



English Language Arts/ English Language Development

Instructional Materials Follow-up Adoption Toolkit

2026



**CALIFORNIA COUNTY
SUPERINTENDENTS**

CISC

Curricular and Improvement
Support Committee

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FOREWORD

On behalf of the California County Superintendents, we are pleased to introduce the 2026 English Language Arts/English Language Development (ELA/ELD) Instructional Materials Follow-up Adoption Toolkit developed by the ELA/ELD Subcommittee of the Curricular and Improvement Support Committee (CISC). The CISC ELA/ELD Materials Adoption Toolkit offers a clear, data-driven process for reviewing the approved list of ELA/ELD materials to help district personnel make informed, objective recommendations to local Boards of Education to best meet student needs.

The California County Superintendents is an organization consisting of the county superintendents of schools from the 58 California counties working in partnership with the California Department of Education. The Curricular and Improvement Support Committee is a subcommittee of the California County Superintendents and consists of county office leaders focusing on curriculum, instruction, assessment, continuous improvement, and professional learning opportunities. The county superintendents of California are pleased to provide support to California schools for the ELA/ELD Follow-up Materials Adoption selection process.

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INTRODUCTION

The English Language Arts/Literacy and English Language Development (ELA/Literacy and ELD) Adoption Toolkit is designed to support local educational agencies (LEAs) in selecting high-quality instructional materials for English language arts, English language development, biliteracy, intervention, and specialized ELD. This resource reflects California's ongoing commitment to evidence-based literacy instruction, as highlighted in the following guidance documents:

- [*2014 English Language Arts/English Language Development Framework for California Public Schools*](#)
- [*Resource Guide to the Foundational Skills of the CA CCSS*](#)
- [*CCSS for ELA - Content Standards*](#)
- [*California English Language Development Standards*](#)
- [*2026 ELA/ELD Instructional Materials Follow-Up Adoption Guidance*](#)
- [*CA Comprehensive State Literacy Plan*](#)
- [*California English Learner Roadmap*](#)
- [*California Dyslexia Guidelines*](#)
- [*Preschool Transitional Kindergarten Learning Foundations \(PTKLF\)*](#)
- [*Preschool Through Third Grade \(P–3\) Learning Progressions in Language and Literacy Development*](#)
- [*California Literacy Roadmap*](#)

CIRCLES OF IMPLEMENTATION OF ELA/LITERACY AND ELD INSTRUCTION



Crucial to the adoption process is an understanding of the key practices (referred to as key shifts in previous documents) and interrelatedness of the ELA/Literacy and ELD standards. The Circles of Implementation of ELA/Literacy and ELD Instruction graphic visually represents the conceptual framework's design and includes its goals, context, and themes. The center and core of the figure represent how the CA ELD Standards are nested within the CA CCSS for ELA/Literacy. Both sets of standards integrate reading, writing, speaking & listening, and language development as expressed in the key themes (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills).

Key Practices in ELA/Literacy

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

Comprehensive ELD

Comprehensive ELD includes both integrated and designated ELD and constitutes part of core, tier 1 instruction for children who are identified as EL students.

- Integrated ELD is provided to English learners (ELs) throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their English language proficiency as they simultaneously learn content through English.
- Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as focal standards, integrating them into and from content instruction to develop the critical language ELs need for content learning in English.

Key Practices in Comprehensive ELD

1. English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
2. An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and as inseparable from meaning
3. Language acquisition is a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential
4. Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices
5. Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English

For more information about the key practices integrated and designated ELD, and other topics related to the goals, context, and themes of ELA/Literacy and ELD Instruction, please refer to the ELA/ELD Framework, which can be found online at [SBE-Adopted ELA/ELD Framework](#).

2026 ELA/ELD INSTRUCTIONAL MATERIALS FOLLOW-UP ADOPTION

Since the original adoption of ELA/ELD materials in 2015, California's educational landscape has evolved. The expansion of Transitional Kindergarten and a focus on preschool through third grade (P–3) alignment highlight the importance of early literacy, while new requirements for universal screening in kindergarten through grade two reinforce the need for materials that support early identification and intervention within a [Multi-Tiered System of Support](#) (MTSS).

The 2026 follow-up adoption supplements, rather than replaces, the existing list of instructional materials previously adopted by the State Board of Education (SBE) for grades TK–8. It introduces greater flexibility for LEAs by allowing the selection of both comprehensive programs and materials that address specific subsets of standards, while maintaining alignment to state guidance documents. This enables LEAs to combine materials strategically to create comprehensive programs tailored to their communities' needs. LEAs may choose to:

1. continue with current instructional materials
2. adopt a program to supplement current materials
3. select a program(s) to replace current materials

This toolkit is intended to guide LEAs through a systematic process for evaluating and recommending TK–8 instructional materials aligned with current research, state standards, and the diverse needs of California's students. Although the State Board of Education does not officially recommend instructional materials for grades nine through twelve, LEAs may use this ELA/Literacy and ELD Adoption Toolkit to guide local adoption decisions for those grade levels.

PROGRAM TYPES

Expanding upon the five program types described in Chapter Twelve of the 2014 ELA/ELD Framework, the 2026 follow-up adoption introduces partial programs and a new Transitional Kindergarten program type. A brief description of the six program types is included below. The program types are designed to work together within a comprehensive system of instruction, including core instruction, language development, and intervention, to meet the needs of all learners.

Note: As part of the process, LEAs should thoroughly investigate the unique literacy and language needs of their students and the status of current instructional materials. It is likely that LEAs will need to adopt more than one program type and/or select a partial program to have the greatest likelihood of addressing the needs of all learners.

Program 1: Basic ELA, Grades K-8	A comprehensive, grade-level English language arts program designed to ensure that all students master the California Common Core State Standards for ELA and provides the foundation for instruction for students working at or near grade level. For the 2026 follow-up adoption, programs may include either comprehensive materials that address all standards or partial programs that focus on specific strands or domains, such as Reading, Writing, Speaking and Listening, Language, or Foundational Skills; partial programs must fully address all standards within their selected area and may be combined by local educational agencies to form a coherent instructional system. Program Type 1 must include universal access features to support English learners as described in the Framework, but it does not constitute a designated English language development program.
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Program 2: Basic ELA/ELD, Grades K-8	Provides a comprehensive, grade-level English language arts curriculum with integrated English language development and includes materials for designated ELD instruction. The program is intended to ensure that all students master the California Common Core State Standards for ELA and the California English Language Development(ELD) Standards. Materials must address all CA ELD Standards while allowing for comprehensive or partial options for the CA CCSS for ELA and should demonstrate coherence between integrated and designated ELD to support English learners across instructional settings. Designated ELD in Program Type 2 is designed for the general English learner population and differs from the more intensive support provided in Program Type 5.
Program 3: Basic Biliteracy, Grades K-8	Provides grade-level instructional materials in English and in a language other than English to support biliteracy development. The program is aligned with the California Common Core State Standards for English Language Arts and the California English Language Development Standards, ensuring that students develop literacy in both languages. Materials must address all CA ELD Standards while offering comprehensive or partial alignment options for the CA CCSS for ELA.
Program 4: Intensive Intervention ELA, Grades 1-8	Supports a basic instructional program by providing an accelerated, intensive intervention pathway for students whose literacy performance is significantly below grade level. Expanded for the 2026 follow-up adoption to include grades one through three, this program underscores the importance of early identification and intervention. Program 4 aligns with MTSS Tier 3 intensive supports and delivers explicit, systematic, and evidence-based instruction designed to accelerate student progress. It does not include English language development and should be implemented in conjunction with designated ELD supports (Programs 2 or 5) for English learners.

Program 5: Specialized ELD, Grades 4-8	Provides a specialized designated ELD instructional period with an intensive, accelerated pathway for English learners who are making minimal progress toward English proficiency. Unchanged from the 2014 Framework, Program 5 offers more intensive designated ELD than Program Type 2 and is intended for English learners whose language needs require additional support beyond what is provided through a basic program.
Program 6: Transitional Kindergarten	A new program category introduced in the 2026 follow-up adoption to support the expansion of Transitional Kindergarten. It includes Basic ELA (Program Type 6.1), Basic ELA/ELD (Program Type 6.2), and Basic Biliteracy (Program Type 6.3) options specifically designed for TK students. Programs must align with the California Preschool/Transitional Kindergarten Learning Foundations and provide developmentally appropriate, language-rich instructional materials that build foundational language and early literacy skills through play-based and interactive learning experiences.

SYSTEM COHERENCE

ELA/ELD materials are only one component of a comprehensive system of instruction. Consistent with Education Code requirements governing instructional materials sufficiency [EC Section 60119], LEAs should be aware that English Language Arts materials - even those that incorporate science, history-social science, or other content as context for literacy instruction - do not constitute adopted, standards-aligned instructional materials in those content areas. An ELA program that draws on cross-curricular content cannot satisfy the sufficiency determination for those other disciplines. Materials for ELA/ELD instruction must supplement not supplant content area curricula.

Recommendation: Due to the introduction of partial programs, LEAs have more flexibility in choosing materials that meet the needs of their learners. This flexibility enables LEAs to combine materials strategically to create comprehensive programs tailored to their communities' needs. With that flexibility comes an increased need for ensuring coherence and alignment across ELA/ELD materials.

OVERVIEW OF TOOLKIT SECTIONS

The ELA/Literacy and ELD Adoption Toolkit is organized into five sections that will guide LEAs through the program selection process. For your convenience, each section includes an at-a-glance overview to assist in planning. Additional information and support are included in the Resources section.

The five sections are:

- [Section 1: Develop the Local Lens for Adoption](#)
Purpose: To determine program type(s) for adoption
- [Section 2: Examine Publisher Programs](#)
Purpose: To determine which programs will move forward in the adoption process
- [Section 3: Review Program Components](#)
Purpose: To make program recommendations
- [Section 4: Determine Optional Program Review Tasks](#)
Purpose: To determine and conduct additional program review
- [Section 5: Make a Decision](#)
Purpose: To come to a consensus and make a decision

USING THE ADOPTION TOOLKIT

Each section of the Toolkit includes:

- An overview of the section
- Recommended data and resources
- Estimated amount of time
- An At-a-Glance chart
- Steps and tasks
- Toolkit templates
- [Slide deck to guide facilitation](#)

How to Prepare, by Role

- Committee Facilitator
 - Read section prior to each meeting
 - Gather data and resources in advance
 - Lead the meeting using resources and slide deck
 - Support the group through tasks and templates
- Committee Members
 - Review the At-a-Glance chart
 - Review relevant templates
 - Come ready to discuss and provide input

GETTING STARTED

1. Identify an adoption committee facilitator.
2. Assemble an adoption committee. Potential members should have knowledge and expertise in the ELA/ELD Standards, framework, and research base. It is suggested that the adoption committee include representation from the following:
 - » Teachers and Administrators
 - » Grade-span expertise: K–2, 3–5, 6–8, 9–12
 - » Balance of representation from school sites
 - » ELA/Literacy expertise
 - » ELD expertise
 - » Biliteracy/Dual Language expertise
 - » Assessment expertise
 - » Instructional technology expertise
 - » Special Education expertise
 - » Parents
3. Plan Timeline and Logistics
 - » Following Section 1, contact publishers for all programs to be reviewed. Include requests for teacher editions, student editions, and all ancillary materials. Ascertain the exact materials that will be included in each package.
 - » Establish adoption timeline.
 - » Set dates and times for Toolkit meetings.
 - » Establish platform (e.g., Google Docs, Dropbox) to house relevant resources (e.g., ELA/ELD Framework, ELA/ELD Toolkit, local data, completed charts, meeting notes).
4. Establish a Fall Back Decision-Making Process
 - » In the case that consensus is not reached, with your adoption committee, determine the fallback decision-making process for final program selection.

SECTION 1: DEVELOP THE LOCAL LENS

OVERVIEW

Developing a local lens is essential to the adoption process because it can help committees clarify their vision, reflect on how well current resources serve all learners, and identify the needs when selecting the best possible programs for their particular student populations. By establishing a profile of needs and resources, the committee has an informed perspective to anchor decision-making throughout the process.

