



Guidelines for Improving English Language Arts Materials for English Learners



Our Mission

Our dream is for students classified as English learners (ELs) to experience schools that recognize their educational needs, value the cultural and linguistic assets they bring, and provide an environment in which they can thrive socially, emotionally, and academically. The English Learners Success Forum (ELSF) believes quality teaching paired with effective instructional guidance is critical to the academic success of ELs.

Acknowledgements

Nationally-recognized EL experts and practitioners with extensive classroom experience developed these guidelines to complement existing tools¹ designed to increase student access to high quality, standards-aligned instructional materials. ELSF is grateful to have received input and constructive feedback from our partners at Student Achievement Partners,

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¹ [Instructional Materials Evaluation Toolkit](#), [EQulP rubrics](#), [Council of the Great City Schools' ELL Framework](#), [Understanding Language's Principles for the Design of Mathematics Curricula: Promoting Language and Content Development](#)



1 About the ELSF Guidelines

Introduction

These *Guidelines for Improving English Language Arts Materials for English Learners* (the *Guidelines*) were developed to provide specific guidance to developers of English language arts (ELA) content on key areas of English language development that must be embedded across a curricula, in units, and in lessons so that English learner students (ELs) can access and engage in grade-level content. ELSF believes that a curriculum reflecting these research-informed EL strategies and best practices will provide the necessary foundation for the simultaneous development of disciplinary knowledge, language and literacy for ELs as well as guide teachers to be more inclusive of the various needs of ELs, ultimately leading to a significant increase in EL students' access to grade-level content.

ELSF's approach reflects the belief that students with developing levels of English proficiency require instruction that carefully supports their understanding and use of their growing language as they participate in content learning. Quality teaching paired with effective instructional guidance within materials is critical to the academic success of students classified as ELs. Instructional materials must provide grade-level access for ELs to engage in ELA and meet the demands of college- and career-ready (CCR) standards. Unfortunately, many educators feel that materials developed to support ELA learning for ELs neither reflect the rigor of CCR standards nor are they designed to raise the academic performance of ELs.² Most grade-level instructional materials developed and intended for native English speakers rarely include intentional support for students who are progressing in their English language development.

It is estimated that more than half of U.S. public school teachers have at least one EL in their classroom, but less than 20 percent are certified to teach ELs.³ We believe quality instructional materials paired with effective professional development will have a positive impact on EL academic learning. In fact, content developers should consider the needs of ELs as an integral part of their materials development process.

Language development experts and practitioners developed the Guidelines based on the most recent research on language development and instruction for ELs; they provide the foundation for the ELSF materials improvement process that elevates the academic language needs of ELs. The Guidelines reference concrete examples and guidance to aid others in developing content, including districts, schools, teachers, and organizations focused on instruction.

² [Instructional Materials for English Language Learners in Urban Public Schools](#), 2012-13. Council of the Great City Schools

³ Brown & Doolittle, 2008; Waxman, Tellez, & Walberg, 2004



Why this work matters

The newest CCR standards place greater emphasis on disciplinary language and literacy demands, collaborative student engagement, and students using oral and written language. While beneficial for all students, ELs need specific support as they are simultaneously engaging with grade-level content while developing English proficiency. Classrooms vary tremendously across the U.S.; some classrooms have one single EL while others find that ELs are the majority of learners. Whether in rural, suburban, or urban schools, ELSF acknowledges that the best way to meet the needs of ELs is to provide support to teachers in a variety of ways, such as offering professional development on language pedagogy and referencing best practices and through the intentional design of the instructional materials themselves.

Existing evidence points to the impact of curriculum on student learning.⁴ Educators can draw from the available research in order to understand how students develop English proficiency while engaging in ELA content at

the same time.⁵ These Guidelines are consistent with recommendations approved by the National Academies of Science report, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*,⁶ and *The English Learner Toolkit*⁷ by the Office of English Language Acquisition at the US Department of Education. In fact, some of the authors of these reports contributed to the development and refinement of these Guidelines. To make these guidelines unique and actionable, ELSF culled the most critical aspects of existing evidence of what works for ELs and organized them in way that is accessible for developers of curricula.

