

1 **Chapter 13: Instructional Materials**

2 **Table of Contents**

3 Chapter 13: Instructional Materials 1

4 State Adoption of Instructional Materials 2

5 Criteria for Evaluating Instructional Materials for World Languages Education in

6 Kindergarten Through Grade Eight 5

7 Criteria for the Evaluation of Instructional Materials Aligned to the World

8 Languages Standards for California Public Schools, Kindergarten Through

9 Grade Twelve (WL Standards)..... 6

10 Category 1: Alignment with the WL Standards..... 6

11 Category 2: Program Organization 7

12 Category 3: Assessment..... 8

13 Category 4: Access and Equity..... 9

14 Category 5: Instructional Planning and Support..... 10

15 Guidance for Local Education Agencies on the Adoption of Instructional

16 Materials for Students in Grades Nine Through Twelve 12

17 Guidance on Selecting Materials for Dual Immersion and Multiliteracy

18 Programs 12

19 Social Content Review 13

20 Supplemental Instructional Materials..... 13

21 Accessible Instructional Materials 14

22 Student Privacy..... 14

23 References 15

24

26 High-quality instructional materials are an essential component of effective world
27 languages education. They are tools designed to help teachers with classroom
28 instruction and to ensure all students can access standards-aligned content both
29 in the classroom and at home. Instructional materials should be selected with
30 great care with the needs of all students in mind. They should also provide
31 support for educators who teach world languages to California's diverse student
32 population and guide implementation of the *World Languages Standards for*
33 *California Public Schools, Kindergarten Through Grade Twelve (WL Standards)*.
34 Instructional materials are broadly defined to include textbooks, technology-
35 based materials, other educational materials, and tests.

36 This chapter provides guidance on the selection of instructional materials. It
37 includes the evaluation criteria for the State Board of Education (SBE) adoption
38 of instructional materials for students in kindergarten through grade eight,
39 guidance for local districts on the adoption of instructional materials for students
40 in grades nine through twelve, and information regarding the social content
41 review process, supplemental instructional materials, and accessible instructional
42 materials.

43 **State Adoption of Instructional Materials**

44 The SBE adopts instructional materials for use by students in kindergarten
45 through grade eight. Because there is no state-level adoption of instructional
46 materials for use by students in transitional kindergarten and grades nine through
47 twelve, local educational agencies (LEAs) have the sole responsibility and
48 authority to adopt instructional materials for those students. Local educational
49 agencies are encouraged to utilize this chapter as a tool when adopting
50 instructional materials for students in transitional kindergarten and grades nine
51 through twelve.

52 Local educational agencies, which include school districts, charter schools, and
53 county offices of education, are not required to implement state-adopted
54 instructional materials. If an LEA chooses to use instructional materials that are
55 not adopted by the SBE, it has the responsibility to adopt resources that are
56 aligned to the *WL Standards*, meet the requirements for social content, best meet
57 the needs of its students, and have demonstrated evidence of effectiveness.

58 The selection of instructional materials at any grade level is an important process
59 guided by both local and state policies and procedures. As part of the process for
60 selecting instructional materials, *Education Code (EC)* Section 60002 requires
61 the LEA to promote the involvement of parents and other members of the

62 community in the selection of instructional resources, in addition to substantial
63 teacher involvement.

64 The primary resource to be used when selecting instructional resources is the
65 Criteria for Evaluating Instructional Resources for World Languages Education
66 Instruction in Kindergarten Through Grade Eight (Criteria) found in the next
67 section. The Criteria include comprehensive descriptions of elements required for
68 effective instructional programs that are aligned to the *WL Standards* and will be
69 the basis for the next state adoption of world languages education instructional
70 resources.

