terrible, just not better than what we already have. StudySync, overall, was a very attractive presentation with student engaging components. Without much time to view all aspects of the program and materials, some of us had a hard time finding the depth of standard alignment. This is our choice #1, customization, scaffolds, blasts, informational text support. This is my top pick for next year's materials. Overall the presentation, while the ladies were eager, seemed underprepared. We never really saw the teacher-view. Upon seeing the teacher/student print texts, was unimpressed by the amount of tiny excerpts, also the lack of poetry that we saw. This would be a second choice for me as a parent. It rates high because of the technology components such as the app, and the BLAST articles which really remind me of ACHIEVE 3000 and as a parent, I really liked the versatility of ACHIEVE. I'm hoping BLAST will meet this level of rigor as well. I liked the videos with background information also. Love the literature selections and the different pathways.
Savvas Learning Company	myPerspectives Florida	67	25	38	130	Impressed with improvements but still lacking overall. SAVVAS has worked on improving many aspects of this curriculum since the previous adoption. There is clear alignment to the Florida Benchmarks with many resources available to teachers. Very familiar with the program, revisions are helpful. Language Lab and BEST text is nice. Savvas enhancements since the last adoption improved alignment with FL BEST benchmarks and supports for SWD and ELL (language supports). Overall we believe that SAVVAS has updated to meet the standard benchmarks the best out of the three of the options. One of the downsides to SAVVAS is that the video links are not always up-to-date. Instead of fixing foundational issues with the program, SAVVAS is just adding workbooks. This programs seems like it will still require teachers to create/edit materials. Also, newer teachers find the format not user-friendly. While easy to manage, the online platform sometimes had connectivity issues. The texts, supplemental materials, are all benchmark aligned. Overall love the grammar book and ESOL Vocabulary practice book. Savvas is very student-friendly and contains all the components for a structured lesson with simplicity and it is the most aesthetically pleasing which will keep students attention. I like that standards and benchmarks are listed on each lesson and throughout the lesson text, so I could help my child at home if needed. Savvas has been with the district and would benefit the students to not have to learn a new platform. Pro: it's already very familiar and they have already made positive adjustments that we are looking forward to.
ThinkCERCA	Core ELAR	66	25	40	131	Student engagement would be high, Cambridge aligned, feedback AI and the quill grammar was great. Lacked linking activities between direct instruction and skills. While there are strong instructional tools within the curriculum, it is difficult to navigate and there are many aspects that would need to be created by teachers to get to the rigor of the benchmark. ThinkCERCA was a strong program with many components and features that would benefit students. It has great potential. It incorporates the writing seamlessly. It can adapt to any student easily. Downfall is no BEST text. This is my 3rd choice. I am not a fan because it needs to improve the presentation, and it looks so bland that students may be interested. Despite being unappealing visually, it does have embedded materials for AICE/AP High Ed test prep, multiple format test questions. Embeds UDL support. A negative was that it must be taught consecutively and that it is more digitally reliant. Overall we loved this curriculum, but the textbook felt disconnected. With "blended" learning it still seems like the students will be online too much. We prefer using pen and paper as much as possible these days so we want more support to do so in the print texts. The online platform has much to offer but we don't want to have to keep going to the screen for everything. This seems the most fully-realized vision of the three options. It most closely addresses the concerns/needs of the teachers from our schools.

Evaluation Rubric

2025-2026 6-12 ELA Adoption Rubric					
5-POINT RATING SCALE DEFINED:					
1= Does not meet the Standards		4=More than meets			
2=Somewhat meets		5=Far exceeds the Standards			
3=Meets					
Content					
1. The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.	1	2	3	4	5
2. The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.	1	2	3	4	5
3. The materials are adaptable and useful for classroom instruction.	1	2	3	4	5
4. The content contains B.E.S.T. Text materials with resources to support instruction.	1	2	3	4	5
5. The materials provide sufficient opportunities for students to build background in order to understand the significance of topics and events.	1	2	3	4	5
6. Content includes opportunities for reading, writing, listening and speaking.	1	2	3	4	5
7. The content provides instruction with a clear link between reading and writing.	1	2	3	4	5
8. The content provides explicit instruction on the writing process.	1	2	3	4	5
9. The content is presented accurately. (Material should be devoid of typographical or visual errors.)	1	2	3	4	5
10. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)	1	2	3	4	5
11. The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)	1	2	3	4	5
12. The content of the material is factually accurate. (Materials should be free of inaccurate information and inconsistencies.)	1	2	3	4	5
13. The content is up-to-date according to current research and standards of practice.	1	2	3	4	5
14. The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.	1	2	3	4	5
15. The content is presented in an appropriate and relevant context for the intended learners.	1	2	3	4	5
16. The material includes interdisciplinary connections which are intended to make the content meaningful to students.	1	2	3	4	5
17. The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)	1	2	3	4	5
18. The materials portray people and animals with compassion, sympathy and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)	1	2	3	4	5
Presentation: Physical and Visual					
1. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	1	2	3	4	5
2. All components within the curriculum set align with each other.	1	2	3	4	5

6-12 ELA Curriculum Adoption Evaluation Rubric for Notetaking

3. The content materials are consistently and logically organized.	1	2	3	4	5
4. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	1	2	3	4	5
5. The presentation of content is paced and sized appropriately so students have time to absorb and comprehend the information.	1	2	3	4	5
6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the Universal Design for Learning (UDL) questionnaire.)	1	2	3	4	5
7. Online Platform: The digital platform contain useful materials and is easy to access and navigate for teachers and students.	1	2	3	4	5
Learning					
1. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1	2	3	4	5
2. Learning Target: The materials contain clear statements of information and outcomes.	1	2	3	4	5
3. Explicit Instruction (I Do, We Do): The materials provide for teacher modeling followed by collaborative and independent practice.	1	2	3	4	5
4. B.E.S.T. Standards Application (You Do): The tasks provide appropriate student application aligned to the FL BEST Standards.	1	2	3	4	5
5. Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.	1	2	3	4	5
6. Guidance and Support: Instructional supports clearly allow for scaffolds for students of differing levels of need (including SWD and ELL students)	1	2	3	4	5
7: Engagement Strategies: The materials engage students during the learning process. (Total Participation Techniques and multi-sensory activities)	1	2	3	4	5
8. Extension Materials: The materials include structured tasks that are logical extensions of content, goals and objectives.	1	2	3	4	5
9. Targeted Instructional Strategies: The course materials use proven teaching strategies that are specifically chosen to help students master the required ELA skills and standards (like analyzing text or writing an argument).	1	2	3	4	5
10. Targeted Assessments: The materials include formative and summative assessments that align to the FL BEST Standards.	1	2	3	4	5
11. Targeted Assessment Tools: The curriculum provides digital tools to analyze assessment outcomes for progress monitoring towards benchmark proficiency.	1	2	3	4	5