Launching the
ELA/ELD Framework

Santa Clara County Office of Education
April 25, 2016
ELA/ELD Framework

ELA/ELD Instructional Materials

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Session Outcomes

• Recognize the importance of the ELA/ELD Framework in the design and adoption of instructional materials
• Identify program types and evaluation criteria categories
• Review SBE-adopted programs
• Discuss textbook piloting process and non-adopted materials selection process
• Provide overview of resources
Figure 2.1 The ELA/ELD Framework Circles of Implementation

- Motivating
- Engaging
- Capacities of Literate Individuals
- Respectful
- Intellectually Challenging
- Broadly Literate
- Integrated
- Readiness for College, Careers, & Civic Life

CA CCSS for ELA/Literacy
Reading, Writing, Speaking & Listening, and Language

CA ELD Standards
in All Disciplines

- Meaning Making
- Effective Expression
- Foundational Skills
- Content Knowledge
- Language Development
Instructional Materials and You

Before a discussion of Chapter 12, write A for agree or D for disagree:

Anticipatory Guide

**DIRECTIONS** Read each statement. Write **Agree** in the left hand column titled **Before Discussion** if you agree with a statement. If you disagree with the statement, write **Disagree**. Be ready to explain your choices. At the end of the discussion, revisit these statements. If you have changed your mind about your positions on any statement, be ready to explain why.

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<td>3. Program 3 materials are designed to ensure that students are successful in developing literacy in English and another language.</td>
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<td>4. Program 4 supports a basic program and provides an accelerated, intensive intervention pathway for students in grades four through eight whose proficiency in English language arts and literacy in reading and writing is two or more years below grade level.</td>
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<td>5. Program 5 supports the needs of English learners, including those at risk of becoming or who are long-term English learners, to attain grade-level proficiency in English within 2–4 years and include clear instructional plans and tools for entering and exiting the program.</td>
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Chapter 12: Criteria for Evaluating Instructional Materials

**Program 1:** English Language Arts Basic Program, K–8

**Program 2:** English Language Arts/English Language Development Basic Program, K–8

**Program 3:** Biliteracy Language Arts/English Language Development Basic Program, K–8

**Program 4:** Intensive Intervention Program in English Language Arts, 4–8

**Program 5:** Specialized Designated English Language Development Program, 4–8

Alignment with Guidance in the 2014 ELA/ELD Framework

Evaluation Criteria

Category 1: ELA & ELD Content/Alignment with the Standards
Include content as specified in the CA CCSS for ELA and the CA ELD Standards. Programs must meet all identified standards fully.

Category 2: Program Organization
Support instruction and learning of the standards and include such features as…chapter, unit, and lesson overviews; and glossaries.

Category 3: Assessment
Include assessments for measuring what students know and are able to do and guidance on how to use results to guide instruction.
Alignment with Guidance in the 2014 ELA/ELD Framework

Evaluation Criteria (continued)

Category 4: Universal Access
Provide access to standards-based curriculum for all students: ELs, students with disabilities, advanced learners, students below grade level, and students who speak African American English (AAE).

Category 5: Instructional Planning and Teacher Support
Include a clear road map for teachers to follow when planning instruction…to help provide effective standards-based instruction.
ELD in Programs 2, 3, and 5

Should refer to and address the following:

1. The guidance provided in the CA ELD Standards and Figure 2.23 “Essential Features of Designated ELD Instruction”

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.

2. **Academic English Focus:** Students’ proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.

3. **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.

4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
Programs 2, 3, and 5

Should refer to and address...

2. Differentiation of the Emerging, Expanding, and Bridging levels of proficiency

3. Explicit linguistic instruction, practice, and skills development

4. Active engagement with a focus on oral and written language development
Program 1
ELA Basic Program, K–8

Basic grade-level program:

• The comprehensive curriculum in ELA for K–8
• Provides the foundation for instruction
• Intended to ensure that all students master the CA CCSS for ELA
• Addresses the need of students working at or near grade level
SBE-Adopted Materials for Program 1

Amplify ELA: CA Edition, 6–8
Amplify Education, Inc.

Mirrors & Windows: Connecting with Literature, 6–8
EMC Publishing, LLC

Reading Wonders, 6–8
McGraw-Hill School Education

StudySync, 6–8
McGraw-Hill School Education

CA Pearson System of Courses, K–6

SpringBoard English Language Arts, 7–8
The College Board–SpringBoard
Program 2
ELA/ELD Basic Program, K–8

Basic grade-level program

- The comprehensive curriculum in ELA for K–8 with integration of the CA ELD Standards
- Provides the foundation for instruction
- Intended to ensure all students master CA CCSS for ELA, corresponding CA ELD Standards
- Includes materials for designated English language development instruction
- Newcomer kit is optional
SBE-Adopted Materials for Program 2

   Amplify Education, Inc.

Benchmark Advance, K–6
   Benchmark Education

Journeys, K–5

Journeys-Collections, K–6

Collections, 6–8
   Houghton Mifflin Harcourt

Reading Wonders, K–6

StudySync, 6–8
   McGraw-Hill School Education

Reach for Reading, K–6
   National Geographic/Cengage Learning

SpringBoard ELA/ELD, 7–8
   The College Board–SpringBoard
Program 3
Biliteracy Language Arts/ELD Program, K–8

Basic grade-level biliteracy program:

- Provides instructional materials in English and in a language other than English.
- Is consistent with the CA CCSS for ELA and includes linguistic modifications for the non-English language.
- Materials designed to ensure students successfully develop literacy in English and another language.
- Materials also provide instruction consistent with the CA ELD Standards.
- ELD instruction should assist students in acquiring English as quickly and efficiently as possible.
SBE-Adopted Materials for Program 3

Benchmark Adelante, K–6
Benchmark Education

Lectura Maravillas, K–6
McGraw-Hill School Education

Program 4  
Intensive Intervention Program ELA, 4–8

Intensive intervention ELA instructional program:

• Provides an accelerated, intensive intervention pathway that supports the needs of students in grades 4-8 whose academic performance, including proficiency in ELA and literacy in reading and writing, is two or more years below grade level.