This follow-up adoption cycle includes six program types, as well as additional “partial programs” that address individual strands of the ELA standards. It is possible that LEAs will need to adopt instructional materials from multiple program types. LEAs may choose to:

1. continue with current instructional materials
2. adopt a program to supplement current materials
3. select a program(s) to replace current materials

The tasks in this section will help LEAs prioritize the program features that matter most as they review materials.

DATA AND RESOURCES

Both local LEA and state data should be compiled and provided to committee members before starting work on Section 1 and before the first committee meeting.

TIMELINE

Once facilitators have compiled all necessary data and other pertinent information, the local lens for adoption development can begin.

It is anticipated that Section 1 can be completed in 3–4 hours.

DEVELOP THE LOCAL LENS - AT A GLANCE

Action Steps	Tasks	Materials
1.1 – Examine the Current Data in ELA/Literacy and ELD	1.1a – Review LCAP Goals 1.1b – Review LEA Demographic Data 1.1c – Review State and Local Data: ELA/Literacy 1.1d – Review State and Local Data: ELD 1.1e – Review State and Local Data: Primary Language Literacy 1.1f – List and Discuss Key Findings and Implications	• Demographic Data • ELA/Literacy Data • ELD Data Toolkit Templates • Task 1.1a • Task 1.1b • Task 1.1c • Task 1.1d • Task 1.1e • Task 1.1f
1.2 – Examine the Current Reality in ELA/Literacy and ELD	1.2a – Determine Current Status/Alignment regarding instruction in ELA/Literacy and ELD	Toolkit Template • Task 1.2a
1.3 – Determine Program Type(s) for Adoption	1.3a – Refine the LEA Vision and Non-Negotiables 1.3b – Select Program Type(s) that will best meet the needs of all learners in the LEA as determined through previous Action Steps	Toolkit Template • Task 1.3a • Task 1.3b

ACTION STEP 1.1 - EXAMINE THE CURRENT DATA IN ELA/LITERACY AND ELD

Task 1.1a - Review Local Control and Accountability Plan (LCAP) Goals

Use the tool below to review your LCAP goals relevant to the ELA/ELD Adoption, including the LEA's vision for Teaching and Learning.

LCAP	
LCAP Goal	Implications

Task 1.1b - Review LEA Demographic Data

Use the tool below to review your demographic data.

LCAP Demographic Data		
Student Groups	% of LEA Population	Site-Specific Notes
<i>Sample: English Learners</i>	<i>12%</i>	<i>52% at School A</i>
Black or African American		
American Indian		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged Students		
English Learners: All		
English Learners: Newcomers		

Student Groups	% of LEA Population	Site-Specific Notes
English Learners: Long-Term		
English Learners: At-Risk LTEL		
English Learners: With Disabilities		
Students with Disabilities		
Foster Youth		
Homeless		
<i>Other Student Groups Based on LEA Demographics</i>		

Task 1.1c - Review State and Local Data: ELA/Literacy

Use the tool below to review your California Assessment of Student Performance and Progress (CAASPP) data, including Smarter Balanced Assessment Consortium (SBAC) data and local data.

SBAC: Overall										
Grade	# of Students Tested	2023-24			2024-25			2025-26		
		Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard	Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard	Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Reading

Grade	# of Students Tested	2023-24			2024-25			2025-26		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Writing

Grade	# of Students Tested	2023-24			2024-25			2025-26		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Listening

Grade	# of Students Tested	2023-24			2024-25			2025-26		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Research/Inquiry

Grade	# of Students Tested	2023-24			2024-25			2025-26		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Student Group _____**Complete this chart for all significant student groups*

Grade	# of Students Tested	2023-24			2024-25			2025-26		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

Reading Difficulties Risk Screeners (RDRS) Data (Screener: _____)

Grade	# of Students Tested	% At Risk						
		Phonological and Phonemic Awareness	Knowledge of Letter Names and Sounds	Rapid Automatic Naming	Decoding	Fluency	Vocabulary	Oral Language Comprehension
K								
1								
2								

TK Assessments/Screener (only complete if LEA has a TK programs)

Assessment: _____	Findings: _____
Assessment: _____	Findings: _____
Assessment: _____	Findings: _____

Other ELA/Literacy Assessment Data [Optional data may include, but is not limited to Benchmark Assessments, Unit Assessments, Diagnostic Assessments (e.g., Letter Naming Fluency, Phonemic Awareness, Phonics), and/or Local Assessments (e.g., Writing)]

Grade	# of Students Tested	% Met or Exceeded Standards		
		<i>(insert Local Assessment)</i>	<i>(insert Local Assessment)</i>	<i>(insert Local Assessment)</i>
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Task 1.1d - Review State and Local Data: ELD

Use the tool below to review your English Language Development data.

English Language Proficiency Assessment for California (ELPAC) Data													
Grade	# of Students Tested	Beginning to Develop				Somewhat/Moderately				Well Developed			
		Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
K													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

At Risk and Long-Term English Learners (LTELs)*

Grade	# of English Learners	# of English learners identified as "At Risk"	% of English Learners designated as "At Risk" from total EL Population	# of English Learners designated as Long-Term	% of English Learners designated as Long-Term from total EL Population
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

*see accompanying slide deck for definition of LTEL

Other ELD Assessment Data (Optional data may include, but is not limited to OPTEL, ELD Report Card, ELD Assessments, ADEPT, LAS Links, SOLOM)

Grade	# of Students Tested	% Met or Exceeded Standards		
		<i>(insert Local Assessment)</i>	<i>(insert Local Assessment)</i>	<i>(insert Local Assessment)</i>
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Task 1.1e - Review State and Local Data: Primary Language Data

Use the tool below to review your Primary Language data.

Primary Language Assessments				
Grade	# of Students Tested	% Met or Exceeded Standards		
		(insert Local Assessment)	(insert Local Assessment)	(insert Local Assessment)
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Task 1.1f - List and Discuss Key Findings and Implications

Use the tool below to list key findings from the state and local data to review and determine the implications.

Key Findings and Implications	
Key Findings	Implications

ACTION STEP 1.2 - EXAMINE THE CURRENT REALITY IN ELA/LITERACY AND COMPREHENSIVE ELD

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

- Complete the applicable Rating Scale items for each of your current Instructional Programs for ELA/Literacy and ELD (including biliteracy and intervention programs).
- Consider gathering data from a wider audience to determine the implementation and effectiveness of your current program across the site — for example, through focus groups, surveys, or by sharing this tool more broadly with staff.

Current Reality					
Program:					
Criteria for Evaluating Current Instructional Materials	Ineffective				Highly Effective
Alignment with the Standards Consider - How effectively do current materials:	□ 1	□ 2	□ 3	□ 4	□ 5
• Provide opportunities to preteach, reteach, and reinforce standards across a unit • Build on prior grade-level learning to scaffold instruction for all learners • Offer sufficient material to teach grade-level standards without significant supplementation • Genuinely integrate the five key themes — meaning making, language development, effective expression, content knowledge, and foundational skills — throughout instruction rather than addressing them in isolation					
Rationale/Evidence:					

Program Organization Consider - How effectively do current materials:	□ 1	□ 2	□ 3	□ 4	□ 5
• Allow teachers to easily identify and integrate program materials for each lesson • Provide a balance between digital and print materials for both teachers and students • Consistently reinforce teaching routines and procedures across daily and weekly lessons • Use technology and digital resources to enhance instruction in reading, writing, speaking and listening, and language • Build knowledge and make meaningful connections to other content areas • Reflect a scope and sequence that aligns with the instructional time available across the school day and academic year in your local context • Offer intervention materials that align with our MTSS structure					
Rationale/Evidence:					
Assessment Consider - How effectively do current materials:	□ 1	□ 2	□ 3	□ 4	□ 5
• Incorporate short-cycle, medium-cycle, and long-cycle assessment • Fit into our current assessment system • Allow teachers to easily locate, administer, and score assessments (e.g., answer keys, time to administer, rubrics) • Measure student progress toward proficiency and mastery of the standards (ELA and ELD) • Guide teachers to use formative assessment to check for understanding and monitor student progress as they move through the lesson • Articulate clear next steps based on data analysis — such as providing feedback, modifying instruction, reteaching, or accelerating the concept • Connect assessment tools to MTSS data cycles and support decision-making about tiered intervention, including coordination with screening instruments (e.g., early literacy screener)					
Rationale/Evidence:					

Universal Access Consider - How effectively do current materials:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
• Allow teachers to incorporate Universal Access materials into regular instructional time • Enhance and extend differentiated instruction beyond what is in the teacher edition • Support the specific needs of English learners across each typology — newcomer students at the Emerging level, English learner students at risk of becoming or who are long-term English learners, and English learner students with disabilities • Support the full range of learners, including English learners, students with disabilities, advanced learners, students below grade level in any strand of ELA, and students who speak African American English (AAE) • Align Universal Access materials with the core program					
Rationale/Evidence:					
Instructional Planning and Teacher Support Consider - How effectively do current materials:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
• Guide teachers' planning and instruction effectively, with materials that are easy to access when planning • Support all phases of instruction, including gradual release of responsibility (I do, we do, you do), checking for understanding, modeling, thinking aloud, and feedback • Integrate digital learning resources to support both teacher and student use • Offer guidance around multigrade classes (if applicable) • Address different grouping structures during lessons — whole class, small group, and individual • Provide family-facing materials that offer specific, actionable support for students at varied learning levels, appear in representative languages, and reflect the cultural diversity of our community					
Rationale/Evidence:					

Literacy/Biliteracy Consider - How effectively do current materials reflect California's approach to literacy and biliteracy by aligning with:	□ 1	□ 2	□ 3	□ 4	□ 5
• Basic Principles of Instruction • Literacy Area 1: Language • Literacy Area 2: Foundational Skills • Literacy Area 3: Integrated Reading and Writing • Literacy Area 4: Comprehensive ELD As outlined in the Literacy Content Blocks.					
Rationale/Evidence:					
Comprehensive ELD Consider - How effectively do current materials support the key practices in ELD:					
1. <i>English as a meaning-making resource with different language choices based on discipline, topic,</i>	□ 1	□ 2	□ 3	□ 4	□ 5
2. <i>An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and</i>	□ 1	□ 2	□ 3	□ 4	□ 5
3. <i>Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is</i>	□ 1	□ 2	□ 3	□ 4	□ 5
4. <i>Language development focused on interaction, collaboration, comprehension, and communication with</i>	□ 1	□ 2	□ 3	□ 4	□ 5
5. <i>Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English.</i>	□ 1	□ 2	□ 3	□ 4	□ 5
Rationale/Evidence:					

Integrated ELD Consider - How effectively do current materials support the implementation of the ELD Standards (use in tandem with the CA CCSS for ELA/ Literacy to ensure students strengthen their abilities to use English as they simultaneously learn content through English.)	□ 1	□ 2	□ 3	□ 4	□ 5
Designated ELD Consider - How effectively do current materials support the implementation of the ELD Standards as the focal standards in ways that build into and from content instruction in order to develop the critical language ELs need for content learning in English.	□ 1	□ 2	□ 3	□ 4	□ 5

Rationale/Evidence:

Primary Language Support & Primary Language Instruction Consider - How effectively do current materials provide primary language resources in multiple languages using varied media. Native language knowledge and cognates are accessed as vital linguistic resources?	□ 1	□ 2	□ 3	□ 4	□ 5
Consider - How effectively do current materials in the primary language align and strengthen Dual Language/Biliteracy programs' literacy and language development via: - the same rigor and range of instructional practices and assessment as ELA/ELD materials - resources for teaching cross-linguistic transfer - rich authentic literature - the culture of the target language - a teacher's guide demonstrating links between language arts and language development	□ 1	□ 2	□ 3	□ 4	□ 5

Rationale/Evidence:

Media Literacy Consider - How effectively do current materials:	□ 1	□ 2	□ 3	□ 4	□ 5
• <i>Provide sustained media literacy instruction across multiple sessions integrated with ELA content</i> • <i>Support students to evaluate online information, including evaluating source credibility and detecting misinformation</i> • <i>Provide targeted instruction in specific skills such as lateral reading, reverse image searching, and recognizing technical manipulation</i> • <i>Include performance-based assessments and portfolio tools</i>					
Rationale/Evidence:					
LEA-Level Priorities List one or two LEA priorities for Teaching and Learning.					
1	□ 1	□ 2	□ 3	□ 4	□ 5
2	□ 1	□ 2	□ 3	□ 4	□ 5
Rationale/Evidence:					

ACTION STEP 1.3 - EXAMINE THE CURRENT REALITY IN ELA/LITERACY AND COMPREHENSIVE ELD

Task 1.3a - Refine the LEA Vision and Non-Negotiables

Before moving on, take a moment to reflect. Based on your conversations, craft a 1-2 sentence summary of the LEA vision for this adoption which includes the non-negotiables. This will serve as your committee's shared reference point throughout the entire adoption process.