Demand for this work

Prior to launching, ELSF interviewed curriculum developers, national EL experts and practitioners, and organizations advocating for high-quality curriculum to explore why most core (ELA and mathematics) K-12 curricular materials are not inclusive of the needs of ELs. Findings reveal a lack of EL expertise on development staff, little concrete

guidance on how to integrate EL supports within instructional materials, and consultations with experts that offer only a singular perspective and fail to provide reflections from range of expertise within the EL instructional community. While EL experts are willing to support this work, they receive invitations to collaborate and engage in the process of materials development when it's too late in to make a significant contribution and impact.

ELSF was created to address these challenges directly:

- 1) the Guidelines were developed and reviewed by EL experts and practitioners from a variety of perspectives and vast ranges of experiences; researchers, linguists, education leaders, and educators have contributed to various iterations leading to this version;
- 2) the Guidelines offer “the how” of EL supports within the context of curricular materials;

4 [Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#)

5 [Teaching English Language Learners What the Research Does—and Does Not—Say](#)

6 This 2017 Report can be found [here](#)

7 [The English Learner Toolkit](#)



- 3) ELSF works directly with content developers by offering cycles of feedback from experienced EL experts and practitioners based on the Guidelines; and
- 4) ELSF shares our learning through free tools and resources published on our website.

Who should use these Guidelines

ELSF believes that these Guidelines will benefit those who play a role in ensuring teachers have access to curricular materials that are high-quality and consider the needs of *all* students, including ELs. Audiences may include:

- **Content developers**
Ideally integrated into the design, prototyping, or creation of any new curricula, these Guidelines can be used by any developer of curriculum, which may include *publishers, state education agencies,*

districts, schools, or teachers, to ensure effective English language development is integrated and robust throughout the materials. Additionally, those seeking to **adapt or enhance current materials** to be more inclusive of the needs of ELs can use the Guidelines to self-assess their EL supports (as outlined in the Guidelines) and revise materials to reflect the strategies and practices within each Area of Focus.

- **Professional learning communities**
ELSF believes content and language should be taught simultaneously. Leaders who are looking for practical ways to support ELA teachers with ELs in their classrooms could consider using the Guidelines within professional learning communities.
- **Education leaders considering new curriculum**
At minimum, each of the Guidelines should be reflected in high-quality core ELA materials that claim to be inclusive of

the needs of ELs. Leaders may use the Guidelines as a tool for reflecting on current support for ELs, finding gaps, and determining appropriate actions to meet EL needs. *Note:* The Guidelines respond to and build on the foundational work done by our partners at the Council of the Great City Schools,⁸ Stanford University's Understanding Language,⁹ and recent EL research, which, in addition to these Guidelines, will benefit all audiences when considering the needs of ELs.

This tool offers guidance on intentional language support across a curriculum and does not gauge for alignment to CCR standards. ELSF advises all content developers to utilize tools developed for this purpose¹⁰ while using the Guidelines. In addition, these Guidelines are not intended to replace English Language Proficiency Standards¹¹ but instead to provide ELs access to grade-level content.

8 The Council of the Great City Schools' [Re-envisioning English Language Arts and English Language Development for English Language Learners](#) provides direction on raising expectations and instructional rigor for ELs, approaches and delivery models of English language development, and a general process and key features for evaluating quality instructional materials for ELs.

9 Resources at Understanding Language at Stanford University, including [Language, Literacy, and Learning in the Content Areas](#), offer general content area guidelines for teachers and others engaged in instructional and materials design that maximize alignment with the CCR standards for ELs.

10 Tools to evaluate alignment to CCR standards, such as the Instructional Materials Evaluation Toolkit

11 [Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards](#)



2 English Learners

To meet the academic needs of ELs, instruction must consider the language development needs of ELs,¹² whether students are newcomers to U.S. schools, students with limited or interrupted formal education (SLIFE) or long-term ELs (LTELs). Additionally, ELs have a range of experiences related to their language, culture, and with English in or outside of school that instructors can leverage for learning. This section describes how materials should consider these differences.

