

## **English Language Development Standards Overview**

The NC ELD SCOS is anchored by four *Big Ideas* that are interwoven throughout the standards. Like the Can-Do Philosophy, the *Big Ideas* support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to English learners' strengths and needs (WIDA 2020). The four *Big Ideas* are: 1) Equity of Opportunity and Access; 2) Integration of Content and Language; 3) Collaboration Among Stakeholders; and 4) Functional Approach to Language Development.

### *Equity of Opportunity and Access*

English learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. The NC ELD Standard Course of Study upholds the goal of increasing equity for English learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of English learners at federal, state, and local levels (WIDA 2020).

### *Integration of Content and Language*

The NC ELD Standard Course of Study represents the integration of content and language by illustrating explicit and specific content–language connections. English learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content. The NC ELD Standard Course of Study introduces ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (WIDA 2020). The integration of content and language for English learners promotes understanding the connections between content and language, making meaning within and across content areas, interaction of students with each other in challenging content activities, and coordination of design and delivery of curriculum, instruction, and assessment.

### *Collaboration Among Stakeholders*

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of English learners. The NC ELD Standard Course of Study emphasizes the importance of communication and collaboration between ESL teachers and other educators-- including general education teachers, EC specialists, and AIG specialists-- is vital to the success of English learners. Although different classrooms may have different instructional foci, all classrooms

with English learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development (WIDA 2020).

### *Functional Approach to Language Development*

The ELD Standard Course of Study illustrates how particular linguistic tools achieve certain purposes. Individuals make choices with language to organize their ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help English learners expand what they can do with language. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts (WIDA 2020).

## **NC ELD Standard Course of Study Framework**

The NC ELD Standard Course of Study consists of four components that are the building blocks of language development and range from broad to narrow in scope. The four components work together to make a comprehensive picture of language development:

*The Five ELD Standards Statements* provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling. ELD Standard 1: Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings and works both independently from and in conjunction with ELD Standards 2-5 (WIDA 2020).

*The Key Language Uses* describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence (WIDA 2020). Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use:

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.

- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Arguments can be used to advance or defend an idea or solution, change the audience’s point of view, bring about action, or accept a position or evaluation of an issue.

*The Language Expectations* set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas (WIDA 2020). In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: interpretive and expressive.

- **The interpretive communication mode** encompasses listening, reading, and viewing
- **The expressive communication mode** encompasses speaking, writing, and representing

*The Proficiency Level Descriptors (PLDs)* describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency (WIDA 2020).

#### About Standard 1

ELD Standard 1, Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings, and works both independently from and in conjunction with ELD Standards 2-5. Students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships. ELD Standard 1 encompasses the experiential, linguistic, and cultural backgrounds and identities of English learners in relation to the other ELD Standards. It draws attention to English learners’ positioning in the world that informs their meaning-making in the content areas. It reminds educators of strength-based approaches that meet students where they are in their own contexts (WIDA 2020).

Standard 1 encompasses English learners’ use of language in the following situations:

- As they expand their linguistic repertoire from English language proficiency level 1 to level 6. ELD Standard 1 is not just for newcomers and young children, and it is not a precursor to learning disciplinary language. Rather, it encompasses opportunities for English learners to develop language for social and instructional purposes at all language proficiency levels, all grade levels, and in all content areas.
- Across all disciplines and school settings. Language for social and instructional purposes is foundational for engagement and learning in every discipline—from core disciplines like language arts and mathematics—to visual and performing arts; health and physical

education; cross-disciplinary endeavors like use of technology, and library/media center time; and schoolwide activities and events. Language is a part of the entire school day and all educators share responsibility for engaging English learners in rich opportunities to simultaneously learn content and language.

- Across numerous topics, tasks, and situations. ELD Standard 1 presents Language Expectations that apply to a range of activities and interactions. Some examples include setting classroom norms; establishing routines; following procedures; asking for clarification; discussing with peers; relating personal ideas, feelings, and views; and exploring languages, cultures, and perspectives.
- While interacting with others. Language is, after all, a social practice that is dependent on an awareness of one's own and others' identities, as well as the unique roles and purposes that participants have in communicating with different members of a learning community—including peers, teachers, administrators, counselors, paraprofessionals, interpreters, family and community liaisons, other support staff, and visitors to the school. Interactive learning increases opportunities for English learners to engage fully in content learning and leverage their assets as support for their academic achievements.

