

A Case Study of Pearson's *Prentice Hall Literature Common Core Edition*

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Executive Summary

Pearson's *Prentice Hall Literature Common Core Edition* program for grades 6–12 is a comprehensive literacy program that provides leveled support and scaffolding for students to understand increasingly complex text, and delve deeply into literary analysis. In addition, the program offers instructional support to address the four strands of Common Core State Standards (CCSS): reading; writing; speaking and listening; and language. The program is designed to deepen literary and cultural knowledge with independent reading across genres and to build proficiency through readings centered on informational text. Supports for instruction include digital resources to engage students and ancillary components to differentiate learning; CCSS student and teacher resources; and traditional and performance-based assessments that are intended to set high expectations for learning and to effectively measure progress.

To examine how the *Prentice Hall Literature Common Core Edition* program is implemented in classrooms and to measure changes in student achievement over the course of the school year, Pearson, Inc. contracted with Magnolia Consulting, LLC, an external, independent consulting firm specializing in educational research and evaluation, to conduct a case study of the program in seventh- and tenth-grade classrooms. Magnolia Consulting conducted this study during the 2012–2013 school year in two districts, with nine teachers and their students.

Study Design & Methods

The purposes of this study were to evaluate teachers' implementation of the program in Grades 7 and 10 and to measure reading achievement among students who participated in the program. Given that the

Common Core Edition of the program had not been previously studied in classrooms, much of this study was exploratory, with emphasis on describing teachers' program use and experiences implementing the program, as well as on students' perceptions of the program and its impacts on CCSS skills.

Researchers used a quasi-experimental design with repeated measures for a group of treatment students only. Data-collection methods included classroom observations, online implementation logs, teacher and student interviews, and a student reading assessment.

Program Implementation

KEY QUESTION:

What was the nature of teachers' implementation of the *Prentice Hall Literature Common Core Edition* program?

Teachers implemented *Prentice Hall Literature Common Core Edition* an average of 3.68 days per week for an average of 54 minutes per day. Of the nine participating teachers, five implemented the program with high fidelity and four with moderate fidelity. Teachers reported high use of the *Teacher's Edition* and *Student Edition* of the textbook, and frequent use of the ancillaries, including the *Reader's Notebook*, *All-in-One* workbook, and *Common Core Companion* workbook. When implementing the paired reading selections in the text, teachers most frequently used either the more accessible selection alone or implemented both the more accessible and more complex selections with their students. Grade 7 teachers used *PHLit Online*, the program's digital path, more frequently than did Grade 10 teachers. Teachers reported

most frequent use of the short video clips for each unit and the games in *Vocabulary Central*. Teachers most frequently used the *Selection Tests* for the paired reading selections for assessment and reported frequent use of the *Common Core Assessment Workshop: Performance Tasks* and *Test Practice* sections within the units.

Program Perceptions

KEY QUESTION:

What were teachers' perceptions of the quality and utility of the *Prentice Hall Literature Common Core Edition* materials they implemented?

Teachers found the program to be easy to implement and felt comfortable with implementation. On the majority of log entries, teachers indicated that the pacing of the program was reasonable and that planning and preparation were easy. Teachers felt the program was adequate to very adequate for below-level, on-level, and advanced students. Across logs, teachers indicated that the program was effective in addressing the four strands of the Common Core State Standards on the majority of weekly logs, with the highest ratings of effectiveness for reading standards, followed by writing.

Teachers also felt that the program provided varied opportunities for writing over short and extended time frames, and that it was most effective for supporting students to cite evidence from texts and providing tools for organizing their writing. Teachers felt the program supported literary analysis skills through the *Literary Analysis Workshops* and through the reading checks and questions provided during reading. Teachers also indicated that the program provided support for vocabulary acquisition, but needed more support for supporting grammar skills and practice. Six teachers

felt that the program offered support for opportunities for speaking and listening through discussions around the readings and the *Big Question* for each unit.

Finally, across the majority of weekly logs, teachers reported that students exhibited average to high engagement. Teachers commented that students were most engaged by opportunities provided for interacting with the text, through point-of-use reading checks, literary analysis questions, and opportunities for highlighting and underlining text in *Reader's Notebook*. Most teachers reported that the video clips provided for each unit engaged students and that students enjoyed the games provided in *Vocabulary Central*.

KEY QUESTION:

What were students' perceptions of the quality and utility of the *Prentice Hall Literature Common Core Edition* materials?

During focus group interviews, students commented on aspects of the program they liked and that supported their learning, as well as on aspects they would change. Students were engaged by opportunities for interacting with the text while reading, including the literary analysis, skills and reading checks, in the margins of the text and in *Reader's Notebook*. Students were also interested in the *Meet the Author* sections of the text or videos to understand an author's purpose for the story and his/her background.

In terms of grade level, seventh-grade students enjoyed the video clips offered in *PHLit Online*, while tenth-grade students wanted longer clips or clips with more relevance to their lives. Seventh-grade students also reported higher interest in the stories than tenth-grade students, who wanted more contemporary selections than

those provided in the text. Students in both grades commented on the *Big Question* as a meaningful way to tie the reading selections together within a unit.

Student Learning Results

KEY QUESTION:

Did students demonstrate significant learning gains during the study period? If so, what is the magnitude of the gains?

Students in participating classrooms made statistically significant gains related to their Gates-McGinity Reading Tests® Vocabulary, Comprehension, and Total Reading scores. Effect sizes were 0.26 for Vocabulary, 0.41 for Comprehension, and 0.38 for Total Reading, which translates to percentile gains of 10, 16, and 15 points, respectively, from pretest to posttest. At Mean pretest scores for Total Reading were below grade level for students in both seventh- and tenth-grade classrooms but had increased to start of year grade levels by the end of the study.

KEY QUESTION:

Did gains in student learning differ by student characteristics?

Subgroup analyses revealed that gains were significant for males and females. Gains for Hispanic and White students were statistically significant for both subtests (Vocabulary and Comprehension) and for the Total Reading scores. African-American students made gains in both subtests and for overall reading. Those gains were statistically significant on the Comprehension subtest and the Total Reading score. Students with and without free and reduced-price lunch status made significant gains over the course of the study on both subtests and on the Total Reading score. Students in classrooms with high levels of program implementation made greater gains over the course of the year than students in classrooms with moderate program implementation; however, the difference was not statistically significant.

As states implement the Common Core State Standards for English Language Arts & Literacy, and prepare for common assessments it is essential that teachers have materials that support their students in gaining the skills outlined in the new standards. Ultimately, results of the *Prentice Hall Literature Common Core Edition* case study indicate that the program was useful in supporting literacy instruction with regard to the new Common Core State Standards for English language arts.

Acknowledgements

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Introduction

Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. (Common Core State Standards Initiative website: <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>)

In 2010, the National Governors Association (NGA) Center for Best Practices, Council of Chief State School Officers released the K–12 Common Core State Standards (CCSS) for English Language Arts & Literacy (ELA) (NGA & Council of Chief State Officers, 2010). The CCSS are intended to establish a single set of clear and concise standards for students in K–12 classrooms. Forty-five states, the District of Columbia, four U.S. territories, and the Department of Defense Education Activity have adopted the CCSS. The standards were designed to ensure that students are college and career ready in literacy by the end of high school. Shifts in the CCSS include, among others, increased emphasis on: (1) reading increasingly complex text, including a balance of informational and literary text; (2) analyzing, inferring, and citing evidence from text; (3) writing from sources; and (4) learning academic vocabulary. To date, 45 states and the District of Columbia have adopted the CCSS in ELA. As of the 2012–2013 school year, over 20 states have formally moved to the CCSS, and the remainder of adopting states will do so in the 2014–2015 school year (Council of Chief State School Officers, 2013).

Understanding the need to educate students using curricula and methods that align with college and work expectations, contain rigorous content, and meet the need of diverse learners, states adopting the Common Core State Standards are in need of effective materials that align to the standards and are easy to adapt to classroom use. In response to the need for a secondary education literature program that is aligned to the CCSS, Pearson has developed the *Prentice Hall Literature Common Core Edition* for use in middle and high school classrooms, which is a new version of the previously released *Prentice Hall Literature* program. The purpose of the revisions was to bring the program into alignment with the CCSS for English language arts to support standards based instruction in English language arts classrooms.

The *Prentice Hall Literature Common Core Edition* program for grades 6-12 is a comprehensive literacy program that provides leveled support and scaffolding for students to understand increasingly complex text and delve into literary analysis. The program is designed to deepen literary and cultural knowledge with independent reading across genres and to build proficiency through readings centered on informational text. Supports for instruction include digital resources to engage students and differentiate learning, CCSS student and teacher resources, and traditional and performance-based assessments that are intended to set high expectations for learning and effectively measure progress.

To understand the effectiveness of the *Prentice Hall Literature Common Core Edition* in meeting the needs of teachers and students around CCSS English language arts instruction, Pearson contracted with Magnolia Consulting, LLC, to conduct a case study of the program.

Cobblestone Applied Research & Evaluation, Inc. conducted a national randomized control trial study of the 2010 *Prentice Hall Literature* program in Grades 7, 8, and 10 for the 2009–2010 school year (Cobblestone, 2010). The case study research presented in this report is not intended to duplicate prior findings on the effectiveness of *Prentice Hall Literature*, but it is instead intended to provide a greater understanding of teacher use and perceptions of the newly released *Prentice Hall Literature Common Core Edition* program, while also examining student performance over the course of the study.

Research Design

This section of the report describes the research design for the study and includes the study purposes, measures, settings, participants, and data-collection time frame.

Study Purposes

The purposes of this study were to evaluate teachers' implementation of the program in Grades 7 and 10 and to measure reading achievement among students who participated in the program. Given that the *Common Core Edition* of the program had not been previously studied in classrooms, much of this study was exploratory, with emphasis on describing teachers' program use and experiences implementing the program, as well as on students' perceptions of the program and its impacts on reading and writing skills. As such, the case study addressed the following evaluation questions:

Implementation Evaluation Questions

1. What were the characteristics of teacher and student participants?
2. What was the nature of teachers' implementation of the *Prentice Hall Literature Common Core Edition* program?
3. What were teachers' perceptions of the quality and utility of the *Prentice Hall Literature Common Core Edition* materials they implemented?
4. What were teachers' perceptions of the impacts of *Prentice Hall Literature Common Core Edition* on students?
5. What were students' perceptions of the *Prentice Hall Literature Common Core Edition* materials?

Summative Questions

1. Did students demonstrate significant learning gains during the study period? If so, what is the magnitude of the gains?
2. Did gains in student learning differ by student characteristics (i.e., English proficiency, ethnicity, gender, and socioeconomic status)?

Methodological Approach

This study used a quasi-experimental design with repeated measures for a group of treatment students only. Without a comparison condition this type of study design yields weak

information about causal inference of program effects on student learning (Shadish, Cook, & Campbell, 2002). Even with the repeated measures design, differences in scores from pre- to post-observations could be influenced by students' maturation or history. However, as the program had previously been examined through a randomized control study, the focus of this study was on understanding how well the *Common Core Edition* of the program is supporting teachers and students in meeting the Common Core State Standards for English language arts. For this purpose, evaluators used a case study approach for this study. A case study approach allows for a thorough understanding of the case under study, including the nuances, conditions, and experiences of participants in the study (Stake, 1995). To that end, evaluators used mixed methods so that findings could be triangulated across qualitative and quantitative measures.

To appropriately address the evaluation questions for the study, evaluators calculated descriptive statistics, inferential statistics, and effect sizes, when appropriate. Evaluators considered findings statistically significant using an alpha level of .05. For this study, data were missing for some of the student outcome variables. In order for evaluators to use all available data and maximize the study's power, evaluators used multiple imputation procedures for missing data (Graham, 2009). Multiple imputation procedures yielded five complete data sets. Estimates for imputed data sets were pooled using SPSS statistical software. The results in this report reflect the findings from the pooled estimates.

Evaluators entered data from weekly logs and student assessments into SPSS 21 for quantitative analysis. Evaluators imported data from interviews and observations into HyperRESEARCH, a qualitative data analysis software that aids in the examination and coding of emergent themes, patterns, commonalities, and differences. Evaluators then analyzed qualitative data using the techniques of analytic induction (Erickson, 1986). Once evaluators developed assertions about the data, they conducted repeated searches to confirm and disconfirm assertions to provide the warrant for the findings.

Measures

This study used a combination of quantitative and qualitative methods to allow for a full understanding of how the *Prentice Hall Literature Common Core Edition* materials were implemented in study classrooms and to examine program perceptions and achievement among participants. Data-collection methods included a student reading assessment, student interviews, classroom observations, teacher online implementation logs, and teacher interviews. The measures are described in the following section.

Student Measures

Evaluators used multiple measures to examine student perceptions of the *Prentice Hall Literature Common Core Edition* materials and to examine achievement in participating students over the course of the study. These measures included the Gates-McGinity Reading Tests® Fourth Edition (GMRT-4®) and interviews of student focus groups.

Gates McGinity Reading Tests®

Evaluators used the GMRT-4 to explore students' reading skills during the study period. The GMRT-4 is a norm-referenced, group-administered reading assessment that consists of a vocabulary test (45 items) and a comprehension test (48 items), which are combined to give a measure of overall reading for each student. Teachers administered the GMRT-4 to seventh- and tenth-grade students in the fall and spring of the 2012–2013 school year.

Student Focus Group Interviews

During the spring site visit, evaluators conducted focus group interviews with a sample of three to seven students from each of the five seventh- and the four tenth-grade classrooms. Interview questions focused on student perceptions of the program, including: program strengths and challenges; what they liked and did not like about the program; what aspects of the program were useful to their learning; and their perceptions of specific program components, such as the literary selections, assessments, and digital component. Interviews lasted 15–20 minutes each. Across sites, 57 students participated in focus group interviews, in groups of 3–7 students.

Teacher Measures

Evaluators used multiple measures to assess teachers' implementation of the *Prentice Hall Literature Common Core Edition* and to examine their perceptions of the program, materials, and impacts on student interest and understanding of CCSS concepts. Included in these measures were weekly online implementation logs, classroom observations, and teacher interviews and reflections.

Weekly Online Implementation Log

Evaluators created an online implementation log to capture the breadth and depth of teachers' use of the *Prentice Hall Literature Common Core Edition* materials. Teachers responded weekly to items, indicating their use of required and optional program components. Teachers also responded to items related to their perceptions of the quality and utility of the materials, including pacing, amount of materials, adequacy of the materials in meeting students' needs, and perceptions of student engagement. The nine participating teachers accessed the log through an email link Magnolia Consulting sent to them once a week during the study period. Teachers spent 10 to 15 minutes completing the log each week. Evaluators supplemented the final weekly log with reflective questions about the program. Evaluators aggregated data from the logs at the end of the study to arrive at ratings of each teacher's level of implementation of the program relative to other participating teachers and relative to implementation guidelines provided by Pearson, Inc. The study had a 100% response-rate for log-implementation across all participating teachers. Teachers submitted a combined total of 231 logs across the study period.

Classroom Observation Protocols

Evaluators developed an observation protocol aligned to best practices in language arts instruction. The protocol is divided into dimensions of instructional practice and lesson

implementation. Items within instructional practice included teacher-student interactions and instructional strategies. Items within lesson implementation included lesson components, including ties to CCSS instruction, ongoing assessment, and student engagement. The instructional-practices construct focused on use of groups, the use of assessment, and teacher-student interactions. The protocol also included areas in which evaluators could indicate which materials teachers and students used during the observed lesson. Classroom observations lasted approximately 40–75 minutes each. Evaluators used the observation protocol during site visits to each of the nine classrooms in fall 2012 and spring 2013.

Teacher Interview Protocols

Researchers developed interview protocols for teachers. Teachers participated in interviews before or after evaluators observed their classrooms. These protocols focused on the classroom context; *Prentice Hall Literature Common Core Edition* materials and component use; perceptions of program strengths and challenges with using the materials; and teachers' perceptions of the impacts of the program on their students. Spring interview protocols also focused on the program's impact on teachers' instruction around the Common Core State Standards and its impact on students' skills with respect to the anchor standards for reading; writing; speaking and listening; and language. Evaluators interviewed each teacher for 30–40 minutes during fall 2012 and spring 2013 site visits.

Study Procedures

Evaluators conducted this case study with nine teachers in Grades 7 and 10 across two school districts. Four teachers from Grade 7 and five from Grade 10 participated in the study.

Site Selection

Sites were selected based on: (1) districts where previous versions of the *Prentice Hall Literature Common Core Edition* program were already used; (2) districts who could provide two teachers at Grades 7 and Grade 10; and (3) teachers' willingness to implement the program as the primary curriculum for literacy instruction. Pearson assisted with recruitment by providing leads for potential districts among current users of the program; interested sites then completed a study application. Evaluators submitted research review applications to both participating districts and were granted approval to conduct the study in the districts for the course of the school year. Evaluators adhered to district policies to seek parental consent for participation in the study, and only students with parental consent were included.

Study Time Frame

The study began after the start of the school year in both districts. In September 2012, Pearson led the initial product training for each site, and Magnolia Consulting led the study orientation. In particular, Pearson conducted on-site, half-day training in the program, emphasizing changes made in the new *Prentice Hall Literature Common Core Edition*. Magnolia Consulting conducted a study orientation via webinar at the start of the training for each site, which focused on the purpose of the study; data-collection measures and the time frame; protection of participant confidentiality; and the reporting schedule. Following the training, teachers administered student measures and began implementing the *Prentice Hall Literature*

Common Core Edition materials. The first site visit was scheduled for November 2012, six to eight weeks after initial implementation. During this time, evaluators conducted classroom observations and interviews with participating teachers. Evaluators conducted spring site visits in March and April 2013, and teachers administered spring assessments in May. Table 1 presents the time frame in which evaluators conducted data-collection activities.

