

SECTION 1: PROGRAM DESCRIPTION

All instructional material submissions must meet the requirements of this program description section, and Criteria Categories 1 through 5 that follow.

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. The criteria call for basic programs to be designed for use by the classroom teacher as the comprehensive curriculum that will ensure that all students, including English learners, master the English–language arts content standards. The basic program must provide instructional materials that are designed to foster <i>universal access</i> , which means the basic program curriculum is accessible to all students.	Comprehensive curriculum: Weekly Teacher's Editions Planners, 4-5 4.4: 118d-118e 4.6: 312d-312e Universal Access: see Teacher's Editions, weekly Universal Access for Group Time, 4-5 4.4: 118f-118g 4.6: 312f-312g • Extra Support Teaching Guides 4-5 • English Learner Teaching Guides 4-5 • Advanced Teaching Guides 4-5	Universal Access: Teacher's Editions Adjust on the Fly 4-5: Extra Support 5.5: 535b Advanced 5.1: 67b 5.6: 65l English Learners 5.2: 154r 5.4: 398r			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>2. The Reading/Language Arts Basic Program shall be evaluated for alignment with the following materials:</p> <ul style="list-style-type: none"> a. Educational content review based on this program description b. Criteria (all categories) in Section II c. Appendix 9-B, “History–Social Science and Science Content Standards, Kindergarten through Grade Three” d. Appendix 9-C, Table 1, “Curriculum Content: Kindergarten Through Grade Three,” and Table 2, “Curriculum Content: Grades Four Through Eight” e. <i>English–Language Arts Content Standards for California Public Schools</i> f. <i>Reading/Language Arts Framework for California Public Schools</i> 	<ul style="list-style-type: none"> a. See this Criteria Map, Section I b. See this Criteria Map, Section II c. See K-3 Standards maps for History-Social Science and Science d. See 4-5 ELA Standards Maps e. See 4-5 ELA Standards Maps f. See 4-5 ELA Standards Maps and Criteria Maps 				
<p>3. This basic program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the <i>Reading/Language Arts Framework</i>, be based on research [as defined in <i>Education Code Section 44757.5(j)</i>], and provide instructional content for 180 days of instruction for the following minimal daily time periods:</p>	<p>See Teacher’s Editions: 36 weekly lessons per grade = 180 days</p> <p>Minimal Daily Time periods, see recommended times on Teacher’s</p>	<p>Minimal Daily Time Periods See time lessons—clocks 4.6: 286l-287, 308a-311b</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
a. 1 hour in kindergarten b. 2.5 hours in grades one through three c. 2 hours in grades four, five and six d. At least 1 and up to 2 hours in grades six, seven, and eight	Editions Planners, all grades: 4.4: 118d-118e 4.6: 312d-312e				
4. The basic program curriculum in kindergarten through grade eight provides comprehensive guidance for teachers in providing effective, efficient, explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in all skills and strategies at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , and the <i>criteria</i> in this chapter.	This criterion is addressed in other areas of Criteria Map in its entirety and in ELA Standards Maps, 4-5.				
<i>Additional Required Instructional Elements in the Basic Programs</i> 5. Basic programs must include four additional elements: a. Extra Support for Struggling Readers b. Extra Support for English Learners c. Intensive Vocabulary Instructional Support d. Reading Intervention Kit	a. See Extra Support Teaching Guides, 4-5 b. See English Learner Teaching Guides, 4-5 c. See Intensive Vocabulary Development Kits, K-3 d. See Reading	See Teacher’s Edition Adjust on the Fly 5.1: 67b 5.2: 154r 5.4: 398r 5.5: 535b 5.6: 65l See Teacher’s			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Intervention Kit, 1-3	Editions Universal Access for Group Time, 4-5 4.4: 118f-118g 4.6: 312f-312g			
<p><i>Extra Support for Struggling Readers, Kindergarten Through Grade Eight</i></p> <p>6. The purpose of these materials is to provide guidance for teachers and support for students to allow students to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for struggling readers (any student experiencing difficulty learning to read; may include students who use African American vernacular English, English learners, and students with disabilities). Instructional materials for struggling readers must be standards-aligned, assessment-based programs that lead to mastery of all the English–language arts content standards. These materials can be used to ensure that students will be successful in the basic</p>	<p>See the Extra Support Teaching Guides provided at each grade, 4–5.</p> <p>a. 4: EX248–257 b. 5: EX 22 c. 4: EX191 d. 5: EX88 e. 4: EX199 f. 5: EX156 g. 4: EX220 h. 5: EX40 i. Instructional support for</p>	<p>See also the “Universal Access” boxes in the Teacher’s Editions, 4–5.</p> <p>a. 4.5: 144l b. 5.1: 78a c. 4.4: 28 d. 5.1: 80l e. 4.4: 48r f 5.3: 371k g 4.4: 98a h 5.1: 54l</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
program curriculum. Support materials for struggling readers must provide: a. Thirty minutes of additional instructional materials daily b. Teacher edition and student materials that reinforce and extend the regular classroom/basic program daily lessons c. Additional opportunities for checking students' understanding d. Instruction to increase background knowledge, prerequisite skills, and concepts e. Additional opportunities for vocabulary development f. Additional practice in the key skills and strategies taught in the lesson g. Opportunities to reteach material already taught in the lesson h. Opportunities to preteach material that will be taught in the lesson i. Additional instructional support for students who use African American vernacular English who may also have difficulty with phonological awareness and standard academic English structures of oral and written language,	students who use African American vernacular English is embedded in instruction with an emphasis on language conventions and production. 5: EX 31	i 5.1: 1011			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
including spelling and grammar					
<p><i>Extra Support for English Learners, Kindergarten Through Grade Eight</i></p> <p>7. Instructional materials for English learners provide support for students to allow them to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for English learners. Instructional materials must be standards-aligned, assessment-based programs leading to mastery of all the English–language arts content standards. These extra-support instructional materials are specifically designed daily lessons for teachers to preteach concepts, and for teachers to help students to develop background knowledge, build academic vocabulary, and develop critical technical skills. It is essential for students who are simultaneously learning English and reading/language arts content to have additional time for instruction and for practice to master grade-level content standards.</p>	In addition to the point-of-use support in the core/basic Teacher’s Editions, the Grades K–3 English Learners Teaching Guide and Grades 1-3 English Language Support components were developed for the purpose of providing English learner (EL) extra support. These components provide additional daily EL instruction (EL Teaching Guide) and practice (ELS) that extend the appropriate instructional emphases of the				

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	Primary	Supporting	Y	N	
	skills taught in the core/basic lessons. This instruction falls in four main strands, repeated daily: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL Teaching Guide K-5: v-EL2				
<p>8. Support materials for English learners must provide:</p> <p>a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels</p> <p>b. Thirty minutes of additional instructional materials daily</p> <p>c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily lessons</p> <p>d. Materials that help teachers teach</p>	<p>a. All appropriate instruction is leveled. See EL Teaching Guides: 4.6: EL493 5.2: EL109</p> <p>b. 30 minutes of additional instructional materials is provided for multiple daily skills and strategies,</p>	<p>a. See EL Teaching Guides: 5.1: EL33</p> <p>b. See EL Teaching Guides: 4.4: EL346-348 5.1: EL60-62</p>			

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	Primary	Supporting	Y	N	
English learners to master the English–language arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.	<p>allowing the teaching professional to tailor content to students’ needs. See EL Teaching Guides: 4.1: EL3-5 5.4: EL317-319</p> <p>c. Appropriate daily instructional emphases were identified and focused-on in the English Learner Teaching Guide (“teacher edition”) and English Language Support (“student materials”) See EL Teaching Guides: 4.1: EL38-40 5.4: EL330-332</p>	<p>c. See EL Teaching Guides: 5.3: EL222-224</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	d. Lesson content and pedagogy is standards-driven to scaffold success in areas critical to ELs, including: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL Teaching Guides: 4.2: EL117-119 5.4: EL317-319	d. See EL Teaching Guides: 4.1: EL54-56 5.5: EL387-389			
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including: <ul style="list-style-type: none"> a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Language skills that are transferable from students' primary language to English and nontransferable skills 	a. Newcomer and beginning level survival vocabulary and language support is provided throughout the lessons. See EL Teaching Guides: 4.3: EL255 5.3: EL253	a. See EL Teaching Guides: 4.3: EL239 5.2: EL161			

