# Chapter Twelve

of the

# English Language Arts/ English Language Development Framework

*for California Public Schools*
*Kindergarten Through Grade Twelve*

**Adopted by the California State Board of Education, July 2014**

**Published by the California Department of Education**
**Sacramento, CA**

# Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards


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While standards describe what students are expected to know and be able to do, they do not define curriculum and how teachers should teach. The previous chapters in this framework have helped to provide some of that guidance – how the standards would look 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. Another important instructional resource to help teachers instruct and all students to learn is the development and careful selection of high-quality instructional materials to support the implementation of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) (CDE 2014) and the California English Language Development (CA ELD) Standards (CDE 2013a). Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and texts.

This chapter provides guidance for the selection of instructional materials, including the state adoption of instructional materials for grades kindergarten through grade eight, guidance for local educational agencies (LEAs) on the adoption of instructional materials for students in grades nine through twelve, the social content review process, supplemental instructional materials, and accessible instructional materials.

# State Adoption of Instructional Materials

The State Board of Education (SBE) adopts instructional materials for use by students in kindergarten through grade eight. LEAs—school districts, charter schools, and county offices of education—are not required to purchase state-adopted instructional materials according to *Education Code (EC)* Section 60210(a). However, if an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. As part of the evaluation process conducted by the LEA, the review must include a majority of classroom teachers from that content area or grade-level [*EC* Section 60210(c)].

There is no state-led adoption of instructional materials for use by students in grades nine through twelve, and LEAs have the sole responsibility and authority to adopt instructional materials for those students.

It should be noted, however, that the selection of instructional materials at any grade level is an important process that is guided by both local and state policies and procedures. As part of the process for selecting instructional materials, *EC* Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to the substantial teacher involvement.

The primary resource when selecting instructional materials is the *Criteria for Evaluating Instructional Materials for Kindergarten through Grade Eight* (Criteria) and is discussed in the next section. The Criteria include comprehensive descriptions of effective instructional programs that are aligned to the CA CCSS for ELA/Literacy and the CA ELD Standards and will be the basis for the 2015 Adoption of English Language Arts/English Language Development Instructional Materials. The Criteria are a useful tool for LEAs conducting their own instructional materials evaluations. An additional evaluation resource that can be used to ensure that all students have access to high-quality and well-

aligned instructional materials is the *Toolkit for Evaluating Alignment of Instructional and Assessment Materials* developed by Achieve, the Council of Chief State School Officers, and Student Achievement Partners (2014). Information about the toolkit, additional guidance for evaluating instructional materials for grades nine through twelve, conducting the social content review, and information regarding supplemental instructional materials are provided later in this chapter.

## Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight

State-adopted instructional materials help teachers to present and students to learn the content set forth in CA CCSS for ELA/Literacy, as modified pursuant to California *EC* Section 60605.10 (added by Senate Bill 1200, Statutes of 2012) and, where appropriate, the inclusion of the CA ELD Standards, pursuant to California *EC* Section 60207(c).

The CA CCSS for ELA/Literacy are comprised of three main sections: a comprehensive English language arts/literacy K–5 section and two content area-specific sections for grades 6–12 (one for English language arts and one for literacy in history/social studies, science, and technical subjects). For this adoption of English language arts instructional materials, reference to the CA CCSS for ELA/Literacy includes only the K–5 English language arts/literacy and the 6–8 English language arts standards (CA CCSS for ELA).

These criteria for evaluating instructional materials are only for alignment to the CA CCSS for ELA for kindergarten through grade eight. While these instructional materials provide support and opportunities for teachers of English language arts to work collaboratively with other content-area teachers to develop student literacy, they are not intended to replace content-based instructional materials. Guidance to assist local educational agencies in selecting standards-aligned instructional materials for grades nine through twelve are discussed later in this chapter. The standards for Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12 will be addressed in other content-area instruction although there should be supportive materials such as novels, biographies, essays, and assistance on text structure and language in the other disciplines. These standards may be viewed on pages 79–89 in the CA CCSS for ELA/Literacy (CDE 2013a, 79-89) (http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf).

This document establishes criteria for evaluating instructional materials for the eight-year adoption cycle beginning with the adoption in 2015. These criteria serve as evaluation guidelines for the statewide adoption of ELA and ELD instructional materials for kindergarten through grade eight, as called for in *EC* Section 60207.

The criteria in this section draw from criteria used for past instructional materials adoptions and from the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2* (Revised 5/16/2012) (http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf) (Coleman and Pimentel 2012a) and *Grades 3–12* (Revised 4/12/2012) (http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf) (Coleman and Pimentel 2012b). There are a number of supportive and advisory documents that are available for publishers and producers of instructional materials that define the depth and shifts of instruction. These documents include "Preliminary Test Blueprints" and "Item/Task Specifications" found on the Smarter Balanced Assessment Consortium Web site (www.smarterbalanced.org) (SBAC 2013) and this *English Language Arts/English Language Development Framework for California Public Schools* (*ELA/ELD Framework*). In addition, publishers should recognize how the structure of the *ELA/ELD Framework* organizes the topic of curriculum and instruction into a discussion of the standards for ELA and ELD around five themes: Meaning Making, Language Development, Effective Expression, Content

Knowledge, and Foundational Skills. This framework supports content which can be delivered to build the skills of creativity and innovation, critical thinking and problem solving, collaboration, communication, and construction and new understanding of knowledge across content areas.

It is the intent of the SBE that these criteria be seen as neutral regarding the format of instructional materials. Print-based, digital, and interactive online programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.

## Types of Programs

This adoption process will consider five types of programs. Publishers may submit programs in any or all of the five types of programs:

- Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA);
- Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD);
- Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy);
- Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA); and
- Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD). [1]

For Programs 2, 3, and 5, designated English language development (ELD) instruction is defined as a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. During designated ELD—and only during designated ELD—English learners should be grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs. Designated ELD instruction time is intended to be used as a protected time where English learners receive the type of instruction that will accelerate their English language and literacy development. Designated ELD instruction is for those students making progress in English language acquisition through the basic program's curriculum. For this framework, integrated ELD refers to ELD instruction throughout the day and across the disciplines. All teachers with English learners in their classrooms should use the CA ELD Standards in addition to their focal ELA/Literacy and other content standards to support the linguistic and academic progress of English learners. (See chapter 2 in this *ELA/ELD Framework* for more detailed descriptions of designated and integrated ELD.)

Specialized ELD instruction in Program 5 is defined as instruction that is recommended for those students in grades four through eight who are at risk of becoming or are long-term English learners. In grades four through eight, specialized ELD instructional materials will support instruction that serves as the designated ELD curriculum.

1 For the purpose of assessing publisher fees, publishers participating in the 2015 Adoption of ELA/ELD Instructional Materials should note that Program 4 and Program 5 instructional materials are considered equivalent to two grade levels.

## *Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight)* (Program 1 Basic ELA)

This basic grade-level program is the comprehensive curriculum in English language arts for kindergarten through grade eight. It 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 (CDE 2013a). It addresses the needs of students working at or near grade level. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

## *Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight* (Program 2 Basic ELA/ELD)

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014). It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

## *Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight*
(Program 3 Basic Biliteracy)

This basic grade-level biliteracy language program provides instructional materials in English and in a language other than English, is consistent with the content of the CA CCSS for ELA, and includes linguistic modifications for the non-English language.[2] These materials are designed to ensure that students are successful in developing literacy in English and another language. The materials also provide instruction consistent with the CA ELD Standards. English language development instruction should assist students in acquiring English as quickly and efficiently as possible. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

## *Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight* (Program 4 Intensive Intervention ELA)

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level.This program could be used as a temporary replacement core where students are non-readers in the first- and second-grade level as evidenced in a broad set of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: Meaning Making, Language

2 Spanish translations of the CCSS for ELA/Literacy, *Common Core en Español* (SDCOE 2013), are posted at https://commoncore-espanol.sdcoe.net/. Linguistic augmentations for Spanish are indicated in the document in blue text. Also, see the Optional Criteria for developing a Program 3 Basic Biliteracy: Spanish/English Language Development Program in Appendix 12-A.

Development, Effective Expression, Content Knowledge, and Foundational Skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

### *Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight* (Program 5 Specialized ELD)

This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners[3], 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. The materials in this program are 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.

