

The district English Language Proficiency Instructional Materials adoption committee has met over the past six months. The **Estacada School District** English Language Development (ELD) Specialists on the committee agreed that the *K-5 Language for All* and *6-12 Houghton Mifflin-Harcourt English 3D* materials best meet the learning needs of emerging bilingual students in our district. To reach this decision, we used the Oregon English Language Proficiency Adoption Criteria for Instructional Materials provided by the Oregon Department of Education and the Estacada School District English Language Proficiency Screening Criteria. We reviewed three programs using these criteria documents and *K-5 Language for All* and *6-12 Houghton Mifflin-Harcourt English 3D* rose to the top. Below are key points justifying this decision.

**Alignment to the Oregon English Language Proficiency Content & Pedagogy Criteria:**

- Addresses four interconnected domains (*Reading, writing, Speaking, & Listening*).
- Provides a range of English language complexity.
- Develops understanding through conceptual connections to grade level content and multiple representations.
- Provides daily opportunities for students to read, write, listen, and speak to practice newly acquired English language skills.

**Alignment to the Oregon English Language Proficiency Baseline, Non-Negotiable Criteria:**

- Provides opportunities for students to demonstrate knowledge and skills in English
- Gives multiple opportunities for continuous feedback between students and teacher
- Aligned to the English proficiency standards
- Materials provide scaffolding and a diverse range of cultural competencies
- Provides academic connections and builds on prior knowledge that provides rigor
- Includes evidence based instructional strategies

**Instructional Supports and Alignment to Estacada School District Essential Learning Standards:**

- Curriculum aligns and integrates with grade level Essential Learning Standards
- The English Language Proficiency materials provide multiple opportunities to construct grade-appropriate oral and written claims and be able to support them with evidence.
- Includes multiple student activities to learn and practice a wide variety of complex academic words and figurative language to express ideas precisely according to language level.
- Challenges students with rigorous activities to analyze and critique the arguments of others orally and in writing.
- Provides examples and scaffolding to speak and write about grade-appropriate complex literary and informational texts and topics.
- Students learn about relevant student themes in order to participate effectively in discussions according to language level.

- There are opportunities to read, listen, and understand oral presentations, literary & informational texts appropriate to language level.

### **Assessment:**

- Provides multiple assessment types, both digital and non-digital formats accessible to all students.
- Includes frequent oral, written, and group formative assessments with rubrics to drive instruction.
- Includes oral and written summative assessments and performance based assessments.
- Prepares students to access vocabulary and meaning in content classes.
- Provides Performance Assessment Rubrics, Analytic Growth Rubrics and Holistic Rubrics

## **English Language Proficiency Adoption Committee**

### **Rationale and Background**

**Rationale:** Beginning in September of 2021, the Director of Teaching and Learning, the English Learner Program Coordinator, and the Estacada School District English Language Development (ELD) Specialists formed a committee to begin the work of curriculum renewal for K-12 English Language Proficiency. The English Language Proficiency committee has worked diligently since then to read research, seek community input, and review a varied selection of English Language Proficiency instructional materials.

The curriculum was reviewed using a rigorous rubric that outlined criteria needed in English Language Proficiency instructional materials for the success of our students. After reviewing all of the programs a final consensus was reached and the committee put together the following recommendation.

During our extensive examination, we addressed both the needed rigor for our students as well as materials that connect the subject matter to meaningful context. Teachers wanted well organized materials, support for the four domains of language (reading, writing, speaking, and listening), support for differentiation, materials that are proficiency based, and align with our Standards Based Learning and Reporting.

Below is a list of how the resources addressed the assessed criterion:

### **Alignment to the English Language Proficiency Standards:**

- Programs address all K-12 English Language Proficiency Standards for multiple proficiency levels at the Kindergarten-12th grade level and include clear and explicit purposes for instruction.

## **Alignment to Key Criteria:**

### **Language Domains**

- Materials and units provide ample opportunities to engage in the language domains of reading, writing, listening and speaking
- Provides formal, complex, and authentic opportunities for communication with scaffolds and opportunities for differentiation

### **Language Complexity**

- Students have multiple opportunities to practice oral and written language within grade level academic content
- Academically and linguistically appropriate activities to challenge students
- Includes oral and written communication from basic to complex
- Students develop understanding through meaningful context and connections to real world tasks.

### **Language Proficiency**

- Provides a wide range of language scaffolds to support at all proficiency levels
- Opportunities for students to develop complex academic language skills in order to reach their full potential

### **Teacher Supports**

- Teacher guide is user friendly, supportive, and easily accessible
- Includes scaffolding for students of various English proficiency levels to engage in oral and written language activities.
- Includes ongoing professional development and support

### **Student Engagement**

- There are multiple strategies to support engagement and rigor through academic conversations and peer interactions
- Materials and units are culturally relevant and respectful of all groups

### **Equity**

- Materials use language, pictures, graphics, and media that offer a wide range of diversity and groups
- Provides scaffolding within language and content that includes differentiation strategies for students at varying English proficiency and academic levels
- Lessons provide real life applications that support a high interest within age and grade level bands

### **Assessment**

- Includes multiple opportunities for formative assessment through turn and talks, peer collaboration, and teacher observation
- Includes End of Unit oral and written summative assessments
- Includes performance based assessments
- Multiple opportunities to ensure frequent and constructive feedback
- Provides rubrics that help with self and peer-to-peer assessment

### **Differentiation, accessibility, and learning supports**

- The materials provide access to English Language Development across proficiency levels
- Materials are accessible online for teachers and students
- Provides scaffolding, differentiation and extra support for diverse learners, and provide support for students at varying academic and proficiency levels.
- Lessons encourage students to think about real world interactions.

### **Research-based**

- The materials are supported by evidence-based research on language acquisition theory, instructional design, and practices that support cross-curricular content instructional implementation.