ELSF's approach reflects the belief that students with developing levels of English proficiency¹³ can thrive academically, but that they require instruction and materials that carefully support their understanding and use of emerging language as they participate in content learning.¹⁴ Instructional materials

must provide access for ELs to engage in content-area work and meet the demands of CCR standards at their own grade-level¹⁵ as well as guide core content teachers, who may have received little training in simultaneous language and content instruction, in meeting the challenge of providing that access to all students under their instruction.

ELSF's approach and guidelines also reflect a broader equity perspective into which ELs fit: the Guidelines recognize that ELs' languages, cultures, and funds of knowledge are intellectual resources that will enhance learning.¹⁶ One-size-fits-all approaches do not attend to the heterogeneity of the EL population.

General education materials typically rely on a teacher's ability to know how to

differentiate instruction appropriately for students, which is problematic when only one out of four teachers has received training on how to do this for ELs. However, ELSF believes materials can and should help teachers attend to the language demands within lessons and support ELs in developing disciplinary knowledge and academic language. Materials can help guide teachers to recognize when and how to implement instructional language supports and how to ensure students are understanding concepts.

Because states use a variety of frameworks and tests to measure student language proficiency, we do not suggest that content developers use any one framework in their curriculum, but rather that they differentiate instruction according to student needs as follows:

12 States and school districts vary in how they define ELs, see CCSSO's [Moving Towards a More Common Definition of English Learner](#)

13 ELSF's tools and materials reflect the belief that language development is not a linear process, as has been previously believed, and that English proficiency may develop faster in one modality (receptive, productive, interactive) or domain (reading, writing, listening, speaking) than another.

14 [Zwiers, et al. 2017](#); Walqui, A. & van Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners: A pedagogy of promise*. San Francisco: WestEd.

15 Zwiers, et al. 2017; Moschkovich, 2013

16 Civil, 2007; Celedón-Pattichis & Ramirez, 2012; Gonzalez, Moll, & Amanti, 2013; Bunch, Kibler, & Pimentel, 2012; Gutiérrez & Rogoff, 2003



- **Emerging ELs:**

Students at this level have limited receptive and productive English skills. As they progress, students will begin to respond and engage in class using basic English communication skills in social and academic contexts. Intensive, accelerated, content-based instruction is required for ELs at this level and general education materials typically do not provide the necessary language development support, which requires a reliance on a teacher's ability to differentiate instruction accordingly. However, materials should acknowledge that emerging ELs can engage in complex, cognitively demanding tasks requiring language when provided with substantial linguistic support. For example, to access grade-level concepts and build the skill of reading and writing, materials can provide high-level guidance to teachers on how to scaffold instruction appropriately by tapping into students' own backgrounds and dominant language or by allowing multiple opportunities to engage in disciplinary themes at increasingly difficult levels of complexity.

- **Developing ELs:**

These students are beyond newly-emerging levels of English proficiency and can utilize learned phrases in English to communicate and engage in social and academic settings. As they progress, they will be able to engage in increasingly more complex, cognitively demanding situations in English. Students at this level require continued targeted language development instruction (i.e. reading shorter segments of texts to explore language usage). All instructional materials should aim to address the language demands from this level until students achieve proficiency. Note that though students may exit EL status, continued language instruction is critical.

- **Expanding ELs:**

Students at this level can communicate appropriately according to tasks and purpose. They can adapt communication based on social and academic contexts and are working towards refining and enhancing their English skills to meet academic demands across the disciplinary areas. Because they can engage in complex, cognitively demanding activities at this

level, they will need lighter linguistic supports as they become more comfortable with understanding and using highly technical English.