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	Primary	Supporting	Y	N	
c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English	b. Transfer and non-transfer notes are provided throughout the lessons, as appropriate. See EL Teaching Guides: 4.5: EL371 5.2: EL150 c. Academic Vocabulary, as well as Academic Language and Science and Social Studies Vocabulary noted and defined throughout the EL Teaching Guide lessons: 4.2: EL169 5.2: EL169 d. See EL Teaching Guides:	b. See EL Teaching Guides: 4.1: EL37 5.2: EL137 c. See EL Teaching Guides: 4.5: EL379, EL374 d. 4.6: EL471, EL486			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4.4: EL356 4.6: EL470, EL473, EL487 5.1: EL74 5.2: EL128 5.4: EL324, EL340	5.3: EL216 5.4: EL312			
<p>10. The materials provide additional support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards:</p> <ul style="list-style-type: none"> a. Phonologically based spelling b. Listening and speaking comprehension c. Organization and delivery of oral communication d. Speaking applications e. Academic language f. Vocabulary and concept development g. Sentence structure h. Grammar 	<p>The English Learners Teaching Guide and supporting ancillaries instruction is organized within four main strands: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL Teaching Guides.</p> <p>a. See EL Teaching Guides: 4.3: EL258 5.1: EL80</p>	<p>a. See EL Teaching Guides: 4.6: EL505</p>			

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	Primary	Supporting	Y	N	
	b. See EL Teaching Guides: 4.4: EL298 5.4: EL315 See also EL Posters.	b. See EL Teaching Guides: 5.5: EL407			
	c. See EL Teaching Guides: 4.3: EL260 5.5: EL396 See also EL Posters.	c. See EL Teaching Guides: 4.5: EL375 5.2: EL127			
	d. See EL Teaching Guides: 4.2: EL111 5.5: EL374 See also EL Posters.	d. See EL Teaching Guides: 4.2: EL114 5.5: EL381 5.4: EL318			
	e. See EL Teaching Guides: 4.2: EL121 5.5: EL419	e. See EL Teaching Guides: 4.5: EL397 5.5: EL405			
	f. See EL Teaching	f. See EL Teaching			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Guides: 4.1: EL67 5.3: EL 235 g. See EL Teaching Guides: 4.1: EL14 5.1: EL21 h. See EL Teaching Guides: 4.3: EL221 5.5: EL430	Guides: 4.1: EL74 5.1: EL22 5.3: EL236 g. See EL Teaching Guides: 4.1: EL37 5.1: EL27 h. See EL Teaching Guides: 4.1: EL40 5.6: EL540			
<i>Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three</i> 11. Support materials provide additional vocabulary development (beyond vocabulary instruction in the basic program) for students	See K–3 Criteria Map.				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
in kindergarten through grade three who require extra support in this area. These instructional materials are intended to be an addition to the regular vocabulary lessons described in the basic program descriptions and Criteria Category 1. The purpose of these materials is to increase the oral vocabulary of students with limited vocabulary, which may include English learners, students with disabilities, struggling readers, and students who use African American vernacular English.					
12. These materials must build students' oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words (beyond students' reading vocabulary), and allowing ample opportunities for students to discuss word meanings and use new words.	See K–3 Criteria Map.				
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.	See K–3 Criteria Map.				
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	See K–3 Criteria Map				
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through	See K–3 Criteria Map.				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.					
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes: a. Weekly lesson plans for daily instruction b. Weekly lesson plans that include instruction in eight to ten words per week in kindergarten, ten to 12 words per week in grades one and two, and 15 to 18 words per week in grade three	See K–3 Criteria Map.				
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	See K–3 Criteria Map.				
18. Intensive vocabulary lessons must include the following: a. Development of students’ listening and speaking vocabulary b. Instruction in words that are beyond students’ reading vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction	See K–3 Criteria Map.				
19. Materials contain weekly lesson plans that include: a. Multiple readings by the teacher of one or	See K–3 Criteria Map.				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>two narrative or interesting expository texts with emphasis on developing oral vocabulary and opportunities for students to hear, use, reflect on, and discuss the meanings of the target words</p> <p>b. Weekly oral pre- and post-assessments on new words</p> <p>c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words using language that is known by students</p> <p>d. Opportunities for students to use words in individual and group responses over time and in different contexts</p> <p>e. Suggestions for periodic review and extended use of the words beyond the instructional time</p>					
<p><i>Reading Intervention Kit, Grades One Through Three</i></p> <p>20. The reading intervention kit is a classroom kit that provides sets of strategic intervention materials, one set for each of the five key technical skill domains of beginning reading, for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students in grades one through three who need reteaching and practice in one or more of the technical skill</p>	<p>The Intervention Kit is for Grades 1-3 only. Please see the Pearson California Reading Street Criteria Map document for Grades K-3.</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
domains. In particular, the lessons in the kit provide targeted instruction in one or more of the English–language arts content standards taught in a previous grade(s) that may not have been mastered. The instructional strategies incorporated in these sets of materials should be consistent with those used in the basic program.					
<p>21. The kit includes teacher and student editions that provide materials for instruction in the following beginning technical skills in reading as defined by the English–language arts content standards in kindergarten through grade three:</p> <ul style="list-style-type: none"> a. Phonemic awareness and phonological awareness b. Phonics and decoding c. Oral reading fluency d. Vocabulary (including those words taught in grades one through three of the basic program) e. Reading comprehension skills 	The Intervention Kit is for Grades 1-3 only. Please see the <i>Pearson California Reading Street</i> Criteria Map document for Grades K-3.				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
22. The kit contains five sets of technical skills materials. Each set of materials includes a minimum of 90 lessons, each lasting 15 minutes, that are designed for explicit, sequential, and systematic instruction. Each set also provides a periodic progress-monitoring assessment for determining attainment of the skill or skills taught.	The Intervention Kit is for Grades 1-3 only. Please see the <i>Pearson California Reading Street</i> Criteria Map document for Grades K-3.				
23. The same classroom kit for grades one through three is acceptable.	The Intervention Kit is for Grades 1-3 only. Please see the <i>Pearson California Reading Street</i> Criteria Map document for Grades K-3.				

SECTION II: CRITERIA

Category 1: Alignment with English–Language Arts Content Standards

Reading/language arts materials should support teaching to the California English–language arts content standards in accord with the guidance provided in the *Reading/Language Arts Framework for California Public Schools*. All programs must include the following features:

