

**BSD Priorities for Curriculum Adoption Criteria**  
**Created by the LA/ELP Curriculum Adoption Committee**  
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- Asset Based
- Dual language and other languages
- Student voice and student belonging, agency - celebratory, all voices represented
- Culturally & linguistically responsive and sustaining
- Oracy (AC on IMET, but should be NN)
- Multilingual learners
- Multiple levels (differentiation)
- Structured buildings of language Oral → reading → writing → etc.
- Family community partnerships
- Formative assessments and progress monitoring
- Neurodiverse students (including dyslexia)
- User friendly with scope and sequence
- Pre-K
- Balanced (all 7 pillars)
- Writing component (integrated but enjoyable)
- Technology used intentionally
- Scope & sequence emphasized more for phonemic awareness and phonics
- Classroom libraries (keep)
- Joy of reading and writing
- Spanish / Mandarin materials (authentic) no a la ingles)
- Intersectionality of reading, writing and oracy
- Reading & writing every day
- Critical thinking and rigor
- Teacher edition have most updated have most updated leverage strategies embedded