

## Response to EdReports Developing Core Literacy Proficiencies Review

We at Odell Education wish to express our appreciation to EdReports for the thorough review of our Developing Core Literacy Proficiencies Program. While we are gratified and affirmed by the positive results of that review, it is the process and professionals involved that we most want to acknowledge. Clearly, knowledgeable and professional educators have spent hundreds of hours with our curriculum, doing just what we hope students will learn to do from it: reading closely, paying attention to ideas and details, using good questions and clear criteria to drive their reading, developing text-based observations, collaborating, and grounding their conclusions and claims about the program in specific textual evidence. We could ask for no more.

The Developing Core Literacy Proficiencies Program has been developed by teachers, for teachers, with the intent throughout to honor teachers' professional knowledge and judgment. Thus, we are very pleased that educators have participated in the review, and that those educators have recognized the ways in which we have tried to support teachers, while allowing and expecting them to bring their own ideas, skills, and texts into the mix. Our curriculum offers not a "cook book" or prescriptive daily lesson approach, and is not intended to be the sole resource used within a school year. Rather, we try to provide instructional models, graphic organizers, and other supporting materials that empower teachers, both in delivering the units we have suggested and extending those units into other texts (literary and informational) of their own choosing. In so doing, we hope that schools and teachers will "personalize" a year of meaningful instruction that builds outward from our curriculum to embrace locally chosen novels, plays, poetry, and literary nonfiction. The intent of the program is to provide teachers with both guiding models and flexibility as they develop all students' literacy, proficiency in key skill areas, content and conceptual knowledge, and independence as readers, writers, and speakers.

The EdReports review of our program has been guided throughout by clear and meaningful criteria, used and applied consistently across all reviews by the professionals who have conducted those reviews. We are appreciative that those criteria matter, and should inform states, districts, and schools as they make the difficult decisions we as educators have had to make about what curriculum to adopt and how best to implement it. As they have applied those criteria to our program, the EdReports reviewers have grounded every observation, conclusion, evaluation, and claim in specific evidence from the units at each grade level. In studying the report, we as authors of the program have learned a lot – about strengths and details we may have ourselves taken for granted, and about areas we can improve as we continue to develop supplementary and complementary additions to the program.

We are also appreciative that the reviewers have affirmed the readability and usability of our materials, particularly of our Teacher's Editions, which are intended to treat their audience with respect while also providing resources and ideas teachers can use as they facilitate and support their students' learning. As teachers ourselves, we have strived to be colleagues in the approach we have taken to organizing and explaining the curriculum. And we believe that the EdReports reviewers have not only recognized this but also been equally collegial in providing us with meaningful feedback. In taking that feedback to heart, we have recognized where we have met the high expectations of the review criteria and where we can continue to improve and grow.