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Instructional materials as defined in <i>Education Code</i> Section 60010(h) are designed to ensure that all students master each of the English–language arts content standards.	See 4-5 ELA Standards Maps.				
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	See 4-5 ELA Standards Maps.				
3. Instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.	See 4-5 ELA Standards Maps.				
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code</i> Section 44757.5(j).	The program is based on current research, as defined by the Education Code, drawing from the National Reading				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Panel report and research conducted by the author team.				
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	See 4-5 ELA Standards Maps.				
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under "Writing").	See Teacher's Editions. 4.2: 164 4.3: 327b				
7. The <i>English–Language Arts Content Standards and Reading/Language Arts Framework</i> form the basis of the instructional materials. Extraneous materials not aligned to these content standards must be minimal and not detract from instruction.	Every effort has been made to focus strictly on the ELA content standards.				
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.	Every effort has been made to keep instruction focused and avoid extraneous				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	material.				
9. Instructional materials use proper grammar and spelling (<i>Education Code Section 60045</i>).	Every effort has been made to use proper grammar and spelling in the materials.				
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.	Materials have undergone fact checking and careful editing.				
11. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.	Only actual program authors are named.				
12. Publishers must indicate in teacher materials all program components necessary to address all English–language arts content standards for each grade level.	See Teacher's Editions, Day at a Glance Materials in				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	all grades: 4.4: 24l, 47g, 72l, 95g				
Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following areas: <i>Phonemic Awareness</i> 13. Instructional materials for kindergarten through grade two must be taught comprehensively and as a sequence of skills in the grade levels as described in the English–language arts content standards.	Phonemic Awareness instruction is found in grades K-2. Please see the <i>Pearson California Reading Street</i> Criteria Map document for Grades K-3.				
<i>Phonics and Decoding</i> 14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.	See all Skills Overview pages in Teacher’s Editions. 5.1: 634a-634b 5.2: 152a-152b 5.3: 270a-270b 5.4: 396a-396b	All grade 5 examples are listed in primary.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5.5: 514a-514b 5.6: 634a-634b				
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	Phonemic Awareness instruction is found in grades K-2. Please see the <i>Pearson California Reading Street</i> Criteria Map document for Grades K-3.				
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	See K-3 Criteria Map.				
<i>Oral Reading Fluency and Word Attack Skills</i> 17. Instructional materials emphasize oral reading decoding fluency and the skills of word recognition, reading accuracy, and prosody. Programs offer strategies for increasing oral fluency rates with adequate daily materials of increasing difficulty.	See Fluency and Monitor Progress pages in Teacher's Editions. 4.2: 180b, 183a, 183k	4.1: 82b, 87a, 87k 4.3: 318b, 323a, 323k 4.5: 230b, 235a, 235k See Reading Selections:			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4.4: 112b, 117a, 117k 4.6: 380b, 385a, 398a See Reading Selections: 4.2: 162-179 4.4: 100-111 4.6: 366-379	4.1: 70-81 4.3: 304-317 4.5: 214-229			
18. Oral reading materials include instruction in word reading, practice on increasingly difficult passages, and assessments on this instruction and practice in grades one through six and grades six through eight (as needed).	See Fluency and Assessment pages in Teacher's Editions. 5.1: 76b, 79a, 79k 5.3: 318b, 323a, 323k 5.5: 602b, 607a, 607k See Reading Selections. 5.1: 58-75 5.3: 300-	5.2: 190b, 197a, 197k 5.4: 458b, 463a, 463k 5.6: 750b, 755a, 759a See Reading Selections: 5.2: 178-189 5.4: 446-457 5.6: 32-49			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	317 5.5: 590-601				
19. Student materials include opportunities for daily oral reading fluency practice.	For daily references to fluency at every grade, see Teacher's Editions, e.g., 4.2: 138-39, 140-41, 152b, 157a, 157k	See CA Fresh Reads for Fluency and Comprehension. See Teacher's Editions: 5.2: 173q The 90 Content Readers at each grade can also be used.			
<i>Decodable Books</i> 20. Sufficient pre-decodable and decodable texts are included at the early stages of reading instruction to allow students to develop automaticity and practice fluency. Those materials in the program designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story	N/A; See K-3 Criteria Map.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.					
21. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.	See K-3 Criteria Map.				
22. <i>Sufficient</i> is defined as follows: a. Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus). b. Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction. c. First grade—Two books per sound-spelling totaling a minimum of 8,000 words of decodable text over the course of a year. d. Second grade—Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound	See K-3 Criteria Map.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
correspondence for students who still need this instruction. (e. Applies to intervention programs)					
<i>Spelling</i> 23. Instructional materials link spelling with decoding as reciprocal skills. Spelling lessons are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the English–language arts content standards. Spelling rules are explicitly taught with practice focused on patterns of words and sound-letter associations.	See Skills Overview pages for each unit in Teacher’s Editions. 5.1: 28a-28b 5.2: 152a-152b 5.3: 270a-270b 5.4: 396a-396b 5.5: 514a-514b 5.6: 634a-634b See also Spelling pages in Teacher’s Editions. 5.2: 155a, 171a, 173c, 199a, 209a, 219c	5.1: 41a, 53c, 55a, 101c			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>Vocabulary</i></p> <p>24. The program provides direct, explicit, and systematic instruction and opportunities for student practice and application in key vocabulary connected to reading and writing instruction, including academic vocabulary from the history–social science and science content standards that are addressed in the basic program.</p>	<p>See Oral and Selection Vocabulary pages in Teacher’s Editions. 5.4: 442n, 442q, 444a-444b, 454a-454b, 460a-460b, 463g-463h</p> <p>Reading/Writing is found on Writing (Daily) and Comprehension (or Quick Notes) Teacher’s Editions pages. 5.4: 443, 453, 459c, 461, 463</p> <p>History-Social</p>	<p>Systematic instruction with practice: 5.3: 324n, 324q, 326a-326b, 327b, 336a-336b, 348a-348b, 353a-353b</p> <p>Vocabulary connected to reading (pre-reading) and writing: 5.3: 324l, 335c, 353e</p> <p>Academic vocabulary including History-Social Science and Science: 5.3: 349, 351</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Science and Science vocabulary in the Teacher's Editions. 5.4: 452, 455				
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.	See Skills Overview and Monitor Progress pages in Teacher's Editions. 4.1: 22a-22b, 22c-22d 4.3: 252a-252b, 252c-252d 4.5: 142a-142b, 142c-142d	4.2: 136a-136b, 136c-136d 4.4: 22a-22b, 22c-22d 4.6: 262a-262b, 262c-262d			
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	See Academic Language found under Quick Notes in Teacher's Editions. 5.1: 102p,	5.6: 702p, 704c (skills trace) Student Edition materials: PI4-5,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	104c (skills trace) 5.2: 244c (skills trace) Student materials see Student Editions, Picture IT! (PI), and Graphic Organizer (GO) pages. 5.1: PI12-13, 104-105, GO10 5.2: 244-245	Practice Book 373			
27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.	See Amazing Words activities in Teacher's Editions. 4.5: 144l, 164a-164b, 165g	4.2: 208a-208b, 224a-224b			
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	See Universal Access Advanced sections or	5.1: 54h-54i, 54o			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	see Get Online! in Teacher's Editions. 5.4: 442h-442i, 442o (Word Analysis)				
29. The program provides instruction designed to foster students' word consciousness and self-monitoring in attending to unknown words.	See Monitor and Clarify on Teacher's Editions pages. 4.3: 232	4.6: 367			
30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following areas: a. Classification of grade-appropriate words into categories b. Word-learning strategies c. Word meaning, including the relationship and association of words to other words In addition, in grade two, the materials provide instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their	See K-3 Criteria Map.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words					
<p>31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for student practice and application in the following areas:</p> <p>a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations</p> <p>b. Word meaning including the relationship and association of words to other words</p> <p>c. Phonological, morphological, syntactical, and semantic structures of English</p> <p>d. Identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative</p>	<p>a. See Build Vocabulary pages in Teacher's Editions. 4.1: 66r, 82b b. See Selection Vocabulary pages Teacher's Editions. 4.5: 236q c. See Multisyllabic Word Strategy pages in Teacher's Editions. 4.2: 222b d. See Word Analysis pages in Teacher's Editions. 4.3: 318b</p>	<p>a. 4.5: 144r, 236r b. 4.2: 206q c. 4.5: 236o d. 4.4: 48o 4.6: 385i e. 4.6: 262a-262b f. Example: Generalization 4.3: 300p, 302c, 302-303, 307, 309, 315, 318, 318a, 323, 323k g. 4.6: 286r, 286-287</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>meanings of phrases, beginning in grade eight</p> <p>e. Key academic vocabulary with grade-level expectations</p> <p>f. Use of new and previously taught academic vocabulary in reading, writing, listening, and speaking activities and multiple exposures to key academic vocabulary through periodic review and distributed practice of previously taught academic words through guided practice, independent practice, and application (with teacher feedback)</p> <p>g. Word-learning strategies and skills</p>	<p>4.5: 235h e. See Skills Overview pages Amazing Words section of Teacher's Editions. 4.4: 22a-22b f. Multiple exposure is found throughout the weekly lessons in the Teacher's Editions. Example: Fact and Opinion 4.3: 278p, 278r, 280c, 280-281, 285, 291, 294, 294a, 299k g. See Build</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Vocabulary pages in Teacher's Editions and in Student Editions. 4.4: 72r, 72-73				