(WIDA 2020)

Adapted from WIDA English Language Development Standards Framework, 2020 Edition ©

**Instructional Materials Review Criteria Sheet - English Language Development (K-5)**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

Indicate the appropriate grade:

Grade K \_\_\_\_\_ Grade 1 \_\_\_\_\_ Grade 2 \_\_\_\_\_

Grade 3 \_\_\_\_\_ Grade 4 \_\_\_\_\_ Grade 5 \_\_\_\_\_

**PART I CONTENT**

**Compatibility with the NC Standard Course of Study (NCSCoS) for English Language Development (ELD). *In accordance with State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended.***

**Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria.**

**Please explain your responses. Be sure to cite specific page numbers and textual references from the textbook as well as specific standards from the ELD NCSCoS.**

	<i>Yes</i>	<i>No</i>
A. Materials present main concepts that support a minimum of <b>80%</b> of the grade-band Language Expectations (e.g., K, Grade 1, Grades 2-3, Grades 4-5) in the NCSCoS for English Language Development (ELD).		
B. Content, instructional tools, and assessment tools are consistent with the four Big Ideas and five ELD Standards Statements as well as the Language Expectations, and Proficiency Level Descriptors (PLD) of the <i>NC Standard Course of Study for English Language Development</i> for the appropriate grade-level (K, 1)/grade-band (Grades 2-3, Grades 4-5).		
C. Content and materials represent a wide range of cultural and linguistic backgrounds, real-life connections (e.g., objects, models, representations, multimodal texts), and represent the integration of content and language by illustrating explicit and specific content-language connections.		
D. Materials provide for the use of technology, including for assistive purposes (e.g., dictionaries, glossaries, screen readers, etc.) and for supporting expression and communication.		
E. Materials include teacher resources, which provide information and		

opportunities for both content teachers and language teachers, to increase their own understanding of the concepts specific to English Language Development (ELD).		
<b>Comments for Part I Content:</b>		

## PART II PEDAGOGY

Please provide evidence of the following:

	<i>Yes</i>	<i>No</i>
A. Materials provide for the integration of a multimodal and functional approach to language instruction including interpretative (listening, reading, and viewing) and expressive (speaking, writing, and representing) modes of communication.		
B. Materials include instructional activities and strategies that offer multiple means to opportunities for students to narrate, inform, explain, and argue.		
C. Materials promote the integration of content and language in linguistically and culturally sustaining ways, including connecting ELD standards to academic content standards and representing social and instructional language (e.g., narratives, informational texts, mathematical informational texts, informational texts in social studies). <i>Note: In Kindergarten, the materials that promote interpreting and constructing texts should be with support from the teacher.</i>		
D. Materials represent an asset-based approach, leverage a wide range of cultural and linguistic backgrounds.		
E. Materials provide access to grade-level content, systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next, and are linguistically and developmentally appropriate.		
F. Materials foster students' understanding and working knowledge of interpretive and expressive communication modes, including: <ul style="list-style-type: none"> <li>○ organization of language (how coherent texts are created)</li> <li>○ cohesion of language (how ideas are connected across whole text)</li> <li>○ density of language (how ideas are elaborated or condensed)</li> <li>○ grammatical complexity (how meanings are extended or enhanced at the sentence dimension)</li> <li>○ precision of language (how precise meanings are created through everyday, cross-disciplinary, and technical language at the word and phrase dimensions).</li> </ul>		
G. Materials address academic language features at the discourse, sentence, and word and phrase dimensions in a consistent manner for all identified proficiency levels.		
H. Key concepts, skills, and vocabulary are identified, developed, reviewed,		

and reinforced.		
I. Materials systematically differentiate between language proficiency levels for expressive and interpretive modes and are developmentally and linguistically appropriate for the designated language proficiency levels.		
J. Materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills).		
K. Materials include language functions that support the progression of language development (e.g., compare, explain, describe, interpret, justify, etc.).		
L. Materials offer aligned assessment opportunities that genuinely measure student progress (benchmarks, formative, and summative).		
M. Content is relevant and links to prior knowledge, builds background knowledge, and promotes active student engagement.		
N. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
<b>Comments for Part II Pedagogy:</b>		

### Part III – ACCESSIBILITY

Please provide evidence of the following:

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Content is accurate and error-free, current, and grammatically correct (This includes text, maps, charts, timelines, demographics, statistics, photos, and illustrations).		
2. Treatment of social issues, religion, ethnicity, gender, and any groups with a handicap are presented in a balanced, objective, and academic manner, that is free from bias.		