Ex: "Our LEA serves a highly diverse population with 38% English Learners across 12 school sites. Data shows strengths in oral language and development of biliteracy, and persistent gaps in ELA for LTELs and students in grades 4–6. Our vision is grounded in affirming multilingualism and ensuring rigorous, standards-aligned instruction for all learners."

"Our LEA serves _____ with _____ across ____ school sites. Data shows strengths in ____ and persistent gaps in ELA for _____. Our vision is grounded in _____ and _____."

Our Vision

Task 1.3b - Select Program Type(s)

The next decision is to select the program type or types that best meet the needs of all learners by discussing the data the committee reviewed in Action Steps 1 and 2. Complete the Program Types for Your LEA chart below.

The six program types are listed below and described in the Introduction on page 1. In addition, for the 2026 ELA/ELD Instructional Materials Follow-up Adoption, publishers were able to submit Partial Programs that focus on specific strands.

- **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 One Through Eight (Program 4 Intensive Intervention ELA);
- **Program 5:** Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD); and
- **Program 6.1, 6.2, or 6.3:** Basic English Language Arts Transitional Kindergarten (ELA TK); Basic English Language Arts/English Language Development Transitional Kindergarten (ELA/ELD TK); Basic Biliteracy Transitional Kindergarten (TK);
- **Partial Programs:** Foundational Skills, Reading, Writing, Speaking & Listening, Language.

Answer the Following Questions

1. Which program types best fit the needs of all learners in the LEA?
2. For each grade level, do you need a new comprehensive program (Programs 1, 2, 3, and 6), do you need additional support (Programs 4 and 5), or do you need to adopt new materials for a specific strand (e.g., “Partial Program” for foundational skills, reading, writing, speaking & listening, and/or language).
3. Based on the program types identified by your LEA, what alignment issues (between the programs types) should be considered as you move forward?
4. How many publisher programs can the LEA realistically support through fiscal and human resources?

Program Type(s) for Your LEA			
Program	Type	Grades	Name(s) and # of Schools
1	Basic ELA		
2	Basic ELA/ELD		
3	Basic Biliteracy		
4	Intensive Intervention ELA		
5	Specialized ELD		
6	Transitional TK (ELA, ELA/ELD, and/or Biliteracy)		
*	Partial Program [identify strand(s)]		

PREPARE FOR SECTION 2:

Next Steps:

1. Review state approved list of publishers
2. Determine how committee will review programs:
 - a. Request reviewer copies of programs
 - b. Invite publishers to give an overview of the programs (virtual or in-person)
 - c. Committee members review program resources online
 - d. Attend a materials faire
3. Provide the [2026 ELA/ELD IM Adoption Reports of Finding](#) from CDE to committee members for each program
4. Contact publishers
5. Ensure committee members have access to LEA priorities and charts from prior sections for upcoming session

SECTION 2: EXAMINE PUBLISHER PROGRAMS

OVERVIEW

The purpose of Section 2, Examine Publisher Programs, is to give the adoption committee an opportunity to examine publisher programs, keeping in mind the priorities established in Section 1, Develop the Local Lens. Section 2 will begin broadly in scope and move teams towards a more targeted review of program components in Section 3. The list of prospective publishers will be pared down to the most viable options as a result of the committee's work in this section.

Before engaging in the textbook adoption process, it is highly recommended that educators become familiar with the California Guidance Documents referenced in the introduction. To ensure the review process is thorough and successful, LEAs are encouraged to provide opportunities for the adoption committee to build a shared understanding and language of standards, key practices, and comprehensive ELD, as well as the 2026 Follow-Up Adoption Guidance document.

In addition to the guidance documents, committee members should review the [2026 ELA/ELD IM Adoption Reports of Finding](#) for each program listed. These reports provide LEAs with additional context provided by the Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs).

The tasks in Section 2 include considerations for organizing the adoption teams, a suggested process by which to examine instructional materials, and tasks that support a broad look at each program using guiding statements. These tasks are intended to help LEAs determine which programs will move forward in the adoption process.

DATA/RESOURCES

Prior to the activities in Section 2, the LEA will need to contact publishers to obtain copies of instructional materials for each grade level and program type under consideration. A list of TK-8 materials approved for adoption by the State Board of Education can be found on the [California Department of Education website](#).

A program was recommended to the approved list if it includes content addressing all CA CCSS for EL and CA ELD Standards (as relevant to program type) and if it met all criteria in Category 1 and had strengths in Categories 2-5 of the [Evaluation Criteria Map](#).

Materials may be available at your nearest [Learning Resources Display Center](#) (LRDC) or through additional regional offerings provided by your County Office of Education. If you are adopting for grades 9-12, refer to [Chapter 12 Guidance for Instructional Materials for grades 9-12, p.1025-1029](#).

State guidance documents

- [*2014 English Language Arts/English Language Development Framework for California Public Schools*](#)
- [*CCSS for ELA - Content Standards*](#)
- [*California English Language Development Standards*](#)
- [*Resource Guide to the Foundational Skills of the CA CCSS*](#)
- [*Preschool Transitional Kindergarten Learning Foundations \(PTKLF\)*](#)
- [*Preschool Through Third Grade \(P-3\) Learning Progressions in Language and Literacy Development*](#)
- [*California Literacy Roadmap*](#)

Charts, templates, and data from Section 1, Develop the Local Lens, should be used to help committee members maintain the local priorities as they complete the activities in Section 2.

TIMELINE

The timeline will vary for this section according to how many program types, publisher programs, and grade levels the LEA is reviewing.

It is anticipated that Section 2 would require approximately four hours per program type to complete.

Note: This toolkit offers a variety of tools and resources designed to support the diverse needs of LEAs. Recognizing that each LEA's context and selected program types are unique, LEAs are encouraged to review and select the tools that are most relevant and impactful for their local context.

EXAMINE PUBLISHER PROGRAMS - AT A GLANCE

Purpose: To determine which programs will move forward in the adoption process.

Action Steps	Tasks	Materials
2.1 – Determine Small Group Configuration for Deeper Study	2.1a – Organize the team into groups by grade spans appropriate for LEA configuration	Toolkit Template • Task 2.1a
2.2 – Browse the Programs: The Big Picture	2.2a – Use guiding statements to record first impressions about the program(s).	List of publisher programs for review Toolkit Templates • Task 2.2a
2.3 – Narrow the Field	2.3a – Review Ratings and narrow the field 2.3b – Determine which programs will move forward in the process	Toolkit Templates • Task 2.3a • Task 2.3b

ACTION STEP 2.1 - DETERMINE SMALL GROUP CONFIGURATION FOR DEEPER STUDY

Task 2.1a - Organize the team

The adoption committee will work in grade-span teams to examine program materials. Ensure each team includes members with relevant expertise to thoughtfully evaluate how well materials support the full range of learners served by the LEA.

Team Configuration and Members		
Grade Span	Team Members	Program Type

ACTION STEP 2.2 - BROWSE THE PROGRAMS: THE BIG PICTURE

Task 2.2a - Use guiding statements to record first impressions about the program(s)

Big Picture Review

Domains Critical to Literacy Development based on the [2026 English Language Arts/English Language Development Instructional Materials Follow-Up Adoption Supplemental Guidance](#):

K-8

- A. Evidence-Based Literacy Instruction
- B. Tiered Supports
- C. Instructional Materials for English Learner Students
- D. Designated ELD
- E. Media Literacy

Other grades or programs:

- Transitional Kindergarten
- High School
- Other

Use one *Big Picture Review chart* for each program type under consideration. As you engage in a high level review of the options within your selected program type, use the guiding statements derived from the Research Foundation and Materials Implications section of the [2026 English Language Arts/English Language Development Instructional Materials Follow-Up Adoption Supplemental Guidance](#) to evaluate program materials against each of the domains critical to literacy development.

Note for Grade 9-12 Instructional Materials Review:

For review of 9-12 instructional materials, see the section called “Guidance for 9-12 Materials Selection” with criteria from the ELA/ELD Framework Chapter 12. You may also want to consider using the following sections from the TK-8 Instructional Materials Guidance: C. Instructional Materials for English Learner Students and D. Media Literacy.

The 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.

The framework also supports instruction to build the skills of creativity and innovation, critical thinking and problem solving, collaboration, communication, and the construction of 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.

Use the considerations as a reference as you review program materials (via requested reviewer copies, online materials access, materials faire, virtual or in-person publisher meeting, etc.). Select the domains and bulleted considerations that apply to the program type under review. Spaces are available for noting evidence and for recording first impression of each publisher program using the following rating scale:

3 – Strong evidence 2 – Adequate evidence 1 – Limited/No evidence

Big Picture Review	
Program Type:	
A. Evidence-Based Literacy Instruction (recommended for all program types)	
<u>Considerations:</u> • Instruction aligns to evidence-based structured literacy and Science of Reading practices that support both reading and writing development. • Instruction intentionally connects foundational skills, language comprehension, vocabulary, fluency, reading, and writing within authentic learning experiences. • Literacy instruction includes clear instructional routines, explicit teaching, and scaffolded opportunities for practice and application. • Instruction builds oral language, vocabulary, background knowledge, and comprehension through meaningful discussion, diverse texts, and content-rich learning. • Instruction values students’ linguistic and cultural assets while incorporating cross-linguistic connections, oral language development, and accessible supports for all learners. • Ongoing reading and writing assessments are used to monitor progress, guide instruction, and support differentiated learning needs.	
Publisher A Notes	Rating ☐ 3 ☐ 2 ☐ 1
Publisher B Notes	Rating ☐ 3 ☐ 2 ☐ 1
Add rows for additional publisher notes	Rating ☐ 3 ☐ 2 ☐ 1

B. Tiered Supports (recommended for all program types)

Considerations:

- Provide diagnostic assessments aligned to evidence-based screening instruments with clear decision rules for support placement and progress monitoring, including tools that distinguish between language acquisition needs and reading difficulties
- Ensure Tier 1, Tier 2, and Tier 3 instruction are aligned and coordinated to support consistent literacy and language development across settings.
- Provide explicit instruction in phonemic awareness, phonics, spelling, fluency, vocabulary, morphology, comprehension, and oral language development.
- Connect literacy instruction with oral language, vocabulary, background knowledge, and comprehension using meaningful, content-rich texts and discussion opportunities.
- Support multilingual learners and diverse student needs through culturally responsive practices, strategic use of home language supports, and Universal Design for Learning (UDL) principles.
- Design interventions that reinforce learning from core instruction, promote transfer across reading and writing, and provide scaffolded opportunities for practice, feedback, and application.

Publisher A Notes

Rating

- ☐ 3
☐ 2
☐ 1

Publisher B Notes

Rating

- ☐ 3
☐ 2
☐ 1

C. Instructional Materials for English Learner Students (Programs 2, 3, 5, 6.2 and 6.3)

*Program Type 1 must include universal access features to support English learners, but it is not an ELD program.