A note about long-term ELs (LTELs): It is estimated that 60% of ELs in grades 6–12 are classified as LTELs, meaning they have been enrolled in U.S. schools for 5+ years and have not been deemed “proficient” according to the criteria set by their district/state.¹⁷ However, LTELs usually have high levels of social language abilities, but have fallen behind their peers in academic language. Several factors contribute to this “long-term” status, including little to no targeted linguistic support throughout their education or placement in inconsistent or mediocre program models.¹⁸ LTELs, who are often developing proficiency and require concentrated language support, need instruction that is highly engaging and includes meaningful tasks.

¹⁷ LTEL definition according to the [Every Student Succeeds Act](#).

¹⁸ [Olsen](#), 2014



3 Guidelines and Specifications

The Guidelines in this next section explicitly elevate opportunities for simultaneous language and disciplinary knowledge development in instructional materials. The first table of this section (Table 1) includes an overview of the five ELA Areas of Focus and the 14 Guidelines. These Guidelines reflect the fundamental aspects of language and content development and are the basis for ELSF materials review and feedback.

Organized by Areas of Focus, the subsequent tables provide detailed specifications that accompany each Guideline. These specifications include explanations, suggestions, strategies, supports, and models that demonstrate how educators can use these Guidelines operationally in materials development.



Table 1 below provides a preview of the Areas of Focus and research-informed Guidelines for ELA materials that provide quality supports for ELs.

<p>Area of Focus I:</p> <p>Interdependence of Oral Language, Disciplinary Writing, and Text Engagement</p>	<p>Area of Focus II:</p> <p>Sustained Language and Content Support</p>	<p>Area of Focus III:</p> <p>Learner Awareness (Metacognitive Strategies)</p>	<p>Area of Focus IV:</p> <p>Leveraging Students' Assets</p>	<p>Area of Focus V:</p> <p>Formative Assessment</p>
<ol style="list-style-type: none"> 1. Interactive oral language development activities (including speaking and listening) build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of the subject matter. 2. Writing activities engage students in discussions of topics and prompts with peers and teacher throughout and as an integral part of the writing process. 3. Interactive language development activities build opportunities to engage with grade-level texts. 	<ol style="list-style-type: none"> 4. Materials gradually advance the level of language practices, analytical skills, and conceptual understandings as a unit progresses 5. Materials reflect the understanding that students learn language through prolonged exposure along with opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed. 6. Materials provide scaffolds and create tasks that lead students to build an increased understanding of complex grade-level text over time. 7. Writing activities explicitly and cumulatively build a nexus of college- and career-ready skills (e.g. analysis of texts, gathering evidence, making and supporting claims) as the curriculum progresses. 	<ol style="list-style-type: none"> 8. Student materials ensure learner awareness (metacognitive strategies) to guide reflection on their own learning. 9. Materials guide teachers to engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time. 	<ol style="list-style-type: none"> 10. Materials reflect an asset-based model of teaching and learning, and provide guidance for creating instructional opportunities that reflect that perspective. 11. Materials recognize students' background knowledge and interests and endeavor to activate them for disciplinary learning. 12. Materials guide teachers in how to value home language(s) as a resource for learning content. 13. Materials for teachers provide guidance for instructional practices that promote student agency and learner autonomy. 	<ol style="list-style-type: none"> 14. Materials provide teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understanding.



The tables that follow outline the specifications (including ELD models, explanations, practices, strategies, and supports) for meeting the corresponding evidence-based Guidelines.

Area of Focus I: Interdependence of Oral Language, Disciplinary Writing, and Text Engagement

1. Interactive oral language development activities (including speaking and listening) build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of the subject matter.

2. Writing activities engage students in discussions of topics and prompts with peers and teacher throughout and as an integral part of the writing process.

3. Interactive language development activities build opportunities to engage with grade-level texts.

1a. Units include pair or group conversation activities that help students hear and imitate more fluent others as they build their abilities to develop and challenge ideas using evidence-based reasoning, allowing them to engage with ideas and ELA practices before writing extensively about them.

1b. Teacher materials provide guidance on how to engage students in productive and sustained academic discussions in which students negotiate meaning (ask and answer questions) and co-construct knowledge about grade-level texts and content.

1c. Teacher materials include instruction on grouping strategies that encourage students to leverage their oral language resources in order to engage with complex disciplinary ideas and practices, and to support each other in developing disciplinary language in English.

