**Multilingual Learner (MLL) Non-Negotiables for ELA Curriculum Selection**

Purpose: To seek materials that:

* Provide MLLs with the necessary rigor in language development
* Provide MLLs with full access to grade-level instructional content
* Integrate scaffolding for MLLs without compromising rigor or content
* Provide MLLs access to text that increases in complexity, with intentional connections between ELD and ELA instruction, all anchored in the CCSS

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| **Area of Focus** | **MLL Metric** | **Evidence** | **Implications for Instruction** |
| **I. Interdependence of Oral Language, Disciplinary Writing, and Text Engagement** | 1. Materials promote activities (including speaking and listening) that build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of subject matter.   * Include conversations to help students hear and imitate more fluent others * Engage in conversation to negotiate meaning and co-construct knowledge * Grouping strategies to promote use of oral language resources |  |  |
| 2. Writing activities engage students in discussion of topics and prompts with peers and teachers throughout and as an integral part of the writing process. |  |  |
| 3. Interactive language development activities (grouping strategies, eliciting background knowledge and discussing related topics) build opportunities to engage with grade-level texts. |  |  |
| **II. Sustained Language and Content Support** | 4. Materials gradually advance the level of language practices, analytical skills, and conceptual understanding as a unit progresses.   * Grade-level text as well as additional relevant, high quality texts * Apply text engineering such as inserting headings/questions, chunking texts, and including parentheses with explanation, definitions or more details * Materials help to connect texts, concepts and essential understandings |  |  |
| 5. Materials reflect the understanding that students learn language though prolonged exposure along with opportunities to negotiate content and ideas in the target language, with scaffolds and support for further development as needed.   * Increasing sophistication, precision, and/or complexity of language * Scaffolds might include visual organizers, sentence frames/starters, hands-on materials, role plays |  |  |
| 6. Materials provide scaffolds and create tasks that lead students to build an increased understanding of the complex grade-level text over time through multiple close readings. |  |  |
| 7. Writing activities explicitly and cumulatively build a nexus of college and career-ready skills as the curriculum progresses.   * Collaborative research prior to independent research * Revision and editing focus on specific content or editing issues each time * Oral discussion about arguments and claims before writing |  |  |
| **III. Learner Awareness** | 8. Student materials ensure learner awareness to guide reflection on their own learning.   * Explicit and regular focus on syntax development * Vocabulary in the context of meaning-making, communicating, and drawing inferences * Models of strong, annotated writing provided to build understanding of purpose/audience |  |  |
| 9. Materials guide teacher to engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, and listening) practices over time. Materials include guidance on linguistic and rhetorical patterns. |  |  |
| **IV. Leveraging Students’ Assets** | 10. Materials reflect an asset-based model of teaching and learning, and provide guidance for creating instructional opportunities that reflect that perspective.   * Materials provide diverse perspectives and suggestions for culturally responsive teaching methods * Incorporates cultural knowledge and student interest * Home language use in oral activities |  |  |
| 11. Materials recognize students’ background knowledge and interests and endeavor to activate them for disciplinary learning through authentic and relevant texts. |  |  |
| 12. Materials guide teachers in how to value home language(s) as a resource for learning content.   * Home language literacy is used as a bridge. * Materials support teachers in gathering information about family language and literacy. |  |  |
| 13. Materials for teachers provide guidance for instructional practices that promote student agency and learner autonomy. Scaffolds are taken away as students demonstrate increasing independence. |  |  |
| **V. Formative Assessment** | 14. Materials provide teacher guidance for consistent formative assessment and feedback strategies that support students’ language proficiencies and content knowledge.   * Assess and provide feedback on oral and written language separate from content knowledge and disciplinary practices. * Materials provide teachers guidance to avoid assumptions about a student’s background knowledge and language resources based on language proficiency scores or grades. |  |  |

Adapted from English Learners Success Forum: [Guidelines for Improving English Language Arts Materials for English Learners](https://www.elsuccessforum.org/resources)