OKLAHOMA STATE DEPARTMENT OF EDUCATION

Office of English Language Proficiency

English Language Development (ELD) Curriculum Review and Selection Guidance

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Introduction

According to *The Glossary of Educational Reform* (2014), curriculum is defined as "the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning". The term curriculum can encompass a variety of contexts, but for the purposes of this document, it refers to a published, prepackaged English Language Development (ELD) curriculum that is used as either the primary instructional resource or as supplemental materials to the main classroom curriculum. It can include, but is not limited to, textbooks, workbooks, a reading series, audio, video, manipulatives, or technological platforms or applications.

Many districts or schools may want to inspect ELD curriculum options for a variety of reasons. Districts or schools may want to adopt an ELD curriculum to foster English Learner (EL) progress and achievement as detailed in the Every Student Succeeds Act (ESSA), the national education law and longstanding commitment to equal opportunity for all students. In some cases, districts or schools may have ELs for the first time, which may lead them to seek an ELD curriculum. Other rationales might include an upgrade of existing ELD curriculum or for supplemental support for mainstream content classes. Regardless of the reason, curriculum selection can be a daunting and time-consuming endeavor that the Office of English Language Proficiency aims to simplify with this guidance document.

The Office of Curriculum and Instruction at the Oklahoma State Department of Education offers a [High-Quality Instructional Materials (HQIM) and State Textbooks homepage](). This page contains titles of instructional materials approved and adopted by the State Textbook Committee, including some ELD curricula. It also offers the HQIM rubrics that the curriculum reviewers utilize when evaluating instructional materials, including the [PK-12 Generic]() rubric that is used for evaluating ELD curriculum. To learn more about using state textbook allocation, please see [OK HB3466]() and the State Funds section of this document.

To supplement [HQIM and State Textbooks]() and provide more specificity, we have conducted a literature review of available evidence-based research regarding ELD curriculum selection to assist in this decision-making process. This guidance will outline the steps involved in curriculum selection: executing an environmental analysis, conducting a needs analysis, and reviewing, adopting, and evaluating curriculum. We have included a hypothetical scenario to stage examples to assist in understanding and to illustrate the ELD curriculum selection process. This document also provides an overview of the principles of language teaching, and the application of these principles should be strongly considered when reviewing curricula. An explanation of funds that can be used to purchase such curricula and/or supplemental materials is provided as well as alternatives to purchasing a new curriculum.

Please be mindful that each district or school may have unique needs, and therefore, a one-size-fits-all model is not feasible. However, this guidance may be modified to meet the needs of local district or school environments, English Learner characteristics and needs, teacher preferences, budget constraints, and mainstream curriculum.

Before beginning the curriculum selection process, it is essential that districts or schools determine exactly who will be responsible for the English language development of English Learners. The district or school's chosen Language Instruction Education Plan (LIEP) should assist in this determination. Local Education Agencies (LEAs) that have large populations of ELs may wish to designate all teachers with this responsibility and incorporate ELD in content area classes or utilize Sheltered Instruction whereas districts or schools with smaller numbers of EL students may elect one or more specific ELD teachers for whole class, coteaching, push in, or pull-out instruction. Establishing these roles is the first step in selecting the appropriate ELD curriculum.

Additionally, it is important to emphasize that during the curriculum selection process, it is essential to include relevant stakeholders. Legislation outlines requirements for local textbook committee selections (OK HB3466). Essentially, LEAs might include the following: EL students, EL teachers, possible content area educators, guidance counselors, and pertinent administrators. It could be further extended by consulting EL families and cultural groups. This is critical because these stakeholders can provide valuable feedback that can be useful in a multitude of ways. Moreover, inclusion of stakeholders promotes participation, and that participation fosters buy in. This is key to a successful curriculum adoption (Macalister & Nation, 2020), Kostka & Bunning, 2018, Brown, 1985).

Alternatives to Purchasing a New ELD Curriculum

Sheltered Instruction/ SIOP Model
In Sheltered Instruction or the Sheltered Instruction Observation Protocol (SIOP) Model, content and language are taught simultaneously, and all teachers are considered language teachers. The SIOP Model is an effective lesson planning and instructional delivery system for educators of English Learners. This approach requires educators to design content-driven instruction derived from grade-level curriculum and utilize strategies that make content area concepts comprehensible while promoting English language development. The SIOP Model consists of eight components: Lesson Preparation, Interaction, Building Background, Practice and Application, Comprehensible Input, Lesson Delivery, Strategies, and Review and Assessment. Short, Echevarria, and Vogt (2008) offer a complete description of the components and strategies in *Making Content Comprehensible for English Learners: The SIOP Model*. Once teachers are trained in this method, administrators can use the SIOP Protocol as an observation instrument, and teachers can also utilize it for improving their practice or peer coaching (Echevarria, Vogt, and Short, 2008).

Adapting and Modifying Existing Instructional Materials
Similar to the method mentioned above, Richards (2017, p. 251) proposes that educators take available materials and adapt and "modify activities to suit learners' needs and supplement what is available by providing extra activities and extra input", and he argues that most "textbooks can seldom be used without some form of adaptation to make them more suitable for the particular context in which they will be used". He details the forms of adaptation as "modifying content, adding or deleting content, reorganizing content, addressing omissions, modifying tasks, and extending

tasks" (Richards, 2017, p. 251, Macalister & Nation, 2020, Graves, 2000).