2a. Writing activities are centered on specific shared texts so all students have shared content for orally communicating about disciplinary content, negotiating meaning collaboratively, gathering evidence from those texts, and other learning activities.

3a. Teacher materials include explicit guidance for grouping of students for productive discussions about complex texts.

3b. Teacher materials include guidance for oral language activities that provide opportunities for students to enter texts at different proficiency points, such as eliciting background knowledge, or discussing topics related to the text.

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Examples and Resources:

1. [Heart to Heart](#)
- 1a. [Socratic Seminar](#); [Jigsaw Project](#); [Save the Last Word for Me](#); [Compass Partners](#); [Wide Angle Reading Protocol](#); [Talk Moves](#); [Rumors](#)
- 1b. [Academic Discussions](#); [Scaffolding Discussions](#); [Talk Moves](#); [Bounce Cards for Primary Grades \(Spanish and other L1s\)](#), [Primary Grades \(English\)](#), [Intermediate Grades \(English\)](#)
- 1c. For example, homogeneous grouping by language background can allow the teacher to leverage bilingual resources and accelerate content and language learning. Heterogeneous groupings can provide ELs with peer modeling of authentic communication and support by native English-speaking peers. Grouping should be varied and power dynamics balanced so that there are equitable opportunities to speak. [Talk Moves](#)

Examples and Resources:

- 2a. [Evidence Logs](#); [Writing a Cooperative Paragraph](#); [The Harkness Discussion](#); [Socratic Seminar](#); [Heart to Heart](#); [Compass Partners](#)

Examples and Resources:

3. [Heart to Heart](#)
- 3a. [Assigning Roles](#); [Compass Partners](#)
- 3b. [Anticipation Guides](#); [Wide Angle Reading Protocol](#); [Compass Partners](#)

Area of Focus II: Sustained Language and Content Support

4. Materials **gradually advance** the level of **language practices, analytical skills, and conceptual understandings** as a unit progresses.

5. Materials reflect the understanding that students **learn language through prolonged exposure** along with **opportunities to negotiate** content and ideas in the target language, with **scaffolds and supports** for further development as needed.

6. Materials provide scaffolds and create tasks that lead students to build an **increased understanding** of complex grade-level text over time.

7. **Writing activities** explicitly and cumulatively build a **nexus of college- and career-ready skills** (e.g. analysis of texts, gathering evidence, making and supporting claims) as the curriculum progresses.

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<p>4a. Texts are rarely, if ever, simplified so that students have the opportunity to grapple with grade-level texts and successfully engage with them to build college- and career-readiness. Teachers can provide additional high-quality, relevant texts for context building up to the main reading.</p> <p>4b. Materials apply text engineering (chunking a text in meaningful units, inserting headings, inserting questions) to alert students to key queries to consider before moving on in the text.</p> <p>4c. Materials help teachers indicate what is essential to understand and why it is essential; materials should alert students to connections between texts and concepts.</p> <p>4d. Instead of replacing a word with a simpler word, student texts provide students with reading strategies (e.g. determining words in context) or include parentheses with explanations, definitions, or more details.</p>	<p>5a. Curriculum spirals concepts, skills, and language throughout to give students consistent exposure and multiple opportunities to learn them over time.</p> <p>5b. Curriculum spirals concepts, skills, and language throughout with increasing sophistication, precision, and/or complexity.</p> <p>5c. Materials should contain scaffolds (e.g. visual organizers, sentence frames/starters, hands-on materials, role-plays) to support students' developing academic reasoning skills.</p>	<p>6a. Materials offer opportunities for students to engage in multiple close readings of complex texts to promote deep understanding of texts' themes, concepts, structure, etc.</p>	<p>7a. Materials should include opportunities for the development of research skills, and teacher guidance should demonstrate how to build these skills into the material and lead this endeavor in a collaborative manner before students are required to research independently.</p> <p>7b. Teachers guide students to revise and then edit their writing through a process that focuses on specific issues each time rather than trying to address all content and editing issues simultaneously.</p> <p>7c. Units include pair or group conversation activities that help students practice their abilities to develop and challenge ideas using evidence-based reasoning, allowing them to engage with ideas and engage with ELA practices (inferring meaning from texts, making arguments, supporting claims with text evidence, etc.) before writing extensively about them.</p>
<p>Examples and Resources:</p> <p>4a. Spiralling Math and Language Content Throughout the Year</p> <p>4b. Chunking Texts</p> <p>4d. See it, Do it, Say it; For example, provide students with a working glossary specific to each text, define phrases rather than just single words when necessary in student materials, or provide instructions to use the L1 to negotiate meaning.</p>	<p>Examples and Resources:</p> <p>5. Sentence Fluency Activities for Newcomer ELs; Spiralling Math and Language Content Throughout the Year</p> <p>5a. Analyzing Content and Language Demands</p> <p>5c. Graphic Organizers</p>	<p>Examples and Resources:</p> <p>6. Spiralling Math and Language Content Throughout the Year</p>	<p>Examples and Resources:</p> <p>7b. Sentence Fluency Activities for Newcomer ELs</p> <p>7c. Socratic Seminar</p>