<i>Expository Texts and Reading Selections</i> 32. In the interest of promoting the efficiency of instruction for kindergarten through grade three, content standards in history–social science and science (Appendix 9-B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students or that students read.	See K-3 Criteria Map.				
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history–social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates	See Student Editions pages. 4.4: 52-65 See Selection Vocabulary/Build Vocabulary,	5.2: 224-235 Reading, writing, and vocabulary standards: 5.2: 220q-220r, 224, 236, 237a			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
education principles and concepts for the environment that are consistent with grade-level standards and the unit/ theme design, as required in <i>Public Resources Code</i> Section 71301(d)(1).	Read and Comprehend, and Writing sections of Teacher's Editions. 4.4: 52, 62a, 67, 67b Addressing topics History-Social Science, Science, or Math see standards on Teacher's Editions pages. 4.4: 57, 63	See also Quick notes For History-Social Science, Science, or Math. 5.2: 228, 233			
34. Reading selections, both those read to students and those that students read, are of high quality, and are interesting, motivational, multicultural, and age-appropriate for students.	See following stories in Student Edition; also see Table of Contents all grades in	4.1: 28-41 5.2: 422-437			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Teacher's Editions. 4.2: 142-151 5.6: 640-651				
<i>Writing</i> 35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.	See Writing lesson in Teacher's Editions. 5.4: 443b-443c, 453b-453c, 459b-459c, 463d-463e, 463m-463n	See Writing lesson in Teacher's Editions. 5.1: 81b-81c, 91b-91c, 97b-97c, 101d-101e, 101m-101n			
36. Instructional materials include high-quality literature and informational text at all grade levels that serve as strong models of writing and reinforce the reciprocal relationship between reading, vocabulary, and writing as well as listening and speaking.	See selections in Student Editions, Teacher's Editions. 5.1: 84-91, 92-97	See selections in Student Editions, Teacher's Editions. 5.5: 590-597, 598-603			
37. Teacher editions and student materials are aligned with the specific types of writing required by the standards at each grade level, including descriptive writing, narrative, responses to literature, persuasive compositions, research reports, technical documents, and documents related to career	See Writing Lessons in the Teacher's Editions and Grammar and Writing Practice	See Writing Lessons in the Teacher's Editions and Grammar and Writing Practice Book.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
development, as appropriate to grade level. When specific genres appear at multiple grade levels, the expectations, direct instruction, and assignments progress in breadth, depth, and sophistication as specified by grade-level standards.	Book. 4.5: CR18- CR19, DR28- CR29, CR38- CR39, CR48-49, CR58-59 Grammar and Writing Practice Book: 176, 177, 178, 179	4.6: CR18- CR19, DR28- CR29, CR38- CR39, CR48- 49, CR58-59 Grammar and Writing Practice Book: 180, 181, 182, 183			
38. Instructional materials provide strategies for teachers to develop students' academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.	See Vocabulary lesson in Teacher's Editions. 5.5: 540q-540r	See Vocabulary lesson in Teacher's Editions. 5.3: 526q			
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to such terms as narrative, exposition, and persuasion. Instruction in	See: Student Editions, Teacher's Editions, Practice Book. 4.4: 118p,	See: Student Editions, Teacher's Editions, Practice Book. 4.2: 228p, PI•12, 229b-			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
academic vocabulary will also include literary terms such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.	PI•11, 119b-119c; 120c, 120-121, 121a, 121b, 122, 125-126; 127b-127c, 130, 131a, 132-133, 133b-133c G4 Practice Book: 247, 251	229c, 230c, 230-231, 231a, 231b, 232, 233, 234-236, 238, 239b-239c, 240-242, 244a, 245, 245b-245c, 247d-247e G4 Practice Book: 111, 115, 116			
40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts, related to these two reciprocal reading and writing elements of lessons, that support students as they actively use the academic language associated with the genre being studied.	See Writing lesson in Teacher's Editions. 5.4: 465b-c, 475b-c, 485b-c, 489d-e, 489m-n	See Writing lesson in Teacher's Editions. 5.1: 103b-c, 115b-c, 121b-c, 123d-e, 123m-n			
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their	See Corrective Feedback in Writing	See Corrective Feedback in Writing			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
writing.	lesson in Teacher's Editions. 5.6: 701e	lesson in Teacher's Editions. 5.3: 371e			
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.	See Unit Tests (Student Test and Teacher Manual). G4 CA Unit Tests, Teacher's Manual: T7; G4 CA Unit 1 Test, student test: 14	See Unit Tests (Student Test and Teacher Manual). G4 CA Unit Tests, Teacher's Manual: T7; G4 CA Unit 2 Test, student test: 14			
43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include: a. Sentence fluency b. Sentence variety c. Paragraph and essay structure, organization, and coherence d. Word choice	See Standards Map. See Language Arts/Writing lessons in Teacher's Edition's. a. 5.3: 323d-323e	See Standards Map. See Language Arts/Writing lessons in Teacher's Edition's. a. 5.1: 77c b.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	b. 4.3: 277d-277e c. 4.2: 223b-223c, 227d-227e 4.4: 71d-71e d. 5.2: 241d-e	4.5: 257d-257e; 4.6: 385d-385e c. 4.1: 63b-63c, 65d-65e 4.2: 245b-245c, 247d-247e d. 5.1: 147d-e			
44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include: a. Instruction in a full range of text structures, including writing to describe and explain objects, events, and experiences b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material c. Instruction and practice in writing technical documents and documents	See Standards Maps. See: Writing lessons in Student Editions and Teacher's Editions. a. 5.3: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 b. 4.1: 25b-25c, 35b-	See Standards Maps. See: Writing lessons in Student Editions and Teacher's Editions. a. 5.2: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 b. 4.1: 47b-47c, 55b-55c, 63b-63c,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>related to career development, as appropriate to grade level</p> <p>d. Instruction in the components and unique features of each writing application</p> <p>e. Instruction in the use of grade-appropriate, standards-aligned rubrics for each application</p> <p>f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials</p> <p>g. Scaffolding that leads students into independent grade-level writing through timely and explicit feedback</p> <p>h. Guidance for students through frequent opportunities to review progress using application-specific rubrics</p> <p>i. Assessment of students' ability to meet the grade-level writing application standards, using application-specific prompts</p>	<p>35c, 43b–43c, 45d–45e, 45m–45n</p> <p>c.</p> <p>5.2: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59</p> <p>d.</p> <p>4.2: 139b–139c, 147b–147c, 153b–153c, 157d–157e, 157m–157n</p> <p>e.</p> <p>5.4: 419b-c, 431b-c, 439b-c, 441d-e, 441m-n</p> <p>f.</p> <p>5.4: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59</p> <p>g.</p>	<p>65d–65e, 65m–65n</p> <p>d.</p> <p>4.5:</p> <p>145b–145c, 155b–155c, 163b–163c, 165d–165e, 165m–165n</p> <p>e.</p> <p>5.1: 103b-c, 115b-115c, 121b-121c, 123d-123e, 123m-n</p> <p>f.</p> <p>5.5: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59</p> <p>g.</p> <p>4.6: 287c, 297b, 307c, 311e, 311m–311n</p> <p>h.</p> <p>4.6: 265c, 275b, 283c, 285e, 285n</p> <p>i.</p> <p>5.6: 751,</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4.3: 347c, 357b, 365c, 369e, 373c–373d h. 4.5: 237c, 247c, 253c, 257e, 261d i. 5.5: 459, 453b, 443c, 463n	741b, 729c, 759d			
45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.	See: Student Editions, Teacher's Editions. 4.5: 211b-211c, 213a, 214-229, 221b-221c, 231, 231b-231c, 235d-235e, 235l, 235m-235n	See: Student Editions, Teacher's Editions. 4.6: 339b-339c, 341a, 342-357, 351b-351c, 359, 359b-359c, 361d - 361e, 361l, 361m-361n			
46. Instructional materials include direct, explicit, and systematic instruction and opportunities for student practice of the written and oral English language conventions, comprehension skills, and literary response and analysis at the appropriate grade levels	See Standards Maps. See: Student Editions,	See Standards Maps. See: Student Editions, Teacher's			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
as defined in the <i>English–Language Arts Content Standards</i> .	Teacher’s Editions. 4.3: 255a, 265a, 273a, 277c, 277l 4.5: 236p, 238c, 238–239, 240–247, 248–252, 252a, 257j	Editions. 4.1: 78, 87j 4.3: 278p, 208c, 280–281, 282–289, 290–294, 294a 4.6: 287a, 297a, 307a, 311c, 311l			
47. Instructional materials include direct, explicit, and systematic instruction, student practice, and application in identifying and using comprehension skills at the appropriate grade level as defined in the <i>English–Language Arts Content Standards</i> .	See Standards Maps. See Comprehension lessons and instruction in Student Editions and Teacher’s Editions. 5.4: 442p, 444c, 444–445, 446–458, 458a, 463k	See Standards Maps. See Comprehension lessons and instruction in Student Editions and Teacher’s Editions. 5.1: 102p, 104c, 104–105, 106–120, 120a, 122–123, 123k			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
48. Instructional materials include direct, explicit, and systematic instruction; student practice; and identification of the structural features of literature and expository materials and use of literary elements of text at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> .	See Standards Maps. See Text Structure instruction and Text Structure Graphic Organizers in Teacher’s Editions; see Literary Analysis instruction in Teacher’s Editions. 5.1: 33b, 40, 48; 38-39, 53j	See Standards Maps. See Text Structure instruction and Text Structure Graphic Organizers in Teacher’s Editions; see Literary Analysis instruction in Teacher’s Editions. 5.4: 421b, 430, 436; 426-427, 441j			
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	See: Writing lesson in Teacher’s Editions; Writing Transparencies. 5.3: CR39, CR48 (Writing Transparen-	See: Writing lesson in Teacher’s Editions; Writing Transparencies. 5.6: CR39, CR48 (Writing Transparency			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	cy 19, 20)	40, 41)			
50. The program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.	See Writing lesson and Think, Talk and Write in Student Editions and Teacher's Editions. 5.1: 81b-81c, 91b-91c, 96, 97b-97c, 101d-101e, 101m-101n	See Writing lesson and Think, Talk and Write in Student Editions and Teacher's Editions. 5.6: 657b-657c, 665b-665c, 670, 671b-671c, 675d-675e, 675m-675n			
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.	See Writing lesson in Teacher's Editions. 5.2: 175b-c, 185b-c, 191b-c, 197d-e, 197m-n	See Writing lesson in Teacher's Editions. 5.5: 541b-c, 551b-c, 5576b-c, 563d-e, 563m-n			