Further Considerations

Both methods mentioned above can serve as an alternative to purchasing a new curriculum; however, both require an educator to have a certain level of training in the SIOP Model and knowledge of how to modify and differentiate mainstream curricula for ELs. This may be a worthwhile pursuit as both methods are grounded in evidence- based research. However, it is important to note that it can be an exhausting task for an educator to constantly adapt and modify instructional materials until they have built up a school year's worth of lessons.

On the other hand, a published ELD curriculum can provide more simplicity and serve a variety of purposes (Graves, 2000, Richards, 2017, Hoffman & Dahlman, 2007):

- Offer a framework or structure
- Function to standardize instruction by grade level and proficiency level
- Aid in sequencing material
- Contain ideas for activities
- Provide information about cognitive processes
- Complement existing curriculum
- Serve as a reference
- Include assessments
- Offer homework assignments
- Serve as an introduction to a unit or theme
- Provide texts, images, audio, and video
- Serve as the main curriculum or supplemental materials
- Guide newcomer programs

Districts and schools should reflect on their environmental analysis and needs analysis to ascertain the option that works best for them.

Examining Curriculum for Principles of Language Teaching

Before venturing into the curriculum selection process, districts and schools should first begin by consulting the [High-Quality Instructional Materials (HQIM) and State Textbooks homepage](#). This page contains titles of instructional materials approved and adopted by the State Textbook Committee, including some ELD curricula. It also offers the HQIM rubrics that the curriculum reviewers utilize when evaluating instructional materials, including the [PK-12 Generic](#) rubric that is used for evaluating ELD curriculum. To learn more about using state textbook allocation, please see [OK HB3466](#) and the State Funds section of this document.

Additionally, LEAs should examine the principles of language teaching. Through this examination, districts and schools can put research and theory at the forefront to make qualifying decisions about curriculum. Macalister and Nation (2020, p. 45-46) provide an extensive list of the principles of language learning and general education which are included below. The principles are separated into three groups that represent the three primary divisions of curriculum design: Content and Sequencing, Format and

Presentation, and Monitoring and Assessment (Macalister and Nation, 2020). Districts or schools should focus on the most important teaching and learning principles and examine how curricula demonstrates and applies those principles.

"Twenty Principles of Language Teaching Content and Sequencing

Content and Sequencing

Frequency: A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language so that learners get the best return for their learning effort.

Strategies and Autonomy: A language course should train learners in how to learn a language and how to monitor and be aware of their learning so that they can become effective and independent language learners.

Spaced Retrieval: Learners should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts.

Language System: The language focus of a course needs to be on the generalizable features of the language.

Keep Moving Forward: A language course should progressively cover useful language items, skills and strategies.

Teachability: The teaching of language items should take account of the most favorable sequencing of these items and should take account of when the learners are most ready to learn them.

Learning Burden: The course should help learners make the most effective use of previous knowledge.

Interference: The items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning and so that interference effects are avoided.

Format and Presentation

Motivation: As much as possible, the learners should be interested and excited about learning the language, and they should come to value this learning.

Four Strands: A course should include a roughly even balance of meaning-focused input, language-focused learning, meaning-focused output and fluency activities.

Comprehensible Input: There should be substantial quantities of interesting comprehensible receptive activity in both listening and reading.

Fluency: A language course should provide activities aimed at increasing the fluency with which learners can use the language they already know, both receptively and productively.

Output: The learners should be pushed to produce the language in both speaking and writing over a range of discourse types.

Deliberate Learning: The course should include language-focused learning on the sound system, spelling, vocabulary, grammar, and discourse areas.

Time on Task: As much time as possible should be spent using and focusing on the second language.

Depth of Processing: Learners should process the items to be learned as deeply and as thoughtfully as possible.

Integrative Motivation: A course should be presented so that the learners have the most favorable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language.

Learning Style: There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style.

Monitoring and Assessment

Ongoing Needs and Environment Analysis: The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available.

Feedback: Learners should receive helpful feedback which will allow them to improve the quality of their language use" (Macalister and Nation, 2020, p.45-46).

Ensuring that Curriculum Is Culturally Responsive

Culturally responsive curriculum should attempt to bridge the gap between teacher and student by helping the teacher understand the cultural nuances that may cause a relationship to break down—which may ultimately cause student achievement to break down as well. To learn more, please visit *Colorin colorado's* [Culturally Responsive Instruction](#) page.

Executing an Environmental Analysis

An environmental analysis (sometimes called a situational analysis) requires examining local and situational factors that will have a strong influence on decisions about ELD curriculum. These factors can come from learners, teachers, and the teaching and learning situation. Once examined, they will help educators focus on finding a curriculum that meets their needs. It requires considering the factors of the situation in which the curriculum will be used and determining if the curriculum fits and meets local requirements. The following are examples of some common environmental factors for LEAs to consider in an environmental analysis (Richards, 2017, Macalister & Nation, 2020). However, the list is not exhaustive, and districts or schools may have other factors to consider that are not listed:

- ELs' motivation in learning English

- ELs' immediate, survival needs

- ELs' ages, educational backgrounds, and cultures

- ELs' time in the country

- ELs' reason for immigration (if applicable)

- ELs' proficiency levels

- ELs' opportunities to use English outside of the classroom

- ELs' preferred method of learning

- Selected Language Instruction Education Plans (LIEP)

- Use of first language in the classroom

- Method of instruction

- Time available for instruction

- Availability of classroom space

- Class size

- Availability of appropriate reading materials and other resources

- Availability of teachers

- Teachers' experience and training

- Role ELD instruction will play in relationship to mainstream curriculum and instruction

Macalister and Nation (2020) recommend choosing no more than five factors that will have the greatest impact on the curriculum the district or school selects and ranking them. Then each factor should be accompanied by one for more effects that each factor will have on curriculum selection. In other words, develop effects for factors by deciding what will be required to mitigate the factor based on research and theory (See Examining Curriculum for Principles of Language Teaching section).

