

**Revised: 2015 English Language Arts/English Language Development
Instructional Materials Adoption
Schedule of Significant Events**

Event	Date(s)
Instructional Quality Commission (IQC) approves reviewer application and Schedule of Significant Events (Timeline)	November 21–22, 2013
Survey of publisher interest	November 2013
State Board of Education (SBE) approves reviewer application and adoption Timeline	March 12–13, 2014
Recruitment of reviewers (at least 90 days per 5 CCR §9513)	April 1–December 1, 2014
SBE action on IQC's recommended <i>ELA/ELD Framework</i> , includes public hearing	July 9-10, 2014
Publisher Briefing: Overview of 2015 ELA/ELD Adoption Evaluation Criteria	July 30, 2014
IQC recommends reviewers and revised Timeline to SBE	September 18–19, 2014
Publisher Briefing: In-Depth Review of 2015 ELA/ELD Adoption Evaluation Criteria	October 23, 2014
SBE appoints reviewers and approves revised Timeline	November 13–14, 2014
IQC recommends reviewers and approves training materials (§9512h)	November 20–21, 2014
SBE appoints reviewers and approves training materials (§9512h)	January 14–15, 2015
Invitation to Submit Meeting (Sacramento)	January 28, 2015
Small publisher fee reduction requests due	February 11, 2015
SBE takes action on publisher fee reduction requests	March 11–12, 2015
Submission List for programs (and other forms) due by 3:00 p.m. PST	March 2, 2015
Non-refundable publisher participation fees due	April 8, 2015
Reviewer Training (2 sessions)	Session I: Facilitator Training: April 13, 2015 Reviewer Training: April 14–17, 2015 Session II: Facilitator Training: April 27, 2015 Reviewer Training: April 28–May 1, 2015
Publishers provide samples of instructional materials to reviewers and Learning Resource Display Centers	Session I: May 1, 2015 Session II: May 15, 2015
Independent Review	Session I: May 1–July 12, 2015 Session II: May 15–July 26, 2015
Reviewer Deliberations (2 sessions)	Session I: July 13–17, 2015 Session II: July 27–31, 2015
IQC holds public meeting to receive comment (5 CCR §9524(a))	August 20, 2015
IQC makes recommendation	September 24–25, 2015
SBE holds public hearing to receive comment (<i>Education Code 60203 and 5 CCR §9524(b)</i>)	November 19–20, 2015
SBE takes action on recommendation	November 19–20, 2015

You will find more details and updates for this adoption on the CDE ELA Instructional Materials Web page at <http://www.cde.ca.gov/ci/rl/im/>.

2015 ELA/ELD Adoption: The Five Program Types

Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA)

This basic grade-level program is the comprehensive curriculum in English language arts for kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE August 2010, and modified March 2013. It addresses the needs of students working at or near grade level. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD)

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy)

This basic grade-level biliteracy language program provides instructional materials in English and in a language other than English, is consistent with the content of the CA CCSS for ELA, and includes linguistic modifications for the non-English language. These materials are designed to ensure that students are successful in developing literacy in English and another language. The materials also provide instruction consistent with the CA ELD Standards. English language development instruction should assist students acquiring English as quickly and efficiently as possible. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA)

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- or second grade-level as evidenced in a broad set of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: meaning making, language development, effective expression, content knowledge, and foundational skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD)

This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.