



TOM TORLAKSON  
State Superintendent  
of Public Instruction

## 2015 English Language Arts/ English Language Development Adoption

### Invitation to Submit Meeting



**January 28, 2015**

<http://www.cde.ca.gov/ci/rl/im/>

Prepared by the Curriculum Frameworks and Instructional Resources Division  
California Department of Education

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## Welcome and Introductions

### Thomas Adams

Executive Director of the IQC  
Director, Curriculum Frameworks  
and Instructional Resources  
Division

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## Invitation to Submit

*Overview of the Adoption Process, Purpose,  
Schedule of Significant Events*

### Meeting Purpose

Provide publishers with  
information about the process  
and procedures for submitting  
ELA/ELD instructional materials  
for review and adoption in  
California

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## Invitation to Submit

*Role of the Instructional Quality Commission*

### Jo Ann Isken

Chair, Instructional Quality  
Commission (IQC)

### Bill Honig

Vice-Chair, IQC

### Lauryn Wild

Co-Chair, ELA/ELD Subject  
Matter Committee (SMC)

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## Invitation to Submit

*Review of Agenda and Briefing Materials*

### Cliff Rudnick

Administrator  
Instructional Resources Unit

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## Invitation to Submit

*Review of Agenda and Briefing Materials*

### Contents of the ITS Flash Drive

1. The *Invitation to Submit* document
2. CA Common Core State Standards for ELA
3. CA ELD Standards
4. Evaluation Criteria
5. Social Content Standards
6. Criteria and Standards Maps
7. Submit Excel file with Instructions

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## Invitation to Submit

*Review of Agenda and Briefing Materials*

### Contents of the Briefing Folders

1. Agenda
2. PowerPoint Presentation
3. Evaluation Criteria
4. Question cards
  - Added to FAQ Web page
  - <http://www.cde.ca.gov/ci/rl/im/>

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## Invitation to Submit

*Review of Agenda and Briefing Materials*

### Morning Session:

- Welcome and Overview of Agenda
- Overview of the Adoption Process and Schedule of Significant Events
- Overview of the Content Standards and the Evaluation Criteria

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## Invitation to Submit

*Review of Agenda and Briefing Materials*

### Afternoon Session:

#### Question and Answer from Morning Session

- Submission instructions
- Instructions for Completing Standards and Criteria Maps
- Sampling Process
- Social Content: Overview and Guidelines
- CSMT Requirements
- Recap
- Q&A

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## Invitation to Submit

### 2015 ELA/ELD Framework-Based Adoption

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## Overview of Adoption Process

### Program Type Submissions

The State Board of Education (SBE) will consider five program types:

- Program Type 1 Basic ELA
- Program Type 2 Basic ELA/ELD
- Program Type 3 Basic Biliteracy
- Program Type 4 Intensive Intervention ELA
- Program Type 5 Specialized ELD

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## Adoption Process

### Publisher Fees

- CDE will invoice publishers shortly after the March 17, 2015, submission list deadline
- Fee is \$5,000 per grade level of each program submitted
- Payment must be received no later than April 20, 2015
- The fee is non-refundable
- Small publishers may request a fee reduction

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## Adoption Process

### Fee Reduction Requests

- Small publishers may request a reduction of the fee; they must submit:
  1. Statement of earnings for three most recent fiscal years;
  2. Statement verifying number of full-time employees;
  3. Statement that publisher is independently owned/operated and is not dominant in its field.
- All requests must be received by February 11, 2015; the SBE will take action at its March 2015 meeting

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## Adoption Process

### Steps of Instructional Materials Adoption Process

The instructional materials adoption process involves three reviews:

1. Education content review
2. Social content review
3. Public review and comment

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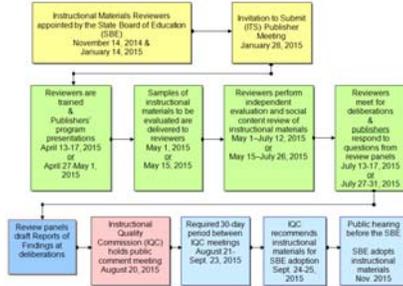
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## INSTRUCTIONAL MATERIALS ADOPTION PROCESS

This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.



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## Adoption Process

### Education Content Review

- **Criteria, Standards, & Framework**  
The education content review is based on specific evaluation criteria, the applicable content standards, and the guidance in the 2014 ELA/ELD Framework. The criteria, like the frameworks, are developed by the IQC and adopted by the SBE.
- **Reviewers**  
Following a statewide recruitment and review of applications, the IQC recommends and the SBE appoints the recommended reviewer candidates.

**Publishers shall NOT contact  
Reviewers**

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## Adoption Process

### Public Review and Comment

- The adoption process ensures that the public has the opportunity to review and comment on resources considered for SBE adoption.
  - Materials available for public review
  - Written comments forwarded to the IQC and the SBE
  - Public comment during deliberations process
  - Three separate public hearings are held prior to adoption

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## Adoption Process

### Public Review and Comment

- **Web Posting of Student Materials**
  - Digital versions of materials “intended for student use” must be posted online and made available to the public during the review process (5 CCR 9523)
  - Items must be posted and links sent to CDE no later than the sampling deadline of:
    - May 1, 2015 (Program Types 1-3)
    - May 15, 2015 (Program Types 4 & 5)

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## Adoption Process

### Public Review and Comment

#### Web Posting of Student Materials, continued

- A publisher's links to their student materials will be posted on the CDE Instructional Resources Web page
- Items that cannot be posted due to copyright limitations may be summarized, but note where the materials may be viewed (i.e., at an LRDC)
- Publishers may issue passwords for public reviewers of submitted student materials
- Materials may be labeled "For Review Purposes Only"

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## Adoption Process

### Schedule of Significant Events: Key Dates

§915 English Language Arts/English Language Development  
Instructional Materials Adoption  
Schedule of Significant Events

Event	Update(s)
Instructional Quality Commission (IQC) approves reviewer application and Schedule of Significant Events (Timeline)	November 21-22, 2015
Survey of publisher interest	November 2015
State Board of Education (SBE) approves reviewer application and §915.2(a)(1)	March 12-13, 2016
Invitation to Submit Meeting (Sacramento)	January 28, 2016
Small publisher fee reduction requests due	February 11, 2016
Submission List for programs (and other forms) due by 5:00 pm PST	March 2, 2016
SBE takes action on publisher fee reduction requests	March 11-12, 2016
Non-refundable publisher participation fees due	April 8, 2016
Reviewer Training (2 sessions): Facilitator Training April 13, 2016 Reviewer Training April 14-17, 2016	Session I: Facilitator Training April 13, 2016 Reviewer Training April 14-17, 2016 Breakfast II: Facilitator Training April 27, 2016 Reviewer Training April 28-May 1, 2016
Publishers provide samples of instructional materials to reviewers and Learning Resource Display Centers	Session I: May 1, 2016 Session II: May 18, 2016
Independent Review	Session I: May 1-July 12, 2016 Session II: May 18-July 26, 2016
Reviewer Deliberations (2 sessions): Session I: July 19-19, 2016 Session II: July 27-31, 2016	Session I: July 19-19, 2016 Session II: July 27-31, 2016
IQC holds public meeting to receive comment (S. COB §915.4(a))	August 20, 2016
IQC makes recommendation	September 24-25, 2016

<http://www.cde.ca.gov/ci/r/i/m/ela/eldadopttimeline.asp>

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## Adoption Process

### Schedule of Significant Events: Key Dates

- **February 11, 2015** – Participation fee reduction requests from small publishers are due
- **April 20, 2015** – Publisher fees due

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## Adoption Process

### Schedule of Significant Events: Key Dates

- On or before **March 17, 2015** – Submission Information Packet due to CDE
- E-mail your completed Excel file to [elaadoption@cde.ca.gov](mailto:elaadoption@cde.ca.gov) containing the following:
  - Submission list
  - Program description
  - Contact information
- Associated pricing info for all items is due by **July 2, 2015**.
- Pricing in effect through **June 30, 2017**

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## Adoption Process

### Schedule of Significant Events: Key Dates

#### Reviewer Training Dates and Location

- Reviewer training and publisher presentations at the Sheraton Hotel LAX in Los Angeles
  - **April 13–17, 2015** (Program Types 1-3)
    - Facilitator training April 13
    - Reviewer training April 14–17
  - **April 27–May 1, 2015** (Program Types 4, 5)
    - Facilitator training April 27
    - Reviewer training April 28–May 1

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## Adoption Process

### Schedule of Significant Events: Key Dates

#### Publisher Presentations to Review Panels

- Presentations will occur on the last day of each session
  - **April 17, 2015** (Program Types 1-3)
  - **May 1, 2015** (Program Types 4 & 5)

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## Adoption Process

*Schedule of Significant Events: Key Dates*

- Deadline for receipt of instructional materials, program descriptions, Standards and Criteria Maps
  - **May 1, 2015** (Program Types 1-3)
  - **May 15, 2015** (Program Types 4 & 5)

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## Adoption Process

*Schedule of Significant Events: Key Dates*

### Reviewer Deliberations Dates

- Sheraton Hotel LAX in Los Angeles
  - **July 13–17, 2015** (Program Types 1-3)
  - **July 27–31, 2015** (Program Types 4 & 5)
- **September 2015** – IQC Subject Matter Committee and full IQC meetings; IQC takes action
- **November 2015** – SBE holds hearing and takes final action

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## Adoption Process

*Schedule of Significant Events: Key Dates*

- **January 2016**
  - Edits / Corrections Process
    - Deadline for receipt of revised instructional materials (or tear sheets) reflecting all SBE required edits and corrections for evaluation is 60 days following SBE adoption.
- **March 2016**
  - Final Editions Due
    - Copies of all final editions reflecting social content corrections and any other required edits/corrections.

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## Adoption Process

### Detail - Edits and Corrections Process

- No changes can be made after the materials are submitted, except for authorized edits and corrections
- **Edits and Corrections – Only minor edits and corrections** are allowed during the adoption process. **Changes are not allowed**
- **Edits and Corrections Meeting** – Will be scheduled to address errors found during the education content review

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## Break

Next – Evaluation Criteria

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## Overview

### Evaluation Criteria, ELA/ELD Framework, Content Standards

*Criteria for Evaluating English Language Arts/English Language Development Instructional Materials for Kindergarten through Grade Eight*

- Adopted July 9, 2014
- Specifies instructional materials requirements for the 2015 ELA/ELD Adoption
- Online at: <http://www.cde.ca.gov/ci/rl/im/>
- Chapter 12 of the 2014 ELA/ELD Framework

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## Evaluation Criteria

### Program Types

- Program 1 Basic ELA (K–8)
- Program 2 Basic ELA/ELD (K–8)
- Program 3 Basic Biliteracy (K–8)
- Program 4 Intensive Intervention ELA (4–8)
- Program 5 Specialized ELD (4–8)

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## Evaluation Criteria

### Program Type 1, Basic ELA (K–8)

- The comprehensive curriculum in English language arts for kindergarten through grade eight.
- Provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE August 2010, and modified March 2013.
- Addresses the needs of students working at or near grade level.
- Publishers may submit any combination of grade levels in this program type category.
- No partial grade levels may be submitted.

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## Evaluation Criteria

### Program Type 2, Basic ELA/ELD (K–8)

- Comprehensive curriculum in English language arts for K–8 with integration of the CA ELD Standards
- Ensures that all students master the CA CCSS for ELA and the corresponding CA ELD Standards.
- Includes materials necessary for designated English language development instruction.
- Publishers may submit any combination of grade levels in this program type category
- No partial grade levels may be submitted.

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## Evaluation Criteria

### Program Type 3, Basic Biliteracy (K-8)

- Provides instructional materials in English and in a language other than English.
- Is consistent with the content of the CA CCSS for ELA, includes linguistic modifications for the non-English language and ensures that students are successful in developing literacy in English and another language.
- Provides instruction consistent with the CA ELD Standards.
- ELD instruction should assist students acquiring English as quickly and efficiently as possible.

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## Evaluation Criteria

### Program Type 3, Basic Biliteracy (K-8)

- Publishers may submit any combination of grade levels in this program type category
- No partial grade levels may be submitted
- Spanish translations of the CCSS for ELA/Literacy are posted at <http://commoncore-espanol.com/spanish-language-arts-literacy-historysocial-studies-science-and-technical-subjects-0>.
- Optional Criteria for developing a Program 3 Basic Biliteracy: Spanish/English Language Development Program in Appendix 12-A (see Chapter 12, p. 42)

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## Evaluation Criteria

### Program Type 4, Intensive Intervention (4-8)

- Supports a basic program
- Accelerated, intensive intervention pathway for 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 or second grade-level as evidenced in a broad set of measures

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## Evaluation Criteria

### Program Type 4, Intensive Intervention (4-8)

- Not intended to be a substitute for ELD instruction
- Designed for students to gain two grade levels for each year of instruction – supports the five themes in 2014 ELA/ELD Framework
- Designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program

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## Evaluation Criteria

### Program Type 5, Specialized ELD (4-8)

- Specialized designated ELD instructional period provides an intensive, accelerated pathway
- Supports the needs of English learners:
  - Including those at risk of becoming or who are long-term English learners
  - Whose academic performance is below grade level
  - Who are making minimal progress towards English proficiency
  - Whose lack of language proficiency precludes them from performing at grade level.

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## Evaluation Criteria

### Program Type 5, Specialized ELD (4-8)

- Designed to support students in their movement to grade-level proficiency in English within 12–18 months
- Includes clear instructional plans and tools for entering and exiting the program.
- For definition of long-term English Learner and English learner at risk of becoming a long-term English learner, see CA Education Code Section 313.1

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## Evaluation Criteria

### Five Criteria Categories

1. ELA/ELD Content/Alignment with the Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning & Teacher Support

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## Evaluation Criteria

### Five Criteria Categories

#### **To be adopted, programs must:**

- Meet all criteria in Category 1 in the core materials or the primary means of instruction, rather than in ancillary components.
- Have strengths in each of Categories 2 – 5.

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## Evaluation Criteria

### Category 1, Criterion 1

#### **ELA/ELD Content/Alignment with the Standards**

- Instructional materials include content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type.
- Programs must meet all applicable criteria and identified standards appropriate to the program type to be eligible for adoption.

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## Evaluation Criteria

### Category 1, Criterion 1, continued

Instructional materials as defined in *Education Code* Section 60010(h) are designed to ensure that all students master each of the CA CCSS for ELA, as adopted by the SBE August 2, 2010, and modified March 13, 2013...

...Submissions for **Program Type 1 Basic ELA**, **Program Type 2 Basic ELA/ELD**, and **Program Type 3 Basic Biliteracy** must demonstrate alignment with all **CA CCSS for ELA**...

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## Evaluation Criteria

### Category 1, Criterion 1, continued

**Program Type 4 Intensive Intervention ELA** must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 1 for Program Type 4 Intensive Intervention ELA

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## Evaluation Criteria

### Category 1, Criterion 1, continued

**Program Type 5 Specialized ELD** must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 2 for Program Type 5 Specialized ELD submissions.

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## Evaluation Criteria

### Category 1, Criterion 2

2. Instructional materials for Program Type 2 Basic ELA/ELD, Program Type 3 Basic Biliteracy, and Program Type 5 Specialized ELD are aligned to the CA ELD Standards, as adopted by the SBE November 7, 2012. Submissions must demonstrate alignment with all of the CA ELD Standards indicated on the appropriate standards maps.

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## Evaluation Criteria

### Category 1, Criterion 3

3. Instructional materials reflect and incorporate the content of the *English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)*...
- Fundamental requirement of this criterion statement
  - Along with the criteria and standards

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## Evaluation Criteria

### Category 1, Criterion 3, continued

...the five key themes of ELA/Literacy and ELD instruction are: meaning making, language development, effective expression, content knowledge, and foundational skills.

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## Evaluation Criteria

### Category 1, continued

- Criterion statements can apply to either all program types, some, or with exceptions.
- Some statements address a variety of requirements that apply to all program types, while there are some that only apply to specific types.
- Pay particular attention to the call for a wide array of texts. (See statements 12–13 and the guidance in Chapters 3 and 4 of the *Framework*.)

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## Evaluation Criteria

### Category 1: Content Standards (CA CCSS for ELA)

- CA CCSS for ELA/Literacy:
  - A comprehensive English language arts/literacy K–5 section
  - A grades 6–12 English language arts section
  - A grades 6–12 literacy in history/social studies, science, and technical subjects section
- For this adoption, reference to the CA CCSS for ELA/Literacy includes only:
  - K–5 English language arts/literacy standards
  - 6–8 English language arts standards (Referred to as **CA CCSS for ELA**)

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## Evaluation Criteria

### Category 1: Content Standards (CA ELD Standards)

- CA ELD Standards are designed to ensure:
  - English Learners have access to rich academic content across disciplines
  - The standards are practical for teachers to implement
  - The materials address the key knowledge, skills, and abilities in core areas of English language development necessary for engaging with and achieving in grade-level academic content
  - They are used in tandem with the CA CCSS for ELA

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## Evaluation Criteria

### Category 1: Content Standards

- Program Types 1, 2, & 3:
  - All standards apply and must be addressed in the materials
  - Program Type 1 – All CA CCSS for ELA
  - Program Types 2 & 3 – All CA CCSS for ELA and all CA ELD Standards
- Program Type 4:
  - Subset of CA CCSS for ELA
- Program Type 5:
  - Subset of Parts I & II of CA ELD Standards

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## Evaluation Criteria

### Category 2

#### Program Organization

- Sequential organization and a coherent instructional design
- Program design supports the *ELA/ELD Framework's* organizational structure of the standards for ELA and ELD around the five themes: meaning making, language development, effective expression, content knowledge, and foundational skills
- Instructional content for 180 days of instruction
- Instructional design serves as the scaffold for students with diverse learning needs

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## Evaluation Criteria

### Category 3

#### Assessment

- Instructional materials include assessments (especially formative) for measuring what students know and are able to do
- The program provides teachers with assistance in using assessments to:
  - Plan instruction
  - Determine effective flexible grouping strategies
  - Implement other strategies for meeting the instructional needs of students
  - Measure the effectiveness of instruction through progress monitoring (especially ELD)

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## Evaluation Criteria

### Category 3: Additional Point

#### Test Preparation

- Materials must comply with the state's statutes, regulations, and guidelines related to test preparation
- See *Education Code* Section, 60611 and Title 5, *California Code of Regulation*, Section 854

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## Evaluation Criteria

### Category 4

#### Universal Access

- To reach the goals of equity and access, instructional materials must provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

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## Evaluation Criteria

### Category 5

#### Instructional Planning & Teacher Support

Information and materials:

- Contain a clear road map for teachers to follow when planning instruction.
- Are designed to help teachers provide instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

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## Guidance in the Framework

- The guidance in the Framework informs the evaluation criteria and publishers and reviewers need to read the Framework thoroughly.
- The Framework highlights how the standards should be addressed inside a classroom, how to use assessment strategies to promote student learning, how technology can be integrated for engagement and learning, and how to support all students to reach their learning goals.

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## Guidance in the Framework *Key Considerations*

- Goals of ELA/Literacy and ELD Instruction
- Context for Learning
- Key Themes of ELA/Literacy and ELD Instruction  
(Meaning Making, Language Development, Effective Expression, Content Knowledge, Foundational Skills; Amplification of the Key Themes in the ELD Standards)
- Approaches to Teaching and Learning
- English Language Development

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## Guidance in the Framework *The Circles of Implementation*



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## Guidance in the Framework *The Five Themes: Meaning Making*



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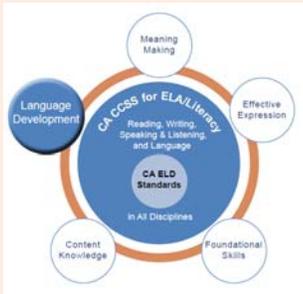
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## Guidance in the Framework *The Five Themes : Language Development*



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## Guidance in the Framework *The Five Themes : Effective Expression*



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## Guidance in the Framework

### The Five Themes: Content Knowledge



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## Guidance in the Framework

### The Five Themes: Foundational Skills



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## Guidance in the Framework

### The Five Themes: ELD Standards Amplify ELA

**CA ELD Standards**

**Using English Purposefully:**  
Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

**Meaningful Interaction:**

- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

**Knowledge of Language:**

- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

**The CA ELD Standards AMPLIFY the CA CCSS for ELA/Literacy.**

**The Why: Purposes**

**The How: Processes**

**The What: Resources**

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## Guidance in the Framework *Integrated and Designated ELD Instruction*

### Working in Tandem

#### **Integrated ELD:**

All teachers with ELs in their classrooms use the CA ELD Standards *in tandem* with the CA CCSS for ELA/Literacy and other content standards.



#### **Designated ELD:**

A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction*.

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## Guidance in the Framework *Integrated and Designated ELD Instruction*

### • **Integrated ELD:**

- Publishers should recognize that all teachers with ELs in their classrooms will be addressing:
  - Grade-level CA CCSS for ELA and other content standards as the focal standards for content instruction
  - CA ELD Standards to ensure ELs are fully supported to access rich content knowledge and develop academic English across the disciplines
  - See Chapter 1, pages 23–24

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## Guidance in the Framework *Integrated and Designated ELD Instruction*

### • **Designated ELD:**

- Students are grouped for designated EL by English language proficiency levels (Emerging, Expanding, Bridging), though schools will need to:
  - Consider their particular student population
  - Make appropriate decisions about grouping
- Designated ELD instruction should support ELs to develop the English language knowledge and abilities they need in order to be successful in content instruction
- See Chapter 1, pages 30–32

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## Guidance in the Framework *Online Resources*

- The CDE's English Language Arts Curriculum Framework Web page provides links to:
  - The complete ELA/ELD Curriculum Framework
  - Framework launch events
- <http://www.cde.ca.gov/ci/rl/cf/>

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## Summary/Reflection

Key points covered so far:

- The five program types (including the matrices)
- The five criteria categories
- Organization of the standards for this adoption
- Guidance in the Framework
- Materials that support Integrated and Designated ELD instruction

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## 2015 English Language Arts/ English Language Development Adoption

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## Social Content

### Overview

- Concurrent Reviews: The Social Content review, the Educational Content Review, and the Public Review of materials submitted by publishers.
- The Social Content review operates in accordance with statute and regulations established by the California Department of Education.
- The standards and categories that are reviewed for social content are listed within the SBE approved document entitled *Standards for Evaluating Instructional Materials for Social Content*  
<http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent2013.doc>

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## Social Content

### Overview

- In this adoption, the instructional materials reviewers and content review experts will evaluate for social content compliance while conducting their content review

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## Social Content

### Reasons for the Social Content Review

- Students are often swayed by what they see, hear, and read.
- The State Legislature and SBE have recognized the effect of instructional resources on developing student attitudes and beliefs.

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## Social Content

### Purpose

- Dispel erroneous stereotypes
- Represent the cultural and racial diversity of our society
- Recognize the contributions of ethnic groups, the disabled, the elderly, and both males and females
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos

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## Social Content

### Social Content Categories

- Male and Female Roles
- Ethnic and Cultural Groups
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment

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## Social Content

### Social Content Categories

- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and the Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise

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## Social Content

### Definition of Terms

Three definitions are critical in the review of instructional materials because they account for the most citations.

- **Adverse reflection:**  
Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards

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## Social Content

### Definition of Terms

- **Equal portrayal:**  
Instructional materials contain a balance of references to males and females.
- **Proportion of portrayals:**  
Instructional materials contain a balance of references to people, the portrayal of roles, their contributions and to diversity of ethnic groups, especially those referenced in the statute (EC Section 60040[b]).

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## Social Content

### Definition of Terms

- **Achievements:**  
Men and women, minority persons, and the disabled must be included when it is appropriate and historically accurate to do so.

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## Social Content

*Male/Female Roles – EC sections 60040(a), 60044(a)*

- Depictions, descriptions or labels of male and female roles must not demean, patronize or stereotype
- Present equal illustrations, both in number and importance, of male/female figures
- Present equal portrayal in occupations and range of careers
- Represent equal presentation of male/female contributions and achievements
- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles

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## Social Content

*Male/Female Roles, continued*

- Present balanced random portrayal of emotions in males/females
- Show equal portrayal of both sexes in nurturing roles with family
- Use gender neutral language

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## Social Content

*Brand Names & Corporate Logos - Standards*

1. Omit illustrations of commercial brand names, products, or corporate or company logos, unless necessary to the educational purpose or incidental to a scene of general nature
2. No prominent usage of any one brand or company

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## Social Content

### Brand Names & Corporate Logos - Exemptions

**Guidelines for Exemptions:** Some exemptions to the standards regarding brand names and corporate logos are allowable.

- *Historical Purposes.* The use of a corporate name or product in a historical reference is acceptable.
- *Literature and References to Literature.* Literature is generally exempt from a review for social content and includes previously published novels, short stories, poetry, essays, speeches, non-fiction, musical scores, and folktales.

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## Social Content

### Brand Names & Corporate Logos - Exemptions

**Copyright Protection – Examples:**

- A publisher may have the corporate name or logo on the front of the book and on a page that provides copyright information
- A publisher may use a corporate name to refer the reader to another document for further information

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## Social Content

### Publisher Options

When materials are cited, the CDE then notifies the publisher. Once notified, the publisher has three options:

1. Revise the materials to bring them into compliance.
2. Appeal the citation to a Social Content Appeals Committee.
3. Take no action. The materials are classified as non-compliant and cannot be used in California public schools.

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## Social Content

### *Publisher Options*

- Publishers must respond to CDE stating which option they wish to pursue by September 17, 2015. If the publisher does not respond, the materials will be classified non-compliant.
- Publishers have two levels of appeal if they wish to dispute a citation.
  - Appeals Committee
  - State Board of Education

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## Social Content

### *Final Resolution*

- Instructional materials that are not adopted by the SBE may still be added to the CDE Social Content Database, if they pass the social content review.
- Remember that final materials that reflect social content corrections must be submitted to CDE by **March 2016** (exact date TBA).
- Additional information on Social Content Compliance can be found on the Curriculum Frameworks and Instructional Resources Web site at: <http://www.cde.ca.gov/ci/cr/cf/lc.asp>

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## Publisher Key Steps

### *To succeed in this adoption, publishers should:*

- ✓ Adhere to state laws and regulations
- ✓ Complete evaluation criteria map and standards maps—and ensure your program meets the evaluation criteria
- ✓ Submit the requested information in the Submission Information packet by **5 p.m., March 17, 2015**
- ✓ Attend reviewer training session
- ✓ Attend reviewer deliberations
- ✓ Distribute materials as directed by respective deadline (May 1<sup>st</sup> or May 15<sup>th</sup>)

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## Submission Instructions - Form

### Identifying Alternate Formats

- **Alternate formats**
  - (1) Materials identical in content but different in physical format
  - (2) Translations or literature equivalent in content
- Initial submission: include on submission list immediately following component for which it is an alternate format; distribute to CDE only

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## Submission Instructions - Form

### Identifying Alternate Formats

#### Alternate formats, continued

- Translations: submit following the adoption of the English edition by SBE.
- Added to Price List: Alternate formats included with initial submissions will be included in the initial posting.
- If submitted after SBE action, item will be added to price list upon approval by CDE.

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## Overview

### Completing Criteria and Standards Maps

#### Instructions

- Publishers must complete both the evaluation criteria and standards maps.
- One evaluation criteria map per submitted program
- One standards map per grade level for program types 1–3
- One standards map per program for Program Types 4 and 5
- The maps are available online at: <http://www.cde.ca.gov/ci/rl/im/>

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## Evaluation Criteria Maps

- The criteria & standards maps apply differently to each program type
- Each map has been designed to reflect:
  - The organization of CA CCSS for ELA
  - The three parts of the CA ELD Standards
  - The guidance in the Framework
  - The integration of ELA and ELD standards in instruction
  - The call for materials to support intensive intervention and specialized designated ELD instruction

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## Evaluation Criteria Maps

- Publishers provide evidence of where in their program coverage of each of the individual statements in each category of the criteria can be found.
- <http://www.cde.ca.gov/ci/rl/im/>

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## Evaluation Criteria Maps

- Criteria Category 1: Programs must cover all applicable criteria statements.
- Criteria Categories 2–5: Programs must demonstrate strengths in each category.

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## Sampling Requirements

- CDE will provide publishers with a list of sample recipients shortly after the reviewer training in April
  - Deadline for receipt of ELA/ELD materials AND the online posting of student materials:
    - May 1, 2015 (Program Types 1-3)
    - May 15, 2015 (Program Types 4 & 5)
  - List of recipients will include assigned reviewers, CDE, and select LRDCs
  - Up to 80 copies of your program

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## Sampling Requirements

- Publisher packages should include:
  - All components of the submitted instructional materials program
  - Inventory list of all components
  - Program description you included with the March 17<sup>th</sup> submission
  - Completed evaluation criteria and standards maps (digital and hard copy)

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## Sampling Requirements

- Shipping and Item Labels
  - Clearly identify packages and components (see examples in the ITS document)
  - Box labels: attached to box, not to shrink wrap or packaging
  - Component labels: each item should have an identifying bar code

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## Sampling Requirements

- Digital submissions
  - Publishers may submit materials on CD or DVD-ROM, flash drive, the Internet, or preinstalled on a laptop or other hardware device
  - CDE may request a publisher provide hardware to view materials if the software is in an uncommon format

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## Shipping Requirements

- Minimal packing materials
- Publishers pay all delivery costs
- Delivery and offloading are publishers' responsibility
- Technology hardware: provide for return shipping

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## Accessibility Resources

### The Clearinghouse for Specialized Media and Translations

Laurie Garcia, CSMT Manager

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## Accessibility Resources

### The Clearinghouse for Specialized Media and Translations



Braille & Large Print  
**ACCESSIBLE FORMATS**

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## Accessibility Resources

### CSMT File Formats

- Digital files of all student materials
  - Rich Text Format (RTF) Files
  - Portable Document Format (PDF)
- 3 copies of each student material
- National Instructional Materials Accessibility Standard (NIMAS)

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## Accessibility Resources

### CONTACT INFORMATION

- **Laurie Garcia:** CSMT Manager
  - 916-319-0964
  - [lgarcia@cde.ca.gov](mailto:lgarcia@cde.ca.gov)
- E-mail at [CSMT@cde.ca.gov](mailto:CSMT@cde.ca.gov)
- Call us at 916-445-5103

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## Adoption Training Agenda

### Two Sessions

- April 13–17, 2015, for Program Types 1-3
  - Monday 13<sup>th</sup>: Facilitator Training
  - Tuesday 14<sup>th</sup>: Training/Publishers Responses
  - Wednesday–Thursday 15<sup>th</sup>-16<sup>th</sup>: Training
  - Friday 17<sup>th</sup>: Publisher Presentations
- April 27–May 1, 2015, for Program Types 4 & 5
  - Monday 27<sup>th</sup>: Facilitator Training
  - Tuesday 28<sup>th</sup>: Training/Publishers Responses
  - Wednesday–Thursday 29<sup>th</sup>-30<sup>th</sup>: Training
  - Friday, May 1<sup>st</sup>: Publisher Presentations

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## Contact Information

**Address adoption-related correspondence to:**

Thomas Adams, Director, CFIR Division  
2015 ELA/ELD Adoption  
1430 N Street, Suite 3207  
Sacramento, CA 95814

**You may also contact:**

Jim Long, Lead Consultant, 2015 ELA/ELD Adoption  
916-323-4583  
[jlong@cde.ca.gov](mailto:jlong@cde.ca.gov)  
FAX 916-319-0172

**We prefer you email questions to:**

[elaadoption@cde.ca.gov](mailto:elaadoption@cde.ca.gov)

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## Questions and Answers

Commissioners and CDE Staff

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## Thank You!

We look forward to a positive adoption process, and we appreciate the work you are doing to ensure that California's students have the best possible instructional materials.

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California Department of Education  
January 2015