To provide continuous models and examples in this document to aid in understanding the curriculum selection process, the following hypothetical scenario will be used and referenced throughout this document.

Hypothetical Scenario: A meat packaging plant has recently opened in the panhandle of Oklahoma causing a growth in English Learners entering schools in that area. A secondary school in the vicinity, Roxbury High School, was not accustomed to having ELs and does not currently have any teachers trained in English Language Development. However, now that they are expecting a significant increase of ELs and anticipating this rise to continue, the secondary high school is completing their Language Instruction Educational Program (LIEP), a plan for supporting their English Learners. They have selected the following primary EL intervention and support strategy intended to address the learning needs of the EL student(s) it serves:

English as a Second Language (ESL) or English Language Development (ELD): Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g., "pullout" or ESL classes) with no native language support in either setting. Supplemental instruction can target both English language fluency and core content instruction. The goal of the program is to increase EL student success in mainstream, non-ESL supported general education classes. (WIDA correlate: EL-specific English-only Instruction / EEO)

Since Roxbury High School has chosen ESL/ELD, they have decided to incorporate it with English Language Arts (ELA). They have selected a willing ELA teacher who will instruct ELs in both ESL/ELD and ELA. The ELA educator is excited and has decided to obtain an English as a Second Language teaching certification over the summer and attend a state-provided online professional development series focused on English Learners. To assist the teacher with his new class, the school has just begun the curriculum selection process and is starting with developing an environmental needs analysis:

Sample Environmental Analysis	
Roxbury High School	
Environmental Factors	**Effects on Curriculum Selection**
	Selected Curriculum Should:
1 ½ hours of available class time for secondary ESL/ELD and English Language Arts (ELA)	• Be diverse (variety of reading, writing, speaking, and listening activities), and instruction varied (text, video, audio, etc.) to engage students throughout class time • Address Oklahoma Academic Standards for ELA and WIDA ELD Standards • Build a strong foundation in reading strategies and writing skills • Center on age-appropriate content
No reading materials available for diverse Lexile levels	• Incorporate differentiated, independent or extensive reading material in addition to grade level texts for classroom instruction • Contain images that support texts so that diverse learners can verify their interpretation and comprehension • Provide rich vocabulary introduction and reinforcement activities
EL teacher with very little training or experience	• Consist of an ample amount of teacher resources • Offer publisher provided training on usage of curriculum
Student proficiencies range from levels 1-3	• Encompass background building activities and comprehensible input • Include group and partner activities • Attend to immediate, survival needs of newcomers while emphasizing and building academic language and literacy • Incorporate formative assessments throughout lessons • Provide sentence stems and frames, graphic organizers, outlines, and templates
Class size of 16 students from 5 different cultural backgrounds	• Be comprised of group and partner speaking activities • Require opportunities for peer evaluation • Put forward cultural connections and bridging activities • Incorporate multicultural literature as well as relevant, current, worldly, and interesting

	nonfiction topics

Conducting a Needs Analysis

A needs analysis pertains to the goals and content of the curriculum. It is used in curriculum adoption because it ensures that the selected curriculum will meet the goals of the institution. A needs analysis refers to procedures used to collect information about learners' needs so that a curriculum that supports successful learning can be selected. Furthermore, it shows where the district or school is presently, where they would like to be, and finally, how to get there. Richards elaborates further on additional purposes of a needs analysis:

- "To understand the context in which a learner uses or will use English.
- To find out what language skills a learner needs
- To find out the most frequent and most demanding situations for which the learner needs English.
- To find out the kinds of tasks and activities the learners need to use English for outside the classroom
- To identify a gap between what the students can do and what they need to be able to do.
- To determine the learners' preferred teaching and learning style.
- To determine different stakeholders' views of what learners need.
- To help a teacher plan lessons that reflect learners' needs, difficulties, and preferred learning styles.
- To help determine if an existing curriculum adequately addresses the needs of potential students.
- To determine which students from a group are the most in need of training in particular language skills.
- To collect information about particular problem learners are experiencing" (2017, p. 83).

To begin a needs analysis, Macalister & Nation (2020) suggest organizing the needs analysis in the following way:

> **Necessities-** What are the skills and knowledge described in Oklahoma's Academic Standards and the WIDA ELD Standards?

> **Lacks-** What are the current gaps in learners' knowledge and skills?

> **Wants-** What do learners wish to learn? What are learners' interests and own ideas about what they think will help them to learn?

Districts and schools can then obtain qualitative and quantitative data for the needs analysis such as: expert advice, questionnaires, self-ratings, interviews, learners' journals, assignments, projects, meetings, assessment and demographic data collection, observations, shadowing, and consultation with teachers (Richards, 2017, Macalister & Nation, 2020). The following sections will present sample questionnaires. Please keep in mind that these are merely general examples and that districts and schools' local conditions and situations will vary so greatly that it may be necessary to customize questionnaires to meet their own needs.