Category 2: Program Organization

Sequential organization and a coherent instructional design of the reading/language arts program provide structure for what students should learn each year and allow teachers to teach the reading/language arts instruction efficiently and effectively. English learners, students with disabilities, students who use African American vernacular English, struggling readers, and other students at risk of not mastering grade-level academic content need to be clearly and directly taught. They need to be able to anticipate what comes next in the instructional sequence and what is expected of them so they can focus all their attention on learning the new academic content, skills, and strategies are presented in the lessons. The instructional design described below serves as the scaffold for students with diverse learning needs. All programs must include the following features:

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Scope and sequence align with English– language arts content standards and strands, although within each grade level the standards and the strands do not have to be addressed in a particular order.	See the K-8 Scope and Sequence in the Welcome Books, 4-5: 4: 173-185 5: 171-183				
2. Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.	Structure is consistent within and across grades. See Teacher’s Editions: 4.2: 286l-287 5.4: 442l-443d	See Routine Cards in the Welcome Books, 4-5.			
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.	See Teacher’s Editions: 4.6: 286l-286n 5.4: 442l-442n, 442r-443	See Teacher’s Editions: 5.4: 445-453			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
4. The instructional design enhances student retention and generalization of what is learned.	See Teacher's Editions: 4.2: 164 4.3: 278o, 294b, 327b				
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.	See Teacher's Editions: 5.4: 442p, 445-453	See Practice Books, Phonics and Spelling Practice Books, and Grammar and Writing Practice Books for all grades.			
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.	See Picture It! in every volume of the Student Editions: 4: PI•1-PI•13 5: PI•1-PI•13 See Teacher's Editions: 4.4: 72p, 118p				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
7. Materials are organized to provide cumulative or spiraled review of skills or both.	See Teacher's Editions: 4.5: 165I, 209I, CR10-CR59 5.3: 291a, CR1-CR62				
8. Similar and confusing content and strategies are separated.	See the program Scope and Sequence in the Welcome Books, 4-5: 4: 173-185 5: 171-183				
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.	See Teacher's Editions: 4.4: 120c, 120-121 4.5: 238c, 238-239				
10. Instructional materials include directions for: a. Direct teaching b. Teacher modeling and demonstration c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice d. Appropriate pacing of lessons e. Preteaching and reteaching as needed	a. See Teacher's Editions: 4.4: 120c, 120-121 4.5: 238c, 238-239 b. See Teacher's Editions:				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>4.4: 48-49, 960, 96q, 236j-236k</p> <p>c. See Teacher’s Editions: 5.4: 444c-445</p> <p>d. See Planners in the Teacher’s Editions: 4.4: 118d-118e 4.6: 312d-312e</p> <p>e. See Teacher’s Editions: 4.2: 184l 4.3: 318a, 323k 5.5: 556a, 563k 5.6: 702l</p> <p>See English Learners Teaching Guides: 4: 127-129 5: 511-513</p>	<p>c. See Practice Books, 4-5</p> <p>e. See Extra Support and English Learner Teaching Guides, and Welcome Books, 4-5.</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See Welcome Books, 4-5: 4: 96 5: 102				
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and varied review).	See Teacher's Editions: 4.5: 165l, 209l, CR1-CR62 5.3: 291a, CR1-CR62	See Practice Books, Grammar and Writing Practice Books, Word Study and Spelling Practice Books, 4-5.			
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.	See Student Editions: 4: 390-392 5: 790-792 See Welcome Books, 4-5: 4: 187-191 5: 223-237	See Year at a Glance pacing guide for standards-based instruction in Welcome Books, 4-5: 5: 190-195 See Student Progress Reports in Welcome Books, 4-5: 4: 207-224			

Category 3: Assessment

The basic programs must provide the following features:

