

What They Need from Language Arts Materials

Insights: ELSF and Californians Together surveyed education leaders across the state about their needs for English Language Arts (ELA), English Language Development (ELD), and Spanish Language Arts (SLA) materials. This is what they said.

Their message is clear:
Instructional materials
must meet the needs
of multilingual learners
(MLLs) from day one.

Nearly **250** educators and leaders responded.



Educators are united: MLL-inclusive materials are essential



94%

say adopting MLL-
inclusive materials is
a priority.

Districts are actively preparing for adoption:

79% plan to adopt ELD materials

77% plan to adopt ELA materials

39% plan to adopt SLA materials

What California's Leaders Want in Materials

75%



Integrate and map
language, literacy,
and content learning

75%



Make connections
between language
objectives, academic
discourse, and
language-rich
student tasks

65%



Embed monitoring
and formative
assessments
of content and
language

64%



Show clear progression
of language
development across
units

Leaders also want support to strengthen adoption decisions



Professional learning on MLL-focused adoption criteria



Building awareness of MLL needs in classrooms



Understanding “must-have” features of MLL-inclusive curriculum



Strengthening curricular literacy to analyze materials

For SLA Materials: Depth and Rigor

Among respondents planning to adopt SLA materials, priorities are consistent:

86% want support that moves students from initial to advanced Spanish literacy.

79% want assessments that reflect how Spanish literacy develops.

73% want access to high-quality, authentic Spanish texts.

Key Takeaways:

- California districts are entering the adoption cycle with a clear mandate: materials must work for multilingual learners from day one.
- Educators are not asking for abstract tasks. They are asking for what research shows to be effective instruction for MLLs.
- California leaders want a stronger capacity to identify and select materials that truly support multilingual learners.
- District leaders are clear that SLA materials must build biliteracy by design, not by translation or English-based proxies.

Want to Learn More?

Nearly 20% of California's student population are multilingual learners. The ELA, ELD, and SLA adoption is a defining opportunity to ensure the next generation of materials truly works for every learner.



Visit to learn how ELSF can support California during this process.