## Criteria for Instructional Materials Aligned to the Standards

The criteria for the evaluation of English language arts and English language development instructional resources for kindergarten through grade eight are organized into five categories:

**Category 1**: *English Language Arts and English Language Development 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 identified standards fully for the appropriate program type to be eligible for adoption.

**Catetory 2**: *Program Organization*

Instructional materials support instruction and learning of the standards and include such features as the organization and design of the programs and standards; chapter, unit, and lesson overviews; and glossaries.

**Category 3**: *Assessment*

Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.

**Category 4**: *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 English language arts, and students who speak African American English (AAE).

**Category 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 standards-based instruction.

Materials that fail to meet the criteria in Category 1: English Language Arts and English Language Development Content/Alignment with the Standards will not be considered suitable for adoption. All criteria statements in category 1 that are appropriate for that program type must be met for a program to be adopted. The criteria for category 1 must be met in the core materials or via the primary means of instruction, rather than in ancillary components. In addition, programs must have strengths in each of categories 2 through 5 to be suitable for adoption.

3 See California *Education Code* Section 313.1 for the definition of long-term English learner and English learner at risk of becoming a long-term English learner.

## *Category 1: English Language Arts and English Language Development Content/Alignment with the Standards*

All programs must include the following features, as appropriate for program type.

1. Instructional materials as defined in *EC* Section 60010(h) are designed to ensure that all students master each of the CA CCSS for ELA, as adopted by the State Board of Education August 2, 2010, and modified March 13, 2013. Submissions for Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy must demonstrate alignment with all CA CCSS for ELA. Program 4 Intensive Intervention ELA and Program 5 Specialized ELD must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 1 for Program 4: Intensive Intervention Program in ELA and Appendix 12-B: Matrix 2 for Program 5: Specialized Designated ELD Program submissions.
2. Instructional materials for Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD are aligned to the CA ELD Standards, as adopted by the State Board of Education November 7, 2012. Submissions must demonstrate alignment with all of the CA ELD Standards indicated on the appropriate standards maps.
3. Instructional materials reflect and incorporate the content of this *English Language Arts/English Language Development Framework for California Public Schools* (*ELA/ELD Framework*). Several key themes and practices typify effective curriculum and instruction and appear as organizers demonstrating the integrated nature of the CA CCSS for ELA/Literacy and the CA ELD Standards in this *ELA/ELD Framework*. These key themes of ELA/Literacy and ELD instruction are: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.
4. Program 3 Basic Biliteracy programs are aligned with the CA CCSS for ELA and the CA ELD Standards with appropriate modifications for the non-English language.
5. Instruction reflects current and confirmed research in English language arts instruction as defined in *EC* Section 44757.5(j)[4]
6. Instructional materials use proper grammar and spelling (*EC* Section 60045).
7. Reading selections and suggested texts are of high quality, depth and breadth, and reflect a balance[5] of instructional time for both literary and informational text appropriate to the grade level and consistent with the grade-level standards. Texts should span many genres, cultures, and eras, and, where appropriate, tie into other content-area standards to build a broad range of knowledge and literacy experiences both within and across grade levels. For Program 3 Basic Biliteracy, reading selections are of parallel quality and quantity and include authentic literature of both languages.
8. Materials include read-aloud selections of more complex texts to build knowledge and illustrations or graphics to develop comprehension, as appropriate.

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4 Definition of current and confirmed research: "Research on how reading skills are acquired" means research that is current and confirmed with generalizable and replicable results. "Current" research is research that has been conducted and is reported in a manner consistent with contemporary standards of scientific investigation. "Confirmed" research is research that has been replicated and the results duplicated. "Replicable" research is research with a structure and design that can be reproduced. "Generalizable" research is research in which samples have been used so that the results can be said to be true for the population from which the sample was drawn.

5 For additional guidance on providing a balance of literary and informational texts appropriate to the grade-level and consistent with the grade-level standards, see the CA CCSS for ELA/Literacy, pages 42–43 and 78, http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

9. Materials are designed to support students' independent reading of increasingly complex texts as they progress toward college and career readiness. Programs should meet the following, as appropriate to the grade:
   a. Provide a progression of texts with increasing complexity within grade-level bands that overlap to a limited degree with earlier bands and align with the complexity requirements outlined in the standards, i.e., Reading Standard 10.
   b. Literary and informational text are of an appropriate text complexity, with scaffolds designed to serve a wide range of readers, for the grade level (based on research-based quantitative and qualitative measures or the criteria in Appendix A of the CCSS [NGA/CCSSO 2010a] to measure text complexity and Appendix B of the CCSS [NGA/CCSSO 2010b] for text exemplars, illustrating the complexity, quality, and range of reading appropriate for various grade levels).
   c. Allow all students opportunities to encounter grade-level complex text.
   d. Include shorter, challenging texts that allow for close reading and re-reading regularly at each grade.
   e. Provide novels, plays, poetry, and other extended full-length texts for close reading opportunities and broader and enriching literary opportunities.
   f. Provide materials that appeal to students' interests while developing their knowledge base within and across grade levels.
   g. Provide an organized independent reading program as outlined in this *ELA/ELD Framework*.
10. Materials include effective, research-based instruction for all aspects of foundational reading skills, providing explicit, sequential, linguistically logical, and systematic practice and instruction, assessment opportunities, and diagnostic support in the following Reading Standards for Foundational Skills, kindergarten through grade five of the CA CCSS for ELA: print concepts, phonological awareness, phonics and word recognition, and fluency. Further details are outlined in this *ELA/ELD Framework* and Appendix A of the CCSS (NGA/CCSSO 2010a), including but not limited to, the explicit teaching of decoding, including the speech sounds of English orthography, instruction in the nature of the speech sound system, and instruction in letter formation as well as letter naming and alphabetic order.
11. Appropriate to the grade levels, materials provide effective, research-based instruction in reading fluency, including oral reading fluency, and the skills of word recognition, accuracy, pacing, rate, and prosody. Programs offer research-based teaching strategies and varied opportunities to engage with different text types for improving student fluency, including but not limited to decodable text.
12. As part of a complete curriculum that includes a variety of text, instructional materials for foundational skills include sufficient pre-decodable and decodable text at the early stages of reading instruction to allow students to develop automaticity and practice fluency. For greater clarification, see this *ELA/ELD Framework*, chapter 3, Phonics and Word Recognition section. (Sufficiency of pre-decodable and decodable texts refers only to available instructional materials and does not define class instruction. Instruction should be based on student needs.)

a. Those materials designated as decodable must have text with at least 75–80 percent of the words consisting solely of previously taught letter-sound and spelling-sound correspondences and in which 20–25 percent of the words consist of previously taught high-frequency, irregularly spelled words and story or content words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.

b. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.

c. Sufficient is defined as follows:

(1) Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus).

(2) Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.

(3) First grade—Two books per sound-spelling, totaling a minimum of 8,000 words of decodable text over the course of a year.

(4) Second grade—Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction.

(5) Intensive intervention program—Approximately 9,000 words of decodable text: two decodable reading selections/passages per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. Careful attention must be given to the age group for which these decodables are designed to ensure the content is age-appropriate and engaging for students in grades four through eight.

13. To build a comprehensive language arts program in grades K–2, a sufficiency of materials is needed to cover all aspects of language and literacy development. In addition to decodable texts, K–2 materials shall be aligned to this *ELA/ELD Framework*'s support for meaning making, language development, effective expression, and acquisition of content knowledge by providing a wide array of text types, as described in chapters 3 and 4 of this *ELA/ELD Framework*. Comprehensive instruction with all of these texts and tools, in concert with decodable text, defines a comprehensive language and literacy program to be implemented based on individual student need.

14. Materials include direct, explicit instruction of spelling using research-based, developmentally appropriate words for each grade level and, where appropriate, link spelling (encoding) with decoding as reciprocal skills. Spelling tasks are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the CA CCSS for ELA.

15. Materials provide direct, explicit, and systematic word-learning strategies and opportunities for student practice and application in key vocabulary connected to reading, writing, listening, and speaking, including academic vocabulary (described in more detail as Tier 2 words in Appendix A of the CCSS), discipline-specific words from content areas, and high frequency words.