B. Appropriateness	<i>Yes</i>	<i>No</i>
1. Materials provide access to grade-level rigor; systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next; are linguistically and developmentally appropriate; and include extensions.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		

4. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
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C. Scope	Yes	No
1. Materials present information in sufficient depth and breadth to adequately cover grade-band expectations in a logical manner.		
2. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
3. Content is presented in an academic, factual and objective manner, and addresses varied linguistic levels, abilities, and learning styles.		

D. Teacher Resources	Yes	No
1. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, building of background knowledge, and/or review specific to ELs.		
2. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
3. Materials are well organized, easy to use, comprehensive, durable and reasonably-sized, with sufficient material for student use.		
4. Resources accommodate the EL Support needs of beginning through veteran teachers as well as both content teachers and language teachers.		
5. Teacher's edition supports and provides help in using a variety of teaching strategies, techniques and technologies to meet individual student differences, including varied linguistic levels and abilities (e.g., guidance on how the teacher should intentionally model the use of grade-level appropriate English)..		

E. Technology	Yes	No
1. Technology meets all criteria for accuracy, appropriateness, and scope. Format is easy to navigate, visually appealing and not distracting from content, and ideally includes a screen reader, bilingual word-to-word or phrase-to-phrase dictionary, and a Save/Record feature, if applicable. Print resources are available or may be converted to specialized formats for accessibility.		
2. Technology permits the integration of instructional delivery, learning activities, and assessment beyond word processing.		
3. Digital content can be accessed on various devices and Internet browsers. Digital resources are accessible.		
4. Technology features include accessibility options to enable all users equivalent access.		

5. The technology resource design contains engaging elements, appropriate visual and auditory elements, and provides an intuitive user interface.		
6. There are robust digital resources for student learning, practice, and assessment.		
7. Digital materials provide opportunities for meaningful, interactive experiences.		
8. Digital materials provide ELD content support for both content and language teachers to further develop expertise.		

**Comments for Part III Accessibility:**

**Part IV: Overall Analysis (For Textbook Commission Use Only)**

These instructional materials meet the criteria \_\_\_\_\_ **yes** \_\_\_\_\_ **no**.

**Comments for Part IV: *Comments that further describe standards for yes or no responses in Parts I, II, or III.***

**Instructional Materials Review Criteria Sheet - English Language Development (6-8)**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

Indicate the appropriate grade:

Grade 6 \_\_\_\_\_ Grade 7 \_\_\_\_\_ Grade 8 \_\_\_\_\_

**PART I CONTENT**

**Compatibility with the NC Standard Course of Study (NCSCoS) for English Language Development (ELD).** *In accordance with State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended.*

**Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria.**

**Please explain your responses. Be sure to cite specific page numbers and textual references from the textbook as well as specific standards from the ELD NCSCoS.**

	<i>Yes</i>	<i>No</i>
A. Materials present main concepts that support a minimum of <b>80%</b> of the grade-band Language Expectations (e.g., K, Grade 1, Grades 2-3, Grades 4-5) in the NCSCoS for English Language Development (ELD).		
B. Content, instructional tools, and assessment tools are consistent with the four Big Ideas and five ELD Standards Statements as well as the Language Expectations, and Proficiency Level Descriptors (PLD) of the <i>NC Standard Course of Study for English Language Development</i> for the appropriate grade-level (K, 1)/grade-band (Grades 2-3, Grades 4-5).		
C. Content and materials represent a wide range of cultural and linguistic backgrounds, real-life connections (e.g., objects, models, representations, multimodal texts), and represent the integration of content and language by illustrating explicit and specific content-language connections.		
D. Materials provide for the use of technology, including for assistive purposes (e.g., dictionaries, glossaries, screen readers, etc.) and for supporting expression and communication.		
E. Materials include teacher resources, which provide information and opportunities for both content teachers and language teachers, to increase		

their own understanding of the concepts specific to English Language Development (ELD).		
<b>Comments for Part I Content:</b>		