71 To be considered suitable for adoption, instructional materials in world languages
72 develop learner ability to

- 73 • interpret what is heard, read or viewed on a variety of topics, from
74 authentic texts, using technology, when appropriate, to access
75 information;
- 76 • negotiate meaning in a variety of real-world settings, for multiple purposes,
77 in spoken, signed, or written conversations, using technology as
78 appropriate, in order to collaborate, share information, reactions, feelings,
79 and opinions;
- 80 • present information on a variety of topics, for multiple purposes, in
81 culturally appropriate ways, adapting to various audiences of listeners,
82 readers, or viewers, using the most suitable media and technologies to
83 present and publish;
- 84 • use language in highly predictable common daily settings (Novice),
85 transactional and some informal settings (Intermediate), most informal and
86 formal settings (Advanced), informal, formal and professional settings, and
87 unfamiliar and problem situations, (Superior), as appropriate, in target-
88 language communities in the United States and in the globalized world;
- 89 • recognize (Novice), participate in (Intermediate), initiate (Advanced), or
90 sustain (Superior), language use opportunities outside the classroom and
91 set goals, reflect on progress, and use language for enjoyment,
92 enrichment and advancement;
- 93 • use receptive and productive structures in service of communication:
94 sounds, parameters, writing systems (Novice), basic word and sentence
95 formation (Intermediate), structures for major time frames, text structures

- 96 for paragraph-level discourse, (Advanced), all structures (Superior), text
97 structures for extended discourse, as appropriate;
- 98 • use language text-types in service of communication; learned words, signs
99 and fingerspelling, and phrases (Novice), sentences and strings of
100 sentences (Intermediate), paragraphs and strings of paragraphs
101 (Advanced), or coherent, cohesive multi-paragraph texts (Superior), as
102 appropriate;
- 103 • use the target language to investigate, explain, and reflect on the nature of
104 language through comparisons of similarities and differences in the target
105 language and those they know in order to interact with communicative
106 competence;
- 107 • interact with cultural competence and understanding;
- 108 • demonstrate understanding and use the target language to investigate,
109 explain and reflect on the relationships among the products cultures
110 produce, the practices cultures manifest, and the perspectives that
111 underlie them in order to interact with cultural competence;
- 112 • use the target language to investigate, explain, and reflect on the nature of
113 culture through comparisons of similarities and differences in the target
114 cultures and those they know in order to interact with cultural competence;
- 115 • demonstrate understanding and use the target language to investigate
116 how cultures influence each other over time in order to interact with
117 intercultural competence;
- 118 • build, reinforce, and expand knowledge of other disciplines through the
119 target language, develop critical thinking skills and solve problems in order
120 to function in real-world situations, academic and career-related settings;
121 and
- 122 • access and evaluate information and diverse perspectives that are readily
123 or only available through the target language and its cultures in order to
124 function in real-world situations, academic and career-related settings.

125 **Criteria for Evaluating Instructional Materials for World Languages**
126 **Education in Kindergarten Through Grade Eight**

127 The state adoption of new world languages instructional materials will be guided
128 by the Criteria described below. To be adopted, instructional materials must meet
129 Category 1, Alignment with the *CA World Languages Education Content*
130 *Standards*, in full. Instructional materials will be evaluated holistically for
131 strengths in the other categories of Program Organization, Assessment, Access
132 and Equity, and Instructional Planning and Support. This means that while a
133 program may not meet every criterion listed in those categories, it must meet the
134 intent stated in the introductory paragraph of each category to be eligible for state
135 adoption. Programs that do not meet Category 1 in full and do not show
136 strengths in each one of the other four categories will not be adopted. These
137 criteria are designed to be a guide for publishers in developing their instructional
138 resources and for local educational agencies when selecting instructional
139 materials. To assist in the evaluation of instructional materials, publishers must
140 use the SBE-approved standards maps and evaluation criteria map templates,
141 developed and supplied by the California Department of Education (CDE), to
142 provide evidence that the program provides students a path to meet the
143 proficiencies specified in the *World Languages Framework*.

144 It is the intent of the SBE that these criteria be neutral on the format of
145 instructional materials. Print-based, digital, interactive online, and other types of
146 programs may all be submitted for adoption as long as they are aligned to the
147 evaluation criteria. Any gross inaccuracies or deliberate falsification revealed
148 during the review process may result in disqualification, and any found during the
149 adoption cycle may subject the program to removal from the list of state-adopted
150 instructional materials. Gross inaccuracies and deliberate falsifications are
151 defined as those requiring changes in instructional content. All authors listed in
152 the instructional program are held responsible for the content. Beyond the title
153 and publishing company's name, the only name(s) to appear on a cover and title
154 page shall be the actual author or authors.