16. Materials are aligned with the specific types of writing required by the CA CCSS for ELA, including the specific academic language and structures associated with the different genres of reading and writing. Direct instruction and assignments should provide scaffolding and progress in breadth, depth, and thematic development as specified by the grade-level standards.
17. Materials include a variety of student writing samples with corresponding model rubrics or evaluation tools for use by students and teachers.
18. A variety of writing activities and assignments, addressing the grade-level progressions of all three types of writing, should be provided that integrate reading, speaking, listening, and language instruction, vary in length, highlight different requirements of the writing process, emphasize writing to sources, incorporate research projects, and connect to literature and informational texts that serve as models of writing.
19. A variety of writing activities and assignments should be provided that ask students to draw on their life experience, their imagination, and the texts they encounter through reading or read alouds.
20. Materials are designed to promote relevant academic discussions around grade-level topics and texts, as specified by the grade-level standards, and include speaking and listening prompts, questions, and evaluation tools to strengthen students' listening skills and their ability to respond to and challenge follow-up responses and evidence.
21. For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide guidance for differentiated instruction by teachers to support success for all students in reading, writing, speaking, listening, and language in the basic program. The differentiated instruction is embedded as part of the basic program and includes the following:
    a. Teacher edition and student materials that reinforce and extend the regular classroom curriculum and instruction in all strands.
    b. Instruction to increase background knowledge and prerequisite skills.
    c. Additional opportunities for the teacher to preteach planned content, to check for students' understanding, to reteach materials already taught, and for students to practice key skills and strategies.
    d. Additional support in areas where students are likely to have difficulty, including phonological based spelling; listening and reading comprehension; organization and delivery of oral communication; speaking and writing applications; academic language; sentence structure and syntax; and the knowledge of language and its conventions.
22. For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide a reading intervention supplement for grades kindergarten through grade six. The instructional strategies should be consistent with those used in the basic program and include the following:
    a. Intervention materials for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students who need reteaching and practice in one or more of the four identified key foundational skills that are part of the Reading Standards: Foundational Skills in the CA CCSS for ELA: (1) print concepts; (2) phonological awareness; (3) phonics and word recognition; and (4) fluency.
    b. Grade-related foundational skills materials are designed for explicit, sequential, and systematic instruction and include periodic progress-monitoring assessments for determining attainment of the skill or skills taught.

c. For kindergarten through grade three, each grade-related set of materials will be distinct, building on the previous grade-related instruction. As a result, there will be four sets of grade-related supplement reading intervention materials: a. kindergarten; b. first grade with kindergarten materials; c. second grade with first grade and kindergarten materials; and d. third grade with second, first, and kindergarten materials.

d. One set of materials for grades four through six, which includes foundational standards from grades two through five.

23. In Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD, the ELD instructional materials:

    a. Should refer to and address the guidance provided in the CA ELD Standards.

    b. Should refer to and address the guidance provided in this *ELA/ELD Framework*, chapter 2, Figure 2.23 "Essential Features of Designated ELD Instruction."

    c. Should address differentiation of the Emerging, Expanding, and Bridging levels of proficiency in Programs 2 and 3 to ensure English acquisition as quickly and effectively as possible. For Program 5, the ELD instructional materials should address differentiation of the Expanding and Bridging levels of proficiency to ensure English acquisition as quickly and effectively as possible.

    d. Provide guidance for instruction that targets a proficiency level while progressing towards attainment of grade-level ELA standards.

    e. Provide explicit linguistic instruction, practice, and skills development including those that are transferable from students' primary language to the target language.

    f. Provide explicit, direct teaching of standard forms of English (e.g., vocabulary, syntax, morphology, functions and conventions, and foundational skills).

    g. Include an emphasis on academic language as well as conversational language.

    h. Provide opportunities for active engagement with a focus on oral and written language development, emphasizing listening and speaking and incorporating reading and writing.

    i. Integrate meaning and communication to support explicit teaching of language and to facilitate and motivate second-language acquisition and use of targeted language forms.

    j. Provide guidance on the use of formative assessment strategies to meet ELD learning goals.

24. For Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy, optional supplemental materials may be provided for the needs of newcomers to the English language, including:

    a. Explicit instruction in basic interpersonal and social uses of English (e.g., ask and answer survival questions, identify objects, identify school workers, and express likes/dislikes), with an emphasis on oral language.

    b. Support for acculturation to U.S. society, school, and the local community.

    c. Screening assessments of students' level of literacy in their home language and English and their schooling history to determine needed support.

    d. Instructional support in basic reading foundational skills for those students with low literacy in home language and/or gaps in prior schooling.

    e. Guidance for individualized, flexible instruction, which may include the use of technology.

    f. Sufficient instructional content and guidance for 120 days of supplemental instruction.

    g. Guidance for communications between school and home, including orientation to the school system and expectations of student behavior (e.g., homework, the roles of students, teachers, and school staff).

h. Guidance on maximizing the use of English during instruction, using the primary language strategically.

25. Program 4 Intensive Intervention ELA materials are designed to support an accelerated, intensive intervention pathway to address the needs of students in grades four through eight whose academic performance, which includes proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials include the following:
    a. Alignment with the CA CCSS for ELA identified in Appendix 12-B: Matrix 1, "Program 4 – Intensive Intervention Program for English Language Arts, Grades Four Through Eight."
    b. Curriculum-embedded, diagnostic, and progress-monitoring assessments with guidance for teachers that support students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. The design goal is for students to gain two grade levels for each year of instruction.
    c. Multiple levels and points of entry and exit to appropriately address the skill levels and ELA content knowledge of students in grades four through eight and assist in transitioning into a basic program.
    d. Opportunities for students to increase academic achievement through the integration of all strands: Reading, Writing, Speaking and Listening, and Language.
    e. Teacher and student materials provide explicit, sequential, linguistically logical, and systematic instruction, practice, applications, and support in areas where students are likely to have difficulty, including: concepts of print, the alphabetic principles, phonological awareness, phonics, word analysis skills, oral reading fluency, vocabulary and morphology, the knowledge of language and its conventions, listening and reading comprehension, sentence structure and syntax, and production of the different writing types.

26. Program 5 Specialized ELD materials provide an intensive, accelerated pathway to support the needs of English learners, including those at risk of becoming or are long-term English learners, whose academic performance is below grade level and whose language proficiency precludes them from performing at grade level in English language arts. The program should be used during a designated ELD period of time, and is not intended to serve as ELA instructional time. The program should include clear instructional plans and tools for students entering and transitioning out of the Specialized ELD program. The materials include the following:
    a. Alignment with CA CCSS for ELA and CA ELD Standards identified in Appendix 12-B: Matrix 2, "Program 5 – Specialized Designated ELD, Grades Four Through Eight."
    b. Curriculum-embedded assessments with guidance for teachers that support students who are at risk of becoming or who are long-term English learners to progress rapidly to grade-level proficiency in English literacy within 12–18 months.
    c. Multiple levels and points of entry and exit to appropriately address the English proficiency levels of students in grades four through eight.
    d. Instruction that integrates all strands: Reading, Writing, Speaking and Listening, and Language.
    e. Teacher and student materials support the needs of students who are at risk of becoming or who are long-term English learners in moving to grade-level proficiency in English literacy and include: development of academic language, organization and delivery of oral communication, development of reading fluency and comprehension, consistent instructional routines, and support of active student engagement.

f. Teacher materials provide instructional guidance for understanding text structure, close reading, and evaluating language choices, utilizing texts from other content areas, consistent with the CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects.

g. Materials can be submitted for a range of at least two consecutive grade levels within the 4–8 grade span (e.g., grades 4–5, 4–6, 6–8, 7–8).

## *Category 2: Program Organization*

Sequential organization and a coherent instructional design of the English language arts program provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively. The program design supports this *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. The instructional design serves as the scaffold for students with diverse learning needs. Instructional materials must have strengths in these areas to be considered for adoption.