**PART II PEDAGOGY**

Please provide evidence of the following:

	<i>Yes</i>	<i>No</i>
A. Materials provide for the integration of a multimodal and functional approach to language instruction including interpretative (listening, reading, and viewing) and expressive (speaking, writing, and representing) modes of communication.		
B. Materials include instructional activities and strategies that offer multiple means to opportunities for students to narrate, inform, explain, and argue.		
C. Materials promote the integration of content and language in linguistically and culturally sustaining ways, including connecting ELD standards to academic content standards and representing social and instructional language (e.g., narratives, informational texts, mathematical informational texts, informational texts in social studies).		
D. Materials represent an asset-based approach, leverage a wide range of cultural and linguistic backgrounds.		
E. Materials provide access to grade-level content, systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next, and are linguistically and developmentally appropriate.		
F. Materials foster students' understanding and working knowledge of interpretive and expressive communication modes, including: <ul style="list-style-type: none"> <li>○ organization of language (how coherent texts are created)</li> <li>○ cohesion of language (how ideas are connected across whole text)</li> <li>○ density of language (how ideas are elaborated or condensed)</li> <li>○ grammatical complexity (how meanings are extended or enhanced at the sentence dimension)</li> <li>○ precision of language (how precise meanings are created through everyday, cross-disciplinary, and technical language at the word and phrase dimensions).</li> </ul>		
G. Materials address academic language features at the discourse, sentence, and word and phrase dimensions in a consistent manner for all identified proficiency levels.		
H. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
I. Materials systematically differentiate between language proficiency levels for expressive and interpretive modes and are developmentally and		

linguistically appropriate for the designated language proficiency levels.		
J. Materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills).		
K. Materials include language functions that support the progression of language development (e.g., compare, explain, describe, interpret, justify, etc.).		
L. Materials offer aligned assessment opportunities that genuinely measure student progress (benchmarks, formative, and summative).		
M. Content is relevant and links to prior knowledge, builds background knowledge, and promotes active student engagement.		
N. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
<b>Comments for Part II Pedagogy:</b>		

### Part III – ACCESSIBILITY

Please provide evidence of the following:

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Content is accurate and error-free, current, and grammatically correct (This includes text, maps, charts, timelines, demographics, statistics, photos, and illustrations).		
2. Treatment of social issues, religion, ethnicity, gender, and any groups with a handicap are presented in a balanced, objective, and academic manner, that is free from bias.		

B. Appropriateness	<i>Yes</i>	<i>No</i>
1. Materials provide access to grade-level rigor; systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next; are linguistically and developmentally appropriate; and include extensions.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
4. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		

C. Scope	<i>Yes</i>	<i>No</i>
1. Materials present information in sufficient depth and breadth to adequately cover grade-band expectations in a logical manner.		
2. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
3. Content is presented in an academic, factual and objective manner, and addresses varied linguistic levels, abilities, and learning styles.		

D. Teacher Resources	<i>Yes</i>	<i>No</i>
1. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, building of background knowledge, and/or review specific to ELs.		
2. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
3. Materials are well organized, easy to use, comprehensive, durable and reasonably-sized, with sufficient material for student use.		
4. Resources accommodate the EL Support needs of beginning through veteran teachers as well as both content teachers and language teachers.		
5. Teacher's edition supports and provides help in using a variety of teaching strategies, techniques and technologies to meet individual student differences, including varied linguistic levels and abilities (e.g., guidance on how the teacher should intentionally model the use of grade-level appropriate English).		