Table 1. Timeline of Study Activities

STUDY ACTIVITY	Sep. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013
Training, study orientation	♦								
Administration of student measures	♦								♦
Administration of implementation log	♦	♦	♦	♦	♦	♦	♦	♦	♦
Fall observations/interviews		Site A	Site B						
Spring observations/interviews							Site A	Site B	
End study									♦

Settings

This study included participants from two high schools and four middle schools in two districts. Both districts are classified as large suburbs and are from the East Central region of the United States, with one district located in the northern part of this region, and the other in the southern part. Based on the number of schools and the number of students, District A is considerably larger than District B. Although both districts have a similar percentage of students with IEPs (Individualized Education Program for special education students), District B has a much higher percentage of English language learners. Ethnic breakdown of the districts differs greatly. Table 2 presents characteristics of the districts with schools that participated in the study.

Table 2. District-Level Characteristics for Participating Schools

	District A	District B
Geographic location and city description	South: South Atlantic Suburb: Large	Midwest: East North Central Suburb: Large
Total number of schools	117	24
Student/Teacher ratio	14.50	15.58
Total student enrollment	107,315	16,462
Ethnic breakdown		
White	43.7%	4.4%
Black	31.2%	16.3%
Asian/Pacific Islander	4.9%	1.6%
Hispanic	16.9%	75.6%
American Indian/ Alaskan Native	<0.1%	0.4%
Multiracial/Other	3.0%	1.8%
English language learners	7.1%	28.5%
Students with IEPs	11.4%	12.9%
Students with free & reduced-price lunch status	44.0%	56.0%

*Sources: U.S. Census Bureau (geographic regions), National Center for Educational Statistics (city & district descriptions), and district websites (ethnic breakdown)

District A

District A is a large district located in a South Atlantic suburb. The District contains 117 schools serving Grades Pre-K–12. The most recent data (2010–2011 school year) shows a total enrollment of approximately 107,000 students. As shown in Table 2, the district is diverse in student ethnic make-up. Teachers and students from two schools in District A participated in the study, including one high school and one middle school. Two teachers from the middle school and one teacher from the high school participated. For District A, the study began with two high school teachers. Language arts classes are taught on a semester basis in a block schedule of 90 minutes daily. Due to the late start of the study (late September 2012), high school teachers were only able to fully implement a single unit in the fall 2012 semester. As this did not meet the minimum implementation benchmark of four units, data from the fall 2012 high school classes are not included in the analyses. One high school teacher stayed in the study for the spring 2013 semester and was able to meet the minimum benchmark for unit completion with a new class of students. The other high school teacher was moved to ninth-grade for the spring semester and, therefore, did not continue with the study.

District B

District B is located in a Midwest East North Central suburb. The district contains 24 schools serving students in Grades Pre-K–12. In the 2010–2011 school year, enrollment was approximately 16,000 students. Teachers and students from five schools participated in the study, including one high school and four middle schools. Three high school and three middle

schools teachers and their students participated. Teachers described the majority of students in their classes as below grade level for reading, as evidenced on state tests.

Participants

KEY QUESTION:

What were the characteristics of teacher and student participants?

This section presents the demographic information of teachers and students included in the study's analysis sample, as well as the attrition analyses of all participants.

Teacher Participants

The study's final sample included nine teachers from six schools across two districts. As an incentive for participation, classroom teachers received all components of the *Prentice Hall Literature Common Core Edition* program free of charge. Teachers also received access to *PHLit Online*, the program's digital path, for the duration of the study. Additionally, teachers received a \$300 stipend for participation in all data-collection activities for the study.

The teacher sample included five seventh-grade teachers and four tenth-grade teachers. As previously noted, one tenth-grade teacher taught the program over the course of a single semester in 90-minute daily blocks of literacy instruction, while the other tenth-grade teachers taught across the school year in daily, 57-minute class periods.

Evaluators examined teacher demographics. Of the nine teachers, three hold a bachelor's degree; five hold master's degrees, and one holds a doctorate degree. For seventh-grade teachers, the mean number of years teaching was 11.80 and ranged from 2 to 25 years. Tenth-grade teachers had a slightly lower average at 10.25 years teaching, but a similar range (4–21 years). In addition, seventh-grade teachers have been at their current schools for an average of 9.20 years (range 2–13 years) and at their current grade for 5.20 years (range 2–12 years). For tenth-grade teachers, the mean number of years at their current school was 4.38 years (range 1–11 years), and at their current grade was an average of 4.50 years (range 2–9 years). Finally, although the number of students per teacher averaged 29 students for both grades, the range for seventh-grade teachers was greater (18–42 students) than for tenth-grade teachers (28–30 students).

Student Participants

The student sample included students in two districts in Grades 7 and 10. While teachers used the curriculum for all of their sections of classes, the study included only students from one to two sections of each participating teachers' classes. This section presents sample attrition and the final analysis sample, including student demographic information.

Sample Attrition

Evaluators determined the study's overall sample attrition rate by comparing the number of students at the beginning of the study with the number of those participants remaining until the end of the study period. The initial study sample included 311 students enrolled in the fall: 150 in Grade 7, and 161 in Grade 10. Evaluators removed students from the study sample if they left the school or classroom before the end of the study period or did not receive sufficient program dosage. The total number of students from the original sample that left prior to the end of the study totaled 23 (18 in Grade 7 and 5 in Grade 10), leaving 288 students (132 in Grade 7 and 156 in Grade 10) enrolled at posttest. The difference between these numbers of participants provides an overall sample attrition rate of 7.4% (rate of 12.0% for seventh graders and rate of 3.1% for tenth graders). Two tenth-grade classrooms from the Fall 2012 semester, totaling 51 students, were removed from the analysis sample due to insufficient program exposure.

Analysis Sample

The final analysis sample included 237 students, 132 in Grade 7 and 105 in Grade 10. Students were included in the analysis sample if they were enrolled through the entire study period, had parental consent, and received sufficient program dosage (benchmark of four units of study). The CONSORT diagram in Appendix A shows the flow of students from the start of the study to the final analysis sample.

Evaluators examined various demographic characteristics for students in the analysis sample, including gender, ethnicity, free and reduced-price lunch (FRL), special education (SPED) status, English language learners (ELLs), and section 504¹. Table 3 presents this information and includes the demographic data disaggregated by grade.

¹ A student with a Section 504 classification has a diagnosed impairment, which may include long-term illness, disability, or various disorder that significantly impairs his/her ability to access learning in the educational setting. Students classified as Section 504 can receive test accommodations and modifications.

Table 3. Student Demographics

		7 th -Grade Students (n=132)		10 th -Grade Students (n=105)		Total Students (n=237)	
Characteristics		Percent	N	Percent	N	Percent	N
Gender							
	Male	53.00%	70	54.29%	57	53.59%	127
	Female	46.97%	62	45.71%	48	46.41%	110
Ethnicity							
	White	21.20%	28	16.19%	17	18.99%	45
	African-American	24.24%	32	17.14%	18	21.10%	50
	Hispanic	53.03%	70	65.71%	69	58.65%	139
	Multiracial	1.52%	2	0.95%	1	1.27%	3
Free/Reduced-price Lunch							
	FRL*	69.72%	76	72.29%	60	70.83%	136
	Non-FRL	30.28%	33	27.71%	23	29.17%	56
English Proficiency							
	ELL	7.58%	10	0.00%	0	4.22%	10
	Non-ELL	92.42%	122	100.00%	105	95.78%	227
Special Education							
	Special Ed.	4.55%	6	2.86%	3	3.80%	9
	Non-Special Ed.	95.45%	126	97.14%	102	96.20%	228
Section 504							
	Section 504	0.00%	0	0.95%	1	0.42%	1
	Non-Section 504	100.00%	132	99.05%	104	99.58%	236

Note: Numbers may not sum to 100 because of rounding.

* Free and reduced-price lunch data only represents District B.

The student sample included 53.63% male students and 46.41% female students. Across grades, 58.65% of students were Hispanic, 21.10% were African-American, 18.99% were White, and 1.27% of students were multiracial. Student demographic data also indicated that 70.83% of students from District B qualified for free or reduced-price lunch, 3.80% were special education students, 4.22% were considered English language learners, and districts classified less than 1% of students as Section 504. Appendix B presents student demographics disaggregated by school.

Summary of Participant Characteristics

The *Prentice Hall Literature Common Core Edition* case study took place in two districts, one in an East South-Central suburb, and one in an East North-Central suburb. The final analysis sample included 9 teachers and 237 students from one or two sections of each participating teacher's literacy classes. The teacher sample included five seventh-grade teachers and four tenth-grade teachers. The student sample included 132 students in Grade 7 and 105 students in Grade 10. These student participants mostly included Hispanic, African-American, and White

students, with the majority being Hispanic. The majority of students in District B had free and reduced-price lunch status. Finally, participating students included low numbers of special education students and English language learners.

Program Description

As the expectations for literacy education have fundamentally changed across the nation with the advent of the Common Core State Standards, the *Prentice Hall Literature Common Core Edition* is designed to help teachers and students meet the new demands. Building on the existing program, this edition includes tools and resources designed to target the new CCSS standards.

Prentice Hall Literature Common Core Edition for grades 6–12 is a core literacy program that addresses the Common Core State Standards for English language arts while providing multiple program components to support literacy instruction. *Prentice Hall Literature Common Core Edition* expands on the footprint of *Prentice Hall Literature* (2010) to respond to the new standards and concepts laid out in the Common Core Framework. The Common Core State Standards are designed to identify key knowledge and skills in math and English language arts that K–12 students will need to succeed in college and in the workforce. The CCSS for English language arts and literacy are divided into four strands: Reading; Writing; Speaking and Listening; and Language. Additionally, teachers are provided with tools and resources designed to target these standards and to provide guidance on how to use the materials to effectively address the standards in each domain.

Reading Support

The Common Core State Standards focus on students' abilities to, among others, understand increasingly complex text, determine central ideas and themes, cite textual evidence to support conclusions, and analyze how two or more texts address similar themes or topics. The *Prentice Hall Literature Common Core Edition* program provides opportunities to teach explicit reading skills and strategies, and to encourage students to practice these skills using both literature and informational texts. The introductory unit contains the Common Core Workshops focused on comprehending complex texts, analyzing arguments, and writing objective summaries. Every unit targets a new genre (i.e., poetry, short stories, or nonfiction text) and is centered on a *Big Question*, to encourage critical thinking and making connections. In addition, each unit contains two *Reading for Information* texts that encourage students to apply skills to everyday texts, and the *Comparing Literary Works* component offers students the opportunity to make comparisons across two reading selections. Furthermore, each unit contains four paired reading selections that offer teachers the opportunity to differentiate instruction based on reading levels. The paired selections offer a more accessible and more complex selection that addresses common themes. Teachers can use the *Text Complexity Rubric* to determine which selection to assign. For example, teachers can assign one level of text for the whole class or assign one selection to lower-level readers and one to higher-level readers. Having levels of texts allows teachers to move students toward increasingly complex texts, as outlined in the Common Core State Standards. At the conclusion of each unit, the program suggests independent reading selections for students related to the unit's theme.

Writing Support

The Common Core State Standards address three types of text: argument, informational/expository, and narrative. The *Prentice Hall Literature Common Core Edition* also provides *Writing Workshops* that addresses these three types of writing, and every unit offers additional opportunities to increase writing skills and strategies. Several features help students throughout the writing process, including prewriting activities, student models, mentor texts, and a step-by-step guide to creating complete compositions. To heighten writing skills even further, the *Writer's Toolbox* equips students with a foundation of writing skills and includes a specific focus on writing for assessment. Finally, the *PHLit Online EssayScorer* guides students through the writing process, and then provides them with immediate feedback and automatic scoring of their writing.

Speaking and Listening Support

The Common Core State Standards for Speaking and Listening are organized into two major categories: (1) Comprehension and Collaboration; and (2) Presentation of Knowledge and Ideas. To meet these standards, the *Prentice Hall Literature Common Core Edition's Communications Workshops* are designed to develop skills for presenting and analyzing presented material, and the program provides opportunities to put these skills into practice. Students complete tasks such as delivering a narrative presentation, and the text supports them by providing tips for presenting information.

Language Support

The Language strand of the Common Core State Standards emphasizes: (1) conventions of Standard English; (2) knowledge of language; and (3) vocabulary acquisition, emphasizing general academic and domain-specific words and phrases. The program includes *Vocabulary Workshops* and integrated language skills features to address these areas. Academic vocabulary linked to the unit's *Big Question* provides vocabulary in context. Finally, every unit allows students to increase academic vocabulary, and the program includes vocabulary worksheets and an interactive *Vocabulary Central* that provides flash cards, animations, songs, and games.

Assessment

The program includes traditional and performance-based assessments, all aligned with the Common Core State Standards, which are intended to assess the four key strands of Language and Literacy. The program's *Performance Tasks Workshop* helps to prepare students for the types of assessments they will experience in the future. The *Diagnostic Test* assesses students at the start of the program, while the *Benchmark Tests* monitor core skills at different points throughout the year. The program also offers *Open-Book Tests*, *Leveled Selection Tests*, *Test Practices*, and online assessments with immediate feedback. To assist teachers in assessing students, the program provides comprehensive reports, and the *ExamView Test Generator* helps build study guides and assessments to meet each class's unique needs.

Included with the program are many additional resources designed to address the Common Core State Standards. For example, the *Student's Edition* and the *Common Core Companion* student workbook offer instruction and practice across every standard. The *Teacher's Edition* includes a *Skills at a Glance* page to outline the standards addressed in the units, while the *Common Core State Standards Overview and Implementation Guide* offers professional development articles on topics relating to the CCSS. Throughout each unit's components, the program provides point-of-use references to show key Common Core State Standards. Ultimately, the resource books are designed to aid teachers in differentiating instruction and meet different levels of abilities.

Digital Path

Another tool, *PHLit Online*—the digital component of the program, offers interactive resources and assessments to support instruction. Teachers can access *Background* videos, *Meet the Author* videos, and *Get Connected* videos for each unit. Teachers can also access the *Teacher's Edition* and *Student Edition* of the program, as well as vocabulary support activities in *Vocabulary Central*, such as the *BQ Tunes*, which are songs for teaching vocabulary in an engaging way.

Supplemental Program Resources

Other supplemental resources for the program include *Reader's Notebook*, individual student soft-cover books that feature the paired selections from each unit. *Reader's Notebook* allows students to interact with the text through before, during, and after reading activities for each selection. Before reading, students preview selection vocabulary and learn about the reading skills and literary analysis they will be studying. During reading, students take notes in the book's margins and answer questions for comprehension and for reading and analysis skill practice. Students can also underline and highlight vocabulary and sections of text directly in the book as they are reading. After-reading activities include comprehension questions and further opportunities to extend learning beyond the text selection.

In addition, the *All-in-One Notebook* is a soft-cover student book that provides opportunities for students to write about the *Big Question* and to practice vocabulary, grammar skills, and writing. Activities tie directly to the themes, questions, and selections from the student text. The *Common Core Companion* student workbook provides instruction and practice in the CCSS. The workbook includes graphic organizers for skills practice, and performance tasks that use the Common Core Framework as a guide to test students' abilities to master the reading standards.

Program Implementation

KEY QUESTION:

What was the nature of teachers' implementation of the *Prentice Hall Literature Common Core Edition* program?

Evaluators examined teachers' implementation of *Prentice Hall Literature Common Core Edition* through weekly implementation logs, classroom observations, and teacher interviews. Evaluators then determined each teacher's fidelity of implementation over the course of the study.

Implementation Fidelity

Pearson provided guidelines (Appendix C) that helped teachers to implement *Prentice Hall Literature Common Core Edition* for daily instruction. To examine the degree to which teachers implemented the program in accordance with the study guidelines, evaluators calculated implementation fidelity scores for each teacher. The implementation fidelity score was based upon 13 variables from the weekly logs, plus the number of units completed, which address adherence to program components and students' exposure to the materials. Evaluators' in-person fall and spring classroom observations provided an assessment of teacher quality across 23 indicators, and the weekly implementation logs provided a comprehensive assessment of the teachers' depth and breadth of use of program materials. Then, to calculate overall implementation fidelity, evaluators weighted the weekly log score (assessing adherence and exposure) at 60% with the in-person observation fidelity score (assessing quality) at 40%. Based on the scores for the nine teachers, five implemented the program with high fidelity (80% or higher), and four implemented the program with moderate fidelity (60-79%). No teachers scored in the "low fidelity" category (59% or lower). Teachers' implementation fidelity scores ranged from 64% to 91%.