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Guidance on the purpose, administration, scoring, and interpretation of assessments includes: <ul style="list-style-type: none"> a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons) b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester) c. Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language art 	<ul style="list-style-type: none"> a. Occurs throughout Teacher's Editions. Also see Welcome Books, 4-5: 4: 18-19 5: 18-19 See Teacher's Manuals for CA Weekly Tests: 4: v-vi 5: v-vi See Teacher's Manuals for CA Fresh Reads for Fluency and Comprehension: 4: v-x 5: v-x See Teacher's Manuals for CA Unit Tests: 4: T5-T6 5: T5-T6 b. See Welcome Books, 4-5: 4: 18-19 				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>5: 18-19</p> <p>c. The recommended diagnostic screening instruments are the Pearson <i>GRADE</i> (Group Reading Assessment and Diagnostic Evaluation) for four technical areas, the Pearson Reading Fluency Indicator for fluency, and the CA Diagnostic Screening Assessment for <i>Reading Street</i> for fluency and spelling.</p> <p>See also Welcome Books, 4-5: 4: 18-19 5: 18-19</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>2. Teacher editions and student materials provide the following assessments:</p> <p>a. Progress-monitoring assessments (curriculum-embedded, criterion-referenced to lessons) to measure instructional effectiveness and to monitor student progress at a minimum of every six to eight weeks (See the progress-monitoring assessment schedules in Chapter 6 for details.)</p> <p>b. Summative assessments (curriculum-embedded, criterion-referenced to lessons at trimester or semester intervals) as required in each type of program</p> <p>c. Diagnostic screening assessments (usually norm-referenced) in the six technical skill areas for use with selected students in addressing instructional needs (The diagnostic screening assessments either are listed as recommended or are provided under licensed agreements with the test publisher[s].)</p> <p>Criterion #3 applies to intervention programs.</p>	<p>a. Progress-monitoring assessments are every week in the CA Weekly Tests student tests, with items correlated to the California ELA Standards, and accompanying Teacher's Manuals. Six-week progress-monitoring assessments are the CA Unit Tests student tests, with items correlated to the California ELA Standards, and accompanying Teacher's Manuals.</p> <p>b. See student tests and Teacher's Manuals for CA Quarter, Midyear, and End-of-Year Tests.</p>	<p>a. Individual progress-monitoring assessment occurs every week in Teacher's Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see Teacher's Editions: 4.1: 45k 5.1: 53k</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>c. The recommended diagnostic screening instruments are the Pearson <i>GRADE</i> (Group Reading Assessment and Diagnostic Evaluation) for four technical areas, the Pearson Reading Fluency Indicator for fluency, and the CA Diagnostic Screening Assessment for <i>Reading Street</i> for fluency and spelling.</p> <p>See also Welcome Books, 4-5: 4: 18-19 5: 18-19</p>				
4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced) are designed to inform teachers of the effectiveness of instruction and of student progress. Progress-monitoring	Progress-monitoring assessments every week in the CA Weekly Tests student tests,	Individual progress-monitoring assessment every week in Teacher's			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
assessments are based on content taught in the unit or theme and, when appropriate, previously taught skills and strategies. (See the progress-monitoring assessment schedules in Chapter 6 for details.)	with items correlated to the California ELA Standards, and accompanying Teacher's Manuals. Six-week progress-monitoring assessments are CA Unit Tests student tests, with items correlated to the California ELA Standards, and accompanying Teacher's Manuals.	Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see Teacher's Editions: 4.1: 45k 5.1: 53k			
5. The progress-monitoring assessments must include subtests of a minimum of ten items, including: a. Kindergarten–Phoneme awareness (which includes phoneme deletion and substitution and phoneme segmentation), beginning phonics, rapid letter and word naming, upper- and lowercase letter naming, rhyming, matching consonants and sounds, matching short vowel and sounds, high-frequency word reading, and consonant-vowel-consonant (CVC) words	a. See K-3 Criteria Map. b. See K-3 Criteria Map. c. The required subtests for oral reading fluency (two passages rather than ten) and writing (one prompt rather than ten) and of ten items each in the other				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
b. Grade one–Phonics and word reading, oral reading fluency (starting in the 18th week of instruction and measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing c. Grades two through six–Oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing d. Grades seven through eight–Oral reading fluency (only as needed, measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing	specified areas are in the student tests and Teacher’s Manuals for CA Unit Tests.				
6. Summative assessments (once a year for kindergarten and grade one and twice a year for grades two through eight) must be designed to measure whether students have mastered the previously taught content related to the following strands of the English–language arts content standards. The summative assessments must include subtests of a minimum of ten items for the appropriate grade-level strands: a. Word analysis, fluency, and systematic	The required summative assessment subtests for oral reading fluency (two passages rather than ten) and writing application (one prompt rather than ten) and of ten items each in the other specified areas are the Midyear				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
vocabulary development b. Reading comprehension c. Literary response and analysis d. Writing strategies e. Writing application f. Written and oral language conventions	and End-of-Year student tests and Teacher's Manuals in the CA Quarter, Midyear, and End-of-Year Tests.				
7. Diagnostic screening assessments must be designed to identify student instructional needs and inform instruction in the technical skill areas listed below. In most cases these assessments should be normed for age-based or grade-level-based performance. These assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include: a. Phonemic awareness b. Phonics and decoding c. Oral reading fluency d. Spelling e. Vocabulary f. Reading comprehension	Recommended diagnostic screening assessments are the Pearson <i>GRADE</i> (Group Reading Assessment and Diagnostic Evaluation) and the Pearson Reading Fluency Indicator, which are normed for age-based or grade-level-based performance, and the Pearson product called CA Diagnostic Screening Assessment for <i>Reading Street</i> . The content for the technical skill				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	areas are in: a. Phonemic awareness— <i>GRADE</i> b. Phonics and decoding— <i>GRADE</i> c. Oral reading fluency— Pearson Reading Fluency Indicator, CA Diagnostic Screening Assessment for <i>Reading Street</i> d. Spelling—CA Diagnostic Screening Assessment for <i>Reading Street</i> e. Vocabulary— <i>GRADE</i> f. Reading comprehension— <i>GRADE</i>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.	This occurs every week. For example, see Teacher's Editions: 4.1: 24n-24o, 45g-45h 5.1: 30n-30o, 53g-53h				
9. The reading intervention kit for grades one through three includes: a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas b. Progress-monitoring assessments for every ten lessons Criteria statements 10-17 apply to other programs.	a. See K-3 Criteria Map. b. See K-3 Criteria Map.				

Category 4: Universal Access

The goal of reading/language arts programs in California is to ensure universal access to high-quality curriculum and instruction for all students so they can meet or exceed the state’s English–language arts content standards. To reach that goal instructional materials must provide teachers with the necessary content and pedagogical tools to teach all students to master the English–language arts content standards. The following design principles are guidelines for publishers to use in creating materials that allow access for all students, including English learners, students with disabilities, struggling readers, and students who use African American vernacular English, to ensure they master the English–language arts content standards.

