Guiding Questions for Evaluating and Selecting Textbooks

1. **What structures are in place to support the Common Core Instructional Shifts and attributes?**

   - Regular practice with complex text and their academic language
   - Reading, writing, speaking and listening grounded in evidence from texts, both literary and informational
   - Building knowledge through content rich non-fiction
   - Text sets lend themselves to integrated content instruction (NGSS, Social Studies, Arts,…)
   - Tasks that represent a variety of DOK levels
   - Multiple and varied opportunities for students to engage in academic conversations
   - Engages students in real world problem solving scenarios
   - ELA content standards working in tandem with ELD standards (Integrated ELD)

2. **Program lessons address Foundational Skills by providing systematic instruction in a research-based and transparent progression**

   - Concepts of print and Letter recognition
   - Phonological awareness and phonemic awareness
   - Phonics
   - Word knowledge and Syntax
   - Reading fluency
   - ELA content standards working in tandem with ELD standards (Integrated ELD)

3. **How does the textbook explicitly address Comprehensive ELD Program, Integrated ELD and Designated ELD?**

- Alignment to, and adequate in-depth instruction of, CA ELD standards;
    - Part I "*Interacting in Meaningful Ways*"
    - Part II "*How English Works*"
    - Part III "Using Foundational Literacy Skills
- CA ELD standards used in tandem with CA content standards for ELA/Literacy and effectively support ELs at all language proficiency levels to access grade level content
- Differentiated instruction by EL proficiency levels (emerging, expanding, bridging)
- Content and language objectives are clearly marked
- Multiple and varied ways to engage in the learning that demonstrate understanding
- Guidance and resources for teachers

4. **How does the program support learning in response to the academic needs of all students?**

- Standard English Learners, English learners, Gifted and talented students, Students with Disabilities, Foster youth
- Program values and builds on student culture, and provides culturally responsive education threaded throughout in a deep and meaningful way
- Universal Access materials support the specific needs of differentiated subgroups? (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research based remediation strategies.)
- Encompasses the 21st century skills (communication, critical thinking, collaboration, creativity, character and citizenship)
- Ongoing progress monitoring and assessments

5. **How does technology optimize teaching and learning?**

- Digital resources for student and teacher
- Accessibility and application
- Technology and digital resources are used to enhance instruction in reading, writing, speaking and listening, and language and go beyond what is in the book