E. Technology	<i>Yes</i>	<i>No</i>
1. Technology meets all criteria for accuracy, appropriateness, and scope. Format is easy to navigate, visually appealing and not distracting from content, and ideally includes a screen reader, bilingual word-to-word or phrase-to-phrase dictionary, and a Save/Record feature, if applicable. Print resources are available or may be converted to specialized formats for accessibility.		
2. Technology permits the integration of instructional delivery, learning activities, and assessment beyond word processing.		
3. Digital content can be accessed on various devices and Internet browsers. Digital resources are accessible.		
4. Technology features include accessibility options to enable all users equivalent access.		
5. The technology resource design contains engaging elements, appropriate visual and auditory elements, and provides an intuitive user interface.		
6. There are robust digital resources for student learning, practice, and		

assessment.		
7. Digital materials provide opportunities for meaningful, interactive experiences.		
8. Digital materials provide ELD content support for both content and language teachers to further develop expertise.		

**Comments for Part III Accessibility:**

**Part IV: Overall Analysis (*For Textbook Commission Use Only*)**

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Comments for Part IV: *Comments that further describe standards for yes or no responses in Parts I, II, or III.***

**Instructional Materials Review Criteria Sheet - English Language Development (9-12)**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

Indicate the appropriate grade:

Grade 9 \_\_\_\_\_ Grade 10 \_\_\_\_\_ Grade 11 \_\_\_\_\_ Grade 12 \_\_\_\_\_

**PART I CONTENT**

**Compatibility with the NC Standard Course of Study (NCSCoS) for English Language Development (ELD).** *In accordance with State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended.*

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria.

Please explain your responses. Be sure to cite specific page numbers and textual references from the textbook as well as specific standards from the ELD NCSCoS.

	<i>Yes</i>	<i>No</i>
A. A. Materials present main concepts that support a minimum of <b>80%</b> of the grade-band Language Expectations (e.g., K, Grade 1, Grades 2-3, Grades 4-5) in the NCSCoS for English Language Development (ELD).		
B. B. Content, instructional tools, and assessment tools are consistent with the four Big Ideas and five ELD Standards Statements as well as the Language Expectations, and Proficiency Level Descriptors (PLD) of the <i>NC Standard Course of Study for English Language Development</i> for the appropriate grade-level (K, 1)/grade-band (Grades 2-3, Grades 4-5).		
C. C. Content and materials represent a wide range of cultural and linguistic backgrounds, real-life connections (e.g., objects, models, representations, multimodal texts), and represent the integration of content and language by illustrating explicit and specific content-language connections		
D. D. Materials provide for the use of technology, including for assistive purposes (e.g., dictionaries, glossaries, screen readers, etc.) and for supporting expression and communication.		
E. E. Materials include teacher resources, which provide information and opportunities for both content teachers and language teachers, to increase their own understanding of the concepts specific to English Language Development (ELD).		

**Comments for Part I Content:**

**PART II PEDAGOGY**

Please provide evidence of the following:

	<i>Yes</i>	<i>No</i>
A. Materials provide for the integration of a multimodal and functional approach to language instruction including interpretative (listening, reading, and viewing) and expressive (speaking, writing, and representing) modes of communication.		
B. Materials include instructional activities and strategies that offer multiple means to opportunities for students to narrate, inform, explain, and argue.		
C. Materials promote the integration of content and language in linguistically and culturally sustaining ways, including connecting ELD standards to academic content standards and representing social and instructional language (e.g., narratives, informational texts, mathematical informational texts, informational texts in social studies).		
D. Materials represent an asset-based approach, leverage a wide range of cultural and linguistic backgrounds.		
E. Materials provide access to grade-level content, systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next, and are linguistically and developmentally appropriate.		
F. Materials foster students' understanding and working knowledge of interpretive and expressive communication modes, including: <ul style="list-style-type: none"> <li>○ organization of language (how coherent texts are created)</li> <li>○ cohesion of language (how ideas are connected across whole text)</li> <li>○ density of language (how ideas are elaborated or condensed)</li> <li>○ grammatical complexity (how meanings are extended or enhanced at the sentence dimension)</li> <li>○ precision of language (how precise meanings are created through everyday, cross-disciplinary, and technical language at the word and phrase dimensions).</li> </ul>		
G. Materials address academic language features at the discourse, sentence, and word and phrase dimensions in a consistent manner for all identified proficiency levels.		
H. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
I. Materials systematically differentiate between language proficiency levels for expressive and interpretive modes and are developmentally and linguistically appropriate for the designated language proficiency levels.		
J. Materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills).		
K. Materials include language functions that support the progression of		

language development (e.g., compare, explain, describe, interpret, justify, etc.).		
L. Materials offer aligned assessment opportunities that genuinely measure student progress (benchmarks, formative, and summative).		
M. Content is relevant and links to prior knowledge, builds background knowledge, and promotes active student engagement.		
N. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student’s first language).		
<b>Comments for Part II Pedagogy:</b>		