Sample Student Needs Analysis Questionnaire

Necessities

How do you learn English best?

Please rate the following as important to you: writing, speaking, listening, grammar, vocabulary, cultural awareness.

Why are you learning English?

How will you use English in your future?

What is the most valuable thing you learned in your last English Language Development class?

What do you feel are your strengths in English Language Development?

Lacks

What would you change or add to your last English Language Development class?

What do you feel are some things you need to improve on in English Language Development?

Which of the following language skills do you feel least confident about: writing, speaking, listening, grammar, vocabulary, cultural awareness?

Wants

Describe English learning activities that interest you the most.

What topics are you interested in learning, reading, and writing about?

I wish English Language Development materials would_____.

Sample Teacher Needs Analysis Questionnaire

Necessities

What are your strengths in teaching English Language Development?

What are your students' strengths overall?

Please rate the following as important to your students: writing, speaking, listening, grammar, vocabulary, cultural awareness

How do you think students learn English best?

Describe learning activities you have facilitated that students like the most.

How do you think students will use English in their future?

What do your consider strengths of your last ELD curriculum?

Why do you think students are learning English?

Lacks

What do you feel you need to improve in teaching ELD?

Where do you think students need the most development: writing, speaking, listening, grammar, vocabulary, cultural awareness?

What do you think needs to be added or changed in the last ELD curriculum?

Wants

What are the students' interests?

What topics do you think students are interested in learning, writing, and reading about?

Describe the ideal curriculum for your English Language Development class.

Developing Curriculum Selection Criteria

After collecting the qualitative and quantitative data, districts or schools must analyze them to discover the underlying needs, lacks, and wants, so they can set nonnegotiable criteria for their desired curriculum. When they begin reviewing curricula, they can concentrate on finding one that will meet their conditions based on their environmental and needs analyses. Having said this, a district or school may need to prioritize the findings as it may not be possible for one curriculum to address them all.

Hypothetical Scenario: Roxbury High School, mentioned previously, developed and disseminated questionnaires to their English Learners, their feeder middle school EL and content teachers and counselors, and the high school ELA/ELD teacher. In addition, the high school held a family night and invited representatives from students' cultural groups to discuss the new curriculum selection in which they obtained valuable feedback. They also collected demographic information and assessment data from both the OSTP, CCRA, and WIDA ACCESS for ELLS. They examined this data closely for prominent patterns and distinguishable achievement gaps. The student and both EL and content teacher questionnaires as well as assessment data revealed that reading was a skill in need of improvement. At family night, parents also agreed and commented that they would like to see their children reading more at home. Student questionnaires were further analyzed, and they disclosed that they had been participating in project-based learning in their social studies class and really enjoyed it. Moreover, they expressed that they felt it increased their fluency in English. When this was mentioned during family night, a community representative of students' cultural group spoke extensively about service learning. Parents agreed that it should be incorporated into project-based

learning. Based on that feedback and responses from the student questionnaires, it was determined that the presence of social issues should be incorporated into the new curriculum. EL and content teacher surveys also brought to light the need for a curriculum to address plagiarism and techniques for avoiding it. In conjunction with their environmental analysis, Roxbury High School extrapolated the following nonnegotiable criteria as their focus during their curriculum selection process:

Sample Curriculum Selection Nonnegotiable Criteria Form				
Roxbury High School				
M=Meets Criteria		D=Does not Meet Criteria		
Criteria	Considered Curriculum 1	Considered Curriculum 2	Considered Curriculum 3	Considered Curriculum 4
Curriculum is aligned with ELA OAS and WIDA ELD standards.				
Curriculum incorporates all domains of language.				
Curriculum contains built in formative assessments.				
Curriculum is accompanied by teacher support: guides and training.				
Curriculum embraces cultural diversity and present cultural connections.				
Curriculum incorporates project-based learning and service learning.				

Curriculum builds a strong foundation in reading strategies.				
Curriculum addresses plagiarism and techniques to avoid it.				
Curriculum includes multicultural/ world events and social issues.				

Reviewing ELD Curricula

The next step in the curriculum selection process is to obtain sample copies and support material of ELD curricula for inspection. These can be obtained by contacting publishers or sales representatives in advance. They may arrange to come and present the curriculum if requested. Once sample curricula have been collected, districts and schools will need to verify that the materials have been designed and validated for use with English Learners. In addition, they need to consider the authors and their expertise in second language acquisition.

Because curricula must be reviewed in relation to the specific teaching context (Richards, 2017), districts or schools should begin by reviewing curricula with the non-

negotiable criteria formulated from the environmental and needs analysis and eliminate any curricula that fails to meet local standards. This will significantly narrow the curricula at this stage as only those materials that meet all nonnegotiables will move forward to the next stage.

Once the curricula are confirmed to satisfy local needs, each one will need to be examined in depth through criteria established from the principles of teaching and learning on the Sample Criteria Form for Reviewing Curriculum below was constructed from the literature review and is a compilation of several existing criteria forms (Richards, 2017, Maclister & Nation, 2020, Brown, 1985, AbdelWahab, 2013, *Council of the Great City Schools*, 2014, *ESL Education*, 2015, Garinger, 2002, Hoffman & Dahlman, 2007, Miekley, 2005, Mukundan, Hajimohammadi, & Nimehchisalem, 2011, *TESOL*, n.d., Williams, D., 1983, Graves, 2000). It consists of three broad areas of curriculum design: Goals, Content, and Sequencing, Format and Presentation, and Monitoring and Assessment (Macalister and Nation, 2020). The Goals, Content, and Sequencing section is divided into the following subsections: General, Vocabulary, Reading and Writing, Listening and Speaking, Grammar, and Cultural Awareness and Appropriateness. This sample criteria form is quite extensive but can be modified to

meet a district or school's needs.

