

How Well Do My English Language Arts Instructional Materials Support English Learners?

As the number of English learners in U.S. schools grows, it becomes imperative to provide rigorous, grade-level, high quality instructional materials that support all learners in achieving equitable learning outcomes. Rather than just checking off curricular goals, development and continuous improvement should be about deeply considering the support aspects of your instructional materials. This inventory is intended for those developing, procuring, or using instructional materials and for those who want to create better learning conditions and academic outcomes for English Learners (ELs). You may complete this inventory independently or in discussion with colleagues.

For the questions below, consider the extent to which the ELA instructional materials under review currently meet the needs of ELs and how you would explain your answers using specific examples from these materials. Choose the answer that best reflects your rating of that support aspect based on the evidence you find. Then use the summary below to decide next steps.

Area of Focus I: Interdependence of Oral Language, Disciplinary Writing, and Text Engagement					
1. How often and how effectively do the oral language development activities guide students to engage with grade-level appropriate content, disciplinary practices, and subject matter?					
Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively
2. How often and how effectively do writing activities incorporate discussions with peers and teachers as an integral part of the writing process?					
Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively
3. How often and how effectively do the instructional materials provide interactive oral language development activities to support students in engaging with grade-level texts?					
Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively

Area of Focus II: Sustained Language and Content Support

4. How often and how effectively are opportunities for students to use language practices, analytical skills, and conceptual understandings organized into an intentional progression within a unit and/or curriculum?

Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively
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5. How often are students afforded opportunities to learn language through prolonged exposure and negotiation of content and ideas in the target language? How are these opportunities scaffolded as needed?

Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively
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6. How often and how effectively are tasks and scaffolds designed to build *increasing* understanding of an *appropriately complex grade-level text* for the grade level?

Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively
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7. Do the instructional materials provide students with opportunities to engage in purposeful writing activities that build a nexus of college-and-career-ready skills? Are those activities organized into an intentional progression?

Instructional Materials Rating:	1. Non-existent opportunities	2. Limited opportunities/Limited evidence of an intentional progression	3. Some opportunities/Some evidence of an intentional progression	4. Substantial opportunities/Substantial evidence of an intentional progression	5. Consistent opportunities/Consistent evidence of an intentional progression
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Area of Focus III: Learner Awareness (Metacognitive Strategies)

8. Are high-quality strategies used to encourage students to reflect metacognitively on their own learning?

Instructional Materials Rating:	1. Non-existent	2. Limited strategies	3. Some strategies	4. Substantial strategies	5. Consistent and high-quality strategies
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9. Are teachers guided to support students in examining and progressively improving upon their communication practices?

Instructional Materials Rating:	1. Non-existent	2. Limited guidance	3. Some guidance	4. Substantial guidance	5. Consistent and high-quality guidance
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Area of Focus IV: Leveraging Students' Assets					
10. Are materials structured to reflect an asset-based model of teaching and learning? Are teachers provided guidance for instructional practices that reflect that perspective?					
Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/limited guidance	3. Sometimes/Some guidance	4. Often/Substantial guidance	5. Consistently/Consistent guidance
11. Are there consistent opportunities to connect disciplinary learning with students' interests and lived experiences?					
Instructional Materials Rating:	1. Non-existent	2. Limited guidance	3. Some guidance	4. Substantial guidance	5. Consistent and high-quality guidance
12. How often and how effectively are teachers guided to use students' home language as a resource?					
Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively
13. How often and how effectively are strategies offered to promote student independence, agency, and autonomy?					
Instructional Materials Rating:	1. Never/Non-existent	2. Infrequently/Limited effectiveness	3. Sometimes/Somewhat effective	4. Often/Substantially effective	5. Consistently/Highly effectively

Area of Focus V: Formative Assessment					
14. Do teachers receive guidance to formatively assess language proficiency and content understandings in order to generate feedback and make instructional decisions?					
Instructional Materials Rating:	1. Non-existent	2. Limited guidance	3. Some guidance	4. Substantial guidance	5. Consistent and high-quality guidance

If you rated the support aspects at mostly 4s and 5s, then you are off to a good start! Consider more robust ways of supporting ELs in your context. With effective implementation, these materials can affect EL student ELA outcomes positively and create more equitable learning conditions. To explore more specific details about how these aspects are operationalized effectively in instructional materials and to explore strategies, activities, and other resources, please visit our English Learners Success Forum (ELSF) [ELA instructional materials Guidelines](#).

The support aspects that you rated 3 or below are places to further explore in the materials improvement process. Follow this link to the ELSF document, which contains the fourteen ELA instructional materials Guidelines that correspond with the question numbers in the inventory. These Guidelines include specifications that unpack the features of curriculum that meet the ELA learning needs of ELs. These Guidelines also include links to activities, strategies, and other resources which may be helpful in the materials improvement process.