### Part III – ACCESSIBILITY

Please provide evidence of the following:

A. Accuracy	<i>Yes</i>	<i>No</i>
1. Content is accurate and error-free, current, and grammatically correct (This includes text, maps, charts, timelines, demographics, statistics, photos, and illustrations).		
2. Treatment of social issues, religion, ethnicity, gender, and any groups with a handicap are presented in a balanced, objective, and academic manner, that is free from bias.		

B. Appropriateness	<i>Yes</i>	<i>No</i>
1. Materials provide access to grade-level rigor; systematically include scaffolding that builds student autonomy and supports students to progress from one proficiency level to the next; are linguistically and developmentally appropriate; and include extensions.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student’s first language).		
4. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		

C. Scope	<i>Yes</i>	<i>No</i>
1. Materials present information in sufficient depth and breadth to adequately cover grade-band expectations in a logical manner.		
2. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature		

links, and support agencies, etc.		
3. Content is presented in an academic, factual and objective manner, and addresses varied linguistic levels, abilities, and learning styles.		

D. Teacher Resources	<i>Yes</i>	<i>No</i>
1. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, building of background knowledge, and/or review specific to ELs.		
2. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
3. Materials are well organized, easy to use, comprehensive, durable and reasonably-sized, with sufficient material for student use.		
4. Resources accommodate the EL Support needs of beginning through veteran teachers as well as both content teachers and language teachers.		
5. Teacher's edition supports and provides help in using a variety of teaching strategies, techniques and technologies to meet individual student differences, including varied linguistic levels and abilities (e.g., guidance on how the teacher should intentionally model the use of grade-level appropriate English)		

E. Technology	<i>Yes</i>	<i>No</i>
1. Technology meets all criteria for accuracy, appropriateness, and scope. Format is easy to navigate, visually appealing and not distracting from content, and ideally includes a screen reader, bilingual word-to-word or phrase-to-phrase dictionary, and a Save/Record feature, if applicable. Print resources are available or may be converted to specialized formats for accessibility.		
2. Technology permits the integration of instructional delivery, learning activities, and assessment beyond word processing.		
3. Digital content can be accessed on various devices and Internet browsers. Digital resources are accessible.		
4. Technology features include accessibility options to enable all users equivalent access.		
5. The technology resource design contains engaging elements, appropriate visual and auditory elements, and provides an intuitive user interface.		
6. There are robust digital resources for student learning, practice, and assessment.		
7. Digital materials provide opportunities for meaningful, interactive experiences.		
8. Digital materials provide ELD content support for both content and language teachers to further develop expertise.		

**Comments for Part III Accessibility:**

**Part IV: Overall Analysis (*For Textbook Commission Use Only*)**

These instructional materials meet the criteria \_\_\_\_\_ **yes** \_\_\_\_\_ **no**.

**Comments for Part IV: *Comments that further describe standards for yes or no responses in Parts I, II, or III.***

## ENGLISH LANGUAGE DEVELOPMENT: EC EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.**

<b>Appropriateness, Scope, and Resources</b>	<i>Yes</i>	<i>No</i>
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Materials and supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Content and materials promote language development opportunities for all grade levels: key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced. Resources: Specific to language acquisition <a href="#">grades K-5</a> Specific to listening, speaking, reading, and writing <a href="#">grades K-2</a> Specific to listening, speaking, reading, and writing <a href="#">grades 3-5</a>		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources accommodate the needs of all teachers from beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		
12. Content and materials clearly align with the Science of Reading for all grade levels (K-12). Resources: Reading specific to <a href="#">grades K-3</a> Reading specific to <a href="#">grades K-5</a> Reading specific to <a href="#">grades 4-12</a> Reading Research to Classroom Practice <a href="#">RRtCP Guidelines</a>		

**Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses to the above.**

<b>Comments for yes and no responses above:</b>
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