Districts and schools can also consult the High-Quality Instructional Materials (HQIM) and State Textbooks homepage. It also offers the HQIM rubrics that the curriculum reviewers utilize when evaluating instructional materials, including the PK-12 Generic rubric that is used for evaluating ELD curriculum. To learn more about using state textbook allocation, please see OK HB3466 and the State Funds section of this document.

Sample Criteria Form for Reviewing Curriculum			
Criteria	M=Meets Criteria	D=Does Not Meet Criteria	Comments
General			
Curriculum is aligned and compatible with WIDA ELD Standards and OAS.			
Content and English language development are integrated.			
The curriculum provides ELs with the necessary rigor in language development.			
The activities are suitable for a range of proficiency levels and learning styles.			
High expectations are evident through an asset-based approach.			
The curriculum includes higher level critical thinking skills.			
The curriculum meets the needs of the learners with a variety of language demands.			
Lessons help students make connections across curriculum.			

The curriculum is varied and challenging and will continually motivate students.			
The curriculum includes guided practice.			
The curriculum is authentic and connected to the real-world applications.			
The goals and objectives are specified explicitly.			
A sufficient number of objectives are addressed, and they are attainable.			
The objectives balance between the multimodal skills: listening, speaking, reading, and writing.			
The amount of material in a lesson suits the length of a class.			
The activities suit the size of the class.			
The number of lessons in the curriculum is sufficient for the school year.			
The curriculum reflects sensible scope and sequence principles and is organized logically and effectively.			
Scope and sequence allow for flexibility to adjust instruction according to various levels of proficiency.			
The curriculum applies sensible principles of teaching and learning.			
The curriculum is adaptable and flexible, so the teacher can meet the needs of all learners.			

Tasks reinforce what students have already learned and represent a progression from simple to more complex.			
The tasks incorporate individual pair and group work.			
It covers a variety of topics from different fields.			
The methods used are student-centered.			
There is a wide range of cognitive skills presented.			
The curriculum addresses study skills and cognitive processes.			
Language is taught in context.			
Curriculum connects previous learning to new learning.			
Vocabulary			
The curriculum includes an overview of vocabulary words from each unit, and a glossary is included.			
Vocabulary includes Tier 2 and 3 academic vocabulary and builds Cognitive Academic Language Proficiency (CALP).			
Explicit vocabulary instruction is provided.			

Vocabulary instruction includes usage, spelling, collocations, word families, synonyms, antonyms, example sentences, Greek and Latin roots, parts of speech, nominalization, cognates, etc.			
The number of new words in each lesson is appropriate.			
Vocabulary is contextualized through reading and listening activities.			
Vocabulary is reinforced through ample speaking and writing opportunities.			
Vocabulary is spiraled or recycled from unit to unit.			
Assignments, projects, and assessments incorporate students' demonstration of vocabulary acquisition.			
Reading and Writing			
Curriculum helps students develop reading strategies and comprehension skills.			
Curriculum materials are available for various Lexile levels.			
The curriculum adequately builds students' background knowledge.			
Curriculum topics are appealing and interesting to students.			
Curriculum topics incorporate a variety of text genres.			
Lessons explicitly teach students each stage of the writing process.			

Instruction in the writing process is chunked and scaffolded.			
Sentence stems and frames for a variety of purposes are available.			
Examples of exemplary student writing are provided.			
Rubrics are offered for assignments and projects.			
Graphic organizers are provided for interpreting texts, brainstorming, and mapping the writing process.			
Literacy skills are reinforced through ample reading and writing opportunities.			
Peer evaluation forms and guidance are included.			
Listening and Speaking			
The curriculum addresses oral language development.			
There are a variety of opportunities for students to speak and listen.			
Sentence stems and frames for a variety of purposes are available.			
The curriculum includes student presentation assignments with graphic organizers, rubrics, and peer evaluation forms.			
Ample amount of audio and video is provided.			
Background building is present.			

Listening activities include comprehension assessments.			
Audios and videos contain transcripts for further analysis.			
The program addresses pronunciation and intonation.			
Grammar			
There is an adequate presentation of a variety of structures.			
Grammar is sequenced appropriately.			
Grammar is introduced explicitly.			
Structures are designed to be taught inductively.			
There is ample amount of practice through authentic speaking and writing activities.			
Curriculum raises awareness to structures present in texts and audios.			
Assessments include targeted structures.			
Cultural Awareness and Appropriateness			
The curriculum reflects diversity and inclusivity.			
The curriculum appeals to the cultural background and interests of the students.			

The visuals are compatible with students' own culture and identity.			
The curriculum is free of stereotypes and derogatory terms.			
The curriculum reflects positively on the learners' cultures and self-image.			
The curriculum includes components for parental communication.			
The curriculum includes multicultural literature and worldly topics and events.			
Characters are accurately depicted based on the students' cultures.			
The curriculum fosters a community of learners through cultural connections and bridging.			
The curriculum aids student knowledge of their own culture and other cultures and traditions.			
The three Ps of culture are represented in the content: products, practices, and perspectives.			
Format and Presentation			
The layout of the content attracts the learners.			
The curriculum is easy for students to transport.			
The curriculum is durable.			
The curriculum is cost-effective.			