155 **Criteria for the Evaluation of Instructional Materials Aligned to the World**
156 **Languages Standards for California Public Schools, Kindergarten Through**
157 **Grade Twelve (WL Standards)**

158 **Category 1: Alignment with the WL Standards**

159 Instructional materials support teaching and learning of the skills and knowledge
160 called for within the Novice, Intermediate, Advanced and Superior ranges of
161 proficiency, as appropriate, as specified in the *WL Standards* and are appropriate
162 for designated grade levels.

163 All programs must include the following features:

- 164 1. Instructional materials, as defined in *Education Code (EC)* Section
165 60010(h), must align to the *WL Standards*, adopted by the SBE in January
166 2019.
- 167 2. Instructional materials are consistent with the content of the *World*
168 *Languages Education Framework for California Public Schools,*
169 *Kindergarten Through Grade Twelve (WL Framework).*
- 170 3. Instructional materials include approaches and activities aligned to
171 Appendix 2 of the *WL Standards*.
- 172 4. Instructional materials must be consistent with current state statutes and
173 support statutorily mandated instruction.
- 174 5. Instructional materials shall be accurate and use proper grammar and
175 spelling (*EC* Section 60045).
- 176 6. Instructional materials include opportunities for students to develop
177 communicative and cultural proficiency, content area knowledge, oracy,
178 and literacy in a world language other than English.
- 179 7. Instructional materials include activities for developing student proficiency
180 in the Communications, Cultures, and Connections standards of the *WL*
181 *Standards*.
- 182 8. Instructional materials examine humanity's place in ecological systems
183 and the necessity for the protection of the environment (*EC* Section
184 60041) and include instructional content based on the California
185 Environmental Principles and Concepts developed by the California
186 Environmental Protection Agency and adopted by the State Board of

187 Education (*Public Resources Code* Section 71301) where appropriate and
188 aligned to the *WL Standards*.

189 **Category 2: Program Organization**

190 Instructional resources support instruction and learning of the *WL Standards* and
191 include such features as the organization, coherence, and design of the program;
192 chapter, unit, and lesson overviews; and glossaries. Sequential organization and
193 a coherent instructional design of world languages programs provide structure for
194 what students should learn each year. They should be organized to allow
195 efficient and effective delivery of a standards-based course ensuring optimal
196 articulation as students move between courses, and enter and leave instructional
197 programs. Programs must be well organized and presented in a manner that
198 provides all students with opportunities to achieve the essential knowledge and
199 skills described in California’s *WL Standards*. Program design must support the
200 standards-based approach grounded in the organizational scheme developed in
201 California’s *WL Standards* and serve as the scaffolding for students with diverse
202 learning needs. Instructional resources must have strengths in these areas to be
203 considered for adoption:

- 204 1. An organization that provides a logical and coherent structure to facilitate
205 efficient and effective teaching and learning within the lesson, unit, and
206 grade level or grade span, consistent with the guidance in the *WL*
207 *Framework*
- 208 2. Tables of contents, indexes, glossaries, electronic-based resources,
209 support materials, content summaries, and assessment guides designed
210 to help teachers, parents or guardians, and students navigate the program
- 211 3. An overview of the content in each chapter or unit that describes how it
212 supports instruction and learning of the *WL Standards*
- 213 4. An overview of the content in each chapter or unit that outlines the world
214 languages concepts and skills to be developed
- 215 5. Graphics (pictures, maps, world languages) that are accurate, are well
216 annotated or labeled, and enhance students’ focus and understanding of
217 the content
- 218 6. Support materials that are an integral part of the instructional program and
219 are clearly aligned with the *WL Standards*