Pearson provided implementation guidelines for teachers (Appendix C). Implementation guidelines for the study required that teachers implement *Prentice Hall Literature Common Core Edition* for daily instruction. It is important to note that the amount of time teachers spent on literacy instruction varied across districts, and sometimes across schools within the same district. Teachers in the middle school in District A had 55-minute literacy instruction across the school year, while the high school had 80-minute instructional blocks for one semester. In District B, middle school teachers had a split period of instruction for 80 minutes per day, while the high school teachers had a 47-minute literacy instructional period. Data from implementation logs indicate that teachers implemented the program from 1 to 5 days per week during the study period, with an average of 3.68 days per week. Shortened weeks due to holidays and parent conferences, shortened periods for district and state testing, and school cancellations due to weather accounted for weeks when the program was implemented for one or two days. One teacher in District B had one class per week led by a social services agency for 10 weeks of the study, which reduced implementation times for those weeks. While implementation times per day varied due to the varied lengths of periods for literacy instruction, on average, teachers implemented the program 54 minutes per day.

Planning and Preparation

Participating teachers also reported the amount of time they spent each week planning and preparing for *Prentice Hall Literature Common Core Edition* materials. The program provides several components to aid teachers in planning instruction, such as the *Common Core Overview and Implementation Guide* and the *Unit Resources* book for each unit. The program also offers features within the *Teacher's Edition*, such as the CCSS Correlation chart at the start of the book, and the Skills Navigator for each unit to help identify program

areas that focus on particular CCSS skills. Each unit also features a Unit Overview and Pacing Guide for planning instruction. Planning times ranged from 10 minutes to 360 minutes weekly (M=92 minutes), and teachers reported each week on the number of days they used program features for planning instruction (Table 4)²; not all planning features are intended for use each day.

Table 4. Average Number of Days Per Week that Teachers Used Planning Features of the Program (n=219–224).

Planning Component	Average Days/Week
Unit Resources Book	1.77
CCSS Correlation in Teacher's Edition	1.74
Unit Overview & Pacing Guide	1.68
Common Core Overview & Implementation Guide	1.67
Skills Navigator	1.56

On 42.9% of weekly logs, teachers reported supplementing the curriculum. Most frequently, teachers indicated supplementing with:

- teacher-made worksheets (including grammar practice) or graphic organizers (n=24);
- other reading sources, such as full text versions of some of the excerpted reading selections from the text or short non-fiction articles (n=9);
- film versions of the text selections (n=7);
- hands-on or manipulative activities (n=7);
- Internet resources, such as video clips of speeches, TED talks, and YouTube videos (n=6); and
- teacher-made assignments or assessments (n=5).

Additionally, teachers in District B indicated that they had students read a novel that they had begun before implementation of the program (which started six weeks into the school year).

Use of Main Program Components and Features

Teachers reported each week on the number of days they used program components, including the *Teacher's Edition*, *Student Edition*, *Common Core Companion Workbook*, *Reader's Notebook*, and *All-in-One Workbook*. Table 5 presents grade level and combined results according to weekly log data.

² Note that not all planning features are intended for use every day.

Table 5. Mean Days Per Week that Teachers Used Main Program Components (n=230).

Component	Average Days/Week 7 th Grade	Average Days/Week 10 th Grade	Average Days/Week Combined Grades
Teacher's Edition	3.51	3.61	3.55
Student Edition	3.02	3.57	3.25
Common Core Companion Workbook	0.52	1.30	0.84
Reader's Notebook	1.21	0.42	0.88
All-in-One Workbook	1.26	0.31	0.83

As presented in Table 5, teachers reported using the *Teacher's Edition* and *Student Edition* more than three days per week on average. Tenth-grade teachers used the *Common Core Companion Workbook* more frequently than seventh-grade teachers did. But, seventh-grade teachers reported more frequent use of *Reader's Notebook* and the *All-in-One Workbook*.

Within units, teachers reported on the unit features they used each week. Each unit contains features such as *Introduce the Big Question*, *Introduce the Author*, *Literary Analysis Workshop*, *Focus on the CCSS*, *Comparing Literary Works* (two per unit), *Writing Workshops* (two per unit), and the *Vocabulary Workshop*. Table 6 presents the percentages of use of the unit features across units.

Table 6. Percentages of Use of Unit Features Across Units

Component	Percentage of Units Where Features Were Used
Introduce the Big Question	100%
Literary Analysis Workshop	82%
Vocabulary Workshop	76%
Focus on the CCSS	70%
Introduce the Author	67%
Comparing Literary Works	61%
Writing Workshop	52%

Each unit except for one³ offers four paired reading selections for differentiating instruction. One selection is at a more accessible level and one at a more complex level. For each unit covered, teachers indicated which selections they implemented with their students. Teachers could assign one reading selection from each pair to the entire class or assign the more accessible selection to lower-level students, while higher-level students read the more complex selection. Across grades and units covered, teachers used only the lower-level selection 47.3% of the time, only the more complex selection 14.5% of the time, and both selections 37.2% of the time. Table D-1 in Appendix D presents teachers' use of leveled selections for each unit according to grade levels.

³ The exception is Unit 5 for both grade levels—the Drama Unit, which offers extended plays rather than four paired selections.

Use of Digital Path

Teachers had the option of using *PHLit Online*, the program's digital path, which provides short videos, music, games, and video/audio selections of the readings. On 46% of the weekly logs, teachers across both grades reported using *PHLit Online*. Broken out by grade levels, seventh-grade teachers reported more frequent use of *PHLit Online* (65% of weekly logs), while tenth-grade teachers reported much less frequent use (18% of weekly logs). Teachers indicated that students used *PHLit Online* at home on 14.1% of weekly logs where they indicated use of the online features, at school on 39.4% of entries, and both at home and at school on 45.5% of weekly entries.

When teachers used *PHLit Online*, they indicated which digital features they used for the week, with the option to select more than one feature. Figure 1 presents the frequency of use of the digital components for weeks where teachers indicated they used *PHLit Online*. As presented in Figure 1, teachers most frequently reported use of the short video clips for each unit, including the *Background* video, *Get Connected* video, and *Big Question* video. Teachers also reported frequently using the audio versions of the reading selections. During site visits, evaluators observed teachers using videos in several classrooms. Evaluators observed teachers using the *Get Connected* videos as a prompt for brief writings around the *Big Question*, and *Background* videos as a prompt for discussion. Several teachers commented during interviews that they played the *Big Question* video more than once in the unit as a way to stimulate discussion based on the readings.

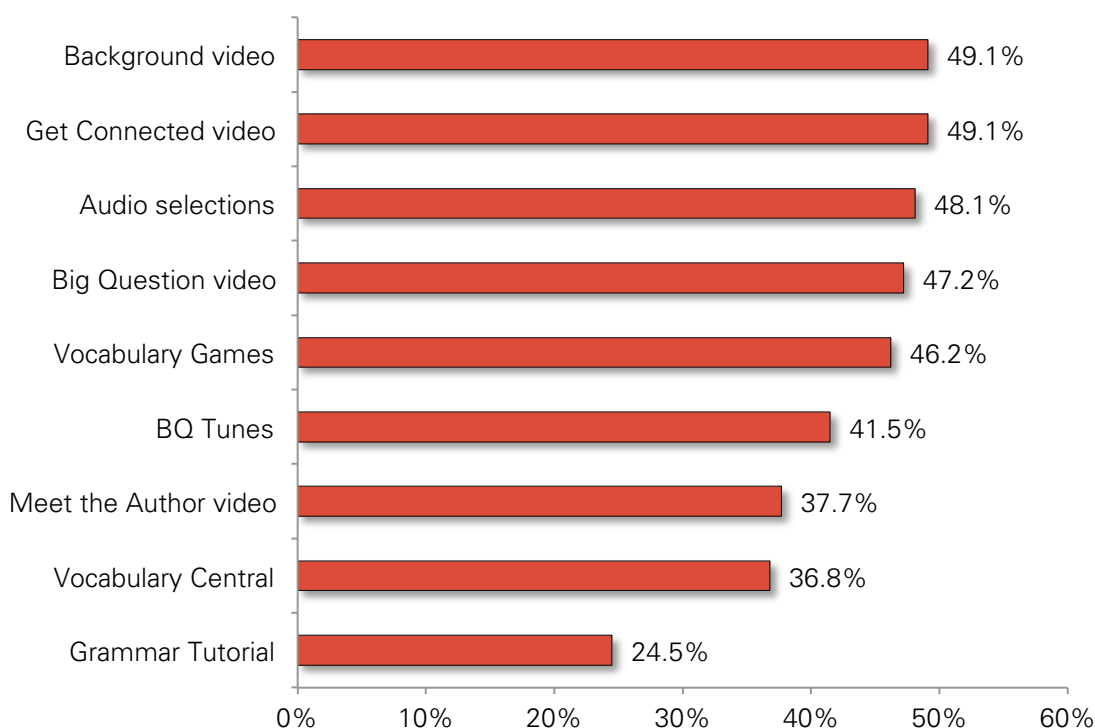


Figure 1. Frequency of use of *PHLit Online* components for the weeks that teachers indicated implementation.

In addition, when teachers indicated that they used the digital path, they responded to a question about how easy it was to use that particular week. On 96.1% of log entries where teachers used the digital path, they indicated it was easy to use. For weeks where they indicated that they used *PHLit Online*, teachers indicated that it was sufficient in engaging students 96.0% of the time.

Use of Assessments

Teachers responded to a series of questions each week indicating their use of program assessments for the reporting week. The program offers assessments within each unit of the *Teacher's Edition* or within the *Unit Resources* book for each unit. Assessments included *Test Practice 1 & 2*, *Benchmark Tests 1 & 2*, *Common Core Assessment: Performance Tasks*, *Common Core Assessment: Cumulative Review*, and *Selection Tests A & B* (tests on paired reading selections). Across units covered, teachers reported most frequent use of the *Selection Tests*, *Common Core Assessment: Performance Tasks*, and *Test Practice* assessments (Figure 2).

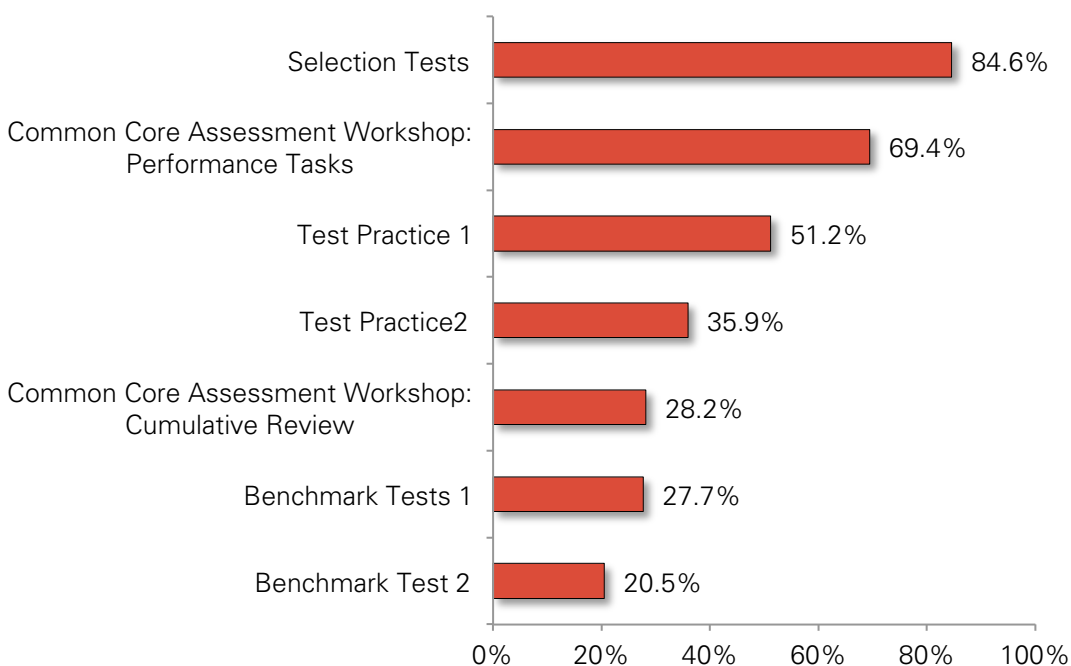


Figure 2. Use of unit assessments across the units that teachers covered.

While not a question on the weekly log, teachers reported in interviews that they frequently used the *Open Book Tests* in the *Unit Resources* book for each unit. Teachers indicated that these assessments provided practice for constructed-response assessment-items on state assessments.

Summary of Implementation Fidelity

Of the nine participating teachers who implemented the *Prentice Hall Literature Common Core Edition* over the course of the 2012–2013 school year, five implemented the

program with high fidelity and four with moderate fidelity. Teachers reported high use of the *Teacher's Edition* and *Student Edition* of the textbook, and frequent use of the ancillaries, such as the *Reader's Notebook*, *All-in-One* workbook, and *Common Core Companion* workbook. When implementing the paired reading selections in the text, teachers most frequently used either the more accessible selection alone or implemented both the more accessible and more complex selections with their students. For the program's digital path, Grade 7 teachers used *PHLit Online* more frequently than did Grade 10 teachers. Teachers reported most frequent use of the short video clips for each unit and the games in *Vocabulary Central*. For the paired reading selections for assessment, teachers most frequently used the *Selection Tests*, and they also reported frequent use of the *Common Core Assessment Workshop: Performance Tasks* and *Test Practice* within the units.

Teachers' Perceptions of the Program

KEY QUESTION:

What were teachers' perceptions of the quality and utility of the *Prentice Hall Literature Common Core Edition* materials that they implemented?

Evaluators gathered teachers' perceptions of the *Prentice Hall Literature Common Core Edition* program through questions on the weekly log and through teacher interviews during fall and spring site visits. Teachers responded to questions about program pacing, ease of planning and preparation, implementation, and perceived impacts on student engagement and learning.

Perceptions of Implementation

Teachers reported each week on the ease of implementation of the *Prentice Hall Literature Common Core Edition* materials and on their comfort with using the materials. Teachers indicated ease of use on a 5-point scale, ranging from 1=*very difficult* to 5=*very easy*. Teachers indicated that the program was *easy* to *very easy* to implement on 62.9% of all log entries (see Figure 3).

In addition, each week, teachers indicated their comfort with implementing program materials with their students on five-point scale, ranging from 1=*very uncomfortable* to 5=*very comfortable*. Across all logs, teacher indicated that they were *comfortable* to *very comfortable* on 75.7% of the logs and *somewhat comfortable* on 24.3% of logs (Figure 4). Teachers did not report feeling *uncomfortable* or *very uncomfortable* with implementation on any of the weekly logs.

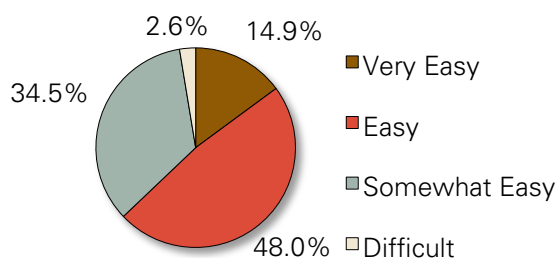


Figure 3. Teachers' perceptions of ease of implementation (n=229).

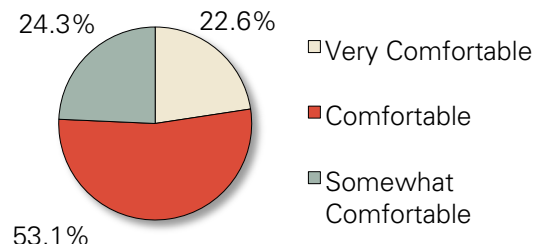


Figure 4. Teachers' level of comfort with implementing the program (n=230).

In addition, teachers rated the pacing of their instruction while using the program on a 3-point scale, with 1=*fast-paced*, 2=*reasonably paced*, and 3=*slow paced*. Across all logs, teachers indicated that the program was *reasonably paced* on 75.6% of logs, *fast paced* on 22.2% of logs, and *slow paced* on 2.2% of logs (Figure 5). The mean rating across logs for pacing was 1.87, indicating that teachers felt that the pacing of the program was appropriate to their instruction.

During fall site visits, teachers reported that they were spending time understanding the various program components and how they worked together, which made the pacing feel fast initially. Three teachers commented that the program pacing worked well with their instructional style. Two teachers commented specifically on the *Unit Planning and Pacing* guide for each unit as a useful tool for planning and staying on pace with the program.

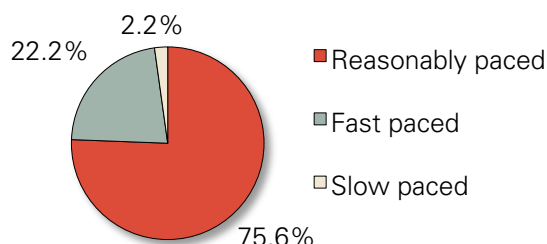


Figure 5. Teachers' perceptions of program pace (n=230).

Teachers also responded weekly to a question about whether their literacy instruction that week allowed adequate time to address the needs of all students. On 91.4% of logs, teachers indicated that the pace of their weekly literacy instruction allowed them *somewhat adequate* or *adequate* time to address the needs of all students in the classroom. On 8.6% of logs, teachers indicated that they did not have adequate time to address the needs of all students in participating classes.

Teachers indicated their perceptions of ease of preparation and planning each week on a five-point scale, ranging from 1=very difficult to 5=very easy. Teachers indicated that it was easy to very easy to plan and prepare on 60.9% of all weekly logs, and somewhat easy on 34.8% of weekly logs. Teachers indicated that planning and preparation was *difficult* on 4.3% of all logs (Figure 6).

On weekly logs, teachers also indicated their perceptions of the amount of material offered by the *Prentice Hall Literature Common Core Edition*. On 65.7% of all logs, teachers reported that the amount of material offered in the program was *just right*. On 30.4% of logs, teachers indicated that their was *too much to cover*, and on 3.9% of logs, teachers indicated that their was *not enough* material.