Functional visual aids support text to aid student understanding.			
Print is large enough to be easily read.			
The textbook is free of mistakes.			
The titles and sub-heading titles are written clearly and appropriately.			
The curriculum is supported with audio, videos, and/or online platforms or applications.			
The curriculum offers a teacher guidebook for support.			
The curriculum helps develop teacher knowledge of the target language and necessary skills of language acquisition.			
The teacher's preferred pedagogical approach aligns with that of the curriculum.			
The curriculum includes a variety of techniques: experience, shared, guided, and independent.			
Monitoring and Assessment			
Diagnostic assessments are included to assess what students already know.			
Assessment content correlates to unit objectives, WIDA ELD standards, and OAS.			
The curriculum includes formative, interim, and summative assessments to monitor progress.			
Assessments assess both content and ELD.			

Differing forms of assessments are present, so students can demonstrate mastery in a variety of ways.			
Assessments incorporate reading, writing, speaking, and listening.			
Checklists and rubrics are provided to give meaningful feedback to students.			
Totals			

After an in-depth examination of the curricula through the lens of the above criteria, districts or schools will need to tally and compare the results to determine the curriculum that is most appropriate for them.

Curriculum Adoption

As mentioned in the introduction of this document, it is imperative to include stakeholders in the curriculum selection process because it encourages participation, and that participation builds buy in which will play a central role in curriculum adoption (Macalister & Nation, 2020, Kostka & Bunning, 2018, Brown, 1985). Through educators' participation, the need for the change in curriculum is clearly communicated. If educators understand the need for change, the conditions will be ideal for effective curriculum adoption (Macalister & Nation, 2020). Furthermore, during the curriculum selection process, educators would have been collaborating, discussing, and perhaps negotiating the following factors that ultimately contribute to a successful curriculum adoption (Richard, 2017, p. 124):

- "Its perceived advantages
- Its alignment with current practice
- Its links to beliefs, attitudes, and practices within the school or classroom
- Its level of complexity
- Its track record in other contexts
- The levels of teacher support accompanying it"

The amount and quality of professional development provided regarding implementing the new curriculum also plays a critical role in effective adoption (Macalister & Nation, 2020, Kostka & Bunning, 2018, Richards, 2017). Teacher preparation should include in service or publisher provided training or instructional coaching throughout the school year. Professional Learning Communities (PLCs) or other teacher work groups also provide a supportive and collaborative network for curriculum implementation. If a district or school has an opportunity to pilot the curriculum first, this will facilitate the actual adoption process as well.

Periodic Evaluation of Adopted Curriculum

Environmental and needs analyses are conducted before a curriculum is selected, whereas evaluations should be executed during (formative) or after (summative) implementation. Formative evaluations of curriculum seek to identify issues that might affect the success and outcomes of the curriculum and to plan mitigation. Summative evaluations of curriculum are carried out to determine whether the curriculum has effectively prepared ELs, to ensure learners and teachers were satisfied, to assess if ELs made gains on state content area assessments as well as the English language proficiency assessment, the WIDA ACCESS, and to highlight whether the results of the curriculum justify the costs. Evaluation focuses on the effects of the curriculum in use and can provide insight into how it is working and effectively achieving its objectives (Richards, 2017).

Evaluation requires multiple methods of data collection, similar to the needs analysis. The following qualitative and quantitative data can be complied to facilitate an evaluation: student and administrator class evaluations, observations, teacher reflections, questionnaires, self-ratings, interviews, learners' portfolios or work samples, meeting notes, focus groups, assessment data (formative, interim, and summative), grades, shadowing, recorded audio and video, lesson plans, and consultation with teachers (Richards, 2017). Each of these sources may illuminate a different aspect of the curriculum and together provide a big picture of the efficacy of the curriculum. Once data have been analyzed, districts and schools typically develop a written report and present their findings. They should propose changes to implementation based on what was learned, which may include continuing, supplementing, or discontinuing the use of the curriculum. Evaluations should occur perpetually, especially when changes are made to curriculum, to aid in decision making processes and to ensure quality and success (Richards, 2017).

It is important to address that the adopted curriculum is not the only factor that contributes to successful English language development. Delivery and instruction of that curriculum can impact its effectiveness. Districts and schools should be mindful of this during the evaluation process and should monitor instruction to ensure curriculum is being implemented with fidelity prior to evaluation (Richards, 2017, Brown, 1995).

Funds that Can Be Used to Purchase ELD Curriculum and Supplemental Materials
Title I and Title III Funds

Districts or schools may use Title I and Title III funds to purchase ELD curriculum. Title I funds are for students who are economically disadvantaged or students who are deemed to need additional support which would include ELs. Title III EL funds are specifically for ELs, and a part of the Title III allocation must be spent on program improvement, which can include curriculum. There is also a second stream of Title III funds dedicated to Immigrant students, most of whom may also be ELs. Title III Immigrant funds can also be used for curriculum. Please note that districts are required to meet the needs of ELs before federal funds become available; in other words, federal funds must be used to

supplement existing curricula.