Considerations:

- Integrate language and content instruction through thematic units that systematically build academic language.
- Provide differentiated supports for diverse English learner profiles, including multilingual learners, newcomers, long-term English learners, and dually identified students.
- Prioritize oral language development through structured collaboration, meaningful discussion, and opportunities for authentic communication.
- Use culturally responsive, content-rich instruction that builds on students' home languages, cultural backgrounds, and prior knowledge as assets for learning.
- Include coordinated assessment and progress monitoring systems that measure both language development and academic growth while distinguishing language acquisition needs from learning disabilities.
- Design flexible instructional pathways with scaffolded supports, biliteracy connections, and multiple ways for students to demonstrate understanding while maintaining high expectations for learning.

Publisher A Notes

Rating

- ☐ 3
☐ 2
☐ 1

Publisher B Notes

Rating

- ☐ 3
☐ 2
☐ 1

D. Instructional Materials for Designated ELD (Programs 2, 3, 5, 6.2 and 6.3)

Adapted from [CA ELA/ELD Framework Figure 2.23, pp. 117-118](#)

Considerations:

- Intellectual Quality: Provide engaging, challenging, and purposeful tasks with appropriate support for success.
- Academic English Focus: Prioritize development of academic English and literacy aligned to CA ELD Standards, CA CCSS for ELA/Literacy, and content standards.
- Extended Language Interaction: Plan meaningful opportunities for students to communicate, collaborate, listen, view, speak, and sign using English.
- Focus on Meaning: Emphasize understanding and connections to the language demands of texts and content-area tasks.
- Focus on Forms: Explicitly teach how English works, including discourse, text structure, grammar, and vocabulary for different purposes and audiences.
- Planned and Sequenced Instruction: Design lessons and units strategically to build language proficiency and content knowledge over time.
- Scaffolding: Use planned and responsive supports that build on students' background knowledge and individual needs.
- Clear Lesson Objectives: Ground lessons in CA ELD Standards while integrating appropriate content standards.
- Corrective Feedback: Provide purposeful, meaningful feedback on language use without overcorrecting.
- Formative Assessment Practices: Regularly monitor progress through observations, student work, writing, and oral language to inform instruction.

Publisher A Notes

Rating

- ☐ 3
☐ 2
☐ 1

Publisher B Notes

Rating

- ☐ 3
☐ 2
☐ 1

E. Media Literacy (recommended for all program types)

Considerations:

- Provide sustained media literacy instruction integrated across content areas and grade levels to support long-term skill development.
- Teach explicit strategies for evaluating information credibility, including source verification, lateral reading, reverse image searching, and identifying misinformation techniques.
- Include comprehensive teacher supports, professional learning resources, and instructional guidance to strengthen implementation.
- Use developmentally appropriate learning progressions and performance-based assessments that measure students' critical thinking and real-world application of media literacy skills.

Publisher A Notes

Rating

- ☐ 3
☐ 2
☐ 1

Publisher B Notes

Rating

- ☐ 3
☐ 2
☐ 1

Transitional Kindergarten (Programs 6.1, 6.2, and 6.3)

Considerations:

- Integrate play-based learning, storytelling, and interactive reading experiences to support engagement and early literacy development.
- Prioritize oral language, conversation, vocabulary, and language modeling throughout daily learning experiences and content areas.
- Provide developmentally appropriate instruction aligned to early learning foundations while building readiness for kindergarten literacy expectations.
- Include culturally and linguistically responsive materials with flexible supports that reflect children's languages, experiences, and diverse learning needs.

Publisher A Notes	Rating ☐ 3 ☐ 2 ☐ 1
Publisher B Notes	Rating ☐ 3 ☐ 2 ☐ 1

Grade 9-12 Guidance from ELA/ELD Framework Chapter 12, p. 1025-1029

Considerations:

- Provide students with regular access to increasingly complex, grade-level texts across a wide range of genres, cultures, perspectives, and disciplines.
- Ensure instructional materials include meaningful opportunities for close reading, re-reading, text analysis, and evidence-based discussion using authentic and content-rich texts.
- Support all learners through scaffolds that maintain access to complex text while building independence, fluency, comprehension, and critical thinking skills.
- Develop academic vocabulary, writing, speaking, listening, and research skills through integrated literacy experiences connected to authentic texts and tasks.
- Include purposeful writing opportunities that require students to analyze texts, construct arguments, communicate ideas clearly, and use textual evidence.
- Use varied instructional formats, assessments, multimedia resources, and collaborative discussions to deepen student engagement, knowledge building, and literacy proficiency.

Publisher A Notes	Rating ☐ 3 ☐ 2 ☐ 1
Publisher B Notes	Rating ☐ 3 ☐ 2 ☐ 1

ACTION STEP 2.3 - NARROW THE FIELD

Task 2.3a - Review Ratings and Narrow the Field

Review the evidence and compile the ratings from the Big Picture Chart(s) to determine which publisher programs will move forward for a more in-depth investigation in Section 3.

K-8 Review Big Picture Chart Ratings

Program Type:

Publisher Program:

Use one Big Picture Review chart for each program type under consideration

Grade Level* *Adjust table as needed	Ratings for Each Domain				
	A Evidence-Based Literacy Instruction	B Tiered Support	C Instructional Materials for ELs	D Instructional Materials for dELD	E Media Literacy
K					
1					
2					
3					
4					
5					
6					
7					
8					

Transitional Kindergarten Review Big Picture Chart Ratings

Program Type:

Publisher Program:

Use one Big Picture Review chart for each program type under consideration

Grade Level	Ratings for Each Domain					
	A Evidence-Based Literacy Instruction	B Tiered Support	C Instructional Materials for ELs	D Instructional Materials for dELD	E Media Literacy	TK See considerations above
TK						

Grade 9-12 Review Big Picture Chart Ratings

Program Type:

Publisher Program:

Use one Big Picture Review chart for each program type under consideration

Grade Level	Ratings for Each Domain					
	A Evidence-Based Literacy Instruction	B Tiered Support	C Instructional Materials for ELs	D Instructional Materials for dELD	E Media Literacy	9-12 Guidance See considerations above
9						
10						
11						
12						

Task 2.3b - Determine which programs will move forward in the adoption process.

Identify publisher programs that are moving forward in the review process

List Publisher Programs for Each Applicable Program Type		
Program	Type	Publisher Programs
1	Basic English Language Arts, Kindergarten Through Grade 8 (ELA, K-8)	
2	Basic English Language Arts/English Language Development (ELA/ELD, K-8)	
3	Basic Biliteracy (ELA/ELD, K-8)	
4	Intensive Intervention (1-8)	
5	Specialized English Language Development (ELD, 4-8)	
6.1	Basic English Language Arts Transitional Kindergarten (ELA TK)	
6.2	Basic English Language Arts/English Language Development Transitional Kindergarten (ELA/ELD TK)	
6.3	Basic Biliteracy Transitional Kindergarten (TK)	
1	Partial Programs Strand: _____	

PREPARE FOR SECTION 3:

1. Gather Complete Materials
 - a. Contact publishers to confirm you have full sets of materials for each remaining program — not just teacher and student editions, but all ancillary materials. The toolkit specifically cautions against reviewing materials you won't actually purchase, so clarify with publishers exactly what's included in each grade-level package.
2. Ensure committee members have access to LEA priorities and charts from prior sections for upcoming sessions
3. Committee members review ELA/ELD standards for their grade level

SECTION 3: REVIEW PROGRAM COMPONENTS

OVERVIEW

The purpose of Section 3, Review Program Components, is to give the adoption committee an opportunity to examine publisher programs in depth, keeping in mind the priorities established in Section 1, Develop the Local Lens for Adoption. The list of prospective publishers should have been pared down to the most promising options as a result of the committee's work in Section 2, Examine Publisher Programs. Now the committee will conduct a deeper, more thorough investigation of each publisher program, including the ancillary materials necessary to support the instruction outlined in the Teacher's Edition. The committee members will review each publisher program in its entirety, including:

- English Language Arts and English Language Development Content/Alignment with the Standards
- Program Organization
- Assessment
- Universal Access
- Instructional Planning and Teacher Support
- English Language Development

At this point, the committee's task is to determine which publisher programs best meet the needs of the LEA as identified in Section 1 not to verify whether the program meets the requirements outlined in Chapter Twelve of the ELA/ELD Framework. The Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs) appointed by the California Department of Education have already reviewed the publisher programs in depth and have determined that the programs meet California's criteria. The work in this section should reflect specific concerns of the LEA or site.

DATA/RESOURCES

Complete sets of materials for each publisher program being considered should be available to the committee for this task. Confirm that all materials for each publisher program under consideration are available. A complete list of adopted materials is available on the California Department of Education website at <https://www.cde.ca.gov/ci/rl/im/>.

LEAs may want to ask publishers which materials are included in each grade-level package in order to ascertain which materials they will purchase. It is recommended to review only the materials that will be part of the purchase. Use templates, charts, and data from Sections 1 and 2 to assist in this process.

To trace standards in Action Step 3.4, committee members will need a copy of the [CA CCSS ELA/Literacy](#) and [CA ELD](#) standards to confirm or strengthen their understanding of what the instructional materials under review should address.

TIMELINE

It is anticipated that Section 3 can be completed in 8–12 hours (approximately 4 hours per publisher program still under consideration).

REVIEW PROGRAM COMPONENTS - AT A GLANCE

Purpose: To make program recommendations

Action Steps	Tasks	Materials
3.1 – Browse the Program Materials - The Big Picture	3.1 a – Look through program materials as an overview and record impressions and/or questions.	Toolkit Templates Task 3.1a
3.2 – Complete Program Criteria Reflection Charts	3.2a – Choose a unit/chapter to study in each publisher’s program being considered. Use the Program Criteria Reflection Charts to record impressions about the materials. 3.2b – Answer guiding questions regarding the unique needs of students in Transitional Kindergarten (Programs 6.1, 6.2, 6.3).	Toolkit Templates Task 3.2a Task 3.2b
3.3 – Investigate Additional Considerations for Programs 3, 4, and 5	3.3a – Answer guiding questions regarding the unique needs of students in biliteracy programs (Program 3). 3.3b – Answer guiding questions regarding the unique needs of students who need intensive academic supports (Program 4). 3.3c – Answer guiding questions regarding the unique needs of students who are long-term English Learners (Program 5).	Toolkit Templates Task 3.3a Task 3.3b Task 3.3c
3.4 – Select and Trace Identified Standards	3.4a – Select standards for tracing activity (ELA/Literacy and Integrated ELD). 3.4b – Trace standards activity ELA/Literacy and Integrated ELD 3.4c – Select standards for tracing activity (Designated ELD). 3.4d – Trace standards activity Designated ELD	Toolkit Templates Task 3.4a Task 3.4b Task 3.4c Task 3.4d
3.5 – Narrow Program Choices	3.5a – Grade level/span team members meet to review their findings. 3.5b – The whole adoption committee comes together to share their recommendations from each grade level/span.	Toolkit Templates Task 3.5a Task 3.5b

ACTION STEP 3.1 - BROWSE THE PROGRAM MATERIALS: THE BIG PICTURE

Task 3.1a - Look through program materials as an overview and record impressions and/or questions.

This activity is a general overview of the publisher program materials only. Review each piece and fill out the chart below by writing the name of the piece and recording your impressions about these materials. See example in chart below and be sure to include technology components.

Program materials are additional resource materials that are included in state-board approved publisher programs to provide necessary support to instruction. These materials are not contained in the teacher or student edition.

Browse the Program Materials	
Program Type: _____	
Publisher Program: _____	
Grade Level/Span: _____	
Title of Program Material	General Impressions, Comments, Questions
Example: Assessment Handbook	Assessment Handbook includes formative tools, weekly and unit assessments, mid-year and end-of-year summative assessments. Variety of item types.