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Universal Access Design Principles All programs must include the following features:</p> <p>1. Instructional materials incorporate:</p> <ul style="list-style-type: none"> a. Optimal opportunities for teachers to scaffold instruction and check for understanding b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate d. Ample background information on key skills and concepts e. Sufficient practice for all skills and strategies taught, with additional 	<p>a. See Universal Access Assessment pages in the Teacher’s Edition. 4.2: 227k</p> <p>See English Learners Teaching Guides: 4: EL155-157</p> <p>See Extra Support Teaching Guides: 4: EX106</p> <p>See Advanced Teaching Guides: 4: A57</p>	<p>a. See Build Comprehension pages, and Universal Access and Adjust on the Fly! sections of the Teacher’s Editions: 4.6: 288c</p> <p>See Extra Support Teaching Guide: 4: EX320</p> <p>See Advanced Teaching Guide: 4: A164</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>practice for those who require it</p> <p>f. Corrective feedback during all phases of instruction, practice, and application</p> <p>g. Emphasis on ample opportunities for the practice and use of vocabulary words to support vocabulary acquisition and language development</p> <p>h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development</p>	<p>b. See Universal Access and Adjust on the Fly! Margin notes in the Teacher's Editions: 5.4: 442r</p> <p>See Advanced Teaching Guide: 5: A78</p> <p>c. See Weekly Planner and Universal Access pages at the beginning of each week in the Teacher's Editions: 4.6: 264d-264e, 264f-264g</p>	<p>b. See Teacher's Editions: 5.2: 200c</p> <p>See Advanced Teaching Guide: 5: A39</p> <p>c. See Teacher's Editions: 4.6: 264f-264g</p> <p>See Extra Support Teaching Guide: 4: EX308-317</p> <p>See Advanced Teaching Guide: 4: A158-162</p> <p>See English Learners Teaching Guide: 4: EL452-466</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>d. See Universal Access, Concept Talk, and Concept Wrap Up pages in Teacher's Editions: 5.2: 154j, 173p</p> <p>See English Learners Teaching Guide: 5: EL95-97, EL107-109</p> <p>See EL Poster 6</p> <p>See Extra Support Teaching Guide: 5: EX68, EX77</p> <p>See Advanced Teaching Guide:</p>	<p>d. See Teacher's Editions: 5.1: 54l, 79p</p> <p>See English Learners Teaching Guide: 5: EL19-21, EL31-33</p> <p>See EL Posters 2, 3</p> <p>See Extra Support Teaching Guide: 5: EX18, EX27</p> <p>See Advanced Teaching Guide, 5: A17</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5: A42 e. See Skills and Universal Access sections in Teacher's Editions: 4.3: 302c-302d See Extra Support Teaching Guide: 4: EX150 See Advanced Teaching Guide: 4: A109 See English Learners Teaching Guide: 4: EL222-224 See Student Editions: 4: 302 f. See Universal	e. See Teacher's Editions (Adjust on the Fly margin note): 4.4: 120c See Extra Support Teaching Guide: 4: EX230 See Student Editions: 4: 120 f. See Universal Access sections in			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Access sections in Teacher's Editions: 5.1: 79e See English Learners Teaching Guide: 5: EL28-30 g. See Build Vocabulary, Universal Access, and Adjust on the Fly! sections of the Teacher's Editions: 5.2: 174r See Extra Support Teaching Guide: 5: EX78 See Advanced Teaching Guide: 5: A43	Teacher's Editions: 5.4: 445a See Advanced Teaching Guide: 5: A109 g. See Word Analysis pages and Universal Access sections of Teacher's Editions: 5.3: 296r See English Learners Teaching Guide: 5: EL203-205 See Extra Support Teaching Guide: 5: EX138 See Advanced Teaching Guide: 5: A73			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See English Learners Teaching Guide: 5: EL114-116 h. See Oral Vocabulary and Word Analysis pages, also Universal Access and Adjust on the Fly! sections of Teacher's Editions: 4.3: 254n-254o See English Learners Teaching Guide: 4: EL187-189 See Extra Support Teaching Guide: 4: EX128 See Advanced Teaching	h. See Teacher's Editions: 4.5: 144n-144o See English Learners Teaching Guide: 4: EL371-373 See Extra Support Teaching Guide: 4: EX248 See Advanced Teaching Guide: 4: A128			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Guide: 4: A98				
<p><i>All programs should include the following features:</i></p> <p>2. <i>Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</i></p> <p><i>a. Adequate titles for each selection</i></p> <p><i>b. Introductory subheadings for chapter sections</i></p> <p><i>c. Introductory paragraphs</i></p> <p><i>d. Concluding or summary paragraphs</i></p> <p><i>e. Complete paragraphs, including clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)</i></p> <p><i>f. Effective use of typographical aids (e.g., boldface print, italics)</i></p> <p><i>g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps</i></p> <p><i>h. Manageable, not overwhelming, visual and print stimuli</i></p> <p><i>i. Identification and highlighting of important terms</i></p> <p><i>j. List of reading objectives or focus questions at the beginning of each</i></p>	<p>a. See the Table of Contents pages in the Student Editions: 4.1: 18-19 4.4: 20-21</p> <p>b. See Student Editions: 5.2: 226-235 5.3: 378-385</p> <p>c. See Student Editions: 4.2: 164 4.3: 330</p> <p>d. See Student Editions: 5.1: 94 5.6: 622</p> <p>e. See Student Editions: 4.2: 173 4.4: 70</p>	<p>a. See Student Editions: 4.1: 70-71 4.4: 122-123</p> <p>b. See Student Editions: 5.5: 570</p> <p>c. See Student Editions: 4.3: 260</p> <p>d. See Student Editions: 5.2: 235</p> <p>e. See Student Editions: 4.3: 363</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<i>reading selection</i> k. <i>List of follow-up comprehension and application questions</i>	f. See Student Editions: 5.3: 278, 385 g. See Student Editions: 4.1: 116-125 4.5: 220-221 h. See Student Editions: 5.3: 353 5.4: 498-499 i. See Student Editions: 4.3: 301 4.4: 119 j. See Student Editions: 5.2: 202-203 5.3: 376-377 k. See the Student Edition "Think, Talk and Write" pages: 4.3: 272	f. See Student Editions: 5.3: 361 g. See Student Editions: 4.4: 105-111 h. See Student Editions: 5.2: 231 i. See Student Editions: 4.4: 97 j. See Student Editions: 5.5: 544-545 k. See Student Editions: 4.1: 82			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4.6: 306				
<p>Design Principles for Means of Expression All programs must include:</p> <p>3. An explanation in the teacher edition that there are a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). The teacher edition may suggest modifications so that students have access to the materials and can demonstrate their competence. Examples of such modifications might be (but are not limited to) student use of computers to complete pencil and paper tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.</p>	See the Welcome Books, 4-5: 4: 9				
<p>Design Principles for Advanced Learners Basic and primary language programs must include the following features:</p> <p>4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described</p>	See the Advanced Teaching Guides at each grade, 4-5.	See also "Practice Stations" at each grade, 4-5. See Teacher's Editions: 4.5: 210k			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
in the “Universal Access” sections of each grade level in Chapters 3 and 4.					
5. Materials provide suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.	See “Books for Independent Reading” and “Develop the Concept” in the Teacher’s Editions at each grade, 4-5. See Teacher’s Editions: 4.3: 253a-253b, 254c	See also “Meet the Author” in the Student Editions at each grade, 4-5. See Student Editions: 4: 391-395			
6. Materials remind teacher to set high expectations for all students and inform teachers of the connections of skill development and concepts to higher grade levels.	See “Effective Classroom Practices” in the Welcome Books, 4-5. 5: 7	See also the Teacher’s Edition at each grade, 4-5, for standards connecting to higher grade levels. 5.4: 405			

Category 5: Instructional Planning and Support

Teacher editions must include the following features:

