

Meaningful Interactions Around Complex Texts: Using EdReports.org Reviews to Support an Investigation of the ELD Standards and Shifts in Materials

EdReports.org does a thorough review of the CCSS ELA shifts within every product; however, California also has specific ELD shifts or emphases that are included in the California ELA/ELD Framework. Once you have thoroughly read the EdReports review, use this next step to understand in what ways the materials adhere to one of the key ELD shifts: do the materials build scaffolds around close reading of the complex, grade-level anchor texts that allow all students to have meaningful, intellectually challenging interactions?

Below, you'll find California's key criteria for that shift. Much of this evidence can be found within the EdReports' reviews, and we've noted the places within a review where you can locate that information. In the report, highlight any criteria where you still have outstanding questions. For these criteria, use the textbooks themselves to better understand in what ways they meet/do not meet the expectations.

If you're looking at materials that are promoted as "CA-edition", consider how lessons are labeled with ELD standards and assess the quality of those labels. If you're looking at materials not promoted as "CA-editions", scan the lessons and make your own labels on the material to indicate where you see evidence of the materials supporting ELD shifts.

Guiding Questions

What scaffolds and supports are provided to help ELs access all texts and build towards the complex text (anchor text)?

What structures are provided while implementing text-dependent questions? What scaffolds are provided for the culminating tasks?

What structures are provided to ensure participation of ELs in the evidence-based discussions? Are language frames included that promote the use of academic vocabulary and syntax? Are conversation protocols included to support the discussions and use of language?

- Explicit instruction when necessary
- Step-asides noted when necessary

Look at the evidence from indicator 1j:

What type of scaffolding/structures are included to support students' listening and speaking development in conjunction with what they are reading and researching?

Look at the evidence from indicator 1l:

What writing supports are included (frames, word banks, graphic organizers, writing structure exemplars, protocols, samples, etc.)?

What frames and graphic organizers are included for students to write using evidence and analyses? What lessons are provided to support teachers and students?

Look at the evidence from indicator 2b

Do students have ample opportunities to analyze language for vocabulary, syntax, text features, figurative language? What support exists for students to answer these questions (pairs, small groups)? Are there frames to provide guidance with analysis and meaning making?

Look at the evidence from indicator 2e

How will students interact meaningfully? What structures are provided? Are there routines for building and using academic vocabulary?

Is language development built into the writing? Is there a progression of scaffolding in order to build writing proficiency? Is there a system for monitoring students' proficiency?

(Cont'd.)

Reference Table

California's Key Criteria for Meaningful Interaction Around Complex Text
<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum provides students the opportunity to learn by collaborating (listening & speaking) with their peers to read texts, talk about texts, and engage in meaningful interactions with texts. <input type="checkbox"/> Curriculum offers structures for discussions (listening & speaking) that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary. <input type="checkbox"/> Curriculum offers opportunities for students to become productive members of academic conversations (listening & speaking) by requiring that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze & synthesize a multitude of ideas in various domains. <input type="checkbox"/> Curriculum embeds strategically constructed questions that promote extended discussions (listening & speaking) about academic content. <input type="checkbox"/> The importance and power of vocabulary is evidenced by the curriculum's intentional focus and design in supporting and developing both domain-specific and general academic vocabulary knowledge. <input type="checkbox"/> Curriculum embeds the teaching of individual words (both general academic and domain specific) actively and strategically to develop deep knowledge of them over time, including new words for known concepts, new words for new concepts, and new meanings for known words. <input type="checkbox"/> Curriculum offers a wide range of texts around the topic of the anchor text to help build vocabulary and content knowledge and prepare students who may have otherwise struggled with the anchor text. <input type="checkbox"/> Curriculum provides students with language models, such as sentence frames and starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling. <input type="checkbox"/> Curriculum selects and sequences tasks, such as providing adequate levels of modeling and explaining, and ensures students have opportunities to apply learning. <input type="checkbox"/> Curriculum uses a wide range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia to enhance access to content.

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EdReports.org Indicators that Provide Evidence of this ELD Shifts

Indicator 1f - Anchor and supporting texts provide opportunities for students to engage in a range and volume of texts to achieve grade level reading

Indicator 1g - Most questions, tasks, and assignments are text-dependent, requiring students to engage with the text directly

Indicator 1h - Materials contain sets of high-quality sequences of text-dependent questions and activities that build to a culminating task that integrates skills to demonstrate understanding

Indicator 1i - Materials provide frequent opportunities and protocols for evidence based discussions that encourage the modeling and use of academic vocabulary and syntax.

Indicator 1j - Materials support students' listening and speaking about what they are reading and researching with relevant follow-up questions and evidence

Indicator 1k - Materials include a mix of on-demand and process writing and short focused projects incorporating digital resources where appropriate

Indicator 1l - Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards

Indicator 1m - Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information appropriate for the grade level

Indicator 2b - Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

Indicator 2e - Materials include a cohesive, year-long plan for students to interact and build key academic vocabulary words in and across texts

Indicator 2f - Materials include a cohesive year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.