- 220 7. A well-organized structure that provides students with opportunities to
221 achieve proficiency and/or the grade-level or grade-span standards
- 222 8. A well-organized structure that provides opportunities for students to build
223 on knowledge and proficiencies developed through previous language
224 study and/or through immersion programs
- 225 9. Effective articulation between courses allowing for multiple entry points in
226 a variety of course and program models beginning in Kindergarten and
227 continuing through grade twelve
- 228 10. A list of the expectations for student proficiency in the standards in the
229 teacher's guide together with page number citations or other references
230 that demonstrate alignment with the content standards
- 231 11. To the extent possible, the content, including grammar descriptions, are
232 presented in the target language

233 **Category 3: Assessment**

234 Instructional resources include multiple models of diagnostic, formative, and
235 summative assessment tasks for measuring what students know and are able to
236 do and provide guidance for teachers on how to interpret assessment results to
237 guide instruction. The program provides teachers with assessment practices for
238 each proficiency range and/or at each grade level or grade span necessary to
239 prepare all students for success at later proficiency ranges and/or in later grade-
240 level or grade-span world languages education. Instructional resources must
241 have strengths in these areas to be considered suitable for adoption:

- 242 1. Strategies or instruments that teachers can use to determine students'
243 prior knowledge of culture and appropriate academic content and
244 communicative, cultural and intercultural proficiencies
- 245 2. A broad array of diagnostic, formative, and summative assessment
246 strategies that allow students to demonstrate what they know, understand,
247 and are able to do
- 248 3. High quality standards-based placement and exit assessments to help
249 determine appropriate instructional level for entry into and exit from a
250 course or program
- 251 4. Multiple measures of students' ability to independently apply the world
252 languages proficiencies described in the *WL Standards*, such as

253 observations with rubrics, task completions, collaborative conversations,
254 samples of speech and writing, portfolio entries, measures of proficiency,
255 content and cultural knowledge and skills, contextualized form checks,
256 projects, performances, selected and constructed response items, among
257 others

258 5. Guidance for teachers on how to adapt instruction on the basis of
259 evidence from assessment and make adjustments that yield immediate
260 benefits to student learning

261 6. Guiding questions to monitor student receptive and productive
262 proficiencies in the world languages

263 **Category 4: Access and Equity**

264 The goal of world languages education programs in California is to ensure
265 universal and equitable access to high-quality curriculum and instruction for all
266 students so they can meet or exceed the knowledge and skills as described in
267 the *WL Standards*. Resources should incorporate recognized principles,
268 concepts, and research-based strategies to meet the needs of all students and
269 provide equal access to learning. Instructional resources should include
270 suggestions for teachers on how to differentiate instruction to meet the needs of
271 all students. In particular, instructional resources should provide guidance to
272 support students who are English learners; heritage and native speakers, at-
273 promise students (Per AB 413 of 2019 [Chapter 800], the term “at-risk” is
274 replaced in the *California Education Code* with the term “at-promise.”); lesbian,
275 gay, bisexual, transgender, queer, and questioning (LGBTQ+) students;
276 advanced learners; and students with disabilities. Note that speaking and
277 listening should be broadly interpreted and should include students who are deaf
278 and hard of hearing using American Sign Language (ASL) as their primary
279 language. Students who do not use ASL as their primary language but use
280 amplification, residual hearing, listening and spoken language, cued speech and
281 sign-supported speech, access general education curriculum with varying modes
282 of communication. Instructional resources must have strengths in these areas to
283 be considered for adoption:

284 1. Appropriate for use with all students regardless of their disability, gender,
285 gender identity, gender expression, nationality, race or ethnicity, culture,
286 religion, sexual orientation, or living situation

- 287 2. Suggestions based on current and confirmed research for adapting the
288 curriculum and the instruction to meet students' assessed instructional
289 needs
- 290 3. Comprehensive teacher guidance and differentiation strategies, based on
291 current and confirmed research, to adapt the curriculum to meet students'
292 identified special needs and to provide effective, efficient instruction for all
293 students, including students who are English learners, at-risk
294 students, LGBTQ+ students, and students with disabilities
- 295 4. Strategies for students who are English learners that are consistent with
296 the *California English Language Development Standards: Kindergarten*
297 *Through Grade 12* adopted under *EC Section 60811*
- 298 5. Strategies for English learners in both lessons and teacher's editions, as
299 appropriate, for specific proficiency ranges
- 300 6. Strategies to help students who are below grade level in reading, writing,
301 speaking, and listening in academic English to understand and
302 communicate in world languages
- 303 7. Suggestions for advanced learners that are tied to the *WL Framework* and
304 that allow students to study content in greater depth
- 305 8. Strategies to help heritage and native language learners to maximize their
306 learning of a heritage or native language, or to transfer these skills to the
307 learning of an additional language
- 308 9. Images that are age-appropriate and depict students at the grade level or
309 grade span of instruction, reflect the diversity of California's students, and
310 are affirmatively inclusive