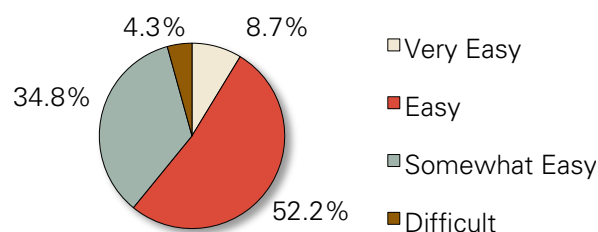


Figure 6. Teachers' perceptions of planning and preparation (n=230).

With respect to implementation, several teachers commented in interviews that the program structure worked well for students. Students became familiar with the way the program starts with the *Big Question*, and moves through readings and workshops. One stated, "I like the way that it's structured—it's the same thing every unit. We start with the *Big Question* and the *Big Question* vocabulary—it's a routine that kids get." During fall interviews, three teachers noted that learning the various program components, including the ancillary workbooks, was challenging for implementation. One of these teachers felt that certain resources could be combined; for example, he suggested pulling the graphic organizers from the *Common Core Companion Workbook* into the *Reader's Notebook* or into the *All-in-One* workbook. By the spring site visits, teachers were more comfortable with implementing the various program pieces and had found what worked best for meeting student needs.

Meeting Students' Needs

Through weekly log questions and interviews, evaluators gathered teacher feedback on how well the *Prentice Hall Literature Common Core Edition* worked in meeting the needs of diverse learners. Each week, teachers rated the program in terms of meeting the needs of various learners on a five-point scale, ranging from 1=*very inadequate* to 5=*very adequate*. Teachers without special education students or English language learners answered "N/A, not applicable" to those items. Figure 7 presents aggregated results of these items aggregated across logs.

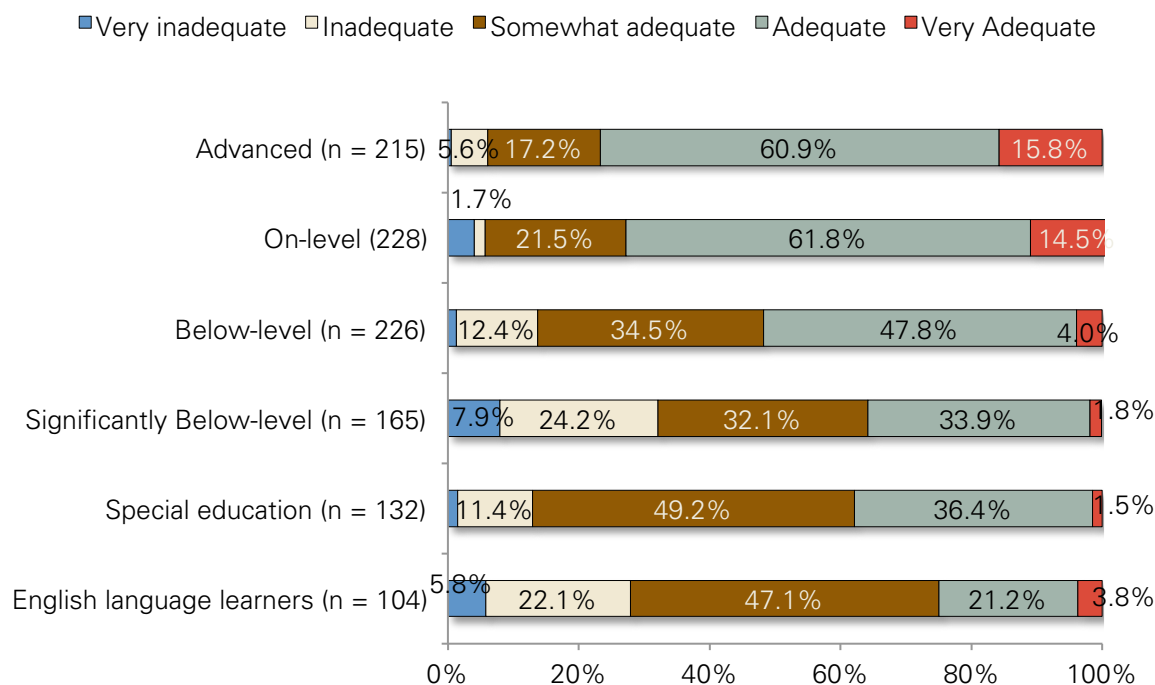


Figure 7. Teachers' perceptions of how well the program met the needs of varied learners (n=104–230).

As Figure 7 indicates, on the majority of logs, teachers rated the program as *adequate* to *very adequate* for advanced-level learners on-level learners, and below-level learners. Average weekly ratings were lower for significantly below, special education, and English language learners, although across logs teachers still rated the program as *somewhat adequate* to *very adequate* for these learners on the majority of log entries.

With respect to meeting student needs, all teachers commented during interviews that the program offers many components that support differentiating instruction to meet the needs of varied learners. One stated, "There are so many options for English language learners, on-level, and advanced students." Another noted, "There are activities that everyone can do[,] and there is variety there. Within a story are different levels of questions." This teacher and three others also commented on the usefulness of the tips for differentiating instruction on the bottom of pages in the *Teacher's Edition*.

In addition, nearly all teachers commented on the usefulness of the paired reading selections (one that is more accessible and one that is more complex) around a common theme for differentiating instruction. Three teachers stated that they assigned the different selections by ability level within their classes, while the others most often chose one selection or the other to meet the needs of the majority of learners in the classroom. During a fall classroom observation in a tenth-grade classroom, evaluators observed the teacher and students addressing the *Big Question* for the unit from the perspective of the different reading selections. The teacher had assigned lower-level students the more accessible selection, and higher-level students the more complex selection. Another teacher noted that she used a similar strategy: "One group is reading the more complex selection and one is reading the

simpler one. Each group will be an expert in the story they read, and then we come together to compare and contrast.”

Teachers commented in interviews about other aspects of the program they found useful for meeting the needs of varied learners. One teacher commented that for lower-level learners, the digital and audio components from *PHLit Online* offered students a way to “see it, hear it, and then read it.” Several teachers specifically mentioned the reading checks, questions related to characters, literary analysis, and plot elements and themes in the sidebars of the *Reader’s Notebook* and the *Student Edition* of the textbook for supporting varied learners. One commented, “[The questions and reading checks] in the sidebars help them [students] to apply their knowledge and make it a personal experience.” Other useful aspects for differentiating instruction that teachers mentioned included the *Reading Warm-up A and B* and *Selection Tests A and B*.

Teachers’ Perceptions of Teaching and Learning On the CCSS

KEY QUESTION:

What were teachers’ perceptions of the impacts of the *Prentice Hall Literature Common Core Edition* on students?

Evaluators gathered teachers’ perceptions of the *Prentice Hall Literature Common Core Edition* related to teaching and learning around the English language arts CCSS through weekly logs, reflection questions on the final log, and fall and spring interviews.

Support for CCSS Teaching and Learning

On the weekly log, teachers responded to a question about how effective the materials were that week for supporting instruction around the CCSS strands for reading, writing; speaking and listening; and language. Figure 8 presents the results for these items across all weekly logs.

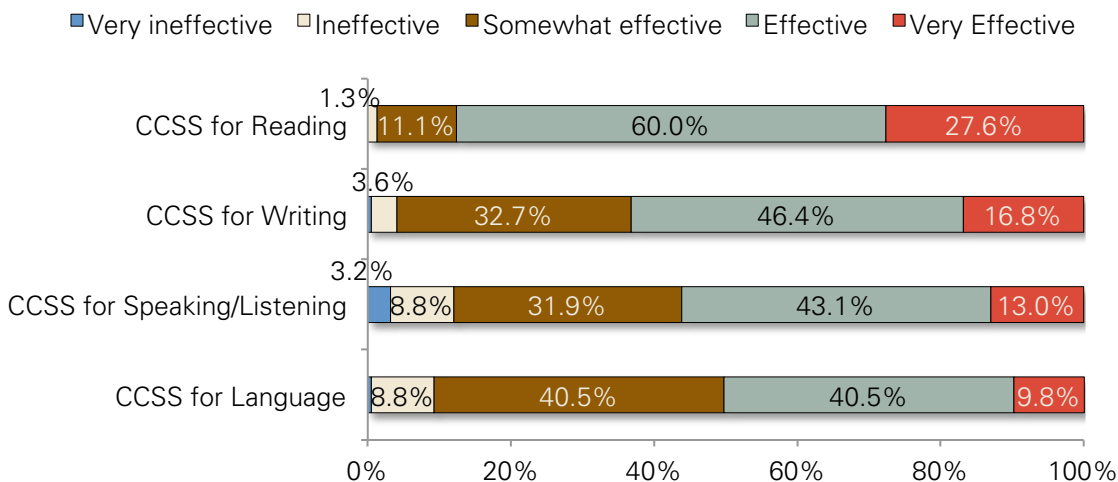


Figure 8. Teachers' perceptions of the effectiveness of the program for supporting instruction around the CCSS each week (n=220–230)

As shown in Figure 8, teachers reported that the program was *effective* to *very effective* at addressing CCSS standards on the majority of log entries. Ratings for effectiveness were highest for reading, followed by writing, speaking and listening and language.

On the final log, teachers responded to a question reflecting over the course of the year about the usefulness of the program components in supporting CCSS instruction. Figure E-1 in Appendix E presents responses to this question. Overall, the majority of teachers indicated that the *Literary Analysis Workshops* were the most useful for supporting CCSS instruction, followed by the paired reading selections, *Reading for Information* sections of the units, and the *Common Core Assessment Workshops*. Teachers rated the *Vocabulary Workshops* and *Writing Workshops* lowest in usefulness, although the majority of teachers (88% and 89%, respectively) still rated these components as *somewhat useful* to *very useful*. With respect to the *Literary Analysis Workshop*, one teacher commented, “Students seem to find it useful and are engaged by it. It lays it out so simply; it’s a good way to get them into their close reading.”

CCSS Reading Skills

TEACHER QUOTE:

“The kids are paying a lot more attention to text details, and they’re rereading and finding the text to support their answers. It’s not that we haven’t done that in the past, but it seems like this year they are doing that better.” [Teacher Interview, April 2013]

The Common Core State Standards place an emphasis on reading informational text, reading a balance of information and literary text, analyzing text and citing evidence from text to support claims. Teachers responded to reflective questions on the final log regarding the effectiveness of the program in supporting specific CCSS reading skills (Figure E-3, Appendix E). Final log responses show that, of the nine teachers, 89% rated the program *effective* to *very effective* for supporting students citing evidence from text and determining central ideas and

themes. Of the nine, 77% felt that the program was *effective* to *very effective* in helping students understand increasingly complex text and analyzing how two or more texts address similar themes.

During interviews, all teachers felt that the *Prentice Hall Literature Common Core Edition* provides strong support for students in acquiring skills in literary analysis, comparing literary works, and finding evidence in text to support claims. Teachers perceived this to be the *strongest* area of growth that they had seen over the course of the year while using the program. Teachers reported weekly on how much students had learned about literary analysis over the course of the week. Across all logs, teachers indicated that students learned *much* to *a great deal* about literary analysis on 76.3% of logs, and *some* on 17.2% of weekly logs. During spring interviews, a typical teacher quote was,

It's very tied into the Common Core by allowing students to go back to the text to look for their answers, which is huge for the Common Core. And the fact that the Common Core standards are listed for each lesson and throughout the stories—we're able to see why we're doing this. It gives students a purpose for learning.

Teachers commented on the usefulness of the *Literary Analysis Workshops* in building reading skills for their students. One noted that the workshop was helpful for students to highlight text and to “visually show students where you could see point of view or other literary analysis skills.” Another stated, “One of my favorite features is the *Literary Analysis Workshop*. It's excellent—it's an outstanding tool for the teacher to know what to highlight in instruction.”

Teachers also commented that questions in the sidebars of the *Student Edition* and the *Reader's Notebook* provide point-of-use opportunities to answer questions related to literary analysis as students read the selections. A seventh-grade teacher stated, “The skills and checks [in the margins] help them to take notes and organize their thoughts as they read; I find it very useful.” A tenth-grade teacher made a similar comment regarding some of the Unit Resources. She noted, “Anything that guides their reading other than the teacher is helpful. For example, I recently used a Venn diagram for literary analysis from the *Unit Resources* for Unit 6. That was beneficial to helping them organize their reading.” Two teachers also commented on the usefulness of the *Comparing Literary Works* feature of the textbook, which offers support across selections to build understanding for common text features (e.g., comparing themes, comparing mood and tone, author's purpose). Two teachers commented that having the paired reading selections offered opportunities to move toward more complex text with the more challenging selection.

CCSS Writing Skills

Teachers felt that the program offered many opportunities for students to practice writing according to the CCSS standards. Several teachers noted that students are doing more writing with the *Prentice Hall Literature Common Core Edition* program than they have done in the past. One teacher commented, “I've found many opportunities to write for short or extended time frames.” Teachers commented specifically on the varied opportunities to cite evidence from the text while writing, an area of emphasis in the new CCSS. They mentioned the opportunities to write around the *Big Question* for each unit, the *Writing Workshops*,

questions in the sidebars of the *Student Edition*, and the opportunities for writing constructed responses on the *Open-Book Tests* and *Selection Tests*. A teacher stated, “The text and supportive resources have helped me do the switch to going into the text to find evidence to support writing. I’m much better at it than I was in August.” Teachers commented that the coming CCSS assessments will require more constructed types of responses, so it was good for students to have opportunities for practice.

Furthermore, on 76.7% of weekly logs, teachers indicated that students learned *much* to *a great deal* about writing; they indicated *some* on 17.2% of the logs. Teachers responded to reflective questions on the final log regarding effectiveness of the program in supporting specific CCSS writing skills (Figure E-2, Appendix E). Teachers also felt that they were seeing a progression in student writing when citing textual evidence. One commented, “I see them picking things out from the text in their writing, like when they are analyzing a character or writing an expository piece.” A tenth-grade teacher noted, “Writing for Common Core is so different than what we did before. They did a good job with that—with how we need to teach writing now.” Two tenth-grade teachers commented in weekly logs and in interviews that they would like to see more extended writing opportunities at the start of the units. On the final log, 33% of teacher indicated that the program was *effective* to *very effective* in helping students to write arguments to support claims, and 44% felt it was somewhat effective (Figure E-2, Appendix E).

During interviews, six teachers commented on the usefulness of the *Common Core Companion* student workbook for supporting CCSS writing skills. Teachers found the graphic organizers for analyzing text and structuring writing particularly useful. One tenth-grade teacher stated:

The graphic organizers are great, especially in the Common Core Companion Workbook. It’s helpful for setting up an outline for an essay and taking notes on a longer piece. If we’re talking about theme that requires a detailed reading, it’s useful. If an essay needs cited text, they are good organizers.

One seventh-grade teacher commented that the *Writing Workshops* do “a good job of introducing the types of writing like argumentative or narrative.” This teacher went on to say that for her students, most of who were below grade level, the program did not offer enough support on the format for writing. She said, “They need more to model how to begin, and what it will look like when it’s done—more of a step-by-step guide to setting up paragraphs.”

Two seventh-grade teachers used *EssayScorer*, which provides students an opportunity to construct essays online, submit them, and then receive immediate feedback on their writing. One teacher commented that this process was highly motivating to students. She stated, “If they got a two or a three [for their score], they wanted to go back and try harder to improve it.”

CCSS Language Skills

The Common Core State Standards for language emphasize the understanding of language structure, including English grammar and usage, understanding how language functions in different contexts, understanding word parts, and acquiring and using general academic and domain-specific vocabulary.

The majority of teachers felt that the program offered strong support for students regarding vocabulary acquisition. Teachers indicated that they saw growth in student vocabulary over the course of the year. On more than half of the weekly logs (51.8%), teachers indicated that students learned *much* to *a great deal* about academic vocabulary, and *some* on 34.5% of logs. Moreover, one teacher felt that the vocabulary practice in the program was useful in preparing students for the state reading assessments. Two teachers commented on the point-of-use support for vocabulary provided in footnotes at the bottom of the *Student Edition* pages. One stated, “My students are starting to look down at the bottom of the page while they are reading for the footnotes that provide vocabulary definitions and things like cultural background for words.” Two tenth-grade teachers commented on the usefulness of the support for understanding prefixes and suffixes from Vocabulary Workshops. A few noted that *PHLit Online* provided vocabulary support in an engaging way for students through games and songs. One of these teachers commented, “I love accessing the online components. You can pull up *Vocabulary Central*—the games, the worksheets. It’s perfect for the Tier 2 vocabulary, which is a shift in the Common Core—that’s what *Vocabulary Central*, is all about.” Teachers also responded to reflective questions on the final log regarding effectiveness of the program in supporting specific CCSS language skills (Figure E-4, Appendix E). Final log responses show that of the nine teachers, 89% felt the program *effectively* or *very effectively* helped students acquire and use academic vocabulary, and 78% felt the program was *effective* or *very effective* in supporting domain-specific vocabulary.

However, teachers felt that the program needed more support for grammar instruction. This was particularly true for teachers in District B who talked about “district requirements” for grammar instruction and felt that the program did not meet their needs for instruction. Teachers wanted more opportunities for students to practice grammar conventions. One teacher commented, “I feel that language function is weak in this program. I would like to see things like practice on how a word can function as a verb or a noun depending on how you use it. That’s a skill they need for the SAT college entrance exam.” Another pointed out activities in the *All-in-One Workbook* that provided grammar practice, but noted that there were too few problems and that students needed “more at-bats” with practicing grammar. On the final log, 22% of teachers felt the program was *effective* to *very effective* in supporting students’ skills in grammar (Figure E-4, Appendix E).

CCSS Speaking and Listening Skills

The Common Core State Standards emphasize speaking and listening skills, such as preparing for and participating in conversations and collaborations with others, evaluating information from diverse media and formats, evaluating a speaker’s point of view, and presenting information to others. Teachers were mixed in their views of the impact of the program on students’ speaking and listening skills. During interviews, six teachers expressed positive views about the program’s support for speaking and listening skills, while two felt it was a weak aspect of the program. One teacher did not offer comments on the program’s impact on these skills for her students. Teachers did offer positive comments about the varied opportunities for responding to questions about the stories, and particularly about discussions and debate around *Big Question* for each unit. One teacher commented, “The kids can have a decent discussion about the question. They can talk about the literature they’ve read and their personal experiences and how it connects.” A tenth-grade teacher stated, “The program gives

them a focus on how to react to others' speaking and how to evaluate what someone else is saying. For the drama unit, I had them listen carefully and then evaluate what the speaker was saying."

Three teachers reported using the *Communications Workshops*, an optional component for the study that supports speaking and listening skills. One teacher commented on the workshops in the spring interview. She noted, "The *Communications Workshop* helped me teach the speaking and listening skills, which are often not emphasized." This teacher was a high implementer of the program and a skilled teacher. During the fall observation, evaluators observed a lesson where her seventh-grade students conducted a Socratic seminar around the higher-level paired reading selection. Students were actively leading a discussion and questioning each other around the story elements and theme.

Finally, teachers commented on other aspects of the program that supported instruction around the Common Core State Standards. Teachers noted that at varied points throughout the year, they referred back to components of the introductory unit that contains the *Common Core Workshop*. Teachers specifically mentioned the exemplar texts as useful to modeling close reading. One teacher stated, "The exemplar texts are really tied well to the Common Core. They expose students to a short piece of text that is very dense; the students like that."

Teachers' Perceptions of Student Engagement

On weekly logs, teachers reported the percentage of students that exhibited high engagement, average engagement, and low engagement using the *Prentice Hall Literature Common Core Edition* materials. (Appendix F provides descriptions of engagement levels on the weekly log.) Across all weekly logs, teachers felt that most students displayed high or moderate levels of engagement with the program (Table 7).

Table 7. Teachers' Ratings of Student Engagement Across Weekly Logs

	Engagement Across Logs*
High Engagement	41.5%
Average Engagement	40.7%
Low Engagement	19.0%

*For each weekly log, the percentages added up to 100%; however, the percentages listed above represent data across multiple teachers and logs and, as a result, do not add to 100%.

During interviews, teachers talked about aspects of the program that students found engaging. Seventh-grade teachers referenced the story selections as engaging for students. One commented, "There is a writing assignment where they had to critique stories. I was amazed that they were bringing back stories they read a while ago. Some they really liked and still wanted to talk about it." Tenth-grade teachers commented that while some of the stories were engaging for their students, others were not. Three of the four tenth-grade teachers

stated that they would like to see more “modern” reading selections to engage students and provide greater connections to their lives. One stated, “If we’re trying to turn kids into readers...they need newer selections [to engage them]. They need to find things that teenagers think are funny or that they can relate to in their lives.” Another commented, “I’m seeing the same reading selections we’ve been covering for years. I would like to see something new that changes the feel of the textbook for students.”

The majority of teachers indicated that the digital components of the program promoted student engagement while they learned about the vocabulary, *Big Questions*, and the contexts of the

TEACHER QUOTE:

“I love everything online. The online components are really engaging for the students—even a short video clip. They are really engaged, and then we have some kind of writing after that. It has been one of the favorite parts for us.” [Teacher Interview, April 2013]

stories. Teachers commented on the *BQ Tunes*, *Get Connected* videos, *Background* videos, *Meet the Author* videos, and games and activities in *Vocabulary Central*. One tenth-grade teacher commented, “They like the digital resources. We watch the videos two or three times.” This individual and two other teachers commented that they would like to see longer videos that provided more background information for students. One stated, “The idea of an engagement video is good. They felt like they wanted more, but it was too short, especially for background.” Three teachers noted that their students didn’t always connect what they saw in the videos to their lives and, as a result, were not engaged. Two others specifically commented that the videos helped students connect to aspects of the program like the *Big Question*. One teacher commented, “We watch the ‘Get Connected’ videos and they spark a discussion around the *Big Question* for the unit.” Another stated, “I like the *Get Connected* videos. It’s visual, and they can see it right away, and there is immediate discussion. It gives them a great way to start connecting to the material so they’re not just hearing it from me.” Two teachers commented that they would like links to video resources from real-world sources, such as speeches by historical figures, links to news broadcasts or movie clips, as well as links to longer videos related to the context of the stories (e.g., longer videos about geographical places where stories are set).

The majority of teachers indicated that what is most engaging for students are aspects of the program that get them interacting with the text. Teachers specifically talked about the *Reader’s Notebook* that contains many of the text selections offered in the *Student Edition* of the program. While reading selections in *Reader’s Notebook*, students respond to prompts and questions by underlining, circling, and highlighting text, and answering questions as they read. A typical teacher comment was, “[They’re engaged] by anything that is active, where they have to do something where they are physically interacting with the text.” Teachers also commented on the *All-in-One* workbook, where students answer questions, diagram, and write about the stories and the *Big Question* for the unit; they said this provided a means for interacting with the text while going deeper into the literary analysis for the selections. Two teachers commented that the pictures in the text engage students. One seventh-grade teacher said, “The pictures are vivid, and [the students] can engage with them as they read.”

Summary of Teachers' Program Perceptions

Teachers found the program to be easy to implement and felt comfortable with implementation. On the majority of log entries, teachers indicated that the pacing of the program was reasonable and that planning and preparation were easy. Teachers felt the program was adequate to very adequate for below-level, on-level, and advanced students, and somewhat adequate to very adequate for significantly below-level, special education and English language learners. Across logs, teachers indicated that the program was effective in addressing the four strands of the Common Core State Standards, with the highest ratings of effectiveness for reading standards, followed by writing.

Teachers also felt that the program provided varied opportunities for writing over short and extended time frames and was most effective in helping students cite evidence from texts and providing tools for organizing their writing. In addition, teachers felt that the program supported literary analysis skills through the *Literary Analysis Workshops* and through reading checks and questions. Teachers also indicated that the program provided support for vocabulary acquisition, but that it was weak for supporting grammar skills and practice. Six teachers felt that the program offered support for opportunities for speaking and listening through discussions around the readings and the Big Question for each unit.

Regarding student engagement, teachers reported across the majority of weekly logs that students exhibited average to high engagement. Teachers commented that students were most engaged by opportunities to interact with the text. Finally, most teachers reported that the video clips provided for each unit engaged the students, while a few noted that they were not always relevant or engaging for their students.

Students' Perceptions of the Program

KEY QUESTION:

What were students' perceptions of the *Prentice Hall Literature Common Core Edition* materials?

Evaluators gathered students' perceptions of *Prentice Hall Literature Common Core Edition* through focus group interviews conducted during the spring site visit. Evaluators met with one group of students from each participating teachers' study section in groups of 3–7 students at lunch time or during the end of their literacy period. Students shared what they liked about the program, what helped them learn, perceptions of the digital components, and what they would change about the literature program.

Students' Perceptions of Engagement

STUDENT QUOTE:

"The videos are helpful—it's more than just reading. They give you background information and the questions that they ask help you go deeper into the story." [Grade 10, Student Focus Group, April 2013]

When asked what they most liked about the program, seventh-grade students talked mainly about the digital aspects, including the videos, songs, and games. Students in three focus groups commented that they appreciated being able to access *PHLit Online* at home to view videos or read selections. Students across focus groups also liked the *Meet the Author* videos or section of the text, which introduces the author for reading selections and provides background information on him or her. Students commented that they found it interesting to understand how the authors came to be writers and their reasons for writing the stories.

Two seventh-grade teachers used *EssayScorer* with their students. Students could go online and create essays and submit them for scoring. Students in these teachers' classes saw this as a valuable part of the program. One commented, "It's really easy to use, and it gives ideas on how to fix your spelling and writing. I like how you can save it at school and get on at home to finish it."

Students in seventh-grade classrooms indicated a higher level of engagement with the videos (e.g., *Background* videos; *Meet the Author* videos, and *Get Connected* videos) than did tenth-grade students. Seventh-grade students appreciated the background information provided in the videos, and they commented that the *Get Connected* videos helped them with understanding and reinforcing the *Big Question*. Seventh-grade students also commented that the videos were helpful when writing in their journals. One stated, "You get a connection to the story and what it's about and what it's related to." However, students across grades were mixed in their views of the *BQ Tunes*, which offer vocabulary support through songs. While some students found the songs "funny" or "interesting," others indicated that they were "not catchy" or didn't have "enough energy" to them. Seventh-grade students indicated that they like the songs that used a rap style the best. Only one high school teacher used the songs with her students.

Students in tenth-grade classrooms commented on wanting the videos to be longer to provide more opportunity to connect to the text. They indicated that the videos were sometimes uninteresting and that, at times, they did not see the connections between the videos and the reading selections. One student suggested that the program have videos directly tied to reading, "like a preview at the movies, so you know what to expect for what you will be reading."

When asked what they most liked about the program, seventh-grade students also talked about the stories in the paired selections. Seventh-grade students talked about most enjoying fictional stories such as mysteries, stories with heroes, and stories with adventure. They specifically commented on "After 20 Years," "Rikki Tikki Tavi," "The Highwayman" (poem), and "Stolen Day," among others. Tenth-grade students commented that the stories

were sometimes uninteresting to them. Students commented that they would like to see more contemporary writers and stories that they could connect more directly to their own lives. When asked which stories they did like, they talked about “Contents of a Dead Man’s Pockets” and “There Will Come a Soft Rain,” as well as the non-fiction piece “Swimming to Antarctica.” Tenth-grade students stated they didn’t enjoy “older stories” like those written by Mark Twain or Shakespeare or those from Greek mythology. Tenth-grade students commented that when they read for pleasure, they most enjoy stories with a “darker twist,” mysteries, and stories where you “have to figure things out” as you go along.

Promoting Student Learning

Evaluators asked students about which aspects of the *Prentice Hall Literature Common Core Edition* program were most helpful to their learning. Across groups and grade levels, students commented most frequently on the questions and annotations in the sidebars of the student text and within the *Reader’s Notebook*, saying these both greatly supported their understanding of the selections, vocabulary, and literary analysis skills within the units. Commenting on *Reader’s Notebook*, a typical student comment from a seventh-grade student was, “You can write in the books. We couldn’t do that in our old books. The story is right there, and you can answer the questions as you go.” Another stated, “I like the questions at the side of the story, like ‘how does this influence the climax of the story?’ We talk about these when we are reading.” A tenth-grade student commented, “Taking notes as you go [in *Reader’s Notebook*] helps me understand the reading. It also helps me later when I’m studying. I really like that it’s all in one place.” Another tenth-grade student noted, “If I have to read [a long piece] I’ll forget it, but if I have to stop and answer questions as I read or at the end, it helps me remember it.” Within the student text, students across groups commented on the usefulness of the vocabulary at the bottom of each page of the reading selections. They appreciated that the vocabulary was “right there” as they were reading for point-of-use reference rather than at the back of the book.

Evaluators asked students about the *Big Question* and how it impacted their learning. The *Big Question* for each unit is an overarching question that provides a connection to the theme and selections for the unit; for example, “Is there a difference between reality and truth?” Teachers introduce the *Big Question* at the start of the unit to stimulate discussion around the unit theme. Related vocabulary supports the learning throughout the unit, and the *Big Question* is revisited through discussion and writing at multiple points as students read the paired selections and progress through the unit. Across focus groups, students at both grade levels felt that the *Big Question* helped them with understanding the stories and with reading for a purpose. A tenth-grade student stated, “[The *Big Question*] helps you understand things as you write about the stories. It helps you make connections, and you can go back and reread the story with the *Big Questions* in mind.” A seventh-grade student commented that the *Big Question* helps you see the story in a different way.” Students also commented that the *Big Question* helps them make connections between the vocabulary and the stories they read.

With respect to supporting their learning, seventh-grade students in one focus group commented on the interactive games on *Vocabulary Central* as promoting understanding of vocabulary associated with the story. Students in one tenth-grade group commented that the pictures that accompanied the text were helpful to their learning. In addition, students in two tenth-grade groups felt that the *Common Core Companion* workbook, which provides graphic

organizers, was useful in helping them structure their writing. Students in two groups commented on the usefulness of the *All-in-One* Workbook to helping with reading comprehension and text analysis.

Summary of Students' Program Perceptions

Seventh-grade students indicated a higher level of engagement than tenth-grade students with the digital aspects of the program, including the short video clips for each unit. The tenth-grade students felt that the video clips were too short, and they could not always see the connections between the videos and the reading selections. They also noted that at times the reading selections were not relevant to their lives. Students across grades were engaged by the *Meet the Author* videos and sections in the book for understanding an author's background and reasons for writing a story. Seventh-grade students commented on the stories as an engaging part of the program, and students across grade levels commented that the *Big Question* and opportunities to interact with the text through point-of-use reading checks and literary analysis questions were the most useful to their learning.

Student Performance

Key Questions:

Did students demonstrate significant learning gains during the study period? If so, what is the magnitude of the gains?

To examine whether students made significant learning gains in reading over the course of the school year while participating in the *Prentice Hall Literature Common Core Edition* program, evaluators examined pretest and posttest scores on the GMRT-4 standardized assessment. The test includes a Vocabulary subtest, a Comprehension subtest, and yields a Total Reading score. Appendix G presents reliability statistics for the GMRT-4. This section of the report presents findings for student performance on reading while participating in the program. In addition, this section presents descriptive findings; whole group findings related to achievement; and findings for subgroups of students, including findings by gender, ethnicity, and free and reduced-price lunch status. The section concludes with findings related to implementation fidelity and achievement.

Descriptive Findings

The GMRT-4 yields extended scaled scores that can be compared from pretesting to posttesting. Figures 9 and 10 present the pretest and posttest means for Vocabulary, Comprehension, and Total Reading scores for participating students by grade level. Table H-1 in Appendix H presents means, range, and standard deviations for pretest and posttest scores by grade level.

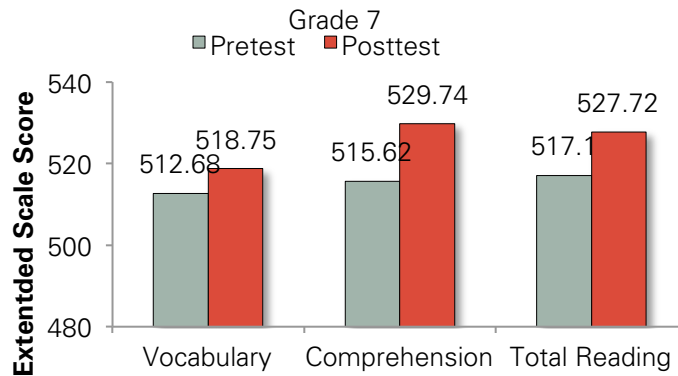


Figure 9. Pretest and posttest extended scale score means for Grade 7 participants (n=132).

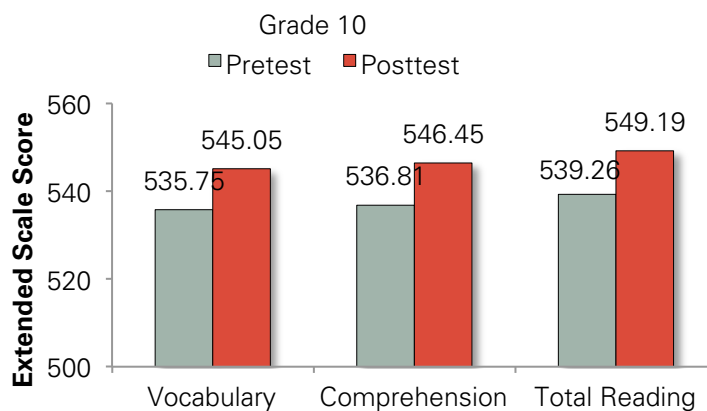


Figure 10. Pretest and posttest extended scale score means for Grade 10 participants (n=105).

As shown in Figure 9, mean scale scores for each subtest and for the Total Reading score increased from pre to posttesting for participating students in Grade 7. Students in Grade 10 also made gains in both subtests and in the Total Reading score from pretesting to posttesting (Figure 10).

Scale scores on the GMRT-4 correspond to grade-level equivalents. Figure 11 presents grade-level equivalents for mean scale scores from pretest to posttest for Grades 7 and 10.

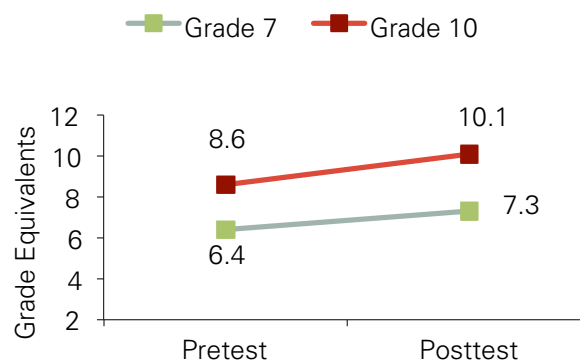


Figure 11. Grade-level equivalents for pretest and posttest Total Reading mean scale scores by grade.

As shown in Figure 11, grade-level equivalents for mean scale scores increased over the course of the study. Students in both grades began the study with mean grade-level equivalents for the GMRT-4 Total Reading score below grade level. Mean scores for both grades were at start-of-school year grade level by the end of the study.

Student Achievement

To examine whether students experienced significant gains in reading over the course of the year, evaluators conducted paired-sample t-tests on the Vocabulary, Comprehension, and Total Reading scores on the GMRT-4 for combined grades. After running the t-tests, evaluators calculated a standardized effect size to determine the magnitude of the learning gain, by dividing the pretest-to-posttest gain by the pretest standard deviation. Table 8 presents the results of paired samples t-tests for subtests and Total Reading scores.

Table 8. Results of Paired Samples t-tests for All Students Participating in *Prentice Hall Literature Common Core Edition* (n=237)

Outcome Variable	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Diff.	t-value (df=236)	p value	Effect size ⁴
Vocabulary	522.90	28.93	530.40	34.23	+7.50	5.31	< 0.001*	0.26
Comprehension	525.01	28.96	537.14	30.14	+12.13	7.75	< 0.001*	0.41
Total Reading	526.91	27.08	537.23	30.14	+10.32	9.18	< 0.001*	0.38

*Significant after application of the Benjamini-Hochberg correction for multiple comparisons

As presented in Table 8, participating students made statistically significant gains from pretesting to posttesting on the Vocabulary subtest, Comprehension subtest, and Total Reading scores while participating in the *Prentice Hall Literature Common Core Edition* program. The effect size for Vocabulary (0.26) translates to a gain of 10 percentile points for students in participating classrooms. The effect size for Comprehension (0.41) translates to a gain of 16 percentile points, and the Total Reading effect size (0.38) translates to a gain of 15 percentile points over the course of the year.

To understand the magnitude of gains for each grade level, evaluators examined effect sizes by grade level, which were calculated by dividing the pretest-to-posttest gain by the pretest standard deviation for Grade 7 students and Grade 10 students separately. Appendix D presents pretest and posttest means and standard deviations. Table 9 shows the pretest-posttest mean difference, effect size, and percentile gains by grade for Vocabulary, Comprehension, and Total Reading scale scores for seventh-grade and tenth-grade participants.

⁴ Guidelines proposed by M.W. Lipsey (1990) indicate that an effect size of 0.00 to 0.32=small effect, 0.33 to 0.55=medium effect, and 0.56 to 1.20=a large effect.

Table 9. Effect Sizes and Percentile Point Gains for GMRT-4® Vocabulary, Comprehension, and Total Reading Scores by Grade Level

Grade 7 (n=132)	Pretest-Posttest Mean Difference	Effect Size	Percentile Point Gain
Vocabulary	+6.07	0.20	8
Comprehension	+14.10	0.45	17
Total Reading	+10.62	0.37	14
Grade 10 (n=105)	Pretest-Posttest Mean Difference	Effect Size	Percentile Point Gain
Vocabulary	+9.31	0.41	16
Comprehension	+9.64	0.48	18
Total Reading	+9.93	0.52	20

As shown in Table 9, effect sizes for seventh-grade students on the Vocabulary subtest indicates a small effect with an associated gain of 8 percentile points from pretesting to posttesting. The effect size for seventh-grade students on the Comprehension subtest indicates a medium effect with an associated gain of 17 percentile points, while the effect size for Total Reading indicates a medium effect with an associated gain of 14 percentile points. For tenth-grade students, the effect size for both subtests and for Total Reading indicates a medium effect size with an associated gain of 16 percentile points for Vocabulary, 18 percentile points for Comprehension, and 20 percentile points for the Total Reading score.

Subgroup Analyses

KEY QUESTION:

Did gains in student learning differ by student characteristics (i.e., English proficiency, ethnicity, gender, and socioeconomic status)?

To examine whether subgroups of students experienced statistically significant gains over the course of the study, evaluators conducted exploratory analyses, including paired samples t-tests on pretest and posttest scores for the GMRT-4. Subgroup analyses included examining gender, ethnicity, and free and reduced-price lunch status. Sample sizes for special education (n=9) and English language learners (n=10) were too small to run analyses on those subgroups. Because these analyses are exploratory and the sample sizes used in these analyses are divided from the larger sample for the main analyses, readers should use caution when interpreting the findings.

Subgroup Analyses by Gender

To understand whether males and females made statistically significant gains across the school year while participating in the *Prentice Hall Literature Common Core Edition* program, evaluators conducted paired samples t-tests on the GMRT-4 Comprehension and Vocabulary subtests and for Total Reading scores for female and male students separately. Table H-2 in

Appendix H presents means, ranges, and standard deviations for females and males. Table 10 presents the results of the paired samples t-tests for female and male students separately.

Table 10. Results of Paired Samples t-tests for the GMRT-4® for Male and Female Students

Females (n=110)	Pretest-Posttest Mean Diff.	t-value (df=109)	p value	Effect Size	Percentile Point Gain
Vocabulary	+7.56	3.31	0.002 *	0.29	11
Comprehension	+12.33	5.73	< 0.001 *	0.48	18
Total Reading	+10.42	6.28	< 0.001 *	0.44	17
Males (n=127)	Pretest-Posttest Mean Diff.	t-value (df=126)	p value	Effect Size	Percentile Point Gain
Vocabulary	+7.45	3.64	< 0.001 *	0.24	9
Comprehension	+11.96	5.29	< 0.001 *	0.38	15
Total Reading	+10.23	6.16	< 0.001 *	0.35	14

*Statistically significant at the alpha = .05 level

As Table 10 shows, males and females made statistically significant gains in vocabulary, comprehension, and overall reading from the beginning to the end of the study. Effect sizes for these areas indicated a medium effect for both groups.

Furthermore, to understand whether students of differing ethnicity made statistically significant gains across the school year while participating in the program, evaluators conducted paired samples t-tests on the GMRT-4 Comprehension and Vocabulary subtests and for Total Reading scores for African-American, Hispanic, and White students separately. The sample of mixed race students was too low for conducting analyses and no students identified as Asian/Pacific Islander or American Indian/Native Alaskan. Table H-3 of Appendix H presents the means, ranges, and standard deviations by ethnicity. Of the ethnic groups identified by participants, Hispanic students made up the largest group in the analysis sample (n=127), followed by African-American students (n=50), then White students (n=45). Table 11 presents the results of the paired samples t-tests for each of the three ethnic groups.

Table 11. Results of Paired Samples t-tests for the GMRT-4® for Ethnicity Subgroups

African-American (n=50)	Pretest-Posttest Mean Diff.	t-value (df=49)	p value	Effect Size	Percentile Point Gain
Vocabulary	+6.06	1.86	0.063	0.22	9
Comprehension	+11.83	3.30	< 0.001 *	0.39	15
Total Reading	+9.27	3.32	< 0.001 *	0.34	13
Hispanic (n=127)	Pretest-Posttest Mean Diff.	t-value (df=126)	p value	Effect Size	Percentile Point Gain
Vocabulary	+6.80	3.96	< 0.001 *	0.30	12
Comprehension	+10.82	5.44	< 0.001 *	0.46	18
Total Reading	+9.57	7.11	< 0.001 *	0.47	18
White (n=45)	Pretest-Posttest Mean Diff.	t-value (df=44)	p value	Effect Size	Percentile Point Gain
Vocabulary	+12.86	3.83	< 0.001 *	0.47	18
Comprehension	+15.99	4.28	< 0.001 *	0.54	21
Total Reading	+14.33	5.36	< 0.001 *	0.54	21

*Statistically significant at the alpha = .05 level

As Table 11 shows, African-American students made gains in both subtests and in overall reading over the course of the study. Those gains were statistically significant on the Comprehension subtest and the Total Reading score. Gains for vocabulary were not statistically significant for African-American students, however this could be related to the small sample size ($n = 50$). It is possible that had the sample size been larger, vocabulary gains may have been significant as well. Effect sizes translate to gains of 9 percentile points in Vocabulary, 15 points in Comprehension, and 13 points for Total Reading.

Hispanic students and White students made statistically significant gains on both subtests and for the Total Reading score over the course of the study period. For Hispanic students, effect sizes translate to a gain of 12 percentile points for Vocabulary and 18 percentile points for Comprehension and Total Reading each. For White students, effect sizes translate to a gain of 18 percentile points in Vocabulary and 21 percentile points in Comprehension and Total Reading each.

In addition, to understand whether students with free and reduced-price Lunch status made statistically significant gains from pretesting to posttesting while participating in the program, evaluators conducted paired samples t-tests on the GMRT-4 Comprehension and Vocabulary subtests and for Total Reading scores. FRL status was only available for students in District B, and, therefore, results should be interpreted with caution. Table H-4 of Appendix H presents the means, ranges, and standard deviations for FRL and non-FRL students. Table 12 presents the results of paired samples t-tests by FRL status.

Table 12. Results of Paired Samples t-tests for GMRT-4® for Students by Free/Reduced-price Lunch Status

FRL Status (n=105)	Pretest-Posttest Mean Diff.	t-value (df=104)	p value	Effect Size	Percentile Point Gain
Vocabulary	+6.13	2.77	0.006*	0.47	18
Comprehension	+10.44	4.63	< 0.001*	0.54	21
Total Reading	+9.15	5.66	< 0.001*	0.54	21
Non-FRL Status (n=56)	Pretest-Posttest Mean Diff.	t-value (df=55)	p value	Effect Size	Percentile Point Gain
Vocabulary	+9.23	3.21	0.001*	0.38	15
Comprehension	+11.48	3.49	< 0.001*	0.53	20
Total Reading	+10.62	4.91	< 0.001*	0.55	21

*Statistically significant at the $\alpha = .05$ level

As Table 12 presents, students with FRL status made significant gains over the course of the study in vocabulary, comprehension, and overall reading. Effect sizes translate to a gain of 18 percentile points from pretesting to posttesting for Vocabulary and 21 percentile points for Comprehension and Total Reading each. Non-FRL status students made statistically significant gains in vocabulary, comprehension, and overall reading. Effect sizes for non-FRL students translate to a gain of 15 percentile points for vocabulary, 20 percentile points for comprehension, and 21 percentile points for overall reading from pre to posttesting.

Implementation Fidelity and Achievement

As previously noted, five teachers implemented the program at a high level, while four implemented at a moderate level. To examine whether gains over the course of the study

differed for students in classrooms of moderate versus high implementation, evaluators conducted an independent samples t-test with gain scores for Total Reading as the dependent variable. Students in classrooms with high levels of program implementation ($n=118$) made greater gains ($M=12.19$, $SD=16.91$) over the course of the study than those in classrooms with moderate levels of implementation ($n=119$; $M=8.46$, $SD=16.69$). Results of the t-test indicate that the difference was not statistically significant: $t(235)=1.67$, $p=0.094$.

Summary of Student Performance Findings

Results of paired samples t-tests indicated that participating students made statistically significant gains in vocabulary, comprehension, and overall reading during the course of the school year. Subgroup analyses revealed that gains were significant for males and females. Gains for Hispanic and White students were statistically significant for both subtests (Vocabulary and Comprehension) and for the Total Reading scores. Gains for African-American students were statistically significant on the Comprehension subtest and the Total Reading score. Students with free and reduced-price lunch status made significant gains over the course of the study on both subtests, as well as on the Total Reading score. Students in classrooms with high levels of implementation made greater gains over the course of the year than students in classrooms with moderate levels of implementation; however, the difference was not statistically significant.

Summary and Discussion

The *Prentice Hall Literature Common Core Edition* program for grades 6–12 provides instruction around the Common Core State Standards through engaging stories, interactive activities, and point-of-use standards instruction. The digital path provides videos, games, audio selections, assessments and online editions of the teacher and student texts to facilitate teaching and learning in the literacy classroom. .

At the request of Pearson, Inc., Magnolia Consulting conducted a case study of the *Prentice Hall Literature Common Core Edition* in two districts, with nine teachers and their students at Grades 7 and 10. The purposes of the study were to: (a) understand participating teachers' implementation of the program; (b) gather teachers' and students' perceptions of the program; and (c) examine student achievement in reading over the course of the school year while participating in the program. Study measures included weekly teacher implementation logs, teacher interviews and observations, student interviews, and the Gates-McGinity Reading Tests® Fourth Edition to measure student reading performance, including vocabulary, comprehension, and overall reading. While the quasi-experimental, treatment-only design helped to introduce exploratory findings about the *Prentice Hall Literature Common Core Edition* program, without a counterfactual, the study cannot make strong causal claims about the program's impacts.

Evaluators conducted the study in two districts with nine teachers and their students from Grades 7 and 10 during the 2012–2013 school year. The study examined program

implementation, teacher and student perceptions of the materials, and student growth in reading over the course of the school year.

Evaluators factored coverage of material and use of required program components into the calculation of an implementation fidelity score. Overall, five teachers implemented the *Prentice Hall Literature Common Core Edition* program with high fidelity and four with moderate fidelity. Teachers used the main components of the program—including the *Teacher’s Edition* and *Student Edition*—as their primary literacy materials during the study. Teachers also frequently used optional program ancillaries, including the Reader’s Notebook, *All-in-One* workbook, and *Common Core Companion* workbook. In addition, teachers used *PHLit Online*, the program’s optional digital path, throughout the year, including use of the videos supporting instruction around the unit’s *Big Question* and unit themes.

To assess teachers’ implementation and perceptions of the program and to assess its impacts on teaching and learning (as measured around the Common Core State Standards for English language arts), evaluators gathered weekly implementation logs and conducted teacher and student interviews. On the majority of log entries, teachers noted that the program was easy to plan for and implement, and they reported that the pacing of the program was reasonable. Teachers also felt that the program was adequate to very adequate for below-level, on-level, and advanced students. They found multiple aspects of the program useful in differentiating instruction, including the paired readings and the digital program components. In the majority of weekly logs, teachers also indicated that the program was effective in addressing the four strands of the Common Core State Standards, with the highest ratings of effectiveness for reading standards, followed by writing.

Furthermore, teachers felt that the program provided varied opportunities for writing over short and extended time frames, and that it was most effective for students when citing evidence from texts and organizing their writing. The program also supported literary analysis skills and provided support for vocabulary acquisition. However, teachers felt that the program did not offer enough support for grammar skills and practice. Most teachers felt that the program did provide opportunities for speaking and listening through discussions around the readings and the *Big Question* for each unit.

Moreover, concerning program reception, teachers reported across the majority of weekly logs that students exhibited average to high engagement. Teachers commented that students were most engaged by opportunities to interact with the text. For example, seventh-grade teachers noted that story selections were engaging for their students, while several tenth-grade teachers indicated the need for more updated reading selections that could better engage teenaged readers. In addition, most teachers reported that the video clips provided for each unit engaged students, while a few noted that they were not always relevant or engaging for their students.

Students weighed in, as well; across grades, they reported being engaged by the *Meet the Author* videos or sections in the text for understanding an author’s background and reasons for writing a story. Seventh-grade students commented on the stories as an engaging part of the program, and they reported a higher level of engagement with the digital aspects of the program, including the short video clips for each unit. Tenth-grade students were less positive

about the video clips offered in *PHLit Online*. They felt that the video clips were too short, not always engaging, and sometimes irrelevant.

As well as examining implementation and perceptions, evaluators measured outcomes related to growth in students' reading skills. To understand whether students made gains in reading over the course of the school year while participating in the *Prentice Hall Literature Common Core Edition* program, evaluators conducted various analyses, such as examining differences from pretesting to posttesting in vocabulary, comprehension, and overall reading, as well as conducting exploratory analyses by subgroups of students. Results of the pretest and posttests differences for vocabulary, comprehension, and overall reading, as measured by the Gates-McGinity Reading Tests®, indicated that participating students made statistically significant gains in these areas during the course of the school year. Subgroup analyses revealed that gains were significant for both genders and across ethnic groups except for vocabulary gains for African American students who made gains in vocabulary, but not statistically significant gains. In addition, students with free and reduced-price lunch status made significant gains over the course of the study on both subtests and on the Total Reading score. Students in classrooms with high program implementation levels made greater gains over the course of the year than students in classrooms with moderate implementation; however, the difference was not statistically significant.

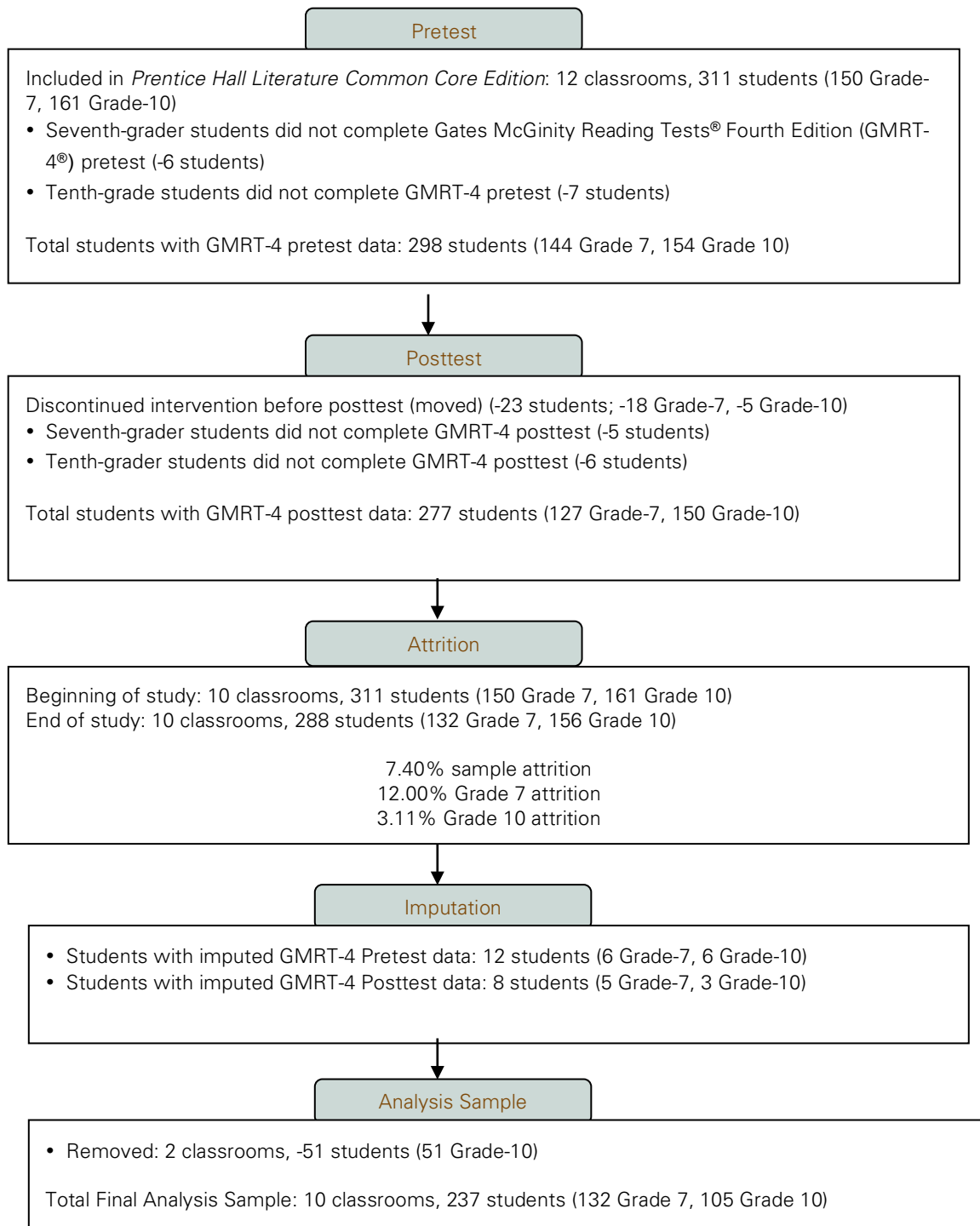
As states begin to implement the Common Core State Standards for English Language Arts & Literacy, and to prepare for common assessments it is essential that they have materials that support their students in gaining the skills outlined in the new standards. The case study approach used in this study allowed for an in-depth examination of the *Prentice Hall Literature Common Core Edition* program with a small sample of teachers and students to understand how the program works for supporting CCSS teaching and learning. Ultimately, results of the *Prentice Hall Literature Common Core Edition* case study indicate that the program was useful in supporting literacy instruction with regard to the new Common Core State Standards for English language arts. The program offers varied components for supporting teaching and learning around the standards and was particularly effective for supporting literary analysis skills, vocabulary acquisition, and support for writing.

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Appendix A. CONSORT Flow Diagram

The Consolidated Standards of Reporting Trials (CONSORT) diagram illustrates the number and flow of participants from the beginning to the end of the study.



Appendix B. Characteristics of Participating Students by School

Table B-1 presents the demographics of participating students disaggregated by school.

Table B-1. Participating Student Demographics by School

		District A		District B				Study Totals
		School 1	School 2	School 3	School 4	School 5	School 6	
Number of Students								
	Seventh Grade	54	0	16	23	39	0	132
	Tenth Grade	0	22	0	0	0	83	105
	Classrooms	2	1	1	1	1	3	9
Gender Among Participants								
	Female	53.70%	63.64%	62.50%	47.83%	51.28%	51.81%	53.59%
	Male	46.30%	36.36%	37.50%	52.17%	48.72%	48.19%	46.41%
Ethnicity Among Participants								
	White	50.00%	63.64%	0.00%	0.00%	2.56%	3.61%	18.99%
	African-American	38.89%	36.36%	25.00%	21.74%	5.13%	12.05%	21.10%
	Hispanic	9.26%	0.00%	75.00%	78.26%	89.74%	83.13%	58.65%
	Multiracial	1.85%	0.00%	0.00%	0.00%	2.56%	1.20%	1.27%
English Language Learners (ELLs) Among Participants								
	ELL	0.00%	0.00%	0.00%	4.35%	23.08%	0.00%	4.22%
	Non-ELL	100.00%	100.00%	100.00%	95.65%	76.92%	100.00%	95.78%
Special Education Students Among Participants								
	Special Education	0.00%	0.00%	6.25%	4.35%	10.26%	3.61%	3.80%
	Non-Special Education	100.00%	100.00%	93.75%	95.65%	89.74%	96.39%	96.20%
Free/Reduced-Price Lunch Among Participants								
	Free/Reduced-Price Lunch	100.00%	-	62.50%	56.52%	56.41%	72.29%	70.83%
	Non-Free/Reduced-Price Lunch	0.00%	-	37.50%	43.48%	43.59%	27.71%	29.17%
Section 504 Students Among Participants								
	Section 504	0.00%	4.55%	0.00%	0.00%	0.00%	0.00%	0.42%
	Non-Section 504	100.00%	95.45%	100.00%	100.00%	100.00%	100.00%	99.58%

Note 1. In District A, free or reduced-Price Lunch demographic data only represents one out of the three classrooms.

Note 2. Numbers may not sum to 100 because of rounding.

Appendix C. Study Implementation Guidelines

Implementation Guidelines Prentice Hall Literature Common Core © 2012 Grade Seven

Before you begin using the book, please read the following:

- “Better Bigger Questions: Teaching Literature by Design: Introducing the Big Questions” by Grant Wiggins on page CC 13, Teacher’s Edition
- “What is Text Complexity?” by Elfrieda H. Hiebert on page CC 15, Teacher’s Edition

Pacing for a typical unit pacing plan covers six weeks; therefore, only some aspects of the unit will be required, but we encourage all teachers to complete as much of the unit as possible. The following implementation guidelines correspond to the Unit Overview and Pacing Plan on page 2a-2b of the Teacher’s Edition.

Please note that all content in the textbook is available online at PHLitOnline.com. The online content is an optional format to deliver the contents (as opposed to reading from the textbook) although some online content is required. The following guidelines (and subsequent page numbers) correspond to Unit 1: Fiction and Nonfiction, but the same principles apply to all units in the book and therefore these guidelines should be applied to all units covered throughout the year, with the exception of the initial Diagnostic Test.

1. Optional: Administer the Diagnostic Test (e.g., pp. 1-6 of Unit 1 Resources) to determine if you want students to read the More Accessible or More Complex selection

- Read Diagnostic Tests and Vocabulary in Context Use and Interpretation in the back of the Unit Resources book
- Branching Suggestions are found in the Unit Resources to help determine placement

2. Required: Introduce the Unit Big Question (pp. 2-3)

- Required: Show Big Question video (online or See It! DVD)
- Required: Big Question Vocabulary review (Vocabulary Central online or in book)
 - Optional: Big Question Vocabulary worksheet (online or Unit Resources)
- Required: Introducing the Big Question (pp. 2-3)- Discuss it: Write What you Know; Discuss It: Explain What You Know; Write About It: Tell What You Think
- Required: BQ Tunes for corresponding unit (Vocabulary Central online)—lyrics are in Unit Resources (optional)

3. Required: Introduce the unit forms, fiction and nonfiction, using the Literary Analysis Workshop (pp. 4-7)

- Strongly Recommended: Meet the Author Video (online or See It! DVD)
- Optional: Common Core Companion, pp. 15-27

4. Required: Introduce the focus Common Core State Standards for the unit and lead students in a close reading of exemplar texts (pp. 6-21)

- Complete section using textbook resources

5. Required: Teach one selection from Pairing 1- Papa's Parrot or mk (pp. 22-47)

- Required: Review Lesson Pacing Guide (p. 22a-d) for Papa's Parrot or mk, then following training instructions on how to use lesson pacing guide
- Required: Making Connections (p. 24/32)
- Optional: Reality Central selection
- Optional: Reality Central Student Writing Journal
- Recommended: Get Connected Video for Papa's Parrot or mk (online or See It! DVD)
- Strongly Recommended: Background Video for Papa's Parrot or mk (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

6. Required: Teach one selection from Pairing 2- An American Childhood or The Luckiest Time of All (pp. 48-69)

- Required: Follow Lesson Pacing Guide (p. 48a-d) for An American Childhood or The Luckiest Time of All
- Required: Making Connections (p. 50/60)
- Optional: Reality Central selection
- Optional: Reality Central Student Writing Journal
- Recommended: Get Connected Video for An American Childhood or The Luckiest Time of All (online or See It! DVD)
- Strongly Recommended: Background Video for An American Childhood or The Luckiest Time of All (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

7. Strongly Recommended: Complete the Test Practice: Reading (pp. 70-71)

8. Required: Reading for Information (pp. 72-77)

- Teach entire section, be sure to address the Big Question

9. Required: Comparing Literary Works (pp. 78-91)

- Teach entire section, be sure to address the Big Question
- Strongly Recommended: Supporting worksheets Writing About the Big Question, literary Analysis, Vocabulary Builder, Supporting for Writing found in Unit Resources

10. Required: Have students complete the Writing Workshop (pp. 92-97)

- Complete section using textbook resources and worksheets in Unit Resources
- Optional: Common Core Companion, pp. 125-126

11. Strongly Recommended: Administer Benchmark Test 1 (Unit Resources, pp. 127-137)

12. Strongly Recommended: Reteach skills, judging which skills to reteach by evaluating students' performance on Benchmark Test 1.

13. Required: Teach one selection from Pairing 3 – All Summer in a Day or Suzy and Leah (pp. 98-127)

- Required: Review Lesson Pacing Guide (p. 98a-d) for All Summer in a Day or Suzy and Leah, then following training instructions on how to use lesson pacing guide
- Required: Making Connections (p. 100/112)
- Optional : Reality Central selection
- Optional : Reality Central Student Writing Journal
- Recommended: Get Connected Video All Summer in a Day or Suzy and Leah (online or See It! DVD)
- Strongly Recommended: Background Video for All Summer in a Day or Suzy and Leah (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

14. Required: Teach one selection from Pairing 4 – My First Free Summer or from Angela’s Ashes (pp. 128-151)

- Required: Review Lesson Pacing Guide (p. 98a-d) for My First Free Summer or from Angela’s Ashes then following training instructions on how to use lesson pacing guide
- Required: Making Connections (p. 130/138)
- Optional : Reality Central selection
- Optional : Reality Central Student Writing Journal
- Recommended: My First Free Summer or from Angela’s Ashes (online or See It! DVD)
- Strongly Recommended: Background Video for My First Free Summer or from Angela’s Ashes (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

15. Optional: Complete the Test Practice: Reading (pp. 152-153)

16. Optional: Teach Reading for Information (pp. 154-159)

17. Optional: Teach Comparing Literary Works (pp. 160-175)

18. Optional: Have students complete the Writing Workshop (pp. 176-183)

19. Required: Have students complete the Vocabulary Workshop (pp. 184-185)

- Complete section using textbook resources

20. Optional: Have students complete the Communications Workshop (pp. 186-187)

- Complete section using textbook resources

21. Strongly Recommended: Have students complete the first three sections of the Assessment Workshop: Fiction and Nonfiction (pp. 188-191)

22. Strongly Recommended: Have students complete the selected Performance Tasks in the Assessment Workshop (pp. 192-193)

23. Strongly Recommended: Administer Benchmark Test 2 (Unit 1 Resources, pp. 234-242)

24. Strongly Recommended: Reteach skills, judging which skills to reteach by evaluating students’ performance on Benchmark Test 2.

Implementation Guidelines

Prentice Hall Literature Common Core © 2012 Grade Ten

Before you begin using the book, please read the following:

- “Better Bigger Questions: Teaching Literature by Design: Introducing the Big Questions” by Grant Wiggins on page CC 13, Teacher’s Edition
- “What is Text Complexity?” by Elfrieda H. Hiebert on page CC 15, Teacher’s Edition

Pacing for a typical unit pacing plan covers six weeks; therefore, only some aspects of the unit will be required, but we encourage all teachers to complete as much of the unit as possible. The following implementation guidelines correspond to the Unit Overview and Pacing Plan on page 2a-2b of the Teacher’s Edition.

Please note that all content in the textbook is available online at PHLitOnline.com. The online content is an optional format to deliver the contents (as opposed to reading from the textbook) although some online content is required. The following guidelines (and subsequent page numbers) correspond to Unit 1: Fiction and Nonfiction, but the same principles apply to all units in the book and therefore these guidelines should be applied to all units covered throughout the year, with the exception of the initial Diagnostic Test.

1. Optional: Administer the Diagnostic Test (e.g., pp. 5-10 of Unit 1 Resources) to determine if you want students to read the More Accessible or More Complex selection

- Read Diagnostic Tests and Vocabulary in Context Use and Interpretation in the back of the Unit Resources book
- Branching Suggestions are found in the Unit 1 Resources to help determine placement

2. Required: Introduce the Unit Big Question (pp. 2-3)

- Required: Show Big Question video (online or See It! DVD)
- Required: Big Question Vocabulary review (Vocabulary Central online or in book)
 - Optional: Big Question Vocabulary worksheet (online or Unit Resources)
- Required: Introducing the Big Question (pp. 2-3)- Discuss it: Write What you Know; Discuss It: Explain What You Know; Write About It: Tell What You Think
- Required: BQ Tunes for corresponding unit (Vocabulary Central online)—lyrics are in Unit 1 Resources (optional)

3. Required: Introduce the unit forms, fiction and nonfiction, using the Literary Analysis Workshop (pp. 4-7)

- Strongly Recommended: Meet the Author Video (online or See It! DVD)
- Optional: Common Core Companion, pp. 15-27, 97-109

4. Required: Introduce the focus Common Core State Standards for the unit and lead students in a close reading of exemplar texts (pp. 6-27)

- Complete section using textbook resources

5. Required: Teach one selection from Pairing 1- The Monkey’s Paw or The Leap (pp. 28-57)

- Required: Review the Lesson Pacing Guide (p. 28a-d) for The Monkey’s Paw or The Leap, then follow training instructions on how to use the Lesson Pacing Guide
- Required: Making Connections (p. 30/44)

- Optional: Reality Central selection
- Optional: Reality Central Student Writing Journal
- Recommended: Get Connected Video for The Monkey's Paw or The Leap (online or See It! DVD)
- Strongly Recommended: Background Video for The Monkey's Paw or The Leap (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

6. Required: Teach one selection from Pairing 2- Swimming to Antarctica or Occupation: Conductorette (pp. 58-87)

- Required: Review the Lesson Pacing Guide (p. 58a-d) for Swimming to Antarctica or Occupation: Conductorette, then follow training instructions on how to use the Lesson Pacing Guide
- Required: Making Connections (p. 60/76)
- Optional: Reality Central selection
- Optional: Reality Central Student Writing Journal
- Recommended: Get Connected Video for Swimming to Antarctica or Occupation: Conductorette (online or See It! DVD)
- Strongly Recommended: Background Video for Swimming to Antarctica or Occupation: Conductorette (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

7. Strongly Recommended: Complete the Test Practice: Reading (pp. 88-89)

8. Required: Teach Reading for Information (pp. 90-95)

- Teach entire section, be sure to address the Big Question

9. Required: Teach Comparing Literary Works (pp. 96-107)

- Teach entire section, be sure to address the Big Question
- Strongly Recommended: Supporting worksheets Writing About the Big Question, Literary Analysis, Vocabulary Builder, Supporting for Writing found in Unit 1 Resources

10. Required: Have students complete the Writing Workshop (pp. 108-113)

- Complete section using textbook resources and worksheets in Unit Resources
- Optional: Common Core Companion, pp. 202-212, 220-223

11. Strongly Recommended: Administer Benchmark Test 1 (Unit Resources, pp. 127-132)

12. Strongly Recommended: Reteach skills, judging which skills to reteach by evaluating students' performance on Benchmark Test 1.

13. Required: Teach one selection from Pairing 3 – Contents of the Dead Man's Pocket or Games at Twilight (pp. 114-151)

- Required: Review the Lesson Pacing Guide (p. 114a-d) for Contents of the Dead Man's Pocket or Games at Twilight, then follow training instructions on how to use the Lesson Pacing Guide
- Required: Making Connections (p. 116/136)

- Optional : Reality Central selection
- Optional : Reality Central Student Writing Journal
Recommended: Get Connected Video for Contents of the Dead Man's Pocket or Games at Twilight (online or See It! DVD)
- Strongly Recommended: Background Video for Contents of the Dead Man's Pocket or Games at Twilight (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

14. Required: Teach one selection from Pairing 4 – The Marginal World or Making History With Vitamin C (pp. 152-179)

- Required: Review the Lesson Pacing Guide (p. 152a-d) for The Marginal World or Making History With Vitamin C, then follow training instructions on how to use the Lesson Pacing Guide
- Required: Making Connections (p. 154/166)
- Optional : Reality Central selection
- Optional : Reality Central Student Writing Journal
- Recommended: Get Connected Video The Marginal World or Making History With Vitamin C (online or See It! DVD)
- Strongly Recommended: Background Video for The Marginal World or Making History With Vitamin C (online or See It! DVD)
- Required: Implement Selection Test A, B or Open-Book Test

15. Optional: Complete the Test Practice: Reading (pp. 180-181)

16. Optional: Teach Reading for Information (pp. 182-187)

17. Optional: Teach Comparing Literary Works (pp. 188-199)

18. Optional: Have students complete the Writing Workshop (pp. 200-207)

19. Required: Have students complete the Vocabulary Workshop (pp. 208-209)

- Complete section using textbook resources

20. Optional: Have students complete the Communications Workshop (pp. 210-211)

- Complete section using textbook resources

21. Strongly Recommended: Have students complete the first three sections of the Assessment Workshop: Fiction and Nonfiction (pp. 212-215)

22. Strongly Recommended: Have students complete the selected Performance Tasks in the Assessment Workshop (pp. 216-217)

23. Strongly Recommended: Administer Benchmark Test 2 (Unit 1 Resources, pp. 234-243)

24. Strongly Recommended: Reteach skills, judging which skills to reteach by evaluating students' performance on Benchmark Test 2.

Appendix D: Implementation of Paired Reading Selections

Table D-1 presents the percentage of teachers that used the A and/or B paired selection for each unit. Teachers may have used one selection or both for each unit.

Table D-1. Percentages of Teachers Using Paired Selections for Each Unit

Grade-7 Unit*	Pair 1**		Pair 2		Pair 3		Pair 4	
	A	B	A	B	A	B	A	B
1: Fiction and Nonfiction	75%	25%	100%	50%	100%	50%	75%	25%
2: Short Stories	80%	80%	60%	20%	60%	60%	100%	20%
3: Types of Nonfiction	75%	25%	75%	25%	75%	25%	75%	25%
4: Poetry	100%	50%	75%	25%	75%	25%	75%	25%
6: Themes in Literature	100%	100%	67%	33%	67%	33%	100%	100%
Grade-10 Unit	Pair 1*		Pair 2*		Pair 3*		Pair 4*	
	A	B	A	B	A	B	A	B
1: Fiction and Nonfiction	100%	25%	75%	25%	100%	50%	25%	25%
2: Short Stories	-	-	100%	100%	-	-	-	100%
3: Types of Nonfiction	100%	-	100%	-	75%	25%	100%	-
4: Poetry	67%	33%	67%	33%	67%	33%	33%	33%
6: Themes in Literature	100%	33%	33%	67%	100%	33%	67%	-

*Note: Unit 5 for both grade levels is Drama, which contains longer selections of a play, rather than paired selections.

**Selection A is the more accessible selection; Selection B is the more complex selection.

Appendix E: Final Log Responses

Figures E-1 through E-4 present findings from the final log questions where teachers reflected on the program over the course of the year in supporting instruction around the Common Core State Standards (CCSS).

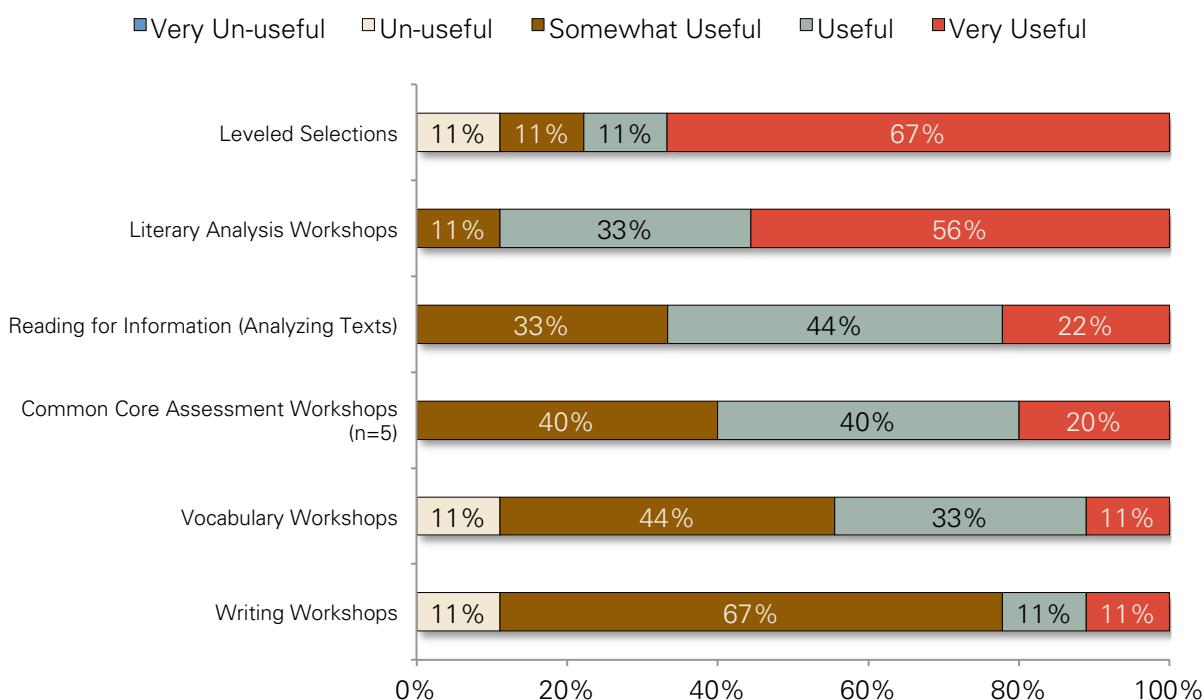


Figure E-1. Final log responses about usefulness of program components to CCSS instruction (n=5-9).⁵

⁵ Totals may not add up to 100% due to rounding

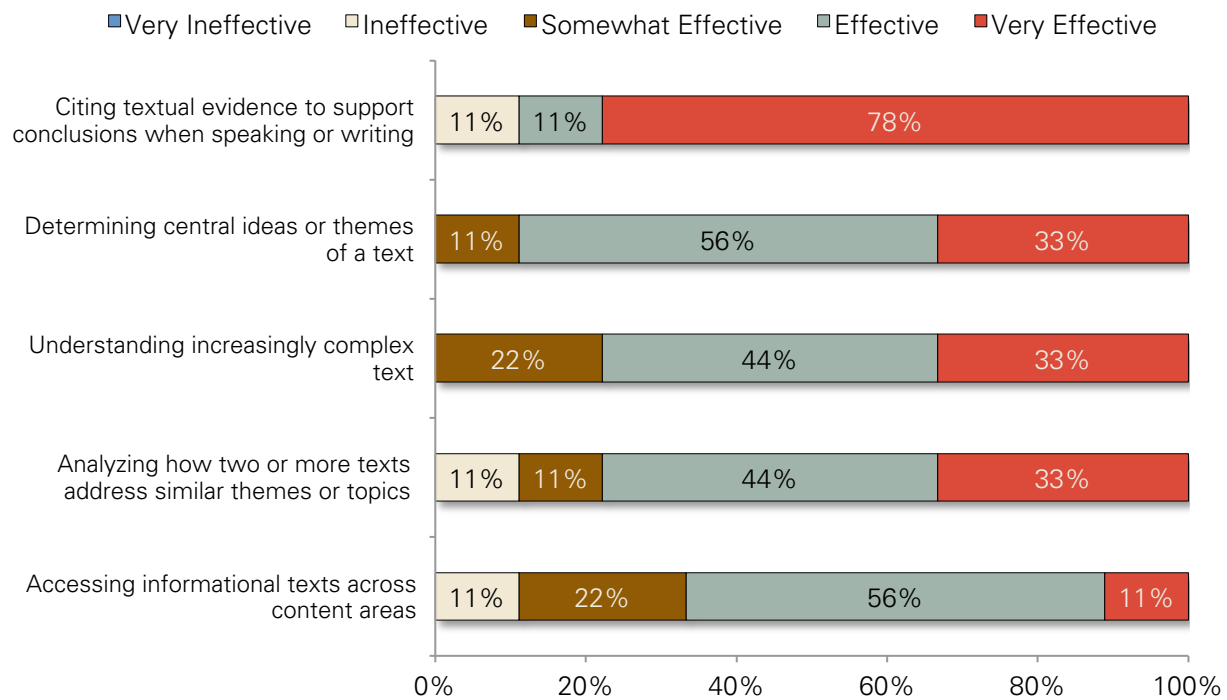


Figure E-2. Teachers' perceptions of the effectiveness of the program in supporting CCSS skills for reading (n=9).

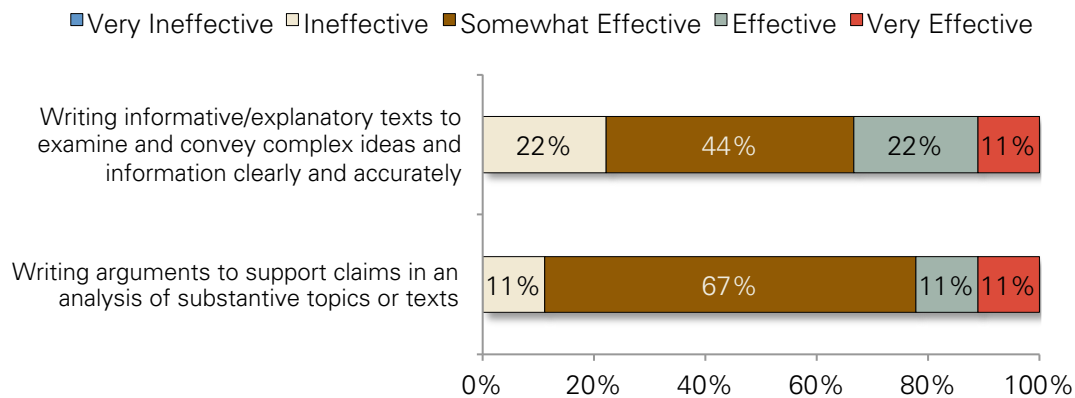


Figure E-3. Teachers' perceptions of the effectiveness of the program in supporting CCSS skills for writing (n=9).

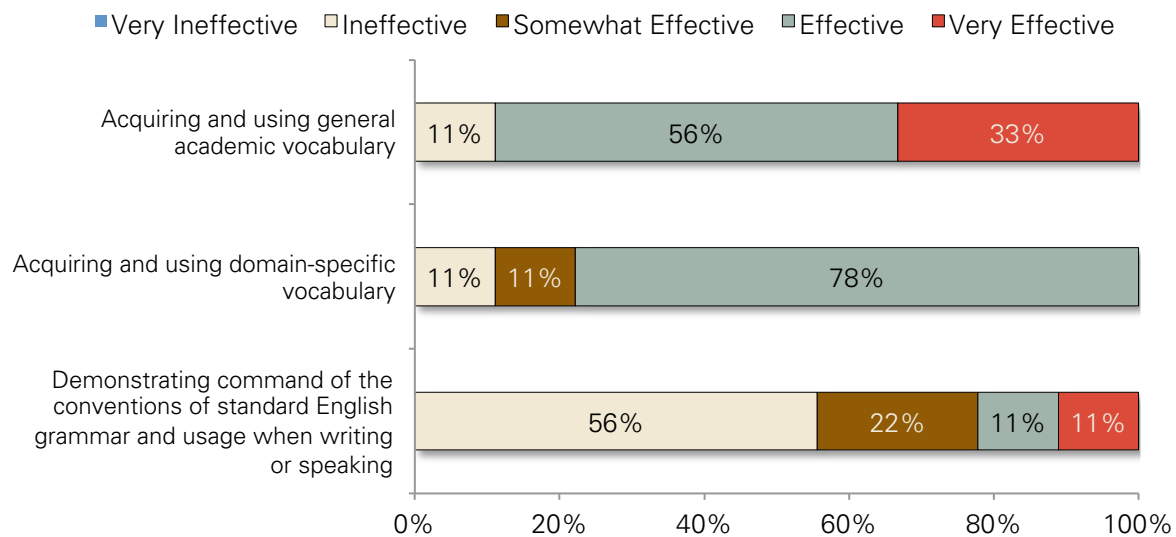


Figure E-4. Teachers' perceptions of the effectiveness of the program in supporting CCSS skills for language (n=9).

Appendix F: Descriptions of Engagement Levels on Weekly Logs

Table F-1 presents the descriptions for each level of engagement from the weekly logs. Teachers indicated the percentage of students that exhibited each level of engagement that week.

Table F-1. Descriptions of High, Average and Low Engagement on Weekly Logs

High Engagement
Students stayed on task during language arts instruction and participated in required activities. Students showed interest in the <i>Prentice Hall Literature</i> materials and seemed to love the lessons. Students made positive comments about the materials. Students often talked to each other about the materials and regularly asked questions about the content.
Average Engagement
Students stayed on task during language arts instruction and participated in required activities. Students showed some interest in the <i>Prentice Hall Literature</i> materials and seemed to enjoy the lessons. Students made some positive comments about the materials. Students sometimes discussed the content with each other.
Low Engagement
Students had difficulty staying on task during language arts instruction and in participating in required activities. Students showed little interest in the <i>Prentice Hall Literature</i> materials and did not seem to enjoy the lessons. Students made few or no positive comments about the materials.

Appendix G: GMRT-4® Reliability

Table G1 presents the Kuder-Richardson Formula 20 (K-R 20) reliability coefficients for the GMRT-4 Level 7/9 and 10/12 Extended Scale Scores.⁶

The Total score K-R 20 for Level 7/9 is .95 and .94 for the fall Form S, and the spring Form T, respectively. The Total score K-20 for Level 10/12 is .95 for fall Form S and .92 for the spring Form T.

Table G1. Reliability information for the GMRT-4®

Level	Grade	Test	K-R 20: Reliability Coefficients	
			Fall Form S	Spring Form T
7/9	7	Vocabulary	.90	.89
		Comprehension	.91	.91
		Total	.95	.94
10/12	10	Vocabulary	.90	.86
		Comprehension	.91	.88
		Total	.95	.92

⁶ An extended scale score (ESS) is an equal-unit scale for reporting students' GMRT-4 scores. The ESS extends from the lowest achievement in kindergarten to the highest achievement in Grade 12. It is used in this report for the majority of statistical analyses.

Appendix H: GMRT-4[®] Pretest and Posttest Scores

Tables H-1 through H-4 present GMRT-4 ranges, means and standard deviations for pretests and posttests disaggregated by grade and subgroups.

Table H-1. Ranges, Means, and Standard Deviations (SDs) for the GMRT-4[®] Scale Scores by Grade Level

Grade 7 (n=132)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	445–587	512.68	29.49	418–632	518.75	36.15
Comprehension	457–609	515.62	31.51	442–643	529.74	37.55
Total Reading	454–597	517.10	28.63	455–645	527.72	34.44
Grade 10 (n=105)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	489–606	535.75	22.47	499–611	545.06	24.92
Comprehension	500–617	536.81	20.01	500–599	546.45	17.75
Total Reading	502–625	539.26	18.89	516–605	549.19	17.55

Table H-2. Ranges, Means, and Standard Deviations for the GMRT-4[®] Scale Scores by Gender

Females (n=110)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	445–579	522.20	26.31	418–618	529.76	31.10
Comprehension	473–598	528.54	25.74	466–619	540.87	30.49
Total Reading	478–587	528.43	23.92	455–606	538.85	27.72
Males (n=127)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	452–606	523.51	31.12	417–632	530.96	36.81
Comprehension	457–617	521.95	31.27	442–643	533.91	31.69
Total Reading	454–625	525.60	29.58	464–645	535.83	32.12

Table H-3. Ranges, Means, and Standard Deviations for the GMRT-4® Scale Scores by Ethnicity

African-American (n=50)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	445–574	515.76	27.91	417–617	521.82	33.36
Comprehension	457–577	514.94	30.18	459–619	526.77	31.88
Total Reading	454–582	518.03	27.06	455–596	527.30	30.02
Hispanic (n=139)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	452–585	515.28	22.75	430–618	522.10	27.28
Comprehension	463–572	520.71	23.39	442–585	531.53	24.35
Total Reading	471–569	520.86	20.47	464–596	530.43	22.47
White (n=45)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	452–606	554.36	26.97	485–632	567.22	31.14
Comprehension	491–617	551.02	29.37	452–643	567.01	33.13
Total Reading	481–625	556.24	26.54	480–645	570.57	29.21

Table H-4. Ranges, Means, and Standard Deviations for the GMRT-4® Scale Scores by Free/Reduced-Price Lunch (FRL) Status

FRL Students (n=105)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	452–585	516.95	24.21	455–530	523.08	29.55
Comprehension	456–572	521.32	25.18	442–585	531.77	24.03
Total Reading	458–569	521.95	22.64	464–584	531.10	23.54
Non-FRL Students (n=56)	Pretest Range	Pretest Mean	Pretest SD	Posttest Range	Posttest Mean	Posttest SD
Vocabulary	452–578	514.62	24.00	448–580	523.85	25.40
Comprehension	477–567	520.86	21.75	452–599	532.34	26.79
Total Reading	481–577	520.90	19.39	475–591	531.52	22.81