ACTION STEP 3.2 - COMPLETE PROGRAM CRITERIA REFLECTION CHARTS

Task 3.2a - Choose a unit/chapter to study in each publisher's program being considered. Use the Program Criteria Reflection charts to record impressions about the materials (Program Types 1-5)

Adoption committee members will now consider each publisher program in its entirety. Members may work individually, in pairs, or in grade-level teams. For each publisher program, teams should choose a unit/chapter to study. Use the teacher edition and all the appropriate ancillary materials to review and evaluate the entire program. Use the Program Criteria Reflection charts on the following pages to record responses and rate each publisher program. This process should be completed for each publisher program under consideration, so multiple copies may be required. Be sure to refer to the priorities that were established in Section 1, Develop the Local Lens for Adoption (e.g. 1.1f, 1.3a, 1.3b).

The categories in the Program Criteria Reflection chart represent the program criteria from Chapter Twelve of the ELA/ELD Framework. Reflect on these categories as you answer the questions and rate the program using the rating scale below.

3 – Strong evidence 2 – Adequate evidence 1 – Limited/No evidence

Grade Level/Span Program Criteria 1: Standards Alignment

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.

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____

1. Standards Alignment	Evidence Notes (include specific program materials being referenced)	Rating
a. How do the program materials preteach, reteach, and/or reinforce the standards?		☐ 3 ☐ 2 ☐ 1
b. How do the program materials provide review of the standards from the previous grade level in order to scaffold instruction for all learners?		☐ 3 ☐ 2 ☐ 1
c. Is there a sufficient amount of materials to teach the grade level standards?		☐ 3 ☐ 2 ☐ 1
d. In what ways do the program materials integrate all five key themes (meaning making, language development, effective expression, content knowledge, foundational skills)?		☐ 3 ☐ 2 ☐ 1
e. How are the ELA/Literacy and ELD standards integrated and connected within a lesson and throughout the unit?		☐ 3 ☐ 2 ☐ 1
f. How are the foundational skills components designed? Is instruction systematic, and includes ample opportunities for meaningful practice?		☐ 3 ☐ 2 ☐ 1
g. How does the program value and build on students' primary language, culture, and other forms of prior knowledge (cross-linguistic transfer, cognates, etc)?		☐ 3 ☐ 2 ☐ 1
h. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Grade Level/Span Program Criteria 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.

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____ Unit/Chapter: _____

1. Program Organization	Evidence Notes (include specific program materials being referenced)	Rating
Organization		
a. How easy is it to identify and integrate the program materials for each lesson?		☐ 3 ☐ 2 ☐ 1
b. Is there a balance between digital and print materials for both teachers and students?		☐ 3 ☐ 2 ☐ 1
c. How consistently are teaching routines and procedures reinforced in the daily and weekly lessons?		☐ 3 ☐ 2 ☐ 1
d. How are technology and digital resources used to enhance instruction, evaluate online information, and other specific skills?		☐ 3 ☐ 2 ☐ 1
Program Design		
e. How does the program build on background knowledge and make connections to other content areas?		☐ 3 ☐ 2 ☐ 1
f. How are the reading and writing tasks integrated and connected within each lesson and throughout the unit?		☐ 3 ☐ 2 ☐ 1
g. How well do speaking and listening tasks connect to reading and writing?		☐ 3 ☐ 2 ☐ 1
h. How is language instruction (conventions of standard English, knowledge of language, and vocabulary) purposefully integrated in reading, writing, speaking & listening instruction?		☐ 3 ☐ 2 ☐ 1

i. How is writing explicitly taught and includes instruction on the writing process?		☐ 3 ☐ 2 ☐ 1
j. How well does the scope and sequence align with the instructional time available across the school day and over the course of the academic year in your local context?		☐ 3 ☐ 2 ☐ 1
k. How well do intervention materials align with our MTSS structure?		☐ 3 ☐ 2 ☐ 1
l. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Grade Level/Span Program Criteria 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.

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____ Unit/Chapter: _____

1. Assessment	Evidence Notes (include specific program materials being referenced)	Rating
a. How does the program incorporate short-cycle, medium-cycle, and long-cycle assessment? Does it include performance based-assessments and portfolio tools?		☐ 3 ☐ 2 ☐ 1
b. How do program assessments fit into our current assessment system?		☐ 3 ☐ 2 ☐ 1
c. How easy is it to locate, administer, and score (e.g., answer keys, time to administer, rubrics...) student assessments?		☐ 3 ☐ 2 ☐ 1
d. How well do the assessments measure student progress toward proficiency and mastery of the standards (ELA and ELD)?		☐ 3 ☐ 2 ☐ 1
e. How well do the materials guide teachers to use formative assessment to check for understanding and monitor student progress as you move through the lesson?		☐ 3 ☐ 2 ☐ 1

f. Based on the analysis of data, how clearly does the program articulate next steps such as providing feedback, modifying instruction, reteaching, or accelerating the concept?		☐ 3 ☐ 2 ☐ 1
g. How do the assessment tools connect to MTSS data cycles and support decision-making about tiered intervention, including coordination with screening instruments (e.g., early literacy screener)?		☐ 3 ☐ 2 ☐ 1
h. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Grade Level/Span Program Criteria 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).

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____ Unit/Chapter: _____

1. Universal Access (UA)	Evidence Notes (include specific program materials being referenced)	Rating
a. How manageable is it to incorporate the additional UA materials into the core instructional time?		☐ 3 ☐ 2 ☐ 1
b. How well do the UA materials enhance and extend differentiated instruction beyond what is in the teacher edition?		☐ 3 ☐ 2 ☐ 1
c. How do UA materials support the specific needs of English learners, specifically each typology (newcomer students at the Emerging level, English learner students at risk of becoming or who are long-term English learner students, English learner students with disabilities)?		☐ 3 ☐ 2 ☐ 1
d. Are the program materials appropriately scaffolded and inclusive of strategic supports that provide ELs access to ELA content, and do they foster progression through the language proficiency levels (Emerging, Expanding, and Bridging) toward academic English language proficiency?		☐ 3 ☐ 2 ☐ 1

e. How do UA materials support the range of learners (including English learners, students with disabilities, advanced learners, students below grade level in any strand of ELA, and students who speak African American English (AAE))?		☐ 3 ☐ 2 ☐ 1
f. How well do UA materials align with the core program?		☐ 3 ☐ 2 ☐ 1
g. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Grade Level/Span Program Criteria 5: Instructional Planning & 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.

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____ Unit/Chapter: _____

1. Instructional Planning & Support	Evidence Notes (include specific program materials being referenced)	Rating
a. How effective is the program in guiding teachers' planning and instruction? Are the materials easy to access when planning?		☐ 3 ☐ 2 ☐ 1
b. How well does the lesson design support all phases of instruction? Consider: gradual release of responsibility (I do, we do, you do), checking for understanding, modeling, thinking aloud, feedback, etc.		☐ 3 ☐ 2 ☐ 1
c. How well do materials provide guidance for teaching media skills (evaluation of online information, recognizing misinformation, etc.)?		☐ 3 ☐ 2 ☐ 1
d. Does the program offer guidance around multigrade classes (if applicable)?		☐ 3 ☐ 2 ☐ 1

e. In what ways does the program address different grouping structures during lessons (whole class, small group, individual)?		☐ 3 ☐ 2 ☐ 1
f. In what ways do family-facing materials: • offer specific, actionable support for students at varied learning levels, • appear in representative languages, • reflect the cultural diversity of our community?		☐ 3 ☐ 2 ☐ 1
g. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Grade Level/Span Program Criteria: ELD (Programs 2 & 3)

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____ Unit/Chapter: _____

ELD Programs 2 & 3	Evidence Notes (include specific program materials being referenced)	Rating
a. How easy is it to locate, access, and plan daily integrated ELD using the instructional materials?		☐ 3 ☐ 2 ☐ 1
b. How well do the instructional materials for designated ELD build into and from the core content?		☐ 3 ☐ 2 ☐ 1
c. How well do the instructional materials address the needs of students across typologies (newcomer students at the Emerging level, English learner students at risk of becoming or who are long-term English learner students, English learner students with disabilities)?		☐ 3 ☐ 2 ☐ 1
d. How well do the instructional materials address the needs of students as they move across proficiency levels (emerging, expanding, bridging)?		☐ 3 ☐ 2 ☐ 1

e. How does embedded, integrated ELD instruction support students in meaningfully engaging in collaborative (e.g., structured peer discussions using academic language), interpretive (e.g., analyzing vocabulary and language structures in texts), and productive (e.g., writing or presenting using targeted grammar and vocabulary) modes to deepen their understanding of how English works?		☐ 3 ☐ 2 ☐ 1
f. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Task 3.2b - Answer guiding questions regarding the unique needs of students in Transitional Kindergarten (Programs 6.1, 6.2, 6.3)

Consider the specialized requirements for Programs 6.1, 6.2, or 6.3 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

3 – Strong evidence

2 – Adequate evidence

1 – Limited/No evidence

Investigate Additional Considerations for Programs 6.1, 6.2, 6.3

Program Types 6.1, 6.2, and 6.3 are a new category for language and literacy curriculum specifically designed for TK students, serving four- and five-year-olds in their bridge year between preschool and kindergarten. Publishers and content developers may submit comprehensive curricula that address multiple domains (such as mathematics, social-emotional development, science, etc.) along with language and literacy; however, evaluation will focus solely on the language and literacy components. Materials must align with the [CA PTKLF](#), particularly the Foundational Language Development (FLD) subdomain of the Language & Literacy Development domain, while building toward kindergarten readiness through developmentally appropriate, play-based learning experiences.

Publisher Program: _____

Guiding Questions	Evidence Notes (include specific program materials being referenced)	Rating
a. To what extent do the materials address the PTKLF Language & Literacy Development domain, with emphasis on Foundational Language Development (FLD)? Consider: oral language, listening, vocabulary, phonological awareness; developmental appropriateness for TK.		☐ 3 ☐ 2 ☐ 1
b. How do the materials position play as the primary context for learning, consistent with PTKLF? Consider: - Language and literacy embedded in play, centers, routines, inquiry - Balance of teacher guidance and child agency		☐ 3 ☐ 2 ☐ 1
c. How well does the scope and sequence align with developmentally appropriate instructional time across the TK year? Consider: flexibility, spiraling, revisiting concepts rather than rapid pacing.		☐ 3 ☐ 2 ☐ 1

d. How effectively do teacher materials support planning, observation, and responsive instruction in TK? Consider: clarity, developmental rationale, guidance for scaffolding language.		☐ 3 ☐ 2 ☐ 1
e. How accessible and usable are teacher and student materials for daily TK implementation?		☐ 3 ☐ 2 ☐ 1
f. Are the materials sustainable, manageable, and appropriate for daily TK use?		☐ 3 ☐ 2 ☐ 1
g. How consistently are predictable routines and transitions reinforced to support young learners?		☐ 3 ☐ 2 ☐ 1
h. To what degree do the materials reflect the languages, cultures, and experiences of the community?		☐ 3 ☐ 2 ☐ 1
i. How does the program incorporate observation-based, play-embedded assessment aligned to PTKLF? Consider: anecdotal notes, checklists, documentation used to inform instruction.		☐ 3 ☐ 2 ☐ 1
j. In what ways do family-facing materials: • offer specific, actionable support for students at varied learning levels, • appear in representative languages, • reflect the cultural diversity of our community?		☐ 3 ☐ 2 ☐ 1
k. How well do the materials support a developmentally appropriate transition to Kindergarten?		☐ 3 ☐ 2 ☐ 1
l. How do the materials provide developmentally appropriate entry points and scaffolds for all learners?		☐ 3 ☐ 2 ☐ 1
m. How does the program promote universal, preventive literacy through rich oral language experiences?		☐ 3 ☐ 2 ☐ 1
n. How frequently are opportunities for conversation, storytelling, listening, and peer interaction embedded across the day?		☐ 3 ☐ 2 ☐ 1

o. (As a committee, do you have additional questions based on the steps in Section 1?)		☐ 3 ☐ 2 ☐ 1
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ACTION STEP 3.3 - COMPLETE PROGRAM CRITERIA REFLECTION CHARTS

Task 3.3a - Answer guiding questions regarding the unique needs of students in biliteracy programs (Program 3)

Answer guiding questions regarding the unique needs of students in biliteracy programs (Program 3). Consider the specialized requirements for Program 3 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

3 – Strong evidence

2 – Adequate evidence

1 – Limited/No evidence

Investigate Additional Considerations for Program 3

Program 3 Biliteracy Language Arts/English Language Development Basic Program provides instructional materials 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 acquiring English as quickly and efficiently as possible.