311 **Category 5: Instructional Planning and Support**

312 The information and resources should present explicit, coherent guidelines for
313 teachers to follow when planning instruction and are designed to help teachers
314 provide effective standards-based instruction. The resources should be designed
315 to help teachers provide instruction that ensures opportunities for all students to
316 learn world languages-enhancing skills and behaviors and essential knowledge
317 and communicative, cultural and intercultural proficiencies specified in the *WL*
318 *Standards*. The resources must have strengths in these areas of instructional
319 planning and teacher support to be considered suitable for adoption:

- 320 1. Lesson plans, suggestions for organizing resources in the classroom, and
321 ideas for pacing lessons
- 322 2. A pacing guide or scope and sequence for planning instruction
- 323 3. A variety of pedagogical strategies aligned to Appendix 2 of the *WL*
324 *Standards*
- 325 4. Suggestions for connecting world languages education content with other
326 areas of the curriculum and examples of interdisciplinary instruction within
327 the appropriate grade level or grade span
- 328 5. Technical support and suggestions for appropriate use of electronic
329 resources, audiovisual, multimedia, and information technology resources
330 associated with a unit
- 331 6. User-friendly components and platform-neutral electronic materials
- 332 7. Homework assignments, if included in the program, extend and reinforce
333 classroom instruction as well as provide opportunities for additional
334 practice and extension of skills that have been taught
- 335 8. Homework assignments, if included in the program, that support parent,
336 guardian, and caretaker engagement
- 337 9. Guidance for the use of language learning strategies with opportunities to
338 use them in context throughout the course or program
- 339 10. Clearly written and accurate explanations of world languages education
340 content
- 341 11. Guidelines for formal and informal presentations of student work

342 **Guidance for Local Education Agencies on the Adoption of Instructional**
343 **Materials for Students in Grades Nine Through Twelve**

344 The Criteria (above) are intended to guide publishers in the development of
345 instructional materials for students in kindergarten through grade eight. They also
346 provide guidance for selection of instructional materials for students in grades
347 nine through twelve. The five categories in the Criteria are an appropriate lens
348 through which to view any instructional materials an LEA is considering.

349 The process of selecting and implementing new instructional materials should be
350 thoroughly planned, publicly conducted, and well documented. Local educational
351 agencies must adhere to *EC* Section 60002, which states the following: “Each
352 district board shall provide for substantial teacher involvement in the selection of
353 instructional materials and shall promote the involvement of parents and other
354 members of the community in the selection of instructional materials.”

355 It is the responsibility of the LEA to ensure that instructional materials comply
356 with state laws and regulations. This responsibility includes addressing content
357 and skills mandated by such laws as the Fair, Accurate, Inclusive, and
358 Respectful (FAIR) Education Act and the laws and regulations regarding social
359 content. Instructional materials must meet *EC* sections 60040–60045 as well as
360 the SBE guidelines in the *Standards for Evaluating Instructional Materials for*
361 *Social Content*. State laws and the SBE guidelines require that instructional
362 materials used in California public schools reflect California’s multicultural
363 society; avoid stereotyping; and contribute to a positive, safe, and inclusive
364 learning environment.