Title III of Every Student Succeeds Act of 2015 retains the requirement that curricula purchased with Title III funds be "research based," while elsewhere in the legislation that term was changed to "evidence-based." The Oklahoma State Department of Education strongly encourages local education agencies (LEAs) to choose curricula whose effectiveness is "evidence-based" as defined in the U.S. Department of Education guidance (here). The Office of English Language Proficiency has developed a resource guide to practices and curricula that have been evaluated and rated as evidence-based, available here and here.

State Funds

State textbook funds can be spent on State-approved instructional materials. Each year, the Oklahoma State Textbook Committee (STC) approves a subject cycle and designates the eligible state subject codes. All publishers that bid for State review are listed on the Approved Titles page - including those that are not State-approved (i.e. STC-approved rating of "Not Representing Quality"). STC annually approves a calendar that sets dates for each adoption cycle and publishes it on the HQIM site. Historically, district estimates are submitted in April; however, the date of district estimates is set by the State Board of Education.

If a district is interested in a vendor's program, they can encourage the vendor to submit/keep current their publisher registration information to be sure they are contacted by STC. Registration information is available here. The link for publisher registration is here. A program can be submitted as an "out-of-cycle" bid which is when an alternative subject is submitted for another subject cycle (For example, a social studies program is submitted during a science adoption cycle.) It must still be evaluated and approved by the STC, but if approved, it will be incorporated into the existing list and receive a state contract for the remaining years of adoption.

A district may also submit a textbook funding flexibility waiver to request making an alternative purchase with State textbook funds. (This is usually specific to situations when a district is using bond money, or other similar funding, to purchase textbooks.) It does require documentation of the district board of education's approval before it is submitted to the State Board of Education for consideration. Click here to access that waiver.

70 O.S. § 16-111.1 (OSCN 2022) states that funds allocated for textbooks in Section 16-114a of the same Oklahoma Title 70 may be used by a school district for supplementary textbooks and other instructional materials other than those selected and placed on the list of textbooks by the State Textbook Committee. This is limited to subjects that are not included in the Committee's subject cycles for their review or textbook series/instructional material programs that are supplementary, in that they address one, or a few, subject area standards. Please note that the statute does require documentation that the purchase is approved by the local board of education.

For further details about allowable funds for curriculum, please contact:

Office of English Language Proficiency OELP@sde.ok.gov (405) 522-5073
Office of Curriculum and Instruction (405) 521-4287

WIDA PRIME V Process and Correlates

The WIDA Protocol for Review of Instructional Materials for English Learners (PRIME) V2 analyzes curricula for the application of key components of the WIDA Standards Framework so that educators can make informed decisions regarding ELD curriculum. The WIDA PRIME V2 process consists of two parts. In the first part, trained correlators complete an inventory of the curricula, and in the second part, the correlators determine the presence of criteria in four categories: performance definitions, English Language Development, Levels of English Language Proficiency, and Strands of Model Performance Indicators. WIDA offers a list of completed PRIME V2 correlations: Instructional Materials. Districts and schools may want to consult this list as well as the Oklahoma state approved titles in this document before making decisions. Please note that WIDA does not evaluate the curricula for effectiveness and does not endorse any curricula over another. Also note that this process is based on the WIDA's 2012 Amplification of the English Language Development Standards. WIDA will update this process for the ELD Standards Framework 2020 edition and release the WIDA PRIME V3 Process and Correlates in the 2023.

Thank you for supporting Oklahoma's English Learners!

Contact Information

Office of English Language Proficiency l OELP@sde.ok.gov l (405) 522-5073

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Appendices

Appendix A. Sample Student Needs Analysis Questionnaire

Necessities

How do you learn English best?

Please rate the following as important to you: writing, speaking, listening, grammar, vocabulary, cultural awareness.

Why are you learning English?

How will you use English in your future?

What is the most valuable thing you learned in your last English Language Development class?

What do you feel are your strengths in English Language Development?

Lacks

What would you change or add to your last English Language Development class?

What do you feel are some things you need to improve on in English Language Development?

Which of the following language skills do you feel least confident about: writing, speaking, listening, grammar, vocabulary, cultural awareness?

Wants

Describe English learning activities that interest you the most.

What topics are you interested in learning, reading, and writing about?

I wish English Language Development materials would_____

Appendix B. Sample Teacher Needs Analysis Questionnaire

Necessities

What are your strengths in teaching English Language Development? What

are your students' strengths overall?

Please rate the following as important to your students: writing, speaking, listening, grammar, vocabulary, cultural awareness

How do you think students learn English best?

Describe learning activities you have facilitated that students like the most. How

do you think students will use English in their future?

What do your consider strengths of your last ELD curriculum?

Why do you think students are learning English?

Lacks

What do you feel you need to improve in teaching ELD?

Where do you think students need the most development: writing, speaking, listening, grammar, vocabulary, cultural awareness?

What do you think needs to be added or changed in the last ELD curriculum?
Wants

What are the students' interests?

What topics do you think students are interested in learning, writing, and reading about?

Describe the ideal curriculum for your English Language Development class.

Appendix C. Sample Criteria Form for Reviewing Curriculum

Sample Criteria Form for Reviewing Curriculum			
Criteria	**M=Meets Criteria**	**D=Does Not Meet Criteria**	**Comments**
General			
Curriculum is aligned and compatible with WIDA ELD Standards and OAS.			
Content and English language development are integrated.			
The curriculum provides ELs with the necessary rigor in language development.			