1. The program provides sufficient instructional content for 180 days of instruction to cover both the daily and unit of instructional needs envisioned by the standards and this framework, including: (a) daily and units of instruction for ELA time; (b) designated ELD for programs 2, 3, and 5; (c) Supportive materials for the other disciplines such as novels, biographies, essays, and a variety of discipline specific texts such as primary sources and scientific reports; and d) suggestions for integrated and multi-disciplinary lessons, units of instruction, and multi-year strands.
2. Scope and sequence align with the CA CCSS for ELA and CA ELD Standards as appropriate for the program type. Publishers submitting for Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD must provide a scope and sequence for ELD that addresses Parts I, II, and III of the CA ELD Standards, beginning in the program's first grade level.
3. Publishers indicate in teacher materials all program components necessary to address all of the standards for the appropriate program submission for each grade level.
4. Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy Program instructional materials must provide explicit guidance for designated ELD instruction and support for integrating ELA and ELD.
5. Program 3 Basic Biliteracy includes a list of linguistic augmentations and modifications addressed at each grade level for the target language and appropriate guidance for explicit instruction of cross-linguistic transfer.
6. Materials drawn from other content areas are consistent with the adopted California grade-level standards, and connect to the CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects, as appropriate. Any standards utilized from other content areas need to be specifically identified.
7. Internal structure of the program within a grade level and across grade levels is consistent with the design and intent of the CA CCSS for ELA to integrate strands and in the teaching routines and procedures used in program components.
8. Materials promote the use of multimedia and technology, as specified in the grade-level standards, to enhance reading, writing, speaking, listening, and language standards and skills by teachers and students.
9. Guidance to teach students skills and strategies and provide multiple opportunities to practice, connect, and apply those skills and strategies in context.

10. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.
11. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections.
12. Instructional materials include directions and, where appropriate, examples for:
    a. Embedding formative assessment to guide instruction.
    b. Direct teaching and inquiry-based instruction.
    c. Teacher and student example texts are used for modeling with the intent of fostering independent student work.
    d. Guided and independent practice and application with corrective feedback during all phrases of instruction and practice.
    e. Guidance on implementing units of instruction, curriculum guides, thematic units, or flexible methods for pacing of instruction.
    f. Preteaching and reteaching as needed.
    g. Students, and student(s) and teachers, to engage in collaborative conversations and discussions, including student language and behaviors.
    h. Connecting instruction of standards across the strands.
    i. Student interaction and engagement in text.
    j. Research- and project-based learning.
13. A list of the grade-level standards is included in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards.
14. Teacher materials and student materials, as appropriate to the grade-level standards, contain an overview of the chapters, clearly identify the ELA/ELD concepts, and include tables of contents, indexes, and glossaries that contain important ELA/ELD terms.
15. Support materials are an integral part of the instructional program and are clearly aligned with the standards.
16. In Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy Program, the grade-level CA CCSS for ELA and CA ELD Standards shall be explicitly stated in the student materials as appropriate to the program types.
17. In order to meet the needs of students, Program 4 Intensive Intervention ELA materials shall be flexible enough to be a temporary intensive intervention program or support a basic program.

## *Category 3: Assessment*

This program provides teachers with assistance in using assessments 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. Instructional materials must have strengths in these areas to be considered suitable for adoption:

1. All assessments should have content validity to assess all the strands. Assessment should be provided to measure individual student progress over varied durations of time, at regular intervals, and at strategic points of instruction and should include:

a. Multiple methods of assessing what students know and are able to do, such as selected response, constructed responses (short answers, constructed response, and extended constructed response), performance tasks, open-ended questions, and technology-enabled and technology-enhanced questions.
b. Guidance for making decisions about instructional practices and how to modify instruction so that all students are consistently progressing toward meeting or exceeding the content standards.
c. Materials and suggestions to assist the teacher in keeping parents and students informed about student progress.
d. Guidance on developing and using assessment tools that reflect the range of oral and written work students produce indicated by the CA CCSS for ELA and this framework, such as (but not limited to) rubrics, technology, valid online assessments, portfolios, exemplars, anchor papers, collaborative conversations, teacher observations, and authentic writing for students to demonstrate grade-level proficiency.

2. Summative assessments should be designed to provide valid, reliable, and fair measures of students' progress and competency toward and attainment of the knowledge and skills after a period of instruction, for example a chapter or unit test, weekly quiz, or end-of-term test.
3. Guidance on the use of diagnostic screening assessments to identify students' instructional needs for targeted intervention.
4. Frequent and easily implemented assessment opportunities for grades K–5 that measure progress in the Reading Standards: Foundational Skills, with a system for record keeping and follow-up.
5. Guidance to teachers on how to develop students' abilities to take responsibility for their own assessment, growth, and goals and how to support students' development of self-assessment skills.
6. Tools for teachers that facilitate collecting, analyzing, and sharing data on student progress and achievement.
7. For Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD, assessments that measure progress across language proficiency levels.
8. Assessments in the Program 3 Basic Biliteracy measure progress in both languages.
9. Program 4 ELA Intensive Intervention ELA and Program 5 Specialized ELD must provide placement and exit assessments designed to help determine the appropriate instructional level for entry into and exit from the program.

## *Category 4: Universal Access*

The goal of English language arts programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described for in the CA CCSS for ELA and, when appropriate, the CA ELD Standards. 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. All students including: English learners, long-term English learners, students with disabilities, advanced learners, standard English learners, students who use African American English (AAE), students who are deaf and hard of hearing whose

primary language is American Sign Language[6], students with reading difficulties, and students who are falling behind in any strand in English language arts. Materials should incorporate recognized principles, concepts, and strategies to meet the needs of students and provide equal access to learning, which could include Universal Design for Learning, Response to Intervention and Instruction, and Multi-Tiered System of Supports, as outlined in chapter 9 on access and equity in this framework. Instructional materials must have strengths in these areas to be considered for adoption.

1. Alignment of both lessons and teacher's editions, as appropriate, with ELD Standards, incorporating strategies to address, at every grade level, the needs of all English learners, pursuant to *EC* Section 60204(b)(1).
2. Incorporation of instructional strategies to address the needs of students with disabilities in both lessons and teacher's edition, as appropriate, at every grade level, pursuant to *EC* Section 60204(b)(2).
3. Comprehensive guidance and differentiation strategies, which could include the use of technology, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include:
    a. How to master linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.
    b. Suggestions for reinforcing or expanding the curriculum, including preteaching, reteaching, and adapting instruction.
    c. Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with targeted instructional needs.
    d. For students who are below grade level, more explicit explanations with ample and additional differentiated support based on student need, or other assistance that will help to accelerate student performance to grade level.
    e. For Program 3 Basic Biliteracy only, how to address learning languages other than English, including cross-linguistic transfer and contrastive analysis of language skills.
4. Materials include support for students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.
5. Suggestions on a variety of ways for students with special instructional needs to access the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). Examples of such accommodations might be (but are not limited to) student use of computers to complete tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.
6. Materials remind teachers to set high expectations for all students and inform teachers of the progression of skill development and concepts to higher grade levels.
7. In Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments, such as suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.

6 As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

## *Category 5: Instructional Planning and Teacher Support*

Instructional materials must present explicit guidance to help teachers plan instruction. Instructional materials should be 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. Instructional materials must have strengths in these areas of instructional planning and teacher support to be considered suitable for adoption.

### Instructional Planning

1. Program materials include a curriculum guide for the academic instructional year for teachers to follow when planning instruction, such as a teacher planning and pacing guide for 180 days of instruction.
2. The teacher edition provides guidance in daily lessons or units of instruction on appropriate opportunities for checking for understanding and adjusting lessons if necessary.
3. For Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy the teacher edition provides guidance for both daily integrated and designated English language development instruction, as appropriate to the program design.
4. For Program 3 Basic Biliteracy, the teacher edition provides resources and activities in cross-linguistic transfer contrastive analysis, and activities that encourage students to draw upon literacy/language skills they already possess in another language to facilitate biliteracy development.
5. The teacher edition provides support and opportunities for teachers of English language arts to work collaboratively with other content-area teachers to develop student literacy.
6. Lesson plans and the relationships of parts of the lesson and program components are clear.
7. Learning, language, and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.
8. A list of required materials is provided for each lesson.
9. Terms from the CA CCSS for ELA and the CA ELD Standards are used appropriately in all guidance for teachers.
10. The teacher materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.
11. Answer keys are provided for all workbooks, assessments, and all related student activities.
12. The teacher edition suggests reading material for students to read outside of class and suggestions for organizing individualized reading goals.
13. Homework, if included, extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
14. The teacher edition includes ample and useful annotations and suggestions on how to present content in the student edition and in the ancillary materials, including differentiation for English learners, students with disabilities, advanced learners, and students performing below grade level.
15. Lists of program lessons in the teacher edition cross-reference the standards covered and provide an estimated instructional time for each lesson, chapter, and unit.
16. All components of the program are user friendly and, in the case of electronic materials, platform neutral.
17. Materials help teachers and students plan collaborative academic discussions based on grade-level topics and texts.

## Teacher Support

18. Kindergarten materials include guidance for teachers and administrators to adapt those materials for use in a transitional kindergarten setting, including a combination transitional kindergarten/kindergarten class. Guidance should build on the California preschool learning foundations; address appropriate social and emotional development and language and literacy skills; and the pacing, expectations, and amount of learning that is situated in playful contexts.
19. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children's learning at home. The program should include materials that teachers can use to inform families about the CA CCSS for ELA and the CA ELD Standards, this *ELA/ELD Framework*, program-embedded assessments, and the degree to which students are mastering the standards.
20. Materials include whole-group, flexible small-group, and individual instructional strategies that promote student responsibility, engagement, and independence.
21. Materials include guidance for teachers to adapt for combination classes of two different grade levels of students.
22. Materials include guidance for teachers in support of students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.
23. Using guidance from the *Model School Library Standards for California Public Schools* (CDE 2010), materials provide information for teachers on the effective use of library and media resources that best complement the standards.
24. The materials contain explanations of the instructional approaches of the program and identify the research-based strategies.
25. The program provides cross linguistic transfer and contrastive analysis charts in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and AAE will be incorporated as appropriate, accentuating transferable and nontransferable skills.
26. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards. All audiovisual, multimedia, and information technology resources include technical support and suggestions for appropriate use.
27. The materials are designed to help teachers identify the reason(s) that students may find demonstrating mastery of a particular skill or concept more challenging than another and point to specific remedies.

# Guidance for Instructional Materials for Grades Nine Through Twelve

While the *Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight* (Criteria) as described in the previous section is intended to guide publishers in the development of instructional materials for students in kindergarten through grade eight, it also serves as guidance for selection of instructional materials for students in grades nine through twelve. The five categories in the Criteria are an appropriate lens through which to view any instructional materials a LEA is considering purchasing.

There are also a number of supportive and advisory documents that define the depth and shifts of instruction (described below) in the CA CCSS for ELA/Literacy (CDE 2013a). These documents include "Preliminary Test Blueprints" and "Item/Task Specifications" found on the Smarter Balanced Assessment Consortium Web site (www.smarterbalanced.org) (SBAC 2013) and this *English Language Arts/English Language Development Framework for California Public Schools* (*ELA/ELD Framework*). This *ELA/ELD Framework* details the content, instructional practices, and possible curriculum organization in high school classes. In addition, high school educators should recognize how this *ELA/ELD Framework*'s structure organizes the topic of curriculum and instruction in each grade-level chapter into a discussion of the standards for ELA and ELD around five themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills and supports instruction to build the skills of creativity and innovation, critical thinking and problem solving, collaboration, communication, and construction and new understanding of knowledge across content areas. Materials should also address the needs of students performing significantly below grade level. Lastly, materials should provide organized independent reading programs outside of class.

As part of the process for selecting instructional materials, *EC* Section 60002 requires the LEA to promote substantial teacher involvement, in addition to the involvement of parents and other members of the community, in the selection of instructional materials.

## Common Core Shifts for English Language Arts/Literacy

A common thread for all grade levels when implementing the CA CCSS for ELA/Literacy is to understand the need to provide access to all the content in the CA CCSS for ELA/Literacy and the overarching goal to develop the capacities of individuals to be broadly literate and ready for college, careers, and citizenship. This includes engaging and motivating students with well-designed, comprehensive, and integrated curriculum that promotes collaboration and inquiry. In addition, the identified shifts for the English language arts and literacy standards should be considered to guide instructional material selection.

1. *Building knowledge through content-rich nonfiction*

   Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In grades 9–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 9–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

   The CA CCSS for ELA/Literacy apply to a broad spectrum of disciplines: English Language Arts, and Literacy in History/Social Studies, Science, and Technical Subjects. By high school, the standards recommend that 70 percent of what students read be informational text, but the bulk of that percentage should be carried by non-ELA disciplines that do not study fictional texts. ELA classrooms should focus on literature (stories, drama, and poetry) as well as literary non-fiction. Literary nonfiction, as describe in the CA CCSS for ELA/Literacy, includes

the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

2. *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

   The standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defined claims, and clear information.The standards expect students to answer questions that depend on their having read the text or texts with care. They also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and details are essential for effective argumentative and informational writing.

   Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.

3. *Regular practice with complex text and academic language*

   The CA CCSS for ELA/Literacy highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary words: words that appear in a variety of content areas.

## Criteria for Materials and Tools Aligned to the Standards

In addition to the shifts noted above, the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12* (Publishers' Criteria) (Coleman and Pimentel 2012b) have identified some major indicators of quality that instructional resources and tools should exhibit. These areas are summarized below without their full explanation. For fuller explanations, see the Publishers' Criteria at http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf.

***Key Criteria for Text Selection***

1. Text Complexity: students read increasingly complex texts with growing independence as they progress toward career- and college-readiness.
   a. Texts for each grade align with the complexity requirements outlined in the standards.
   b. All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.
   c. Novels, plays, poetry, other extended full-length texts, and text in multimedia are also provided for close reading opportunities.
   d. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.
   e. Additional materials aim to increase regular independent reading of texts that appeal to students' interest while developing both their knowledge base and joy in reading.
2. Range and Quality of Text:
   a. In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading an increasing amount of literary nonfiction and informational text.

b. Suggested texts exhibit exceptional craft, thought, and/or rich, useful information, providing ample opportunity for close reading.
c. Specific texts or text types named in the standards are included.
d. Texts should span many genres, cultures, and eras, and, where appropriate, tie into other content-area standards to build a broad range of knowledge and literacy experiences.
e. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

***Key Criteria for Questions and Tasks***

1. High-Quality Text-Dependent Questions and Tasks
   a. A significant percentage of tasks and questions are text dependent.
   b. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.
   c. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.
   d. Instructional design cultivates student interest and engagement in reading rich texts carefully.
   e. Materials provide opportunities for students to build knowledge through close reading of specific texts.
   f. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.
2. Cultivating Students' Ability to Read Complex Texts Independently
   a. Scaffolds enable all students to experience rather than avoid the complexity of the text.
   b. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.
   c. Design for whole-group, small-group, and individual instruction cultivates students' responsibility and independence.
   d. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.
   e. Materials make the text the focus of instruction by avoiding features that distract from the text.
   f. Materials offer assessment opportunities that genuinely measure progress.

***Key Criteria for Academic Vocabulary***

1. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

***Key Criteria for Writing to Sources and Research***

1. Materials portray writing to sources as a key task.
2. Materials focus on forming arguments as well as informative writing.
3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.
4. Students are given extensive practice with short, focused research projects.

***Additional Key Criteria for Student Reading, Writing, Listening, and Speaking***

1. Materials provide systematic opportunities for students to read complex text with fluency.
2. Materials help teachers plan substantive academic discussions.

3. Materials use multimedia and technology to deepen attention to evidence and texts.
4. Materials embrace the most significant grammar and language conventions.

## Process for Selection of Instructional Materials

Prior to beginning the instructional materials selection process, the organization and content of the courses should be determined at the local level. As part of the high school graduation requirements, *EC* Section 51225.3 requires three years of English. The University of California (UC) and the California State University (CSU) systems require four years of approved courses for students to enroll as freshmen. In order for an English language arts course to be approved, it must follow submission procedures. The UC Doorways site at http://www.ucop.edu/doorways/ provides access to "a-g" subject area requirements, including the course list site, the "a-g" guide site, and the online update site.

High school English requirements can also be met in English Language Arts courses integrated with Career Technical Education Standards (CDE 2013b). For example, the UC Curriculum Integration (UCCI) program develops UC-approved model courses that meet "a-g" requirements by bringing together academic and career technical education standards. For more details about California's Career Technical Education Standards go to http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp. For more information and a list of the currently approved UCCI model classes, go to https://ucci.ucop.edu/courses/course-catalog.html.

It is the responsibility of the governing board of an LEA to establish courses of study and to choose the instructional materials appropriate to those courses, according to *EC* Section 60000(c). Once the content of the high school courses have been determined, the process of selecting instructional materials at the district or school level varies. Most districts are guided by a school-board adopted policy or procedure. The process usually begins with the appointment of a committee of educators, including teachers and curriculum specialists and includes a profile of the district's needs and resources, providing a lens to analyze current practices and assessment data to address and prioritize the instructional needs of the teachers and the literacy needs of the students. The committee determines what instructional materials are needed, develops evaluation criteria and rubrics for reviewing materials, and establishes a review process that involves teachers and content area experts on review committees.

After the review committee has developed a list of instructional materials that it is considering for adoption, the next step is piloting the instructional materials. An effective piloting process will help determine if the materials provide teachers with the needed resources to implement a CA CCSS for ELA/Literacy based instructional program. One resource of information on piloting is the SBE Policy document, "Guidelines for Piloting Textbooks and Instructional Materials," which is available online at http://www.cde.ca.gov/ci/cr/cf/imagen.asp.

Selection of instructional materials at the local level is a time-consuming but very important process. High quality instructional materials support effective instruction and student learning.

Guidance for evaluating instructional materials for grades nine through twelve is also provided in the *Toolkit for Evaluating Alignment of Instructional and Assessment Materials*) developed by Student Achievement Partners, Achieve, and the Council of Chief State School Officers (2014) which has been split into two files located at http://programs.ccsso.org/projects/common%20core%20resources/documents/Informational%20Text%20Qualitative%20Rubric.pdf and http://programs.ccsso.org/projects/common%20core%20resources/documents/Literary%20Text%20Qualitative%20Rubric.pdf The toolkit includes:

1. Instructional Materials Evaluation Tool – to evaluate materials for alignment with the Common Core standards by analyzing the materials against non-negotiable criteria and criteria that indicate superior quality.

2. EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric for Lessons & Units: ELA/Literacy (Grades 6-12) – rubrics that provide criteria to determine the quality and alignment of lessons and units to the CCSS in order to (1) identify exemplars/models for teachers' use, (2) provide constructive criteria-based feedback, and (3) review existing instructional materials to determine what revisions are needed.
3. Assessment Evaluation Tool – to evaluate each grade/course's assessments for alignment with the CCSS by analyzing the assessments against the non-negotiable criteria.
4. Additional Resources for Evaluating Alignment of Instructional and Assessment Materials – links to additional resources, including (1) Achieve Open Educational Resources Rubrics at http://www.achieve.org/oer-rubrics and (2) CCSS Grade Bands and Quantitative Measures at http://achievethecore.org/ela-literacy-common-core/text-complexity/quantitative-measures.
5. Revised *Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12* – criteria designed to guide publishers and curriculum developers to ensure alignment with the standards.

# Social Content Review

To ensure that instructional materials reflect California's multicultural society, avoid stereotyping, and contribute to a positive learning environment, instructional materials used in California public schools must comply with the state laws and regulations for social content. Instructional materials must meet *EC* Sections 60040–60045 as well as the SBE guidelines in the *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition* (CDE 2013c). Instructional materials that are adopted by the SBE meet the social content requirements. The CDE conducts social content reviews of a range of instructional materials and maintains an online, searchable list of the materials that meet the social content requirements. The list of approved instructional materials is on the CDE Social Content Review Web page at http://www.cde.ca.gov/ci/cr/cf/ap2/search.aspx.

If an LEA is not purchasing state-adopted instructional materials or materials from the list of approved instructional materials maintained by the CDE, the LEA must complete its own social content review. Information about the review process can be found on the CDE Social Content Review Web page at http://www.cde.ca.gov/ci/cr/cf/lc.asp.

# Supplemental Instructional Materials

The SBE traditionally adopts only basic instructional materials programs[7], but has adopted supplemental instructional materials on occasion. LEAs adopt supplemental materials for local use more frequently. Supplemental instructional materials are defined in California *EC* section 60010(l). Supplemental instructional materials are generally designed to serve a specific purpose such as providing more complete coverage of a topic or subject, meeting the instructional needs of groups of students, or providing current, relevant technology to support interactive learning.

With the adoption of the CA CCSS for ELA/Literacy, there was a demand from the field for instructional materials to help schools transition from the previous standards in English language arts to the CA CCSS for ELA. In response, the CDE conducted a supplemental instructional materials review (SIMR). The SIMR was a two-phase review of supplemental instructional materials that bridge the gap between programs being used by local educational agencies that were aligned to the previous ELA standards and the CA CCSS for ELA. At the recommendation of the CDE, the SBE approved a total of

7 Programs that are designed for use by students and their teachers as a principal learning resource and that meet in organization and content the basic requirements of a full course of study (generally, one school year in length.)

13 English language arts supplemental instructional programs in November.

# Open-Source Electronic Resources (OERs)

Open-Source Electronic Resources (OERs) are free instructional materials and resources available online for teachers, parents, and students. OERs include a range of offerings, from full courses to quizzes, classroom activities, and games. Students may create OERs to fulfill an assignment. Teachers may work together to develop curriculum, lesson plans, or projects and assignments and make them available for others as an OER. OERs offer the promise of more engaging, relevant instructional content, variety, and up-to-the-minute information. They should, however, be subject to the same type of evaluation as other instructional materials used in the schools and reviewed to determine if they are aligned with the content that students are expected to learn and are at an appropriate level for the intended students. In addition, OERs need to be reviewed with the social content requirements in mind to ensure that students are not inadvertently exposed to name brands, corporate logos, or materials that demean or stereotype.

The California Learning Resources Network (CLRN) reviews supplemental electronic learning resources using review criteria and a process approved by the SBE. A complete explanation of the process can be found in the document title "California Learning Resource Network (CLRN) Supplemental Electronic Learning Resources Review Criteria and Process" (2013). This document was produced before the CA CCSS for ELA/Literacy were adopted and refers to the prior California standards, but it still serves as a general resource to guide selection of supplemental electronic resources. Below is a short check list to consider when reviewing electronic instructional materials.

Minimum Requirements

1. The resource addresses standards as evidenced in the standards match and provides for a systematic approach to the teaching of the standard(s), and contains no material contrary to any of the other California content standards.
2. Instructional activities (sequences) are linked to the stated objectives for this electronic learning resource (ELR).
3. Reading and/or vocabulary levels are commensurate with the skill levels of intended learners.
4. The ELR exhibits correct spelling, punctuation, and grammar, unless a primary source document.
5. Content is current, accurate, and scholarly, including that taken from other subject areas.
6. The presentation of instructional content must be enhanced and clarified by the use of technology through approaches which may include: access to real-work situations (graphics, video, audio); multi-sensory representations (auditory, graphic, text); independent opportunities for skill mastery; collaborative activities and communication; access to concepts through hypertext, interactivity, or customization features; use of the tools of scholarship (research, experimentation, problem solving); simulated laboratory situations.
7. The resource is user friendly as evidenced by the use of features such as: effective help functions; clear instructions; consistent interface; intuitive navigational links.
8. Documentation and instruction on how to install and operate the ELR are provided and are clear and easy to use.
9. The model lesson/unit demonstrates effective use of the ELR in an instructional setting.

A few of the growing number OER Web sites that support instruction and learning of the CA CCSS for ELA/Literacy and offer high quality resources for use in the classroom and for professional learning are:

- Readwritethink, http://www.readwritethink.org/, a site developed by the International Reading Association and the National Council of Teachers of English that includes classroom resources (e.g., lesson plans, student interactives, book lists) and online professional development opportunities and instructional strategy guides.
- EQuIP (Educator Evaluating Quality Instructional Products), http://www.achieve.org/EQuIP, is an initiative of the America Diploma Project designed to build the capacity of educators to evaluate and improve the quality of instructional materials and increase the supply of lessons and units aligned to the Common Core State Standards.
- Edutopia, http://www.edutopia.org/, supported by the George Lucas Foundation to help disseminate replicable, innovative, and evidence-based strategies through supportive resources and connections to other educators.
- Teaching Channel, https://www.teachingchannel.org/, a library of high-quality videos to help teachers learn new instructional strategies for their own classrooms and reflect on their practices.

# Accessible Instructional Materials

The CDE Clearinghouse for Specialized Media and Translations (CSMT) provides instructional resources in accessible and meaningful formats to students with disabilities, including students who are deaf and hard of hearing, students with vision impairments, severe orthopedic impairments, or other print disabilities. The CSMT produces accessible versions of textbooks, workbooks, literature books, and assessment books. Specialized instructional materials include braille, large print, audio recordings, digital talking books, electronic files, and American Sign Language Video-books. Local assistance funds finance the conversion and production of specialized instructional materials, which are free to schools. The distribution of various specialized media to public schools provides general education curricular to students with disabilities. Information about accessible instructional materials and other instructional resources, including what is available and how to order them, can be found on the CDE CSMT Media Ordering Web page at http://csmt.cde.ca.gov/.

# Appendix 12-A: Optional Criteria

### Program 3 Basic Biliteracy: Spanish/ English Language Development Program

Instructional materials for a Biliteracy Spanish/English Language Development Program may include:

1. Content that meets all identified standards as specified in the Common Core en Español, the CA ELD Standards, and the CA CCSS for ELA.
2. Sufficient teacher and student materials for the flexible implementation for a range of two-way immersion program models, e.g., 90–10, 80–20, 50–50.
3. Teacher materials that provide explicit instruction and guidance on addressing the linguistic differences of Spanish, including:
   a. Cross-linguistic transfer
   b. Contrastive analysis in phonemic awareness, phonics, cognates, vocabulary, comprehension skills, and writing
   c. Research on ELD and Two Way Immersion instruction
4. Reading intervention materials at appropriate grade levels for differentiating instruction and addressing the linguistic augmentations as specified in the Common Core en Español.
5. Content that reflects the diversity of English- and Spanish-speaking cultures, including the arts and music.
6. Resources that promote additional practice in oral language development and foundational skills in English and Spanish. These materials should be designed to encourage parental/ guardian involvement in student learning at home.

# Appendix 12-B: Matrix 1

## Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level.This program 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. The materials are not intended to be a substitute for English language development instruction.
The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

**Key to Symbols**: **c** = Complete Standard Addressed
p = Partial Standard Addressed
NA = Not Applicable

| | Standard/ Number | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| *Reading Standards for Literature* | Key Ideas & Details | 1 | NA | NA | c | c | c | c | NA | c |
| | | 2 | c | NA | c | NA | c | c | NA | c |
| | | 3 | c | NA | c | NA | c | c | c | c |
| | Craft & Structure | 4 | NA | c | c | NA | c | c | c | NA |
| | | 5 | c | c | c | c | NA | c | c | c |
| | | 6 | NA | NA | c | c | c | c | NA | c |
| | Integration of Knowledge & Ideas | 7 | NA | c | c | c | NA | NA | NA | NA |
| | | 8 | NA | NA | NA | NA | NA | NA | NA | NA |
| | | 9 | c | c | NA | c | NA | c | NA | c |
| | Range of Reading & Level of Complexity | 10 | c | NA | c | c | c | c | NA | NA |
| *Reading Standards for Informational Text* | Key Ideas & Details | 1 | NA | NA | c | c | c | c | NA | c |
| | | 2 | c | c | NA | c | NA | c | NA | c |
| | | 3 | c | NA | c | c | c | c | c | NA |
| | Craft & Structure | 4 | c | NA | c | c | c | c | c | NA |
| | | 5 | c | c | c | c | c | c | NA | c |
| | | 6 | c | c | c | c | c | c | NA | c |
| | Integration of Knowledge & Ideas | 7 | NA | c | NA | c | c | c | NA | c |
| | | 8 | c | c | c | NA | c | c | NA | c |
| | | 9 | c | NA | c | NA | c | c | NA | c |
| | Range of Reading & Level of Complexity | 10 | c | NA | c | c | c | c | NA | NA |

**Key to Symbols**: **c** = Complete Standard Addressed
p = Partial Standard Addressed
NA = Not Applicable

| | Standard/ Number | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| *Foundational Skills* | Print Concepts | 1 | c | NA | NA | NA | NA | NA | NA | NA |
| | Phonological Awareness | 2 | c | NA | NA | NA | NA | NA | NA | NA |
| | Phonics & Word Recognition | 3 | c | c | c | NA | c | NA | NA | NA |
| | Fluency | 4 | NA | c | NA | NA | c | NA | NA | NA |
| *Writing Standards* | Text Types and Purposes | 1 | c | NA | c | NA | c | c | c | NA |
| | | 2 | NA | c | c | NA | c | c | NA | c |
| | | 3 | NA | c | c | NA | c | c | c | NA |
| | Production & Distribution of Writing | 4 | NA | NA | c | NA | c | c | NA | NA |
| | | 5 | c | NA | c | NA | c | c | NA | NA |
| | | 6 | NA | NA | c | c | NA | NA | c | NA |
| | Research to Build & Present Knowledge | 7 | NA | c | NA | c | c | c | NA | c |
| | | 8 | NA | c | c | NA | c | c | c | NA |
| | | 9 | NA | NA | NA | c | c | c | c | c |
| | Range of Writing | 10 | NA | c | NA | c | NA | c | NA | c |
| *Speaking & Listening Standards* | Comprehension and Collaboration | 1 | NA | p b–c | c | NA | c | c | NA | c |
| | | 2 | c | c | c | c | c | c | c | c |
| | | 3 | NA | NA | c | c | c | c | NA | c |
| | Presentation of Knowledge & Ideas | 4 | NA | NA | c | c | p a | c | c | c |
| | | 5 | c | NA | NA | NA | NA | NA | c | c |
| | | 6 | NA | NA | c | c | NA | c | NA | NA |
| *Language Standards* | Conventions of Standard English | 1 | c | p a–f | p a–i & k | p a–g | c | c | c | c |
| | | 2 | c | p a–d | c | p a–c | c | c | p a–b | p a, b |
| | Knowledge of Language | 3 | N/A | c | c | c | c | c | c | c |
| | Vocabulary Acquisition & Use | 4 | c | p d | c | NA | p a, c | c | p c | NA |
| | | 5 | p a, b | NA | c | c | NA | c | NA | NA |
| | | 6 | c | c | c | c | c | c | NA | NA |

# Appendix 12-B: Matrix 2

## Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight

This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners[8], 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. The materials in this program are 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.

**Standards Labeling Key**
**ELA Standards** are identified by their strand, grade, and number.
RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.
**ELD Standards** are identified by part, grade level, number, and proficiency level
PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

| ELD Standard # Expanding and Bridging Levels | | | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|
| Part I. A. Collaborative | 1 | Exchanging information/ ideas | PI.4.1.Ex<br>PI.4.1.Br | PI.5.1.Ex<br>PI.5.1.Br | PI.6.1.Ex<br>PI.6.1.Br | PI.7.1.Ex<br>PI.7.1.Br | PI.8.1.Ex<br>PI.8.1.Br |
| | | Corresponding CA CCSS for ELA | SL.4.1a–d | SL.5.1a–d | SL.6.1a–d | SL.7.1a–d | SL.8.1a–d |
| | 2 | Interacting via written English | PI.4.2.Ex<br>PI.2.Br | PI.5.2.Ex<br>PI.5.Br | PI.6.2.Ex<br>PI.6.2.Br | PI.7.2.Ex<br>PI.7.2.Br | PI.8.2.Ex<br>PI.8.2.Br |
| | | Corresponding CA CCSS for ELA | W.4.6<br>L.4.1,3,6 | W.5.6<br>L.5.1,3,6 | W.6.6<br>L.6.3a,b<br>L.6.6 | W.7.6<br>L.7.3a<br>L.7.6 | W.8.6<br>L.8.3a<br>L.8.6 |
| | 3 | Offering opinions (gr. 4-5) Supporting opinions and persuading others (gr. 6-8) | PI.4.3.Ex<br>PI.4.3.Br | PI.5.3.Ex<br>PI.5.3.Br | PI.6.3.Ex<br>PI.6.3.Br | PI.7.3.Ex<br>PI.7.3.Br | PI.8.3.Ex<br>PI.8.3.Br |
| | | Corresponding CA CCSS for ELA | SL.4.1,6<br>L.4.1,3,6 | SL.5.1,6<br>L.5.1,3,6 | W.6.1a,b<br>SL.6.1d,4 | W.7.1a,b,<br>SL.7.1d,4 | W.8.1a–c<br>SL.8.1d,4 |

8 See California *Education Code* Section 313.1 for the definition of long-term English learner and English learner at risk of becoming a long-term English learner.

**Standards Labeling Key**

**ELA Standards** are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

**ELD Standards** are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

| ELD Standard # Expanding and Bridging Levels | | | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|
| Part I. B. Interpretive | 6 | Reading/ viewing closely | PI.4.6.Ex<br>PI.4.6.Br | PI.5.6.Ex<br>PI.5.6.Br | PI.6.6.Ex<br>PI.6.6.Br | PI.7.6.Ex<br>PI.7.6.Br | PI.8.6.Ex<br>PI.8.6.Br |
| | | Corresponding CA CCSS for ELA | RL.4.1–4,7,9<br>RI.4.1–4,7,9<br>SL.2<br>L.4.4,6 | RL.5.1–5,7,9<br>RI.5.1–5,7,9<br>SL.5.2,3<br>L.5.4,6 | RL.6.1–4,7,9<br>RI.6.1–4,7,9<br>L.6.4,6 | RL.7.1–4,7,9<br>RI.7.1–4,7,9<br>L.7.4,6 | RL.8.1–4,7,9<br>RI.8.1–4,7,9<br>L.8.4,6 |
| | 7 | Evaluating language choices | PI.4.7.Ex<br>PI.4.7.Br | PI.5.7.Ex<br>PI.5.7.Br | PI.6.7.Ex<br>PI.6.7.Br | PI.7.7.Ex<br>PI.7.7.Br | PI.8.7.Ex<br>PI.8.7.Br |
| | | Corresponding CA CCSS for ELA | RL.4.4<br>RI.4.2,8<br>SL.4.3<br>L.4.3,6 | RL.5.3,4<br>RI.5.2,8<br>SL.5.3<br>L.5.3,5,6 | RL.6.4<br>RI.6.4,8<br>SL.6.3<br>L.6.4,6 | RL.7.4<br>RI.7.4,8<br>SL.7.3<br>L.7.4,6 | RL.8.4<br>RI.8.4,8<br>SL.8.3<br>L.8.4,6 |
| | 8 | Analyzing language choices | PI.4.8.Ex<br>PI.4.8.Br | PI.5.8.Ex<br>PI.5.8.Br | PI.6.8.Ex<br>PI.6.8.Br | PI.7.8.Ex<br>PI.7.8.Br | PI.8.8.Ex<br>PI.8.8.Br |
| | | Corresponding CA CCSS for ELA | RL.4.4<br>RI.4.4<br>L.4.5,6 | RL.5.4<br>RI.5.4<br>L.5.5,6 | RL.6.4<br>RI.6.4,<br>L.6.5b,c,6 | RL.7.4<br>RI.7.4,<br>L.7.5b,c,6 | RL.8.4<br>RI.8.4,<br>L.8.5b,c,6 |
| Part I. C. Productive | 9 | Presenting | PI.4.9.Ex<br>PI.4.9.Br | PI.5.9.Ex<br>PI.5.9.Br | PI.6.9.Ex<br>PI.6.9.Br | PI.7.9.Ex<br>PI.7.9.Br | PI.8.9.Ex<br>PI.8.9.Br |
| | | Corresponding CA CCSS for ELA | SL.4.4,6<br>L.4.1,6 | SL.5.4,6<br>L.5.1,6 | SL.6.4,6<br>L.6.1,6 | SL.7.4,6<br>L.7.1,6 | SL.8.4-6<br>L.8.3,6 |
| | 10 | Writing | PI.4.10.Ex<br>PI.4.10.Br | PI.5.10.Ex<br>PI.5.10.Br | PI.6.10.Ex<br>PI.6.10.Br | PI.7.10.Ex<br>PI.7.10.Br | PI.8.10.Ex<br>PI.8.10.Br |
| | | Corresponding CA CCSS for ELA | W.4.1,2a,b,<br>e,4<br>L.4.1,3a,c,<br>6 | W.5.1,2a,b,<br>e,4<br>L.5.1,3a,b,<br>6 | W.6.1,2.a,b,<br>e,4<br>L.6.3a,b,6 | W.7.1,2.a,b,<br>e,4<br>L.7.3a, 6 | W.8.1,<br>2a,b,e, 4<br>L.8.3a, 6 |
| | 11 | Supporting opinions (gr. 4-5) Justifying/ arguing (gr. 6-8) | PI.4.11.Ex<br>PI.4.11.Br | PI.5.11.Ex<br>PI.5.11.Br | PI.6.11.Ex<br>PI.6.11.Br | PI.7.11.Ex<br>PI.7.11.Br | PI.8.11.Ex<br>PI.8.11.Br |
| | | Corresponding CA CCSS for ELA | W.4.1,4,9–10<br>SL.4.4,6<br>L.4.3,6 | W.5.1,4,9–10<br>SL.5.4,6<br>L.5.3,6 | W.6.1,4,8–10<br>SL.6.3 | W.7.1,4,8–10<br>SL.7.3 | W.8.1,4,8–10<br>SL.8.3 |
| | 12 | Selecting language resources | PI.4.12.Ex<br>PI.4.12.Br | PI.5.12.Ex<br>PI.5.12.Br | PI.6.12.Ex<br>PI.6.12.Br | PI.7.12.Ex<br>PI.7.12.Br | PI.8.12.Ex<br>PI.8.12.Br |
| | | Corresponding CA CCSS for ELA | SL.4.4,6<br>L.4.4–6 | SL.5.4,6<br>L.5.4–6 | RL.6.4<br>RI.6.4<br>L.6.4a–d,<br>5a–c,6 | RL.7.4<br>RI.7.4<br>L.7.4a–d,<br>5a–c,6 | RL.8.4<br>RI.8.4<br>L.8.4a–d,<br>5a–c,6 |

**Standards Labeling Key**

**ELA Standards** are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

**ELD Standards** are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

| ELD Standard # Expanding and Bridging Levels | | | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|
| Part II. A. Structuring Cohesive Texts | 1 | Understanding text structure | PII.4.1.Ex<br>PII.4.1.Br | PII.5.1.Ex<br>PII.5.1.Br | PII.6.1.Ex<br>PII.6.1.Br | PII.7.1.Ex<br>PII.7.1.Br | PII.8.1.Ex<br>PII.8.1.Br |
| | | Corresponding CA CCSS for ELA | RL.4.5<br>RI.4.5<br>W.4.1–5,10 | RL.5.5<br>RI.5.5<br>W.5.1–5,10 | RL.6.5<br>RI.6.5<br>W.6.1–5,10 | RL.7.5<br>RI.7.5<br>W.7.1–5,10 | RL.8.5<br>RI.8.5<br>W.8.1–5,10 |
| | 2 | Understanding cohesion | PII.4.2.Ex<br>PII.4.2.Br | PII.5.2.Ex<br>PII.5.2.Br | PII.6.2.Ex<br>PII.6.2.Br | PII.7.2.Ex<br>PII.7.2.Br | PII.8.2.Ex<br>PII.8.2.Br |
| | | Corresponding CA CCSS for ELA | RI.4.5<br>W.4.2c,3c | RL.5.5<br>RI.5.5<br>W.5.2c,3c<br>L.5.1a,e | RI.6.5<br>W.6.2c,3c | RI.7.5<br>W.7.2c,3c | RI.8.5<br>W.8.2c,3c |
| Part II. C. Connecting and Condensing Ideas | 6 | Connecting ideas | PII.4.6.Ex<br>PII.4.6.Br | PII.5.6.Ex<br>PII.5.6.Br | PII.6.6.Ex<br>PII.6.6.Br | PII.7.6.Ex<br>PII.7.6.Br | PII.8.6.Ex<br>PII.8.6.Br |
| | | Corresponding CA CCSS for ELA | W.4.1c,2c,<br>3c | W.5.1c,2c,<br>3c<br>L.5.1a,e | W.6.1c,2c,<br>3c | W.7.1c,2c,<br>3c | W.8.1c,2c,<br>3c |
| | 7 | Condensing Ideas | PII.4.7.Ex<br>PII.4.7.Br | PII.5.7.Ex<br>PII.5.7.Br | PII.6.7.Ex<br>PII.6.7.Br | PII.7.7.Ex<br>PII.7.7.Br | PII.8.7.Ex<br>PII.8.7.Br |
| | | Corresponding CA CCSS for ELA | L.4.3a,6 | W.5.1c,2c,<br>3c,d<br>L.5.3a, 6 | W.6.1.c,<br>2.d,3.c-d<br>L6.3a,6 | W.7.1.c,<br>2.d,3c-d<br>L7.3a,6 | W.8.1c,<br>2d,3c-d<br>L8.3a,6 |

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