365 **Guidance on Selecting Materials for Dual Immersion and Multiliteracy**
366 **Programs**

367 The criteria in this chapter are for publishers of world languages instructional
368 materials. Many LEAs also have dual immersion or multi-literacy programs for
369 elementary students. Those programs require subject area materials in English
370 and another language, with the goal for students to learn both the academic
371 content and become literate in the target language. These disciplines include, but
372 are not limited to science, mathematics, and history–social science. While all
373 communities of language learners share universal concepts of family, clothing,
374 food and meals, housing, and transportation, they also possess culture-specific
375 perspectives on these topics. One example is that different cultures have
376 different perspectives about what food is, when meals occur, and what practices
377 accompany the preparation and consumption of food.

378 To enhance the evaluation and selection of materials, schools and districts with
379 dual immersion or multi-literacy programs for elementary students may wish to
380 consider the *CA World Languages Standards*, as well as the guidance on world
381 languages instruction in this framework when selecting materials where students
382 learn target-culture perspectives on content. Careful evaluation of instructional
383 materials for dual immersion or multi-literacy programs is necessary to ensure
384 they present instructional content and provide support for teachers in utilizing
385 goals in the *CA World Languages Standards* along with the subject area
386 academic content standards.

387 **Social Content Review**

388 To ensure that instructional materials reflect California’s multicultural society;
389 avoid stereotyping; and contribute to a positive, safe, and inclusive learning
390 environment, instructional materials used in California public schools must
391 comply with the state laws and regulations that involve social content. As noted
392 above, instructional materials must conform to *EC* sections 60040–60045 as well
393 as the SBE’s *Standards for Evaluating Instructional Materials for Social Content*
394 (available on the CDE Social Content Review web page). Instructional materials
395 that are adopted by the SBE meet the social content requirements. The CDE
396 conducts social content reviews of a range of instructional materials and
397 maintains a searchable database of the materials that meet these social content
398 requirements. To access the database, go the Approved Social Content Review
399 Search on the CDE the Social Content Review web page.

400 If an LEA intends to purchase instructional materials that have not been adopted
401 by the state or are not included on the list of instructional materials that meet the
402 social content requirements maintained by the CDE, then the LEA must complete
403 its own social content review. Information about the review process is posted on
404 the CDE Social Content Review web page.

405 **Supplemental Instructional Materials**

406 The SBE traditionally adopts only basic instructional materials programs, which
407 are programs designed for use by students and their teachers as a principal
408 learning resource and meet, in organization and content, the basic requirements
409 of a full course of study (generally one school year in length). Local educational
410 agencies adopt supplemental materials for local use more frequently.
411 Supplemental instructional materials are defined in *EC* Section 60010(l) and are
412 generally designed to serve a specific purpose, such as providing more complete
413 coverage of a topic or subject; addressing the instructional needs of groups of

414 students; and providing current, relevant technology to support interactive
415 learning.

416 **Accessible Instructional Materials**

417 The CDE Clearinghouse for Specialized Media and Technology (CSMT) provides
418 access to state-adopted instructional materials in meaningful formats for students
419 who have vision impairments, including blindness, or other print disabilities. The
420 CSMT produces and distributes accessible versions of textbooks, workbooks,
421 literature books, and other student instructional resources to help students
422 overcome challenges, connect with others, and become independent.
423 Specialized formats of instructional materials include braille, large print, audio
424 recordings, digital talking books, and electronic files that are free for teachers and
425 other educators to order and/or download online through the CSMT Instructional
426 Materials Ordering and Distribution System (IMODS). To become an IMODS
427 registered user and access instructional materials and other resources, visit the
428 CDE CSMT web page.

429 **Student Privacy**

430 Local educational agencies and publishers of instructional materials must
431 observe carefully all laws regarding student privacy. State law is very restrictive
432 in the collection, storage, management, and use of student data. Local
433 educational agencies and publishers must work closely to ensure compliance
434 with all associated laws. See *EC* sections 49073–49079.7 and Business and
435 Professions Code sections 22584–22585.

436

437 **References**

438 California Department of Education (CDE). 2013b. *Standards for Evaluating*
439 *Instructional Resources for Social Content (2013 Edition)*. Sacramento: California
440 Department of Education.

441 California Department of Education. 2015. *Guidelines for Piloting Textbooks and*
442 *Instructional Materials*. Sacramento: California Department of Education.

443 California Department of Education: March 2019

California Department of Education: July 2020