The activities are suitable for a range of proficiency levels and learning styles.			
High expectations are evident through an asset-based approach.			
The curriculum includes higher level critical thinking skills.			
The curriculum meets the needs of the learners with a variety of language demands.			
Lessons help students make connections across curriculum.			
The curriculum is varied and challenging and will continually motivate students.			
The curriculum includes guided practice.			
The curriculum is authentic and connected to the real-world applications.			
The goals and objectives are specified explicitly.			
A sufficient number of objectives are addressed, and they are attainable.			
The objectives balance between the multimodal skills: listening, speaking, reading and writing.			
The amount of material in a lesson suits the length of a class.			
The activities suit the size of the class.			
The number of lessons in the curriculum is sufficient for the school year.			

The curriculum reflects sensible scope and sequence principles and is organized logically and effectively.			
Scope and sequence allow for flexibility to adjust instruction according to various levels of proficiency.			
The curriculum applies sensible principles of teaching and learning.			
The curriculum is adaptable and flexible, so the teacher can meet the needs of all learners.			
Tasks reinforce what students have already learned and represent a progression from simple to more complex.			
The tasks incorporate individual pair and group work.			
It covers a variety of topics from different fields.			
The methods used are student-centered.			
There is a wide range of cognitive skills presented.			
The curriculum addresses study skills and cognitive processes.			
Language is taught in context.			
Curriculum connects previous learning to new learning.			
Vocabulary			

The curriculum includes an overview of vocabulary words from each unit, and a glossary is included.			
Vocabulary includes Tier 2 and 3 academic vocabulary and builds Cognitive Academic Language Proficiency (CALP).			
Explicit vocabulary instruction is provided.			
Vocabulary instruction includes usage, spelling, collocations, word families, synonyms, antonyms, example sentences, Greek and Latin roots, parts of speech, nominalization, cognates, etc.			
The number of new words in each lesson is appropriate.			
Vocabulary is contextualized through reading and listening activities.			
Vocabulary is reinforced through ample speaking and writing opportunities.			
Vocabulary is spiraled or recycled from unit to unit.			
Assignments, projects, and assessments incorporate students' demonstration of vocabulary acquisition.			
Reading and Writing			
Curriculum helps students develop reading strategies and comprehension skills.			
Curriculum materials are available for various Lexile levels.			

The curriculum adequately builds students' background knowledge.			
Curriculum topics are appealing and interesting to students.			
Curriculum topics incorporate a variety of text genres.			
Lessons explicitly teach students each stage of the writing process.			
Instruction in the writing process is chunked and scaffolded.			
Sentence stems and frames for a variety of purposes are available.			
Examples of exemplary student writing are provided.			
Rubrics are offered for assignments and projects.			
Graphic organizers are provided for interpreting texts, brainstorming, and mapping the writing process.			
Literacy skills are reinforced through ample reading and writing opportunities.			
Peer evaluation forms and guidance are included.			
Listening and Speaking			
The curriculum addresses oral language development.			
There are a variety of opportunities for students to speak and listen.			

Sentence stems and frames for a variety of purposes are available.			
The curriculum includes student presentation assignments with graphic organizers, rubrics, and peer evaluation forms.			
Ample amount of audio and video is provided.			
Background building is present.			
Listening activities include comprehension assessments.			
Audios and videos contain transcripts for further analysis.			
The program addresses pronunciation and intonation.			

Grammar

There is an adequate presentation of a variety of structures.			
Grammar is sequenced appropriately.			
Grammar is introduced explicitly.			
Structures are designed to be taught inductively.			
There is ample amount of practice through authentic speaking and writing activities.			
Curriculum raises awareness to structures present in texts and audios.			

Assessments include targeted structures.			
Cultural Awareness and Appropriateness			
The curriculum reflects diversity and inclusivity.			
The curriculum appeals to the cultural background and interests of the students.			
The visuals are compatible with students' own culture and identity.			
The curriculum is free of stereotypes and derogatory terms.			
The curriculum reflects positively on the learners' cultures and self-image.			
The curriculum includes components for parental communication.			
The curriculum includes multicultural literature and worldly topics and events.			
Characters are accurately depicted based on the students' cultures.			
The curriculum fosters a community of learners through cultural connections and bridging.			
The curriculum aids student knowledge of their own culture and other cultures and traditions.			
The three Ps of culture are represented in the content: products, practices, and perspectives.			
Format and Presentation			

The layout of the content attracts the learners.			
The curriculum is easy for students to transport.			
The curriculum is durable.			
The curriculum is cost-effective.			
Functional visual aids support text to aid student understanding.			
Print is large enough to be easily read.			
The textbook is free of mistakes.			
The titles and sub-heading titles are written clearly and appropriately.			
The curriculum is supported with audio, videos, and/or online platforms or applications.			
The curriculum offers a teacher guidebook for support.			
The curriculum helps develop teacher knowledge of the target language and necessary skills of language acquisition.			
The teacher's preferred pedagogical approach aligns with that of the curriculum.			
The curriculum includes a variety of techniques: experience, shared, guided, and independent.			
Monitoring and Assessment			

Diagnostic assessments are included to assess what students already know.			
Assessment content correlates to unit objectives, WIDA ELD standards, and OAS.			
The curriculum includes formative, interim, and summative assessments to monitor progress.			
Assessments assess both content and ELD.			
Differing forms of assessments are present, so students can demonstrate mastery in a variety of ways.			
Assessments incorporate reading, writing, speaking, and listening.			
Checklists and rubrics are provided to give meaningful feedback to students.			
Totals			