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Instructional routines and procedures are based on current and confirmed research, as defined in <i>Education Code</i> Section 44757.5(j).	<p>Pearson California <i>Reading Street</i> is a research-based program.</p> <p>Armbruster, B.; F. Lehr; and J. Osborn. (2001). <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>. Washington, D.C.: National Institute for Literacy, 21-31.</p> <p>Beck, I.L.; M.G. McKeown; and L. Kucan. (2002) <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. New York: Guilford Press.</p>	<p>See Teacher's Editions: 5.6: 728o, 755b, 755i</p> <p>See Oral Vocabulary instruction and Routine Teacher's Edition pages: 4.5: 236l-236o, 238a-238b, 248a-248b, 254a-254b, 257g-257h</p> <p>See Spelling Teacher's Edition pages: 5.6: 637a, 647a, 653a, 655c, 655l</p> <p>Inquiry pages using webs/semantic maps in the Teacher's Editions: 4.5: 236n, 238b, 248b,</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Moats, L. C. (1995). <i>Spelling: Development, Disability, and Instruction</i> . Baltimore: York Press. Blachowicz, Camille and Peter J. Fisher. (2002). <i>Teaching Vocabulary in All Classrooms</i> , 2 nd ed. Merrill Prentice Hall. Samuels, S.J. (2002) "Reading Fluency: Its Development and Assessment." <i>What Research Has to Say About Reading Instruction</i> , 3 rd ed. International Reading Association.	254b, 261f Fluency Teacher's Edition pages: 5.6: 652a, 655a			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.	See unit opener Teacher's Edition pages: 4.3: 252a-253c 4.5: 142a-143c See Weekly Planner Teacher's Edition pages: 4.3: 254a-254k, 278a-278k, 300a-300k, 324a-324k, 346a-346k, CR1-CR9	See the Articulated K-8 Scope and Sequence and Year at a Glance pages in the Welcome Books, 4-5. 4: 173-185, 192-197			
3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.	See Program Description. See Welcome Books, 4-5: 4: 192-197 5: 190-195				
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.	See Skills Overviews, Weekly Planners, and Day at a Glance pages in the Teacher's Editions: 4.2: 136a-136b				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4.4: 24l, 47g, 72l, 95g, 118d-118e 4.6: 312d-312e 5.4: 514a-514b				
5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.	See "Don't Wait Until Friday" in the Teacher's Editions: 4.6: 338o, 358a, 361a, 361h 5.2: 174o, 190a, 197a				
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	See Teacher's Edition Planner and Day At a Glance pages: 5.6: 636d-636e, 702l	See Teacher's Editions: 5.3: 272d-272e, 272l			
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.	Objectives are on the upper corners of all Teacher's Edition pages. See Teacher's Editions: 4.4: 112a Standards are at the bottom of Student Edition pages. See Student	See Teacher's Editions: 4.2: 229a See Student Editions: 4.2: 228			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions: 4.4: 112,113				
8. A list of required materials is provided for each lesson.	See Day At a Glance in Teacher's Editions: 4.4: 96l	See Teacher's Editions: 4.2: 138l			
9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.	See bottoms of pages in the Teacher's Editions: 5.2: 162, 171b, 173l	See Teacher's Editions: 5.5: 535b, 536a, 539c			
10. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children's learning at home. The program should include materials that teachers can use to inform families about the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , program-embedded assessments, and the degree to which students are mastering the standards.	See weekly Family Times newsletter in the Practice Book. See Practice Books: 4: 41-42 See also Student Progress Reports in Welcome Books, 4-5: 5: 205-22	See the Home/School Connection on every Practice Book page. See Practice Books: 5: 81 See also, Family Times section in Welcome Books, 4-5: 4: 198-206			
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	See "Universal Access for Group Time" in the Teacher's Editions at each	See also the "Universal Access" boxes in the Teacher's Editions at each			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	grade, 4-5; see Teacher's Editions: 4.5: 188f-188g	grade, 4-5; see Teacher's Editions: 4.5: 222a			
12. Materials describe grouping strategies for flexible small-group instruction.	See the "Welcome to _____ Grade" and "Assessment and Intervention" sections of the Welcome Books, 4-5: 5: 6-15, 18-19	See also the "Universal Access" boxes in the Teacher's Editions at each grade, 4-5: 5.4: 442o			
13. The teacher edition includes guidance for teachers on implementing reading activities that build oral reading fluency.	See Oral Reading sections in Teacher's Editions: 5.3: 354-355, 356-357	See Teacher's Editions: 5.4: 398-399, 400-401			
14. The teacher edition indicates how oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).	See Fluency and Check Fluency pages in Teacher's Editions: 4.5: 230b, 235a, 235k, 252b, 257a, 261a	See Teacher's Editions: 4.1: 42b, 45a, 45k, 82b, 87a, 87k			
15. The teacher edition provides samples of	See Welcome Books, 4-5:	See Welcome Books, 4-5:			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
student writing that demonstrate end-of-grade-level sophistication of writing genres.	5: 106-107	5: 112-113			
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.	See Writing lessons in the Teacher's Editions: 4.5: 211b, 235d, 235m See also Grade 4 Writing Transparencies: 24A, 24B, 24C	See Writing lessons in the Teacher's Editions: 4.4: 119b, 137d, 141c See also Grade 4 Writing Transparencies: 20A, 20B, 20C			
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	See Writing lessons in the Teacher's Editions. 5.3: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 (Writing Transparencies, Grammar and Writing Practice Book)	See Writing lessons in the Teacher's Editions. 5.4: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 (Writing Transparencies, Grammar and Writing Practice Book)			
18. The teacher edition includes strategies for providing timely teacher feedback about student writing and specific information about what has been done well, with suggestions for "next steps."	See Writing lessons in the Teacher's Editions: 4.6: 339c, 351c, 359c,	See Writing lessons in the Teacher's Editions: 4.3: 325c, 335b-335c,			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	361e, 361m-361n	341c, 345e, 345n			
19. The teacher edition clearly references, explains, and provides the location of additional instructional materials and program components designed to provide extra support for students who require it (e.g., English learners, students who use African American vernacular English, struggling readers, and students with disabilities).	See Universal Access for Group Time in Teacher's Editions: 4.4: 118f-118g 4.6: 312f-312g	See Universal Access references in Teacher's Editions: 4.2: 184l 4.3: 318a 5.5: 556a, 563k 5.6: 702l			
20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to develop and provide additional instruction and sufficient practice of key concepts, skills, and strategies to support English learners and struggling readers.	See English Learner Teaching Guides. See Extra Support Teaching Guides.	See Universal Access for Group Time in Teacher's Editions: 4.4: 118f-118g 4.6: 312f-312g			
21. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications to facilitate the program supporting scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African American vernacular English and providing teachers with guidance on scaffolding instruction.	See Teacher's Editions (Adjust on the Fly margin note) 5.1: 67b 5.2: 154r 5.4: 398r 5.5: 535b 5.6: 65l				
22. The program provides a linguistic,	See Welcome Books, 4-5:				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
contrastive analysis chart in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and African American vernacular English will be incorporated as appropriate, accentuating transferable and nontransferable skills.	4: 116-131 5: 116-131				
23. The program provides teachers with a cassette, CD-ROM, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.	See Modeled Pronunciation Audio CD				
24. The teacher resource materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.	See "Meet the Author" in the Student Editions: 4: 391-395				
25. High-quality literature, including but not limited to selections reflective of California's diverse cultural population, is an integral part of language arts instruction at every grade level.	See Student Edition reading selections: 4.2: 188-201 5.4: 468-483	See Student Editions: 4.6: 316-331 5.2: 202-215			
26. Materials provide teachers with guidance on the effective use of library resources that best complement the <i>English–Language Arts Content Standards</i> .	See Standards Maps. See Inquiry lessons in Teacher's Editions:	See Standards Map. See Inquiry lessons in Teacher's Editions:			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5.4: 485d	5.2: 191d			
27. Materials include instructions for the teacher on salient features of the reading material and suggestions on how to use each reading selection in the lesson or lessons.	See: Welcome Books, 4-5: 4: 12-13 See Student Editions and Teacher's Editions: 4.4: 119b-119c, 127b-127c, 128, 132-133, 133b-133c, 137d-137e, 137j, 141b, 141c-141d 4.5: 184-187	See: Welcome Books, 4-5: 4: 14-15 See Student Editions and Teacher's Editions: 4.5: 254-257			
28. Teacher and student editions have correlating page numbers.	See Student Edition and Teacher's Edition pages: 5.1: 34-49	See Student Edition and Teacher's Edition pages: 5.6: 660-669			
29. Answer keys are provided for all workbooks and other related student activities.	See any product with Teacher's Manual in the name, such as Practice Book Teacher's Manual.	See Phonics and Spelling Practice Book Teacher's Manual			
<i>Instructional materials should include the following features:</i> 30. <i>The teacher edition includes a list of books for independent reading that spans at least</i>	See all unit Teacher's Editions: 4.3: 253a-253b	See also Practice Stations in Teacher's Editions:			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<i>three grade levels and matches the topics of the units.</i>		4.3: 254j, 278j			
<i>31. Reading materials used for in-class work and homework as students progress through the grades are suggested or included to ensure that students read the amount of text specified in the standards at various grade levels.</i>	See all unit Teacher's Editions: 5.3: 271a-271b	See the Family Times Newsletter each week in Practice Books. See Practice Books: 4: 31-32			
<i>32. Teacher editions suggest reading material for students to read outside of class for at least 20 minutes a day in grade one and 30 minutes a day in grades two and beyond.</i>	See every unit Teacher's Edition: 5.3: 271a-271b	See the Family Times Newsletter each week; see Practice Book: 4: 31-32			
<i>33. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.</i>	See Content Reader Database Access Pack; provides access to readers to support ELA standards.				
<i>34. All informational technology resources include technical support and suggestions for appropriate use.</i>	See California Technology Professional Development CD-ROM				
<i>35. Black-line masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or</i>	See Practice Books, Phonics and Spelling Practice Book, and Grammar				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<i>photocopying.</i>	and Writing Practice Books at all grades. All are available online.				
<i>36. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.</i>	See Wrap Up Your Day (on Day 1) in Teacher's Editions and Practice Books. See Teacher's Editions: 4.5: 207d See Practice Books: 4: 99-100	See: Wrap Up Your Day (on Day 1) in Teacher's Editions and Practice Books. See Teacher's Editions: 4.5: 189d See Practice Books: 4: 293-294			