

## Building an Understanding of How Language and Meaning-Making Work: 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 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: how do they work across units and activities to build an explicit understanding of how language and meaning-making work?

Below, you'll find California's key criteria for that shift. Much of this evidence can be found within 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

How is "How English Works" IIB incorporated? Does the series revisit to build mastery? Does the series at secondary level take into consideration foundational skills that may be needed for newcomers, beginners, etc.?

What structures are implemented for students to make these connections?

(Cont'd.)

## Reference Table

California's Key Criteria for How Language and Meaning-Making Work
<p>As a reminder, the California ELA/ELD framework defines Language and Meaning-Making as the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum supports the teaching and use of independent word-learning strategies, including using context clues, word parts (morphology), cognates, and resources to determine a word's meaning.</li> <li><input type="checkbox"/> Curriculum provides rich and varied language experiences, including wide reading, frequent exposure to rich oral and written language, teacher read alouds, talking about words, and classroom discussions.</li> <li><input type="checkbox"/> Curriculum requires students to use the language used in school to help students develop content knowledge, and the language students are expected to use, to convey their understanding of this knowledge.</li> <li><input type="checkbox"/> Curriculum involves the integration of multiple linguistic and cognitive skills, including word-level processing, such as decoding and spelling. Complex literary processes include interpreting, discussing, analyzing, and evaluating texts.</li> <li><input type="checkbox"/> Curriculum advances literacy tasks by involving higher-order cognitive and linguistic processes, including applying prior knowledge, making inferences, recognizing the grammatical structures and linguistic features of texts, resolving ambiguities, and selecting appropriate language resources for specific purposes.</li> </ul>
EdReports.org Indicators that Provide Evidence of this ELD Shift
<p><b>Indicator 1n</b> - Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of content</p> <p><b>Indicator 1p</b> - Materials, questions and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>