Area of Focus III: Learner Awareness (Metacognitive Strategies)

8. Student materials ensure **learner awareness** (metacognitive strategies) to guide reflection on their own learning.

9. Materials guide teachers to engage students in classroom activities that bring **awareness to the ways that they can improve their communication** (writing, reading, speaking, listening) practices **over time**.

8a. Multiple texts (including multimedia) serve to build background knowledge on crucial and engaging topics and disciplinary practices.

8b. Materials support students in noticing and comprehending sentences that are either essential for understanding the reading or that represent challenging structures. Syntax development should be an explicit and regular focus in reading tasks, and that focus should occur in the context of collaboratively working with meaningful texts.

8c. Reading tasks include a regular focus on vocabulary presented in the context of meaning-making, communicating and drawing inferences, not merely to acquire academic English. Materials draw student attention to high-value vocabulary words (often Tier II and Tier III vocabulary) essential to the text and likely to appear in future texts.

8d. Tasks frequently focus on an author's use of language (e.g. tone, sentence formation, use of words) and literary devices (e.g. imagery, allusion, metaphor).

8e. Materials feature purposeful illustrations chosen deliberately that direct students to examine illustrations, interpret them, and consider their purpose and relationship to the text.

8f. Materials include a range of texts for comparison within a unit to elevate subtleties within each genre.

8g. Student materials ensure that students have many opportunities to communicate ideas to others and to consistently reflect on and use strategies to improve their communication (meta-awareness strategies).

8h. Materials provide models of strong writing annotated to draw attention to essential features of texts.

8i. Models of strong writing build student understanding of purpose and audience of genre.

8j. Student materials provide opportunities for students to analyze, reflect on, and improve their own writing (meta-awareness) using models, rubrics, and other reflection tools.

9a. Teacher materials provide guidance on how to draw students' attention to the ways that language choices relate to the purpose of the text and the intended audience (meta-awareness). This includes explicitly pointing to the linguistic and rhetorical patterns typified in specific genres.

9b. Teacher materials include guidance for helping students use the features of expository texts to aid in comprehension.

9c. Meta-cognitive reading strategies are included in teacher and student materials in order to build understanding of texts.

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Examples and Resources:

- 8a. [Wide Angle Reading Protocol](#)
- 8b. [Instructional conversations](#)
- 8c. [Vocabulary Development](#); [Word Wall](#); [Context Clues](#); [Tiered Vocabulary](#)
- 8f. [Ethos, Pathos & Logos](#)
- 8i. [Deconstruct Texts](#); [Mentor Texts](#)
- 8j. [Assessment of Student Writing and Oral Language Production](#)

Examples and Resources:

- 9. [Strategic Grouping for Home Language Supports](#)
- 9a. [Assessment of Student Writing and Oral Language Production](#); [Ethos, Pathos & Logos](#); [Sentence Fluency Activities for Newcomer ELs](#)
- 9c. [Think-Aloud](#)

Area of Focus IV: Leveraging Students' Assets

10. Materials reflect an **asset-based model** of teaching and learning, and provide guidance for creating instructional opportunities that reflect that perspective.