Guiding Questions	Evidence Notes (include specific program materials being referenced)	Rating
a. What is the quality of the primary language text? Is it rigorous, culturally responsive, and linguistically authentic?		☐ 3 ☐ 2 ☐ 1
b. How well-articulated is the plan for teaching language arts in both languages? Does this match our program's language allocation?		☐ 3 ☐ 2 ☐ 1
c. What teacher and student materials are provided for meeting the needs of our program model?		☐ 3 ☐ 2 ☐ 1
d. What support for cross-linguistic transfer between the two languages is provided, including explicit instruction in metalinguistic awareness?		☐ 3 ☐ 2 ☐ 1

e. How does the program measure progress in both languages?		☐ 3 ☐ 2 ☐ 1
f. How does the program value and build on students' primary language, culture, and other forms of prior knowledge, including in biliterate programs through intentional support for cross-language transfer and bridging between languages (e.g., connecting cognates, comparing language structures, and linking skills across		☐ 3 ☐ 2 ☐ 1
g. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Task 3.3b - Answer guiding questions regarding the unique needs of students who need intensive academic supports (Program 4)

Consider the specialized requirements for Program 4 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

3 – Strong evidence

2 – Adequate evidence

1 – Limited/No evidence

Investigate Additional Considerations for Program 4		
<i>Program 4 provides Intensive Intervention in ELA materials for students in grades 1-8 who are demonstrating literacy skills significantly below grade level, offering explicit, systematic instruction designed to accelerate progress toward grade level proficiency in ELA.</i> Publisher Program: _____		
Guiding Questions	Evidence Notes (include specific program materials being referenced)	Rating
a. How will these materials support students with the skills needed to accelerate English language arts and literacy in reading and writing? Consider: explicit instruction, cumulative review, increased opportunities for practice.		☐ 3 ☐ 2 ☐ 1
b. Does the program include: • clear entry and exit criteria, • implementation guidance regarding dosage (frequency, duration, group size), • and protocols for students not responding to intervention?		☐ 3 ☐ 2 ☐ 1
c. Does the program include progress monitoring resources that: • support data-based decision making • are feasible and matched to MTSS structure		☐ 3 ☐ 2 ☐ 1
d. How will this curriculum help address identified skills gaps in areas where data has indicated our students are likely to have difficulty?		☐ 3 ☐ 2 ☐ 1

e. Does this program align with the time, personnel, and resources available in our MTSS structure?		☐ 3 ☐ 2 ☐ 1
f. How does this program include language supports for the identified literacy needs of our English learners?		☐ 3 ☐ 2 ☐ 1
g. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

Task 3.3c - Answer guiding questions regarding the unique needs of students who are long-term English Learners (Program 5)

Consider the specialized requirements for Program 5 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

3 – Strong evidence 2 – Adequate evidence 1 – Limited/No evidence

Investigate Additional Considerations for Program 5

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.

Publisher Program: _____

Guiding Questions	Evidence Notes (include specific program materials being referenced)	Rating
a. How will these materials support students who are at risk of becoming—or who are long-term English learners—to progress to grade-level proficiency in English literacy within 12-18 months in areas of: - development of academic language - organization and delivery of oral and written communication, - development of reading fluency, and comprehension?		☐ 3 ☐ 2 ☐ 1
b. How do these materials provide multiple levels and points of entry and exit to appropriately address the English proficiency levels of students?		☐ 3 ☐ 2 ☐ 1
c. How will this curriculum help fill in the gaps in areas where data has indicated our students are likely to have difficulty?		☐ 3 ☐ 2 ☐ 1

d. Does this program align with the time, personnel, and resources available in our MTSS structure?		☐ 3 ☐ 2 ☐ 1
e. (As a committee, do you have additional questions based on the steps in Section 1)?		☐ 3 ☐ 2 ☐ 1

ACTION STEP 3.4 - SELECT AND TRACE IDENTIFIED STANDARDS

The goal of Task 3.4 is to review program teacher editions and assess how effectively they address a few selected ELA/Literacy and ELD standards to support student learning. The work should focus on determining how thoroughly the identified standards are addressed in each publisher program examined. The goal is to create a comparison of each publisher's TE to narrow the field to those programs that best match the needs identified in Section 1, Develop the Local Lens.

The program type being reviewed by the LEA determines which tasks must be completed:

- Program Type 1 and 4: Complete Tasks 3.4a and 3.4b
- Program Types 2, 3, and 6: Complete Tasks 3.4a, 3.4b, 3.4c, and 3.4d
- Program Type 5: Complete Tasks 3.4c and 3.4d

Task 3.4a - Select standards for tracing activity for ELA/Literacy and Integrated ELD.

A sampling of three standards is recommended; however, if this is not possible, one or two comprehensive standards will inform the process. A standards trace should include standards from both ELA/Literacy and ELD. For example, you might trace the CA ELA main idea and details standards across grades K–8 by examining how each program builds students' ability to identify central ideas and supporting details over time, including how instruction develops, and how practice and assessment are provided.

If you are considering a Program Type 4, select standards represented in your program.

If you are considering Program Types 6.1, 6.2, or 6.3, a standards trace should include standards from the CA Preschool/Transitional Kindergarten Learning Foundations ([PTKLF](#)). For example, you might trace CA ELA standards in Key Area 4: Foundational Skills, Phonological and Phonemic Awareness from the [P-3 Learning Progressions](#) for Language & Literacy Development.

The P-3 Learning Progressions begin with the PTKLF and end with the CA ELA standards through 3rd grade. You can examine how the TK programs under consideration build students' experiences and skills in the chosen area, in alignment with the district's adopted K-5 curriculum.

Use the following example to identify standards to trace at each grade span or choose standards based on local context. These recommendations are based on the key practices in CA CCSS ELA/Literacy and CA ELD.

CA CCSS ELA/Literacy and CA ELD Standards Trace Example

Standards	TK	K-2	3-5	6-8	9-12
ELA/Literacy	• Foundational Skills Area 2.4 • Reading 3.3 • Writing standard 4.3 • Speaking & Listening 1.5	• Foundational Skills standard 1d, 3a • Reading Informational Text-1 • Writing standard 3 • Speaking & Listening standard 3	• Foundational Skills standard 3a • Reading Informational Text 1 • Writing standard 3 • Speaking & Listening standard 3	• Reading Informational Text-1 • Writing standard 3 • Speaking & Listening standard 3	• Reading Informational Text-1 • Writing standard 3 • Speaking & Listening standard 3
ELD	• Identify standards that work in tandem with the identified ELA/Literacy standard ◦ Part 1 Interpretive 5 ◦ Part 2 Expanding and Enriching Ideas 4				

LEA Selected CA CCSS ELA/Literacy and CA ELD Standards Trace

Standards	Grade Span: _____	Grade Span: _____	Grade Span: _____	Grade Span: _____	Grade Span : _____
ELA/ Literacy					
ELD					

Task 3.4b - Trace standards activity for ELA/Literacy and Integrated ELD

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration.

3 – Strong evidence

2 – Adequate evidence

1 – Limited/No evidence

ELA/Literacy and Integrated ELD Standards Trace <i>(ELA/Literacy standards are the focal standards in ELA/Literacy and integrated ELD instruction)</i>		
Program Type: Publisher Program: Grade Level/Span: Strand(s)/Standard(s):		
Guiding Statements	Comments (note evidence and page #)	Rating
a. Lesson objectives clearly align with the standard, with sufficient opportunities for practice that are monitored through checks for understanding.		☐ 3 ☐ 2 ☐ 1
b. All aspects of the standard are addressed throughout the school year in a logical progression with sufficiency.		☐ 3 ☐ 2 ☐ 1
c. The TE offers procedures and strategies to develop students' skills and knowledge and includes ideas, resources, and adequate examples for effective instructional delivery including feedback, collaboration, and sufficient practice opportunities.		☐ 3 ☐ 2 ☐ 1
d. The TE clearly provides formative and summative assessment tools that gauge student progress toward mastery of the standard.		☐ 3 ☐ 2 ☐ 1

e. The TE provides suggestions for grouping and differentiating instruction for all students with clear references to supporting materials in ancillary materials.		☐ 3 ☐ 2 ☐ 1
f. Standards are not taught in isolation; related standards in reading, writing, speaking and listening, and language are skillfully combined in an integrated model of		☐ 3 ☐ 2 ☐ 1

Task 3.4c - Select standards for tracing activity for Designated ELD

The goal of Task 3.4c is to review program teacher editions and determine how effectively they address a few selected ELD standards to support student learning during Designated ELD. Use the following suggestions to identify standards to trace at each grade span or choose standards based on district context. These recommendations are based on the key practices in ELD.

Complete this trace if you are considering Programs 2, 3, 5, 6.2 or 6.3.

Designated ELD Standards Trace Example

Standards	K-2	3-5	6-8	9-12
ELD	- Part I standard 1 or 3 - Part II standards 1 or 6	- Part I standard 1 or 3 - Part II standards 1 or 6	- Part I standard 1 or 3 - Part II standards 1 or 6	- Part I standard 1 or 3 - Part II standards 1 or 6

LEA Selected CA CCSS ELA/Literacy and CA ELD Standards Trace

Standards	Grade Span: _____	Grade Span: _____	Grade Span: _____	Grade Span: _____
ELD	- Part I - Part II	- Part I - Part II	- Part I - Part II	- Part I - Part II

Task 3.4d - Trace standards activity for Designated ELD

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration.

3 – Strong evidence

2 – Adequate evidence

1 – Limited/No evidence

Designated ELD Standards Trace

(ELD standards are the focal standards in designated ELD instruction)

Program Type:

Publisher Program:

Grade Level/Span:

Strand(s)/Standard(s):

Guiding Statements	Comments (note evidence and page #)	Rating
a. Lesson objectives clearly align with both ELD standards and ELA/Literacy content, providing sufficient opportunities for practice that are monitored through ongoing checks for understanding.		☐ 3 ☐ 2 ☐ 1
b. The TE offers procedures and strategies to develop students' academic English and literacy in the content areas and includes contextualized language instruction (e.g., using academic vocabulary from a text in discussion, writing sentences with because to explain ideas, analyzing how transition words organize a passage), building background knowledge, and opportunities for meaning making with adequate examples for effective instructional delivery including feedback, collaboration, and sufficient practice opportunities.		☐ 3 ☐ 2 ☐ 1
c. The TE explicitly provides opportunities that focus on learning about how English works, based on purpose, audience, topic, and text type through meaningful interaction and collaboration.		☐ 3 ☐ 2 ☐ 1

d. The TE clearly provides formative and summative assessment tools that gauge student progress toward English language proficiency across multiple proficiency levels (e.g., emerging, expanding, and bridging).		☐ 3 ☐ 2 ☐ 1
e. The ELA/Literacy and ELD standards are used in tandem (i.e.Vocabulary Development: Students learn domain-specific and academic vocabulary from a reading selection (ELA) and practice using those words in speaking and writing tasks (ELD). & Collaborative Conversations:Students engage in structured partner or group discussions about a text (ELA Speaking & Listening) while practicing specific language functions like asking clarifying questions or building on others' ideas (ELD).) and adequately support ELs at all language proficiency levels to access grade-level content.		☐ 3 ☐ 2 ☐ 1
f. Standards are not taught in isolation; related standards in ELD and ELA/Literacy are skillfully combined in instruction.		☐ 3 ☐ 2 ☐ 1

ACTION STEP 3.5 - NARROW PROGRAM CHOICES

The goal of this section is to narrow the LEA's choices to two or three publisher programs. These will be the programs considered for adoption. Committee members should bring copies of their completed charts from Sections 2 and 3 to their grade level/span teams. The teams will discuss/share their findings and come to consensus on two or three publisher programs that they will recommend to the whole adoption committee.