• Could be used as a temporary replacement core where students are non-readers in the first- and second-grade levels

• Not intended to be a substitute for ELD instruction

• Designed for students to gain two grade levels for each year of instruction and to accelerate successful reentry into a basic program.
SBE-Adopted Materials for Program 4

**FLEX Literacy, 4–8**  
McGraw-Hill School Education

**Inside, 4–8**  
National Geographic Learning/Cengage Learning

**CA Pearson iLit, 4–8**  

**California Read 180 Universal System, 4–8**  
HMH Intervention Solutions (formerly Scholastic, Inc)

**LANGUAGE! Live California, 4–8**  
Voyager Sopris Learning, Inc.
Program 5
Specialized Designated ELD Program, 4–8

Specialized designated ELD instructional program:

- Provides an intensive, accelerated pathway that supports the needs of ELs, including those at risk of becoming or who are long-term ELs, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level

- Designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program
SBE-Adopted Materials for Program 5

**Escalate English ©2017**  
Houghton Mifflin Harcourt

**CA Pearson iLit ELL**  

**California English 3D Course A and Course I System**  
HMH Intervention Solutions (formerly Scholastic, Inc.)
Activity #1

Instructional Materials and You

1. **Revise:** After the discussion of Chapter 12, write **A** for agree or **D** for disagree in the right column.

2. **Share:** Discuss why you agree or disagree with the statements.

3. **Question:** Identify any questions you still have about new instructional materials.
**Anticipatory Guide**

**DIRECTIONS** Read each statement. Write **Agree** in the left hand column titled **Before Discussion** if you agree with a statement. If you disagree with the statement, write **Disagree**. Be ready to explain your choices. At the end of the discussion, revisit these statements. If you have changed your mind about your positions on any statement, be ready to explain why.

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Non-Adopted Materials Selection Process

- Review ELA/ELD Evaluation Criteria from 2014 ELA/ELD Framework
- Review State Social Content Standards
- Compliance with Williams (Education Code 60119)
- Review Achieve’s Toolkit for Evaluating Alignment of Instructional and Assessment Materials
- Review the SBE-Adopted Grade-Level Content Standards
Non-Adopted Materials Selection Process (cont)

- Review the district’s Local Control Accountability Plan (LCAP)
- Identify student strengths and weaknesses using district or site level data as appropriate
- Identify student diversity/universal access issues that instructional materials need to address all student performance levels and population
- Work with local county offices and their resources (e.g., CISC 2015 Adoption Toolkit – English Language Arts/Literacy and English Language Develop
Activity #2
Non-Adopted Materials

1. **Review:** Briefly review “Implementation of Instructional Materials Not Adopted by California” and underline portions that pertain to you.

2. **Share:** Discuss with a partner.

3. **Question:** Identify any questions you still have about instructional materials not adopted by California.
Instructional Materials Overview

Questions?

FAQs

• Do you need to do a review of teacher-created materials?
• Can Program 5 be used for designated ELD instead of ELA instruction?
• Can we use materials not approved by the SBE?

Online Resources

- **ELA/ELD Framework:**
  - [http://www.cde.ca.gov/ci/rl/cf/](http://www.cde.ca.gov/ci/rl/cf/)
  - (chart of snapshots/vignettes; chart of figures; snapshots, vignettes, and figures in separate documents; webinars by writers)

- **Standards for Evaluating Instructional Materials for Social Content**
Adoption Toolkit: English Language Arts/Literacy and English Language Development developed by the Curriculum and Instruction Steering Committee (CISC), California County Superintendents Educational Services Association (CCSESA): http://ccsesa.org/committees/cisc/slcl-subcommittee-leads-co-leads/la-language-arts/
Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards

Instructional Materials Evaluation Tool (IMET)
For evaluating alignment of a comprehensive textbook or textbook series.

EQuIP Tools
EQuIP Rubrics for Lessons and Units
EQuIP Student Work Protocol

Assessment Evaluation Tool (AET)
For evaluating alignment of grade or course-level assessment materials.

Assessment Passage & Item Quality Criteria Checklists
For evaluating the alignment of individual assessment passages, items and tasks.

Additional Resources for Evaluating Alignment of Instructional Materials

Appendix: Publisher’s Criteria for the Common Core State Standards

Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades 3–12
Activity #3
Guidance in Toolkits

1. **Review**: Briefly review the excerpts from the two toolkits.

2. **Share**: Discuss with a partner what your school/district has already considered and what it has yet to consider.

3. **Question**: Identify any questions you might ask when you are back at your site.
Online Resources

NEW Resources:

• **Executive Summary of ELA/ELD Framework**
  [http://www.cde.ca.gov/ci/rl/cf/] (Framework tab)

• **ELA/ELD Framework Guides** (ELD, 5 themes)
  [http://www.cde.ca.gov/ci/rl/cf/] (Implementation Support tab)

• **Parent/Guardian Standards Overview Brochures**
  (English and Spanish, ELA, ELD and math)
  [http://www.cde.ca.gov/re/cc/ccssresourcesparents.asp]
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