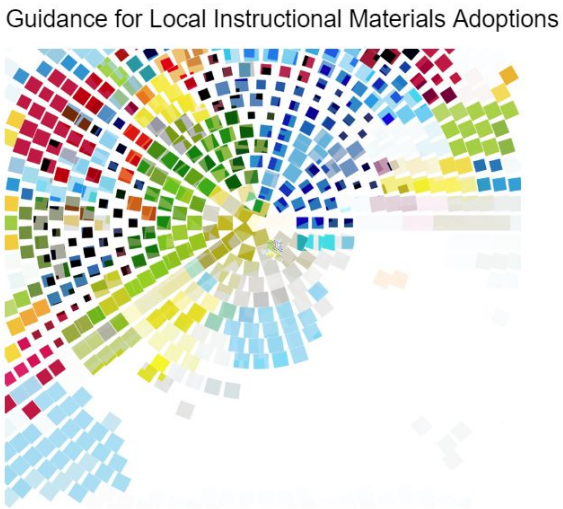
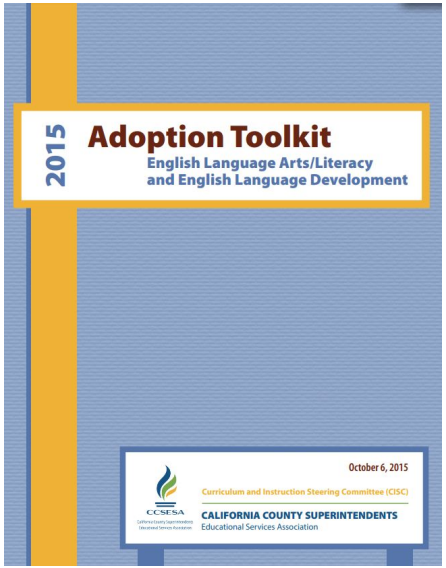
2024-25 English Language Development Instructional Materials Adoption





Process

- Used monthly team/department time to work through the CDE's Guidance for Local Instructional Materials Adoptions and the ELA/ELD Toolkit in order to identify our next ELD curriculum.

- Tuesday Meeting Dates:
  - September 24
  - October 29
  - November 5
  - January 7
  - February 11
  - March 4
  - April 22
  - May 27*

Action Step 1.2 - Examine the Current Reality in ELA/Literacy and ELD

➢ Task 1.2a - Determine Current Status/Alignment regarding instruction in ELA/Literacy and ELD

- Use the tool below to rate your district's **current** publisher-, district-, or teacher-created instructional materials in ELA/Literacy and ELD.
- Complete the applicable Rating Scale items for each of your current Instructional Programs in ELA/Literacy and ELD (including biliteracy and intervention programs).

Current Reality

Program: _____

Criteria for Evaluating Current Instructional Materials	Not Evident ..... Strongly Evident				
Alignment with the Standards *Instructional materials are designed to ensure that all students master each of the CA CCSS for ELA/Literacy and ELD standards.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Program Organization *Instructional materials support instruction and learning of the CA CCSS standards and ELD standards. The scope and sequence align with the CA CCSS for ELA/Literacy and ELD standards.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Assessment *Program includes CA CCSS-aligned assessments used for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Universal Access *Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of the English language arts, and students who speak African American English (AAE).*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Instructional Planning and Teacher Support *Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective CA CCSS standards-based instruction.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Key Shifts in ELA/Literacy *Instructional materials support the key shifts in ELA/Literacy:*					
1. *Regular practice with complex texts and their academic language*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
2. *Reading, writing, and speaking grounded in evidence from texts, both literary and informational*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
3. *Building Knowledge through content-rich nonfiction*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5

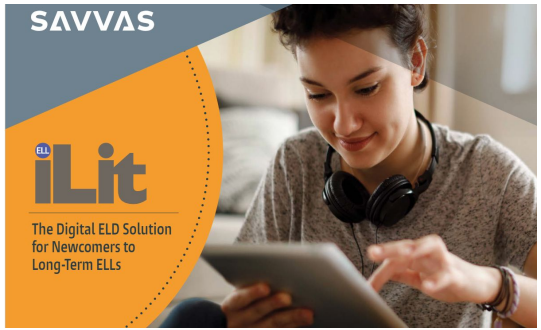
Criteria for Evaluating Current Instructional Materials	Not Evident ..... Strongly Evident				
Key Shifts in ELD *Instructional materials support the key shifts in ELD:*					
1. *English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
2. *An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and as inseparable from meaning*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
3. *Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
4. *Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
5. *Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Integrated ELD *Instructional materials support the implementation of the ELD Standards use in tandem with the CA CCSS for ELA/Literacy to ensure students strengthen their abilities to use English as they simultaneously learn content through English.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Designated ELD *Instructional materials support the implementation of the ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Primary Language Support and Primary Language Instruction					
1. *Instructional materials provide primary language resources in multiple languages using varied media. Native language knowledge and cognates are accessed as vital linguistic resources.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
2. *Instructional materials in the primary language align and strengthen Dual Language/Biliteracy programs' literacy and language development via: the same rigor and range of instructional practices and assessment as ELA/ELD materials; resources for teaching cross-linguistic transfer; rich authentic literature; the culture of the target language; a teacher's guide demonstrating links between language arts and language development.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
21st Century Skills *Instructional materials include 21st Century Skills (e.g., Critical Thinking, Communication and Collaboration, Creativity and Innovation, Global Awareness and Competence, Technology)*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5

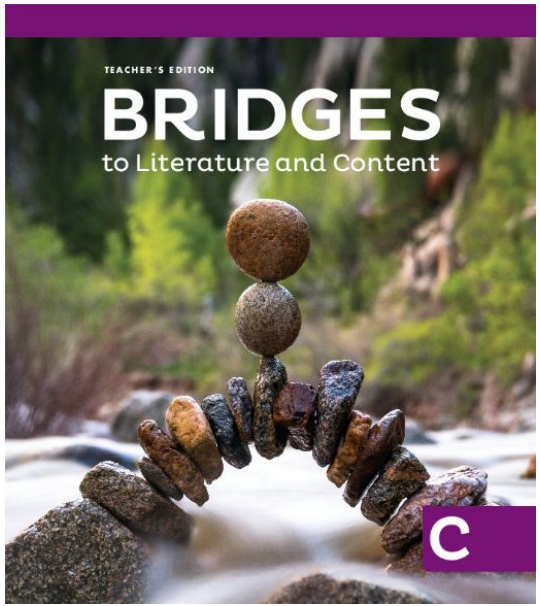
Task 1.2a Determine Current Status/Alignment regarding instruction in ELA/Literacy and ELD

English Escalate is no longer supported by the publisher, does not correlate strongly with ELD standards or ELPAC.

Middle School ELD Adoption

Three programs were investigated through the process, and Vista's Bridges program made it to the pilot stage.





Reasons Why Bridges Was Selected Overwhelmingly by Teachers

- Thematic, highly engaging units
- Engaging, thematic texts with many check for understanding questions that support meaningful conversations and written responses around a variety of relevant topics
- Pre-made assessments that can be modified, and can be used for ELPAC review.
- Lessons that are aligned with the ELD standards and support students to do well on the ELPAC.
- A good combination of computer based and paper texts and lessons
- Diverse and relevant texts that students can connect with
- Leveled units that progress in language and lexile difficulty (Leves A-C) so that teachers can teach different units for each grade level.
- Provides multiple opportunities for students to engage in academic discussions.