Task 3.5a - Grade level span/team members meet to review their findings.

Grade Level/Span program Recommendation Chart		
Program Type (circle one): 1 2 3 4 5 6.1 6.2 6.3 Grade Level : _____ OR Grade Span: _____		
Publishers to Consider		
a.		
b.		
c.		

Task 3.5b - The whole adoption committee comes together to share their recommendations from each grade level/span.

The next step is that all grade level/span teams will come together with the whole adoption committee to discuss their findings. The grade level/span teams will make their recommendations to the whole committee. The whole adoption committee will review grade level/span recommendations and come to consensus on two or three publisher programs that will continue to be considered for adoption.

LEA Program Recommendation Chart		
Program Type (circle one): 1 2 3 4 5 6.1 6.2 6.3		
Publishers to Consider		
a.		
b.		
c.		

SECTION 4: DETERMINE OPTIONAL PROGRAM REVIEW TASKS - AT A GLANCE

Purpose: To determine and conduct additional program review as needed.

Action Steps	Tasks	Materials
4.1 – Optional Program Review Choices	4.1a – Determine the need for additional program review such as: • Piloting Publisher Programs • Teacher Analysis of Similar Lessons • Student Feedback of Program • Executive Committee Review	Materials vary based on optional program review task(s) selected
4.2 – Conduct Additional Program Review	4.2a – Develop a plan and implement the Optional Program Review Task.	Materials vary based on optional program review task(s) selected

ACTION STEP 4.1 - PROGRAM REVIEW OPTIONS

Task 4.1a - Determine the need for additional program review such as:

- [Piloting Publisher Programs](#)
- [Teacher Analysis of Similar Lessons](#)
- [Executive Committee Review](#)

LEAs may choose to use a program review task based on the recommendation of the adoption committee, leadership, past practice, or other variables.

If the LEA determines that an additional program review task is not necessary or feasible, then the committee will proceed directly to Section 5, Make a Decision.

Piloting Publisher Programs

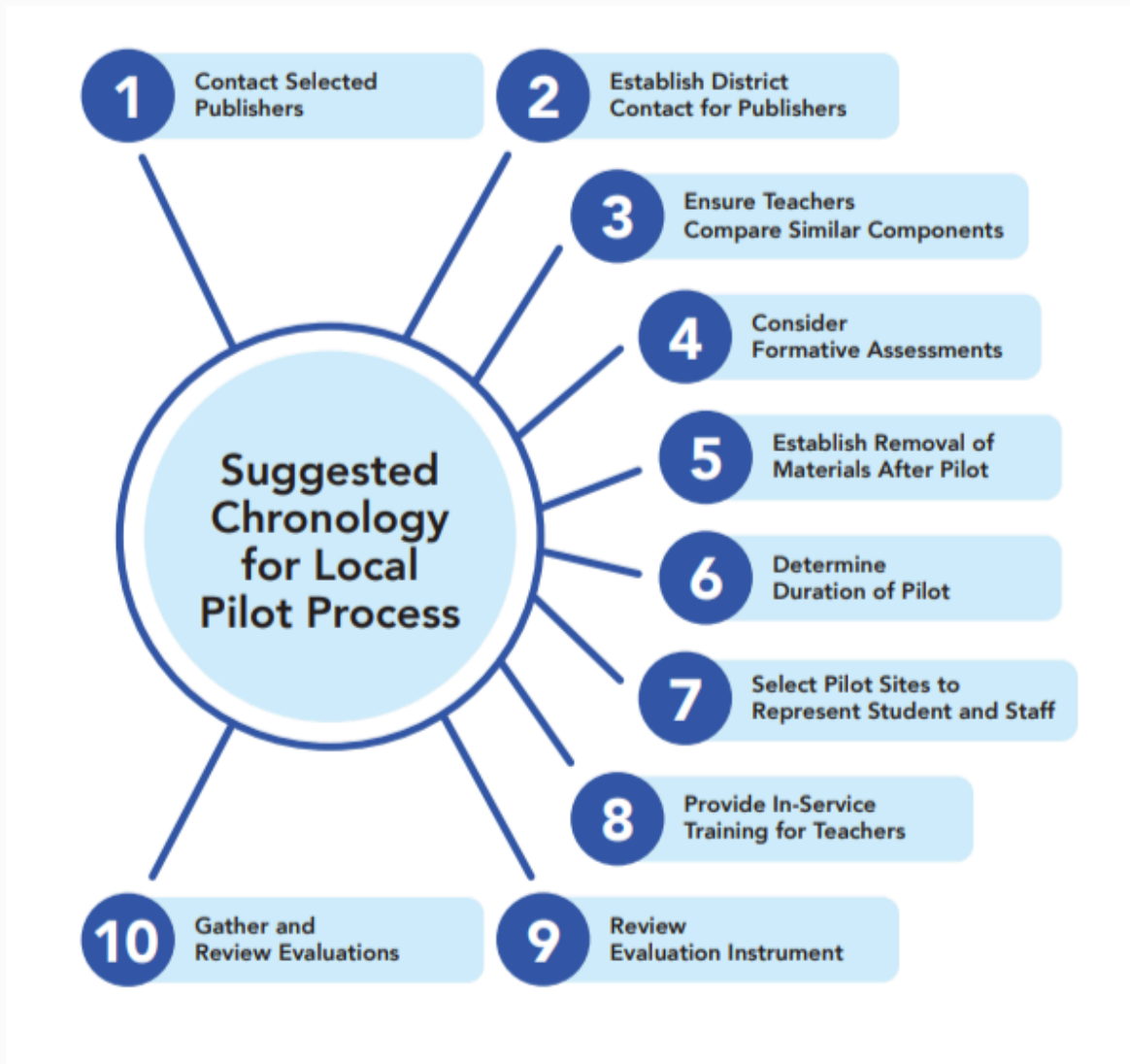
The most comprehensive option is to pilot publisher programs in selected classrooms. This is an opportunity for LEAs to learn from practice. After selecting one or two programs to pilot in Section 3, LEAs implement each curriculum in real classrooms, collect evidence from teachers and students, and use a structured process to develop an evidence-based recommendation. The goal of this phase is not to find a perfect curriculum — it is to understand what each curriculum makes possible for students engaging in grade-level language and literacy.

This phase centers the classroom experience of piloting teachers. They are closest to the evidence, and their professional judgment anchors every part of the process — from data collection through the final recommendation.

For detailed guidance on piloting textbooks and instructional materials, refer to the January 2015 California State Board of Education Policy included below and found at

<https://www.cde.ca.gov/be/cc/cd/documents/sep2014itm5alrevsbepol.doc>.

Listed below is a suggested chronology of the local pilot process. For an in depth description of tasks associated with each step, see SBE guidance linked above.



Graphic from 2023 Adoption Toolkit | World Languages

Additional Piloting Considerations

1. Ensure all publishers provide equivalent materials and support to avoid bias.
2. Prohibit gifts, meals, or incentives; evaluations must reflect instructional quality and student learning.
3. Establish and monitor clear rules for publisher–LEA contact throughout the pilot. (EC sections 60070–60076)
4. Review and follow applicable Education Code sections governing instructional materials and publisher interactions. (grades K–12, sections EC60052–60076; grades K–8, sections EC60200–60112; grades 9–12, sections EC60400–60411)
5. Gather input from educators outside the LEA to learn from their experiences with the materials.

Data Collection while Piloting

In preparation for the debriefing process, consider additional data that could be collected through teacher reflection, surveys, student work samples, classroom visits or student feedback. As you consider what data to collect, refer back to the priorities outlined in the Establish Local Lens for Adoption (Section 1), completed program criteria reflection charts (Section 3) and center lingering questions about materials.

Type	When / Frequency	Primary Purpose
Teacher Reflection Notes - Weekly Micro-Reflections - Sticky Moments	Ongoing (teacher-managed)	Supports teacher meaning-making and memory across a multi-week pilot; reduces pressure during debriefs
Teacher Survey	3 times during pilot (beginning, middle, end)	Captures patterns in strengths, challenges, and questions
Student Work Samples	Brought to debrief (2-3 per pilot)	Anchors discussion in evidence of student learning.
Pilot Classroom Snapshot	1-2 times in the second half of the pilot	Obtains an outside perspective of materials in practice
Student Feedback	Once toward the end of the pilot	Provides a student-centered perspective on engagement and learning with the piloted curriculum
For more detailed guidance and examples of data types, see here .		

Teacher Analysis of Similar Lessons

Teachers compare publisher programs. Duplicate a similar lesson from each program and hide/cover the name of the publisher (if possible). Teachers analyze each lesson for strengths and weaknesses, then compare programs and determine which ones they would recommend for adoption.

Executive Committee Review

The executive committee conducts an additional review of the publisher programs for the best match with the Local Lens determined in Section 1.

Preparation for Decision Making

Regardless of the program review pathway, in preparation for the debrief process and the recommendation to the local board, synthesize the data collected throughout the process.

After completing the activities in Sections 3 and 4, the adoption committee may be able to come to an agreement quickly and easily about which programs to adopt. If there is still need for further discussion and deliberation, complete the Action Steps in Section 5: Make a Decision.

SECTION 5: MAKE A DECISION

OVERVIEW

After completing the activities in Section 4, the adoption committee may be able to come to an agreement quickly and easily about which programs to adopt. If there is still need for further discussion and deliberation, proceed to the activities in this section.

The purpose of Section 5, Make a Decision, is to provide a decision-making framework in the event that the adoption committee has more than one viable option and has not yet identified a clear choice for adoption that everyone can support.

While every LEA has the option of not choosing off the list, there are still legal requirements to be met. If a local education agency chooses to use instructional materials that have not been adopted by the state board, the local education agency shall ensure that a majority of the participants of any review process conducted by the local education agency are classroom teachers who are assigned to the subject area or grade level of the materials. LEAs may also utilize supplemental resources that meet the requirements of the social content standards requirements. For more information, refer to EC section 60210 added via AB 1246 (Brownley).

DATA AND RESOURCES

Use data, charts, and templates from previous sections as needed to assist adoption committee members as they complete this section.

TIMELINE

The process in this section is designed to facilitate the selection of instructional materials. It may be necessary to conduct multiple sessions of this process, so the timeline will vary according to the number of programs being reviewed. The approximate timeline for each program type is 3–4 hours.

SECTION 5. Make a Decision - At a Glance

Purpose: To come to consensus and make a decision.

Action Steps	Materials
5.1 – Prepare for Decision-Making Process	Prepare for Decision-Making Process Slide Deck
5.2 – Compile and Review Data	Refer to Action Steps
5.3 – Determine Level of Support for Each Program	Refer to Action Steps
5.4 – Discuss and Cite Evidence	Refer to Action Steps
5.5 – Work Toward Consensus	Refer to Action Steps
5.6 – Examine Other Considerations	Refer to Action Steps
5.7 – Fall-Back Decision-Making Option	Refer to Action Steps

In preparation of the decision-making process, identify a person who is a recognized neutral leader to facilitate the following steps:

ACTION STEP 5.1: PREPARE FOR DECISION-MAKING PROCESS

1. Use the *Action Step 5.1: Prepare for Decision-Making Process Slide Deck* to present the information for the following tasks.
2. Establish norms. Consider the following suggestions:
 - Let everyone be heard
 - Assume positive intentions
 - Be present and prepared
 - Base decisions on evidence collected from multiple perspectives
3. Introduce the definition of consensus

Consensus is different from majority voting. Rather than choosing the option with the most votes, consensus seeks to include and consider every perspective. A decision is reached when everyone—including those who disagree—understands the group's direction and can accept moving forward with it.

At consensus, the group decision means:

- Each team member agrees they can support the publisher program ultimately recommended by the committee.
 - Each team member has a responsibility to support the adoption and its implementation throughout the district.
4. Before moving to a final decision, ask each adoption committee member to reflect on and confirm the following:
 - I have had the opportunity to share my perspective.
 - I have a clear understanding of what is being proposed.
 - I can see that the proposal has emerged from the group's collective input.