11. Materials recognize students' **background knowledge and interests** and endeavor to activate them for disciplinary learning.

12. Materials guide teachers in how to value **home language(s) as a resource** for learning content.

13. Materials for teachers provide guidance for instructional practices that promote **student agency and learner autonomy**.

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<p>10a. Curricular texts include diverse perspectives and engaging topics, suggestions for culturally responsive teaching methods and learning activities that accommodate diverse students with a range of interests, abilities, experiences, and cultures.</p> <p>10b. Teacher materials should guide educators on how to elicit and incorporate cultural knowledge and students' interests into instructional writing activities.</p> <p>10c. Oral language activities represent multilingualism throughout all oral language activities as an asset and as a resource for learning academic content, disciplinary skills, and English simultaneously. Students are explicitly encouraged to use their home language strategically for learning.</p>	<p>11a. Tasks and topics for oral language activities and text engagement should be authentic, relevant, and representative of different backgrounds, languages, interests, and life experiences.</p>	<p>12a. Materials present multilingualism as an asset in reading, and students are explicitly encouraged to develop home language literacy and to use their home language strategically for learning how to negotiate texts in the target language.</p> <p>12b. Teacher materials should include instruction on how to garner information that will aid in learning, including the family's preferred language of communication, schooling experiences in other languages, literacy abilities in other languages, and previous exposure to academic or everyday English.</p>	<p>13a. Materials contain scaffolds designed to foster student independence by providing support when needed and removed when the student can access disciplinary concepts or perform disciplinary skills independently.</p> <p>13b. Student and teacher materials provide a broad repertoire of strategies for constructing meaning from disciplinary texts and discussions.</p> <p>13c. Teacher materials and rubrics that emphasize the purpose of a writing task, and not the mode of writing (e.g. compare/contrast), should be given primary emphasis in the presentation of tasks.</p> <p>13d. Writing tasks should encourage students to produce original text and guide them in doing so.</p> <p>13e. Writing tasks avoid relying heavily on fill-in-the-blank writing templates and formulaic guidelines (e.g. write a 5 paragraph letter requesting x, y, z).</p>
<p>Examples and Resources:</p> <p>10a., 10b. For example, using varied texts from diverse perspectives as a basis for writing, using culturally-responsive teaching methods, and using high-interest topics.</p>		<p>Examples and Resources:</p> <p>12. Strategic Grouping for Home Language Supports; Translanguaging Strategies</p> <p>12a. Bounce Cards for Primary Grades (Spanish and other L1s)</p>	<p>Examples and Resources:</p> <p>13e. Sentence Fluency Activities for Newcomer ELs</p>



Area of Focus V: Formative Assessment

14. Materials provide teacher guidance for consistent **formative assessment and feedback strategies** that support students' language proficiencies and content understanding.

14a. Teacher materials guide formative assessment and feedback strategies for teachers during student-led discussions and presentations. The materials should guide teachers to assess students' oral language abilities, content knowledge, and disciplinary practices and to determine how students need support in developing the concepts, practices, and oral language to express them.

14b. Materials provide teacher guidance to avoid assumptions about a student's background knowledge and language resources based on language proficiency scores or grades. Instead, teachers should receive guidance on how to formulate "just needed" questions that help students to understand the necessary background information or language forms/functions as required.

Examples and Resources:

14. [Sentence Fluency Activities for Newcomer ELs](#)

14a. [Formative Assessment](#); [Analyzing Content and Language Demands](#); [Formative Assessment Considerations](#); [Talk Moves](#). For example, teachers can be guided to tap into student knowledge and to engage in assessing student content and language knowledge.

14b. [Connecting Students' Background Knowledge to Content](#); [Formative Assessments, Anticipation Guides](#); [Formative Assessment Considerations](#).