See Consensus Protocols in *Action Step 5.1: Prepare for Decision-Making Process Slide Deck* for ways to meaningfully include all voices.

5. Adoption committee members agree to express and defend their level of support for each program. Introduce the Levels of Support.
 1. I strongly agree with this publisher program and can support it.
 2. I can support this publisher program. I am willing to go along with this choice.
 3. I have concerns and cannot support this publisher program.
 4. I abstain because I didn't learn enough about this publisher program to have an opinion.

6. Agree that if the adoption committee is unable to reach consensus, the district's Executive Committee will make the final decision.

ACTION STEP 5.2: COMPILE AND REVIEW DATA

Lead a review of:

1. the District Lens data (Section 1).
2. the publisher program choices (including careful analysis by grade level/span and across grade implications) with assembled notes and opinions on each (Sections 2 and 3).
3. the Optional Program Review data (Section 4)

ACTION STEP 5.3: DETERMINE LEVEL OF SUPPORT FOR EACH PROGRAM

1. Display the level of support categories and remind participants of data reviewed.
2. Guide a discussion on strengths and weaknesses of each program. Record strengths and weaknesses on charts or using an electronic tool.
3. Provide members time to determine their level of support regarding each separate publisher program choice.
4. When all members are ready to be polled and later defend their level of support for program options, begin polling on the options. Note that members may express any level of support for any program—for example, choosing to support two programs with full support. Consider using an electronic tool to poll (e.g., Poll Everywhere, Mentimeter, Google Forms, etc.).
5. Poll the group, and members individually display their level of support. Post results for each program choice on a chart or electronically.
6. If no program has Level 3 support, identify the program that has the most Level 1 support and congratulate the group on having reached consensus.

ACTION STEP 5.4: DISCUSS AND CITE EVIDENCE

1. For any program that receives Level 3 support, meaning “no support for this choice,” the facilitator asks members to explain their position.
2. If program selections are in opposition to one another, invite participants to voice their opinions citing specific evidence (i.e., reference charts, notes, and data from Sections 1-4). Depending on group size, this might take the form of a simple discussion, or in a large group a more structured process that breaks the group into smaller mixed groups for discussion and charting.
3. Discuss patterns of strengths and areas of concern. Ask the group to narrow the existing strengths and concerns to items that might inhibit consensus. Encourage each member to share their concerns, rationale, and supporting evidence for those concerns in a way that will inform and provide knowledge that will enable the group to reach consensus.
4. Conduct another poll to see if the level of support has shifted after the discussion of strengths and concerns.
5. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
6. If there are still Level 3 concerns, continue the process.

ACTION STEP 5.5: WORK TOWARD CONSENSUS

1. Invite any who still express a Level 3 support to express their concerns to the whole adoption committee.
2. Suggest other committee members address the voiced concerns and discuss options for compromise.
3. Conduct another poll to see if the level of support has shifted after the discussion.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
5. If there are still Level 3 concerns, continue the process.

ACTION STEP 5.6: EXAMINE OTHER CONSIDERATIONS

1. If the decision is not yet clear, now is the time to consider additional differences based on district priorities. Considerations include:
 - a. Evaluation criteria charts and criterion that is most critical based on district need.
 - b. Alignment between program types.
 - c. Other immediate needs such as new teachers, need for technology, growing number of students with intervention needs, etc.
 - d. Factors such as cost breakdown for components by grade span.
 - e. Availability of professional development support (within program and from the publisher).
 - f. Opportunities to maximize articulation across schools, districts, and throughout the county.
2. Review consensus definition chart. Even though a choice may not be a member's first choice, remind the group that consensus means that everyone can support a program for the district.
3. Conduct a final poll of individuals in the group.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
5. If there are still Level 3 concerns, return to Action Step 5.5.

ACTION STEP 5.7: FALL-BACK DECISION-MAKING OPTION

If consensus was not reached, the fall-back decision-making option is in effect. Input will be forwarded from the adoption committee to the district's Executive Committee to make a final program choice.

GLOSSARY OF TERMS

Ancillary Materials

Additional resource materials that are included in state-board approved publisher programs to provide necessary support to instruction. These materials are not contained in the teacher or student edition.

At Risk

The term “at risk” is used to refer to English learners who have been in the country for four or five years, and has scored at Level 3 or below on the previous year’s ELPAC.

Basic Program (often referred to as Core Program)

Program Types 1, 2, 3, 6.1, 6.2, and 6.3. Comprehensive curriculum in English language arts for kindergarten through grade eight and Transitional Kindergarten. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE. Program Types 1, 2, and 3 include partial programs which address at least one complete strand of the ELA/Literacy and/or ELD standards.

Program 2 Basic ELA/ELD 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. The program includes materials necessary for designated English language development instruction.

Program 3 Basic Biliteracy 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. These materials are designed to ensure that students are successful in developing literacy in English and another language.

Biliteracy Programs

Biliteracy programs serve both English learner and English-dominant students seeking to become bilingual and biliterate global citizens through the development of reading, writing, speaking, and listening in two or more languages.

Comprehensive ELD

Comprehensive ELD includes both integrated and designated ELD and constitutes part of core instruction for those identified as EL students. Comprehensive ELD is integrated into ELA and all other content instruction and builds on students’ cultural and linguistic assets.

Through comprehensive ELD, EL students learn to use English purposefully, interact in meaningful ways, and understand how English works. The CA ELD Standards describe the knowledge, skills, and abilities that EL students need to access, engage with, and achieve in grade-level academic content. The standards include two major parts: Interacting in Meaningful Ways, organized by modes of communication (Collaborative, Interpretative, and Productive) and Learning About How English Works, organized by key language processes (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas). The strategies below support the implementation of these standards. (California Literacy Content Blocks).

Designated ELD

Designated English language development (ELD) instruction is protected time during the regular school day where teachers use English language development 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. (2014 ELA/ELD Framework, Glossary).

Differentiated Instruction

Differentiated instruction is the use of a variety of evidence-based instructional approaches to transform the materials, curriculum, and production in response to the interests, preferences, and readiness of diverse learners. It is not a program but a way for teachers to think effectively about whom they teach, where they teach, and how they teach to maximize all students' academic potential (Glass 2012). (2014 ELA/ELD Framework, Chapter 9, Page 47)

English Learners (Multilingual Learners)

A student who enrolls in a California school beginning in any grade level, kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtained a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to Education Code (EC) Section 313.

Integrated ELD

Integrated English language development (ELD) is English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners. (2014 ELA/ELD Framework, Glossary)

Intensive Intervention Program

For the 2026 adoption, Program Type 4 has been significantly expanded to include intervention support for students in grades one through three, extending from the previous design for students needing intervention in grades four through eight. This expansion recognizes the critical importance of early intervention and aligns with California's new universal screening requirements for kindergarten through grade two students. Program Type 4 now provides intensive intervention in ELA materials for students in grades one through eight who are demonstrating literacy skills significantly below grade level, offering explicit, systematic instruction designed to accelerate progress toward grade-level proficiency in ELA.

Intervention

A structure for diagnosing and supporting students who do not demonstrate competence in the skills and knowledge required for grade-level work. This structure should include age-appropriate materials delivered explicitly, systematically, and with urgency to accelerate student learning.

Local Lens

Data gathered by a Local Educational Agency (LEA) showing information about teacher and learner needs, state testing results, available resources, and instructional materials unique to LEA.

Long-Cycle Assessment

Yearly assessments (e.g., annual/end-of-year) of learning, such as the Smarter Balanced annual assessments, are long-cycle assessments. They cover a year's worth of learning and, by their nature, provide very large grain-sized information about student achievement relative to the standards. (2014 ELA/ELD Framework, Chapter 8, Page 25)

Long-Term English Learner

An LTEL student is generally defined as an English learner (EL) student who has not achieved English language proficiency within a specified number of years and has not yet been reclassified as fluent English proficient (RFEP). As a result, LTEL students are a subset within the larger population of EL students.

The California Education Code (EC) identifies two distinct definitions of LTEL students, both of which are used for reporting LTEL data for different purposes. To clarify these differences, this web page outlines the definitions applied to the applicable reports, details the start and end dates used to determine the number of years that a student is an EL, and provides links to resources that contain comprehensive and technical information. This web page does not cover all the technical aspects of how a student is identified as an LTEL for each report. The links in the Resources section provides users directions on how to access additional technical information.

Medium-Cycle Assessment

Assessments that teachers develop, or that are included in the curricular materials and are administered at the end of a unit, quarterly or every six weeks, are medium cycle. Medium-cycle assessments (e.g., end-of-unit, quarterly interim/benchmark) occupy a middle ground between short-cycle formative assessment and long-cycle summative assessments. Some are used to inform instruction during the school year; others serve evaluative purposes. (2014 ELA/ELD Framework, Chapter 8, Page 19)

MTSS (Multi-Tiered System of Support)

The MTSS framework provides a comprehensive approach to addressing the academic, behavioral, and social–emotional needs of all students through integrated data-driven prevention and intervention practices. Tier One provides Universal Support for all students, Tier Two provides Supplemental Support for some students, and Tier Three provides Intensified Support for few students.

Newcomers

Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries.

OPTEL (Observation Protocol for Teachers of English Learners)

The OPTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of California Education Code (EC) Section 313.3.

Partial Programs

As authorized by AB 121 and EC Section 60205 added by AB 1454, Program Types 1, 2, and 3 now include subset options. This addition allows LEAs to adopt materials that focus on teaching specific skills and standards that represent a subset of the entire *ELA/ELD Framework*. This subset approach recognizes that specialized programs focusing on particular aspects of literacy instruction—such as foundational skills, language development, or comprehension—may provide more targeted instruction than comprehensive programs attempting to address all standards equally.

Play-Based Learning

Play serves as the primary vehicle for literacy development in TK. Vocabulary acquisition significantly increases when children engage in play-based extensions of shared reading, as social and imaginative contexts provide authentic opportunities for language use and concept application. Narrative and play-based activities enhance emergent reading and writing, oral language, and social competence, particularly for children from under-resourced communities.

Effective TK instruction integrates guided play—where adults support child-directed exploration toward learning goals—alongside storytelling and dialogic reading that features interactive conversations about text.

Reading Difficulties Risk Screener (RDRS)

This systematic approach to early screening in kindergarten through grade two enables timely identification and intervention for students at risk of reading difficulties, including dyslexia, ensuring that evidence-based supports are provided when they are most effective

Science of Reading (SoR)

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

Short-Cycle Formative Assessment

Short-cycle formative assessment is the assessment for learning which is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student achievement of intended instructional outcomes (McManus 2008). Short-cycle formative assessment occurs when evidence of learning is gathered minute-by-minute, daily, and weekly from a variety of sources during ongoing instruction for the purpose of moving learning forward to meet short-term goals (i.e., lesson goals) (Black and Wiliam 1998; Council of Chief State School Officers Formative Assessment State Collaborative 2006; Heritage 2010; Popham 2010). This short-cycle formative assessment process is referred to as formative assessment. (2014 ELA/ELD Framework, Chapter 8, Page 12)

Specialized ELD

Program Type 5 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, 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. (2014 ELA/ELD Framework, Chapter 12, Page 9)

Structured Literacy

An approach to reading instruction that is evidence-based, multisensory, direct, explicit, structured, and sequential for all students, including those who have dyslexia and disabilities.

Systematic Instruction

The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts. (2014 ELA/ELD Framework, Glossary)

Summative Assessment

This is the assessment of learning that includes quarterly, midyear, and end-of-year tests developed by publishers and school districts. They are used to determine whether the student has mastered the content and to document long-term growth.

Universal Screening

Universal screening is a critical first step in identifying students who may be at risk of experiencing difficulty with reading and who may need more instruction. Universal screening consists of brief assessments focused on target skills that are highly predictive of future outcomes. (2014 ELA/ELD Framework, Chapter 8, Page 859).

Universal Design for Learning (UDL)

This is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners.