

**KEY:** Teacher’s Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

**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, all grades: <b>1.4:</b> 132d-132e <b>3.3:</b> 312d-312e  Universal Access: Weekly Teacher’s Editions Universal Access for Group Time, all grades <b>1.4:</b> 80f-80g <b>3.4:</b> 78f-78g  • Extra Support Teaching Guides K–3 • English Learner Teaching Guides K–3 • Advanced Teaching Guides K–3	Universal Access: Teacher’s Editions Adjust on the Fly all grades: Extra Support <b>K.3:</b> 25 <b>2.2:</b> 33e  Advanced <b>1.2:</b> 110a <b>3.2:</b> 175a  English Learners <b>K.3:</b> 34, 155 <b>1.2:</b> 15r <b>2.3:</b> 340-341 <b>3.2:</b> 175c, 201c			
2. The Reading/Language Arts Basic Program shall be evaluated for alignment with the following materials: a. Educational content review based on this program description	<b>a.</b> Addressed in other areas of this Criteria Map, Section 1 <b>b.</b> See Criteria Map, Section II				

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	Primary	Supporting	Y	N	
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>	c. See Standards Maps for History-Social Science and Science d. See ELA Standards Maps e. See ELA Standards Maps f. See ELA Standards Maps and Criteria Maps				
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: 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	See Teacher’s Editions: 36 weekly lessons per grade = 180 days  Minimal Daily Time Periods, see recommended times on Teacher’s Editions Planners, all grades: <b>K.1:</b> 350-351 <b>1.2:</b> 70d-70e <b>2.3:</b> 390d-390e <b>3.3:</b> 312d-312e	Minimal Daily Time Periods time lessons—clocks <b>1.5:</b> 16l-17f <b>2.3:</b> 414l-415e			

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six, seven, and eight					
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 this Criteria Map in its entirety.  Also see Standards Map correlation.				
<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 Guide b. See English Learner Teaching Guide c. See Intensive Vocabulary Development Kit d. See Reading Intervention Kit	Teacher's Editions Adjust on the Fly, K-3: <b>K.3:</b> 25, 34, 155 <b>1.2:</b> 15r, 110a <b>2.2:</b> 33e <b>3.2:</b> 175a, 175c, 201c  Teacher's Editions Universal Access for Group Time, K-3: <b>1.4:</b> 80f-80g <b>3.4:</b> 78f-78g			

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<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 program curriculum.</p> <p>Support materials for struggling readers must provide:</p> <p>a. Thirty minutes of additional instructional materials daily</p> <p>b. Teacher edition and student materials that reinforce and extend the regular</p>	<p>Extra Support Teaching Guides provided at every grade, K–3.</p> <p><b>a.</b>  <b>K:</b> EX288–297</p> <p><b>b.</b>  <b>1:</b> EX21</p> <p><b>c.</b>  <b>2:</b> EX31</p> <p><b>d.</b>  <b>3:</b> EX38</p> <p><b>e.</b>  <b>K:</b> EX42</p> <p><b>f.</b>  <b>1:</b> EX61</p> <p><b>g.</b>  <b>2:</b> EX91</p> <p><b>h.</b>  <b>3:</b> EX79</p> <p><b>i.</b> Instructional support for students who use African American vernacular English is embedded in instruction with an emphasis on language conventions and production.  <b>3:</b> EX97</p>	<p>Universal Access boxes in the Teacher's Editions, K–3.</p> <p><b>a.</b>  <b>K.5:</b> 288</p> <p><b>b.</b>  <b>1.R:</b> 35k</p> <p><b>c.</b>  <b>2.1:</b> 78n</p> <p><b>d.</b>  <b>3.1:</b> 108l</p> <p><b>e.</b>  <b>K.1:</b> 176</p> <p><b>f.</b>  <b>1.R:</b> 95l</p> <p><b>g.</b>  <b>2.2:</b> 195b</p> <p><b>h.</b>  <b>3.2:</b> 203a</p> <p><b>i.</b>  <b>3.2:</b> 199o</p>			

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Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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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, including spelling and grammar					
<i>Extra Support for English Learners, Kindergarten Through Grade Eight</i> 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		7. In addition to the point-of-use support in the core/basic Teacher's Editions, the Grades K-3 English Learners			

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<p>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>	<p>Teaching Guides, Grades 1-3 English Language Support components, Grades K-3 EL Posters, and Grades 1-3 EL Readers were developed for the purpose of providing the English Learner (EL) extra support. These components provide additional daily EL instruction (EL Teaching Guide) and practice (ELS, EL Posters, EL Readers) that extend the appropriate instructional emphases of the skills taught in the core/basic lessons. This instruction falls within four main strands of instruction, in daily lessons: Oral Language, Word</p>				

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	Primary	Supporting	Y	N	
	Work, Reading and Comprehension, and Language Conventions and Writing. EL Teaching Guide K to 5: v-EL2				
<p>8. Support materials for English learners must provide:</p> <ul style="list-style-type: none"> <li>a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels</li> <li>b. Thirty minutes of additional instructional materials daily</li> <li>c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily lessons</li> <li>d. Materials that help teachers teach 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.</li> </ul>	<p>a. All appropriate instruction is leveled. See EL Teaching Guide  <b>1.2:</b> EL219  <b>K.2:</b> EL124  <b>b.</b> 30 minutes of additional instructional material is provided for multiple daily skills and strategies, allowing the teaching professional to tailor content to students' needs.  <b>K.2:</b> EL130-131  <b>2.3:</b> EL232-233  <b>c.</b> Appropriate daily instructional emphases were identified and focused-on in the English Learner Teaching Guide</p>	<p>a.            EL Teaching Guide  <b>3.5:</b> EL375  <b>b.</b>  <b>1.2:</b> EL190-191  <b>c.</b>  <b>K.2:</b> EL116-117  <b>d.</b>  <b>3.2:</b> EL111-113</p>			

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	Primary	Supporting	Y	N	
	and English Language Support (and other "student materials"). <b>1.4:</b> EL363-365 <b>2.4:</b> EL298-300 <b>d.</b> Lesson content and pedagogy are 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 TG <b>K.5:</b> EL296-297 <b>1.4:</b> EL395-397				
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including: 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	See EL Teaching Guide <b>a.</b> Newcomer and beginning level survival vocabulary and language support is provided throughout the lessons. <b>1.2:</b> EL225 <b>3.3:</b> EL237	<b>a.</b> EL Teaching Guide <b>K.6:</b> EL366 <b>b.</b> <b>1.2:</b> EL224 <b>c.</b> <b>2.3:</b> EL189 <b>d.</b> <b>2.1:</b> EL35 <b>3.1:</b> EL22 <b>3.1:</b> EL37			



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from students' primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English	<b>b.</b> Transfer and non-transfer notes are provided throughout the lessons, as appropriate. <b>3.4:</b> EL297 <b>2.2:</b> EL148 <b>c.</b> Academic Vocabulary, as well as Academic Language and Science and Social Studies Vocabulary noted and defined throughout the EL Teacher's Guide lessons. <b>1.R:</b> EL9 <b>K.2:</b> EL130 <b>d.</b> <b>K.5:</b> EL304 <b>1.1:</b> EL75 <b>1.2:</b> EL222 <b>2.6:</b> EL463 <b>1.1:</b> EL99 <b>K.1:</b> EL5 <b>2.5:</b> EL387 <b>3.2:</b> EL127	<b>2.3:</b> EL222			
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	<b>a.</b> EL Teaching Guide <b>1.1:</b> EL94 <b>K.6:</b> EL394 <b>b.</b> <b>3.3:</b> EL252	<b>a.</b> <b>2.4:</b> EL327 <b>b.</b> <b>K.2:</b> EL143 <b>c.</b> <b>1.2:</b> EL219			

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	Primary	Supporting	Y	N	
arts content standards: 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	<b>1.1:</b> EL111. See also EL Posters. <b>c.</b> <b>3.4:</b> EL288 <b>2.2:</b> EL168. See also EL Posters. <b>d.</b> <b>2.4:</b> EL355 <b>1.2:</b> 228 See also EL Posters. <b>e.</b> <b>1.1:</b> EL156-157 <b>2.1:</b> EL19 <b>f.</b> <b>K.2:</b> EL123-124 <b>3.2:</b> EL162 <b>g.</b> <b>2.1:</b> EL43 <b>3.1:</b> EL5 <b>h.</b> <b>3.3:</b> EL237 <b>2.4:</b> EL345	<b>d.</b> <b>K.3:</b> EL156 <b>e.</b> <b>3.1:</b> EL35-36 <b>f.</b> <b>2.4:</b> EL314 <b>g.</b> <b>1.1:</b> EL109 <b>h.</b> <b>1.1:</b> EL131			
<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 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	Intensive Vocabulary Development Kits, K-3.	Intensive Vocabulary Development Teaching Guides, Overview: <b>K-3:</b> v (blind folio)			

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	Primary	Supporting	Y	N	
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.	Intensive Vocabulary Development Teaching Guide, daily instructional routine: <b>1:</b> 2-9, 242-249 <b>3:</b> 2-11, 62-71	Picture It! for Vocabulary Development: <b>1:</b> 1-3, 91-93 <b>3:</b> 1-4, 21-23  Intensive Vocabulary Development Worktext: <b>1:</b> 1-5, 151-155 <b>3:</b> 1-5, 31-35			
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.	Intensive Vocabulary Development Teaching Guide: <b>K-2:</b> 290–291 <b>3:</b> 362–363				
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	Intensive Vocabulary Development Teaching Guide: <b>K-2:</b> 290–291 <b>3:</b> 362–363  Research and sources used:	Additional Source: American Heritage Word Frequency List			

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	Primary	Supporting	Y	N	
	Isabel Beck: <i>Bringing Words to Life</i> Andrew Biemiller: <i>Words Worth Teaching and Where They Came From</i> Robert Marzano: <i>A List of Essential Words by Grade Level</i>				
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.	Read Alouds for Vocabulary Development: <b>K:</b> 1-3 <b>1:</b> 141-142 <b>2:</b> 7-12 <b>3:</b> 26-28  Intensive Vocabulary Development Teaching Guide: <b>K:</b> 10-17, <b>1:</b> 242-249 <b>2:</b> 18-25 <b>3:</b> 62-71	Big Books <b>K:</b> Fix It Duck <b>1:</b> Digby Takes Charge  Read Aloud Anthology: <b>K:</b> 3-4 <b>1:</b> 92-93 <b>2:</b> 72-74 <b>3:</b> 47-51			
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	Intensive Vocabulary Development Teaching Guide: <b>a.</b> <b>K-3:</b> v (blind folio) <b>b.</b>	Intensive Vocabulary Development Teaching Guide: <b>a. and b.:</b> <b>K:</b> 10-17, 194-			

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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	<b>K-2:</b> 290–291 <b>3:</b> 362–363	201 <b>1:</b> 2-9, 242-249 <b>2:</b> 18-25, 122-129 <b>3:</b> 2-11, 62-71			
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	Core program concepts (themes): <b>K.1:</b> Cooperation—Working Together <b>1.5:</b> Great Ideas—Clever Solutions <b>2.1:</b> Exploration—Exploring Nature <b>3.2:</b> Solutions—How Animals Solve Problems  Vocabulary Kit links: Read Alouds for Vocabulary Development: <b>K:</b> 4-5 <b>1:</b> 141-142 <b>2:</b> 7-12 <b>3:</b> 26-28	Big Books <b>K.1:</b> <i>Fix It Duck</i> <b>1:</b> <i>Digby Takes Charge</i>  Read Aloud Anthology: <b>K.1:</b> 3-4 <b>1:</b> 92-93 <b>2:</b> 16-17 <b>3:</b> 47-51			
18. Intensive vocabulary lessons must include the following: a. Development of students' listening and speaking vocabulary	<b>a.</b> See Intensive Vocabulary Development Teaching Guides: <b>K:</b> 10-17, 194-201 <b>1:</b> 2-9, 242-249				

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b. Instruction in words that are beyond students' reading vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction	<b>2:</b> 18-25, 122-129 <b>3:</b> 2-11, 62-71 <b>b.</b> Words slightly above grade level, using Marzano's List of Essential Words by Grade Level as the primary source. <b>c.</b> See Intensive Vocabulary Development Teaching Guides: <b>K:</b> 10-17 <b>1:</b> 242-249 <b>2:</b> 18-25 <b>3:</b> 62-71				
19. Materials contain weekly lesson plans that include: a. Multiple readings by the teacher of one or 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 b. Weekly oral pre- and post-assessments on new words c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words	<b>a.</b> See Read Alouds for Vocabulary Development Narrative: <b>K:</b> 7-9 <b>1:</b> 17-19 <b>2:</b> 36-38 <b>3:</b> 41-43 Expository: <b>K:</b> 10-11 <b>1:</b> 15-16 <b>2:</b> 31-32 <b>3:</b> 38-40 <b>b.</b> See Intensive Vocabulary Development Teaching Guide:				

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	Primary	Supporting	Y	N	
using language that is known by students d. Opportunities for students to use words in individual and group responses over time and in different contexts e. Suggestions for periodic review and extended use of the words beyond the instructional time	<b>K:</b> 194, 196, 198, 200, 201 <b>1:</b> 242, 244, 246, 248-249 <b>2:</b> 18, 20, 22, 24-25 <b>3:</b> 18, 20, 22, 24-25, 128-129 <b>c.</b> See Read Alouds for Vocabulary Development Narrative: <b>K:</b> 7-9 <b>1:</b> 17-10 <b>2:</b> 16-18 <b>3:</b> 32-34 <b>d.</b> See Intensive Vocabulary Development Teaching Guide <b>K:</b> 10, 13-17 <b>1:</b> 3, 7-9, <b>2:</b> 18, 19, 24, 25 <b>3:</b> 3, 5, 10, 11, <b>e.</b> See Intensive Vocabulary Development Teaching Guide <b>K:</b> 17, 201 <b>1:</b> 9, 249 <b>2:</b> 25, 129 <b>3:</b> 21, 71  Teacher's Editions Concept Talk, the				

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	first page of each day's instruction, K-3: <b>1.5:</b> 18a <b>3.3:</b> 388I				
<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 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>	<p>See the Table of Contents and Overview pages of the Intervention Kit Teaching Guides:</p> <p>Phonemic Awareness Teaching Guide: iii-v, vi-vii.</p> <p>Phonics and Decoding Teaching Guide: iii-v, vi-vii.</p> <p>Fluency Teaching Guide: iii-v, vi-vii</p> <p>Vocabulary Teaching Guide: iii-v, vi-vii</p> <p>Comprehension Teaching Guide: iii-v, vi-vii</p>	<p>Phonemic Awareness Teaching Guide: 2-3, 8-9, 22-23, 102-103, 160-161, 176-177</p> <p>Phonics and Decoding Teaching Guide: 14-15, 83-84, 116-117, 164-166, 236-238</p> <p>Fluency Teaching Guide: 2-3, 26-27, 96-97, 112-113, 174-175</p> <p>Vocabulary Teaching Guide: 6, 11, 13-15, 37, 46, 66, 80, 100-101, 146-147, 190-191</p> <p>Comprehension</p>			



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		Teaching Guide: 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 190-191, 240-241, 260-261			
<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"> <li>a. Phonemic awareness and phonological awareness</li> <li>b. Phonics and decoding</li> <li>c. Oral reading fluency</li> <li>d. Vocabulary (including those words taught in grades one through three of the basic program)</li> <li>e. Reading comprehension skills</li> </ul>	<p>See the Table of Contents and Overview pages of the Intervention Kit Teaching Guides:</p> <ul style="list-style-type: none"> <li>a. Phonemic Awareness Teaching Guide iii-v, vi-vii</li> <li>b. Phonics and Decoding Teaching Guide iii-v, vi-vii</li> <li>c. Fluency Teaching Guide iii-v, vi-vii</li> <li>d. Vocabulary Teaching Guide iii-v, vi-vii</li> <li>e. Comprehension Teaching Guide iii-v, vi-vii</li> </ul>	<p>Individual lesson pages:</p> <ul style="list-style-type: none"> <li>b. Phonics and Decoding Teaching Guide: 14-15, 83-84, 116-117, 164-166, 236-238</li> <li>c. Fluency Teaching Guide: 2-3, 26-27, 96-97, 112-113, 174-175</li> <li>d. Vocabulary Teaching Guide: 6, 11, 13-15, 37, 46, 66, 80, 100-101, 146-147, 190-191</li> <li>e. Comprehension Teaching Guide: 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 190-</li> </ul>			

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	Primary	Supporting	Y	N	
		191, 240-241, 260-261			
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.	See the Table of Contents, Overview, and Assessment pages for the Intervention Kit Teaching Guides  Phonemic Awareness Teaching Guide: iii-v, vi-vii, 187-208  Phonics and Decoding Teaching Guide: iii-v, vi-vii, 317-340  Fluency Teaching Guide iii-v, vi-vii, 191-215  Vocabulary Teaching Guide iii-v, vi-vii, 203-258  Comprehension Teaching Guide iii-v, vi-vii, 265-301	See individual lessons: Phonemic Awareness Teaching Guide: 2-3, 8-9, 22-23, 102-103, 160-161, 176-177  Phonics and Decoding Teaching Guide: 14-15, 83-84, 116-117, 164-166, 236-238  Fluency Teaching Guide 2-3, 26-27, 96-97, 112-113, 174-175  Vocabulary Teaching Guide 6, 11, 13-15, 37, 46, 66, 80, 100-101, 146-147, 190-191  Comprehension Teaching Guide: 8-9, 26-			

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Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		27, 78-79, 93-94, 108-109, 145-146, 190-191, 240-241, 260-261			
23. The same classroom kit for grades one through three is acceptable.	Intervention Kit Placement Tests, Interpreting the Results: 6, 8, 12, 14.	Intervention Kit Placement Tests, Phonics and Decoding Scoring Sheet: 16 Comprehension Scoring Sheet: 18			

**KEY:** Teacher’s Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

**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 Section 60010(h)</i> are designed to ensure that all students master each of the English–language arts content standards.	See K-3 ELA Standards Maps.				
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	See K-3 ELA Standards Maps.				
3. Instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.	See K-3 ELA Standards Maps.				
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code Section 44757.5(j)</i> .	The program is based on current research, as defined by the Education Code, drawing from the National Reading Panel report and research conducted by the author				

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	team.				
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	See K-3 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").	Teacher's Editions: <b>1.1:</b> 17c-17d <b>1.3:</b> 121a <b>2.1:</b> 133c-133d <b>2.4:</b> 85a, 112f				
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 material.				
9. Instructional materials use proper grammar and spelling ( <i>Education Code</i> Section 60045).	Every effort has been made to use proper grammar and spelling in				

**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	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.	Teacher's Editions, Day at a Glance Materials in all grades: <b>K.3:</b> 354 <b>2.3:</b> 352l	Teacher's Editions, the first volume of each grade: v (blind folio)			
Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following areas: <i>Phonemic Awareness</i>	Skills Overview Teacher's Editions pages. <b>2.2:</b> 162a-162b <b>2.3:</b> 302a-302b	Skills Overview; <b>2.4:</b> 22a-22b  Phonemic Awareness <b>2.4:</b> 52n			
13. Instructional materials for kindergarten through grade two must be taught					

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
comprehensively and as a sequence of skills in the grade levels as described in the English–language arts content standards.	Phonemic Awareness Teacher's Editions pages. <b>2.2:</b> 244n <b>2.3:</b> 390n				
<i>Phonics and Decoding</i> 14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.	Skills Overview Teacher's Editions pages: <b>1.1:</b> 14a-14b <b>1.2:</b> 14a-14b <b>1.3:</b> 14a-14b <b>1.4:</b> 14a-14b <b>1.5:</b> 14a-14b	All grade 1 examples are listed in primary.			
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	Build or Blend Word sections of the Teacher's Editions. <b>2.1:</b> 124c <b>2.2:</b> 218p  See also Grade K Blend Words.	<b>2.4:</b> 56o			
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	Build or Blend Word sections of the Teacher's Editions. <b>1.1:</b> 36p	Additional Practice in grades 1-3, see Phonics and Decoding in Teaching			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>1.3:</b> 76f <b>1.4:</b> 80p  For K, see the Practice Stations found in Teacher's Editions. <b>K.4:</b> 148 <b>K.6:</b> 146	Guide of the Intervention Kits: 188-189  For additional help in K using Elkonin Boxes, see the Phonics Activity Mats Package.			
<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.	Decodable Book pages, Fluency, Fluent Word Reading Routines, and Monitor Progress pages in Teacher's Editions. <b>1.1:</b> 16r-16s, 20d,33b, 34g <b>1.2:</b> 70r-70s, 74f, 87b, 88g <b>1.4:</b> 104r - 104s, 108d, 129a, 130g  Reading Materials: <b>1.1:</b> 20-29 <b>1.2:</b> 74-83	<b>1.2:</b> 16r-16s, 20d, 39a,40g <b>1.3:</b> 74r-74s, 78f, 95b; 96g <b>1.5:</b> 116r - 116s, 120d, 141a, 142g  Reading Materials: <b>1.2:</b> 20-33 <b>1.3:</b> 78-91 <b>1.5:</b> 120-135			



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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>1.4:</b> 108-123				
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).	<p>See Fluency and Check Fluency pages in Teacher's Editions.  <b>3.1:</b> 56p, 81a  <b>3.3:</b> 366p, 387b  <b>3.5:</b> 216p, 243b</p> <p>See Monitor Progress pages in the Teacher's Editions, including Fluency and Comprehension, with Weekly and Unit Tests.  <b>3.1:</b> 81o  <b>3.3:</b> 387p  <b>3.5:</b> 243p</p> <p>See story selections in TE:  <b>3.1:</b> 64-65  <b>3.3:</b> 374-375  <b>3.5:</b> 224-225</p>	<p>See Fluency and Check Fluency pages in TE.  <b>3.2:</b> 174p, 199a  <b>3.4:</b> 26p, 51b  <b>3.6:</b> 332p, 361a</p> <p>See Monitor Progress pages in the TE, including Fluency and Comprehension, with Weekly and Unit Tests.  <b>3.2:</b> 199o  <b>3.4:</b> 51p  <b>3.6:</b> 361o</p> <p>See story selections in TE:  <b>3.2:</b> 184-185  <b>3.4:</b> 36-37  <b>3.6:</b> 342-343</p>			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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., <b>1.3:</b> 16r-16s, 18g-18h, 35a, 39a, 40g	See CA Fresh Reads for Fluency and Comprehension. Teacher's Editions: <b>2.2:</b> 191f  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 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.	All grades, K-3, have pre-decodable and/or decodable books that are 75-80% decodable and have 100% potential for accuracy. Each book uses only previously taught high-frequency words and focuses on the phonics element of the week.				

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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 last page of each Decodable Book				
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 correspondence for students who still need this instruction. (e. Applies to intervention programs)	<b>a.</b> <b>K:</b> 18 pre-decodable books with high-frequency words and rebuses <b>b.</b> <b>K:</b> 36 decodable books, 1 per week for each phonics skill <b>c.</b> <b>1:</b> 151 decodable books, 4+ per week, 2 for each phonics skill. <b>d.</b> <b>2:</b> 60 decodable books, 2 per week for each phonics skill				

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>Spelling</i></p> <p>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.</p>	<p>Skills Overview pages for each unit on individual Phonics and Word Analysis pages in Teacher's Editions.</p> <p><b>3.1:</b>24a-24b  <b>3.2:</b>172a-172b  <b>3.3:</b>310a-310b  <b>3.4:</b>24a-24b  <b>3.5:</b>162a-162b  <b>3.6:</b>308a-308b</p>	<p><b>3.5:</b>190q</p> <p>Additional supporting material found in the Quick Notes sidebars of Spelling Teacher's Editions pages.</p> <p><b>3.3:</b>366n</p>			
<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 Vocabulary Teacher's Editions pages.</p> <p><b>3.3:</b> 366m, 370b, 378b, 386b, 387i</p> <p>Reading/Writing is found on Writing (Daily) and</p>	<p>Systematic Instruction with practice.</p> <p><b>3.1:</b>108m, 112b, 124b, 136b, 139i</p> <p>Vocabulary connected to reading and writing.</p> <p><b>3.1:</b>113a-113b, 123d, 124d</p>			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Comprehension (or Quick Notes). Teacher's Edition pages. <b>3.3:</b> 366r, 376-377, 377d, 387d, 387r  History-Social Science and Science vocabulary in the Teacher's Editions. <b>3.3:</b> 386-387, 387v	Academic vocabulary including History-Social Science and Science <b>3.1:</b> 136-139			
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. <b>K.2:</b> viii-ix; x-xi <b>K.4:</b> viii-ix; x-xi	<b>K.3:</b> viii-ix, x-xi			
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the	See Academic Language	<b>K.6:</b> 82, 106, 120, 129 (Practice Book			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	found under Quick Notes. Student materials are found in Practice Books, Charts, Posters, and Transparencies, see Teacher's Editions pages. <b>K.1:</b> 222, 246, 262, 271 (Practice Book 37, 39, Poster 2) <b>K.4:</b> 152, 176, 190, 199 (Practice Book 27, 29, Poster 8)	17,19, Poster 5)			
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 pages in Teacher's Editions. <b>1.2:</b> 90m, 90t, 92b, 94a, 94b, 112b, 116a, 116b, 117c	Also see High Frequency Words in Teacher's Editions. <b>1.3:</b> 44–45, 45e, 46e, 46h, 70f, 72c, 72d, 72e			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	See Get Online! Homework, and More Practice sections in the Teacher's Editions and Teaching Guides Amazing Words sections (EL, EX, A, or AW pages), <b>2.2:</b> 244h-244i, 244p (Practice Book <b>2.1:</b> 105), 244q; 247A, (Practice Book <b>2.1:</b> 107) 246-247 (EL146-148, EX100), 268b (AW-4)	<b>2.5:</b> 176-177. 201a (Practice Book <b>2.2:</b> 84)			
29. The program provides instruction designed to foster students' word consciousness and self-monitoring in attending to unknown words.	See Strategic Reading, Monitor and Clarify, Strategy Self-Check in Teacher's Editions.	See also Strategic Reading, Word Meaning, Vocabulary Skill in the Teacher's Editions.			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>2.1:</b> 167b, 168-169, 172-173, 18-183, 186-187	<b>2.5:</b> 196e, 196-197, 240-241, 242-243, 253a			
<p>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:</p> <ul style="list-style-type: none"> <li>a. Classification of grade-appropriate words into categories</li> <li>b. Word-learning strategies</li> <li>c. Word meaning, including the relationship and association of words to other words</li> </ul> <p>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 meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words</p>	<p><b>a.</b> See Vocabulary. Skill lessons on classifying in the Teacher's Editions.</p> <p><b>1.1:</b> 95b, 115b</p> <p><b>1.2:</b> 35b, 111b</p> <p><b>1.5:</b> 109b</p> <p><b>b.</b> See Word Work lessons on Suffixes in the Teacher's Editions.</p> <p><b>1.4:</b> 162o–162p, 162r–162s, 164c, 166d, 192c</p> <p><b>1.5:</b> 118e–118f, 118g–118h, 120f, 142c</p> <p>See also Research: Pictionary and Vocabulary Skill:</p>	<p><b>a.</b> See Listening Comprehension., Skills in Context, TTW for Classify/ Categorize in Teacher's Editions.</p> <p><b>1.3:</b> 75a–75b, 86–87, 88–89, 92a, 92–93, 112–113, 121a–121b, 126–127, 140a, 140–141</p> <p><b>1.4:</b> 64–65</p> <p><b>b.</b> See Word Work lessons on Compound Words in TE.</p> <p><b>1.3:</b> 44e–44f, 44g–44h, 46f, 72c</p> <p><b>1.4:</b> 132o–132p, 132r–132s, 134c, 136d, 160c</p> <p><b>c.</b> See Vocabulary Skill: Antonyms</p>			



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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Dictionary/Glossary or Context Clues in the Teacher's Editions. 1.R: 57d 1.1: 77f 1.3: 141b 1.4: 45b, 125, 157b 1.5: 201b c. See Vocabulary Skills: Synonyms or Compound Words in Teacher's Editions. 1.3: 69b 1.4: 73h, 99b 1.5: 41b, 169b 2.1: 71a, 99a	in the Teacher's Editions. 1.1: 135b 1.2: 165b 1.3: 35b 1.4: 187b See Word Work in Teacher's Editions. 2.5: 174n-174o			
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: a. Word structure/analysis of prefixes,	a. See Build Vocabulary pages in Teacher's Editions: 3.2: 175c, 227c, 255c 3.4: 79c, 80-	a. 3.3: 313c, 389c, 417c b. 3.2: 175b, 227b, 255b c. 3.2: 282n-282q d. 2010 CA			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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 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</p>	<p>81</p> <p><b>b.</b> See Selection Vocabulary pages in Teacher's Editions:</p> <p><b>3.3:</b> 313b, 389b, 417b</p> <p><b>c.</b> See Word Strategy pages in Teacher's Editions.</p> <p><b>3.4:</b> 78n-78o, 82c, 90c</p> <p><b>d.</b> <i>Pearson California Reading Street</i> covers grades K-5</p> <p><b>e.</b> See Skills Overview pages Amazing Words section of Teacher's Editions.</p> <p><b>3.3:</b> 310a-310b</p> <p><b>f.</b> Multiple exposure is found on Build</p>	<p>Pearson Program covers grades K-5</p> <p><b>e. 3.2:</b> 172a-172b</p> <p><b>f. 3.5:</b> 271b, 271c, 272-273, 275b, 287e, 288d, 297b-298, 303i, 303j, 303l, 307b</p> <p><b>g. 3.3:</b> 328-329, 396-397, 434-435</p>			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
academic words through guided practice, independent practice, and application (with teacher feedback) g. Word-learning strategies and skills	Vocabulary, Selection Vocabulary, Daily Writing, Think, Talk and Write, Check Vocabulary, Review and Reread, and Monitor Progress pages in Teacher's Editions. <b>3.4:</b> 53b,53c, 54-55, 57b, 65e, 71b-72, 74d, 77i, 77j, 77l, 77o <b>g.</b> See Word Meaning and Decoding Words sections in Teacher's Editions. <b>3.2:</b> 184-185, 186-187, 232-233, 262-263, 270-271				

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>Expository Texts and Reading Selections</i></p> <p>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.</p>	<p>For K, see Big Books or Trade Books, for grades 1-3 see Student Edition's.            For History-Social Science Student Edition's:  <b>K.3:</b> Big Book <i>Then and Now</i>  <b>2.2:</b> 196-211</p> <p>For Science Student Edition's:  <b>K.6:</b> <i>Trade Book Ants and Their Nests</i>  <b>2.4:</b> 88-105</p>	<p>History-Social Science:  <b>K.3:</b> Big Book <i>George Washington Visits</i>  <b>2.6:</b> 120-135</p> <p>Science:  <b>K.6:</b> Big Book <i>Flowers</i>  <b>2.3:</b> 418-438</p>			
<p>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</p>	<p>For K, see Big Books or Trade Books, for grades 1-3 see Student Editions.  <b>K.4:</b> Big</p>	<p><b>K.6:</b> Big Book <i>Building Beavers</i>  <b>3.3:</b> 422-435</p> <p>Comprehension, writing, and vocabulary</p>			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates 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).	<p>Book <i>If You Could go to Antarctica</i>  <b>3.1:</b> 114-133</p> <p>Vocabulary Skills see Teacher's Editions.  <b>K.2:</b> 300, 321-322, 308  <b>3.1:</b> 133a, 109b, 135-135b</p> <p>History-Social Science, Science, or Math standards see Teacher's Editions.  <b>K.2:</b> 309  <b>3.1:</b> 136-139</p>	<p>standards:  <b>K.6:</b> 162, 168-169,170  <b>3.3:</b> 430d-435a, 417b-417c, 429d-429e</p> <p>History-Social Science, or Math  <b>K.6:</b> 202  <b>3.3:</b> 440-441</p>			
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 Editions; also see Table of Contents all grades in Teacher's	<p><b>K.5:</b> Big Book <i>Messenger</i>, <i>Messenger</i>  <b>1.4:</b> 136-155  <b>2.5:</b> 180-193  <b>3.5:</b> 276-297</p>			

**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions. <b>K.1:</b> Big Book <i>Violet's Music</i> <b>1.2:</b> 20-33 <b>2.3:</b> 264-382 <b>3.1:</b> 32-49				
<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 Student Editions, Teacher's Editions. <b>3.1:</b> 59b-59c, 69d-69e, 77-77b, 81b-81c, 81p-81q	See Writing lesson Student Editions, Teacher's Editions. <b>3.2:</b> 285b-285c, 295d-295e, 301-301b, 305b-305c, 309c-309d			
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. <b>1.2:</b> 94l, 94-109, 109a, 110a, 110-111	See selections in Student Editions, Teacher's Editions. <b>1.4:</b> 20l, 20-43, 43a, 44a, 44-45			
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,	See Standards Maps.  See Writing	See Standards Maps.  See Writing lessons in			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
responses to literature, persuasive compositions, research reports, technical documents, and documents related to career 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.	lessons in Student Editions, Teacher's Editions. <b>2.4:</b> 85b–85c, 105c–105d, 107b–107c, 111b–111c, 112, 112–113–113a	Student Editions, Teacher's Editions. <b>2.6:</b> 447a–447b, 465d–465e, 467b, 471b–471c, 472, 472–473–473b			
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 the Teacher's Editions. <b>2.4:</b> 83b–85	See Vocabulary lesson in the Teacher's Editions. <b>2.6:</b> 353b–355			
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 academic vocabulary will also include literary terms such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.	<b>1.1:</b> 17c–17d, 18–19, 19a–19b, 20g, 22–23, 224–25, 31c–31d, 33c–33d, 34f, 34–35, 35a	<b>1.4:</b> 81c–81d, 82–83, 83a–83b, 84g, 96–97, 99c–99d, 101c–101d, 102f, 102–103, 103a			
40. Teacher editions suggest and provide daily	<b>2.2:</b> 275d–275d, 293d–	<b>2.4:</b> 117b–117c, 135d–			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	295e, 295b–295c, 299b–299c; 300–301a	135e, 137b–137c, 141b–141c, 142–143–143a			
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.	<b>1.2:</b> 73b, 85c, 87d, 89a	<b>1.4:</b> 19b, 45c, 47d, 49a			
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.	G3 CA Unit Tests, Teacher's Manual: T7  G3 CA Unit 1 Student Test: 13	G3 CA Unit Tests, Teacher's Manual: T7  G3 CA Unit 2 Student Test: 13			



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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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:</p> <ul style="list-style-type: none"> <li>a. Sentence fluency</li> <li>b. Sentence variety</li> <li>c. Paragraph and essay structure, organization, and coherence</li> <li>d. Word choice</li> </ul>	<p>See Language Arts/Writing Lessons in Student Editions, Teacher's Editions, Grammar and Writing Practice Book.</p> <p><b>a.</b>  <b>1.1:</b> 73d, 77b–77c  <b>b.</b>  <b>2.5:</b> 315c, 319b–319c, 320, 320–321  <b>2:</b> Grammar and Writing Practice Book: 170-171  <b>c.</b>  <b>3.6:</b> 438-439b; CR19, CR43  <b>d.</b>  <b>K.6:</b> 88, 100, 124, 132</p>	<p>See Language Arts/Writing Lessons Student Editions, Teacher's Editions, Grammar and Writing Practice Book.</p> <p><b>a.</b>  <b>1.4:</b> 45d, 47c–47d  <b>b.</b> G2 Grammar and Writing Practice Book: 113–116  <b>c.</b>  <b>3.4:</b> 45-45b  <b>3:</b> Grammar and Writing Practice Book: 181  <b>d.</b>  <b>K.6:</b> 183</p>			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:</p> <p>a. Instruction in a full range of text structures, including writing to describe and explain objects, events, and experiences</p> <p>b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material</p> <p>c. Instruction and practice in writing technical documents and documents 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</p>	<p>See Standards Maps.</p> <p>See Writing lessons in Student Editions, Teacher's Editions.</p> <p><b>a.</b> <b>K.3</b> 369, 372, 404</p> <p><b>b.</b> <b>3.1:</b> CR18-CR19, CR30-CR3, CR42-CR43, CR54-CR55, CR66-CR67</p> <p><b>c.</b> <b>2.3:</b> 333c-333d, 353c-353d, 355b-355c, 357c-357d, 358-359a</p> <p><b>d.</b> <b>1.1:</b> 81c-81d</p> <p><b>e.</b> <b>3.6:</b> 331r</p> <p><b>f.</b> <b>1.2:</b> 85c, 88-89</p>	<p>See Standards Maps.</p> <p>See Writing lessons in Student Editions, Teacher's Editions.</p> <p><b>a.</b> <b>K.4</b> 23</p> <p><b>b.</b> <b>3.6:</b> 389b-389c, 401c-401d, 411-411b, 413c-413d, 413q-413r</p> <p><b>c.</b> <b>2.5:</b> CR18-CR19, CR30-CR31, CR42-CR43, CR54-CR55, CR66-CR67</p> <p><b>d.</b> <b>1.2:</b> 71c-71d</p> <p><b>e.</b> <b>3.5:</b> 307d</p> <p><b>f.</b> <b>1.1:</b> 31c, 34-35</p> <p><b>g.</b> <b>2.4:</b> CR19,</p>			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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><b>g.</b> <b>2.5:</b> 263c, 283d, 285b, 289c, 291a <b>h.</b> <b>1.2:</b> 145d, 167d, 168–169, 169a <b>i.</b> <b>1.4</b> 103a</p>	<p>CR31, CR43, CR55, CR67 <b>h.</b> <b>1.1:</b> 17d, 33d, 34–35, 35a <b>2.4:</b> CR67 <b>3.3:</b> 415q <b>i.</b> <b>1.1</b> 139a</p>			
45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.	See Student Editions, Teacher's Editions. <b>2.5:</b> 265c–283d, 266–283, 285e	See Student Editions, Teacher's Editions. <b>2.5:</b> 284, 284g			
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 as defined in the <i>English–Language Arts Content Standards</i> .	See Standards Maps.  See Student Editions, Teacher's Editions. <b>1.1:</b> 17e, 19c, 31e, 33e, 34–35, 101a–101b, 101f, 110–	See Standards Maps.  See Student Editions, Teacher's Editions. <b>1.1:</b> 56f, 118f <b>1.2:</b> 40f 116f, 91a–91b, 91c–91d, 91f, 93a–93b, 96–97, 102–103, 106–			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	111, 114a, 114–115, 115f, 117a, 118e <b>1.2:</b> 42f <b>1.3:</b> 72f <b>1.4:</b> 78f	107, 110a, 110–111, 111c–111d, 111f, 115b–115c, 115e, 116e, 116f, 117b <b>1.3:</b> 40f, 144f <b>1.4:</b> 48f <b>1.5:</b> 51e, 53c, 73e, 79e, 80–81			
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.  <b>2.5:</b> PI•2, 295a, 296–297, 297c–313a, 314e, 314g	See Standards Maps.  See Practice Books.  <b>2:</b> Practice Book (Book 2): 117, 118, 121			
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 Student Editions, Teacher's Editions. <b>1.5:</b> 20l, 20–21, 24–25, 28–29, 36–37, 38–39,	See Standards Maps.  See Student Editions, Teacher's Editions. <b>1.4:</b> 84g, 96–97, 100g			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	40a, 40–41, 48f				
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	See Writing Lessons in Student Editions, Teacher's Editions <b>2.5:</b> 142–143 <b>2.5:</b> 200-201	See Writing Transparencies <b>2:</b> Writing Transparency 19C <b>2:</b> Writing Transparency 21C			
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 Lessons and Think, Talk, and Write in Student Editions, Teacher's Editions. <b>3.6:</b> 365b-365c, 375d-375e, 381b-382, 383-383b, 385c-385d, 385q-385r	See Writing Lessons and Think, Talk, and Write in Student Editions, Teacher's Editions. <b>3.2:</b> 285b-285c, 295d-295e, 299a-300, 301-301b, 305b-305c, 309c-309d			
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned	See: Writing lesson in the Teacher's Editions.	See: Writing lesson in the Teacher's Editions.			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
skills and strategies.	<b>K.6:</b> 156-158, 168-170, 183-184, 192-193, 200-201	<b>K.6:</b> 156			

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**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 Welcome Books, K-3: <b>K:</b> 175-187				
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: <b>1.5:</b> 16l-17f <b>2.3:</b> 414l-415e	See Welcome Books, K-3: Routine Cards			
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.	See Teacher’s Editions: <b>1.5:</b> 16n-16s, 16-17, 17a-17e <b>2.3:</b> 414n–414p	See Teacher’s Editions: <b>1.5:</b> 16l-16m			

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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: <b>K.3:</b> 80-91 <b>1.5:</b> 16l-17f <b>2.4:</b> 148a-163f <b>3.5:</b> 178a-185d				
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: <b>K.5:</b> 390-392 <b>1.5:</b> 16o-16t <b>2.3:</b> 414o-414p <b>3.5:</b> 178-183a	See Practice Book, Phonics and Spelling Practice Book, and Grammar and Writing Practice Books at all grades.			
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.	See Student Editions: Picture It! in every volume of the Student Edition: <b>1:</b> PI•1-PI•7 <b>2:</b> PI•1-PI•13 <b>3:</b> PI•1-PI•13  See Teacher's Editions:	<b>K:</b> See Picture It! Posters			



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Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>3.3:</b> 391a				
7. Materials are organized to provide cumulative or spiraled review of skills or both.	See Teacher's Editions: <b>K.3:</b> 249 <b>1.2:</b> 112e <b>2.4:</b> 78c, CR1-CR34 <b>3.3:</b> CR1-CR34				
8. Similar and confusing content and strategies are separated.	See the program Scope and Sequence in Welcome Books, K-3: <b>K:</b> 175-178 <b>1:</b> 253-265 <b>2:</b> 217-229 <b>3:</b> 205-217				
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: <b>1.5:</b> 16l-17f <b>2.3:</b> 414l-415e				
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	<b>a.</b> See Teacher's Editions: <b>K.3:</b> 297 <b>1.1:</b> 17e <b>3.5:</b> 274e  <b>b.</b> See Teacher's Editions:	<b>c.</b> See Practice Books, K-3  <b>e.</b> See Extra Support Teaching Guides: <b>K:</b> 88			

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Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
e. Preteaching and reteaching as needed	<b>K.4:</b> 97 <b>1.1:</b> 19a-19b <b>3.2:</b> 260-261  <b>c.</b> See Teacher's Editions: <b>K.3:</b> 84-87 <b>1.R:</b> 54n <b>2.3:</b> 414n-414p <b>3.5:</b> 178c  <b>d.</b> See Teacher's Edition Planners <b>K.1:</b> 350-351 <b>1.2:</b> 70d-70e <b>2.3:</b> 390d-390e <b>3.3:</b> 312d-312e  <b>e.</b> See Teacher's Edition: <b>K.3:</b> 148, 152 <b>1.1:</b> 101a <b>2.5:</b> 174o <b>3.4:</b> 388l, 410	<b>2:</b> 248-249  See English Language Teaching Guides: <b>K:</b> 100-101 <b>1:</b> 140  See Welcome Books, K-3: <b>1:</b> 132-133, 157 <b>3:</b> 131			

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Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and varied review).	See Teacher's Editions: <b>K.3:</b> 249 <b>1.2:</b> 112e <b>2.4:</b> 78c, CR1-CR34 <b>3.3:</b> CR1-CR34	See Practice Books, K-3			
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: <b>3.1:</b> 468-470  See Welcome Books, K-3: <b>2:</b> 232-233  The standards also appear individually at point of use in each TE where standards are taught.	See Year at a Glance pacing guide for standards-based instruction in the Welcome Books, K-3: <b>K:</b> 192-197  See the Student Progress Reports in the Welcome Books, K-3: <b>1:</b> 282-293			

**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	
<p>1. Guidance on the purpose, administration, scoring, and interpretation of assessments includes:</p> <ul style="list-style-type: none"> <li>a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons)</li> <li>b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester)</li> <li>c. Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language art</li> </ul>	<p>a. Done throughout TEs. Also in Welcome Books, K-3:  <b>K:</b> 24-25  <b>1:</b> 22-23  <b>2:</b> 22-23  <b>3:</b> 20-21</p> <p>Teacher’s Manuals for CA Weekly Tests: pp. v-vi at each grade</p> <p>Teacher’s Manuals for CA Fresh Reads for Fluency and Comprehension: pp. v-x at each grade</p> <p>Teacher’s Manual for CA Unit Assessments:  <b>K:</b> T5-T6</p> <p>Teacher’s Manuals for CA Unit Tests:  <b>1:</b> T5-T6  <b>2:</b> T5-T6  <b>3:</b> T5-T6</p> <p>b. See Welcome</p>				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Books, K-3: <b>K:</b> 24-25 <b>1:</b> 22-23 <b>2:</b> 22-23 <b>3:</b> 20-21  Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments: <b>K:</b> T5-T6  Teacher's Manual for CA Quarter, Midyear, and End-of-Year Test: <b>1:</b> T5-T7 <b>2:</b> T5-T7 <b>3:</b> T5-T7  <b>c.</b> 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				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><i>Reading Street</i> for fluency and spelling.</p> <p>See also the CA Diagnostic Screening Assessments CD-ROM in the Welcome Book.</p> <p>See also Welcome Books, K-3:  <b>K:</b> 24-25  <b>1:</b> 22-23  <b>2:</b> 22-23  <b>3:</b> 20-21</p>				
<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</p>	<p>a. Progress-monitoring assessments are every week in the CA Weekly Tests student tests (Grades 1, 2, and 3), with items correlated to the California ELA Standards, and accompanying Teacher's Manuals. Six-week progress-monitoring assessments are the CA Unit Assessments (Grade K) and the CA Unit Tests (Grades 1, 2,</p>	<p>a. Supporting: Individual progress-monitoring assessment occurs every week in Teacher's Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see, for example:  <b>K.1:</b> 65  <b>1.1:</b> 34g  <b>2.1:</b> 50h  <b>3.1:</b> 55o</p>			

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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>and 3) student tests, with items correlated to the California ELA Standards, and accompanying Teacher's Manuals.</p> <p><b>b.</b> Student tests and Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments (Grade K) and Student tests and Teacher's Manuals for CA Quarter, Midyear, and End-of-Year Tests (Grades 1, 2, and 3)</p> <p><b>c.</b> 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</p>				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><i>Reading Street</i> for fluency and spelling.</p> <p>See Welcome Books, K-3:  <b>K:</b> 24-25  <b>1:</b> 22-23  <b>2:</b> 22-23  <b>3:</b> 20-21</p>				
<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 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.)</p>	<p>Progress-monitoring assessments every week in the CA Weekly Tests student tests (Grades 1, 2, and 3), with items correlated to the California ELA Standards, and accompanying Teacher’s Manuals. Six-week progress-monitoring assessments are CA Unit Assessments (Grade K) and the CA Unit Tests (Grades 1, 2, and 3) student tests, with items correlated to the California ELA Standards, and accompanying Teacher’s Manuals.</p>	<p>Individual progress-monitoring assessment every week in Teacher’s Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see, for example:  <b>K.1:</b> 65  <b>1.1:</b> 34g  <b>2.1:</b> 50h  <b>3.1:</b> 55o</p>			



**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>5. The progress-monitoring assessments must include subtests of a minimum of ten items, including:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>c. Grades two through six–Oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</li> <li>d. Grades seven through eight–Oral reading fluency (only as needed,</li> </ul>	<p><b>a.</b> The required subtests of ten items each are the Kindergarten quarter 1, midyear, and quarter 3 student tests and are in the Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments (Grade K).</p> <p><b>b.</b> 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 specified areas are in the student tests and Teacher's Manual for CA Unit Tests (Grade 1).</p> <p><b>c.</b> 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</p>				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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 (Grades 2 and 3).				
<p>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:</p> <ul style="list-style-type: none"> <li>a. Word analysis, fluency, and systematic vocabulary development</li> <li>b. Reading comprehension</li> <li>c. Literary response and analysis</li> <li>d. Writing strategies</li> <li>e. Writing application</li> <li>f. Written and oral language conventions</li> </ul>	<p>The required subtests of ten items each are in the Kindergarten End-of-Year student test and Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments (Grade K).</p> <p>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 in the Grade 1 End-of-Year student test and Teacher's</p>				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Manual in the CA Quarter, Midyear, and End-of-Year Tests.</p> <p>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 and End-of-Year student tests and Teacher's Manuals in the CA Quarter, Midyear, and End-of-Year Tests (Grades 2 and 3).</p>				
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	See the California Diagnostic Screening Assessments CD-ROM in the Welcome Book. Additionally, recommended norm-referenced diagnostic screening				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>performance. These assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include:</p> <ul style="list-style-type: none"> <li>a. Phonemic awareness</li> <li>b. Phonics and decoding</li> <li>c. Oral reading fluency</li> <li>d. Spelling</li> <li>e. Vocabulary</li> <li>f. Reading comprehension</li> </ul>	<p>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.</p>				
<p>8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.</p>	<p>See Intensive Vocabulary Development Teaching Guide:  <b>K:</b> 194, 196, 198, 200, 201  <b>1:</b> 242, 244, 246, 248-249  <b>2:</b> 18, 20, 22, 24-25  <b>3:</b> 18, 20, 22, 24-25, 128-129</p>				
<p>9. The reading intervention kit for grades one through three includes:</p> <ul style="list-style-type: none"> <li>a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical</li> </ul>	<ul style="list-style-type: none"> <li>a. See the CA Placement Tests in Intervention Kit.</li> <li>b. See Teacher's Manuals in Intervention Kit. For some skills, assessment is after</li> </ul>				

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Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
skill areas b. Progress-monitoring assessments for every ten lessons Criteria statements 10-17 apply to other programs.	ten lessons; for some skills, assessment is more frequent.				

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**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><b>Universal Access Design Principles</b></p> <p>All programs must include the following features:</p> <p>1. Instructional materials incorporate:</p> <ul style="list-style-type: none"> <li>a. Optimal opportunities for teachers to scaffold instruction and check for understanding</li> <li>b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options</li> <li>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</li> <li>d. Ample background information on key skills and concepts</li> <li>e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it</li> <li>f. Corrective feedback during all phases of</li> </ul>	<p><b>a.</b> See Teacher’s Editions:  <b>1.2:</b> 93e  <b>1.4:</b> 160e</p> <p><b>b.</b> See Teacher’s Editions:  <b>K.1:</b> 18  <b>K.2:</b> 80</p> <p><b>c.</b> See the weekly and daily lesson planners and Universal Access pages in the Teacher’s Editions.  <b>2.6:</b> CR4-CR5, CR6-CR7</p>	<p><b>a.</b> See the following Grade 1 resources:</p> <p>English Learners Teaching Guide: EL223, EL440</p> <p>Extra Support Teaching Guide: EX161</p> <p>Advanced Teaching Guide: A84, A152</p> <p><b>b.</b> See the following Grade K resources:</p> <p>English Learners Teaching Guide: EL75,</p>			

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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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>d.</b> See Build Language pages in the Student Edition and Concept Talk and Concept Wrap Up pages in the Teacher's Editions:  <b>3.3:</b> 371a-371b  <b>3.4:</b> 130l</p> <p><b>e.</b> See Teacher's Editions:  <b>1.1:</b> 40f  <b>1.4:</b> 80p</p>	<p>EL88-89,            EL90-91</p> <p>EL Poster 8</p> <p>Extra Support Teaching Guide: EX68, EX78</p> <p>Advanced Teaching Guide: A38, A43</p> <p><b>c.</b> See the following Grade 2 resources:</p> <p>English Learners Teaching Guide: EL544-553</p> <p>Extra Support Teaching Guide: EX358-EX367</p> <p>Advanced Teaching Guide: A183-187</p> <p>Welcome to</p>			

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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>f.</b> See Teacher's Edition:  <b>3.4:</b> 130n-130o, 131c-131d</p> <p><b>g.</b> See Teacher's Editions:  <b>2.3:</b> 306-307a  <b>2.4:</b> 83b-85</p> <p><b>h.</b> See Teacher's Edition:  <b>1.2:</b> 90p  <b>1.4:</b> 52f</p>	<p>Second Grade Routine Cards (Note: Routine Cards are located at the back of the Welcome Book.)</p> <p><b>d.</b> See the following Grade 3 resources:</p> <p>English Learners Teaching Guide: EL222-224, EL343-345</p> <p>EL Poster 20</p> <p>Extra Support Teaching Guide: EX150, EX228</p> <p>Advanced Teaching Guide: A79</p> <p><b>e.</b> See the following Grade 1 resources:</p>			



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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		English Learners Teaching Guide: EL98, EL395  Extra Support Teaching Guide: EX82, EX269  Advanced Teaching Guide: A138  <b>f.</b> See the following Grade 3 resources:  English Learners Teaching Guide: EL343-345  Extra Support Teaching Guide: EX229  Advanced Teaching Guide: A118  <b>g.</b> See the following Grade 2 resources:			

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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		English Learners Teaching Guide: EL190-192, EL311-313  Extra Support Teaching Guide: EX130  Practice Book: <b>2.1:</b> 149 <b>2.2:</b> 24  Vocabulary Transparency 11  <b>h.</b> See the following Grade 1 resources:  English Learners Teaching Guide: EL219, EL379  EL Poster 20  Extra Support Teaching Guide: EX159, EX258			

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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Advanced Teaching Guide: A83			
<p><i>All programs should include the following features:</i></p> <p><b>2. Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</b></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</i></p>	<p><b>a.</b> See the Table of Contents pages in the Student Editions.  <b>1.2:</b> 10-13  <b>1.4:</b> 10-13</p> <p><b>b.</b> See Student Editions:  <b>2.2:</b> 226-227  <b>2.4:</b> 64-65</p> <p><b>c.</b> See Student Editions:  <b>3.3:</b> 396, 413</p> <p><b>d.</b> See Student Editions:  <b>3.2:</b> 193  <b>3.3:</b> 435</p> <p><b>e.</b> See Student Editions:  <b>2.4:</b> 155  <b>2.5:</b> 312          (Paragraph 2)</p> <p><b>f.</b> See Student Editions:</p>	<p><b>a.</b> See Student Editions:  <b>1.1:</b>124-125</p> <p><b>b.</b> See Student Editions:  <b>2.1:</b> 60-61</p> <p><b>c.</b> See Student Editions:  <b>3.3:</b> 424</p> <p><b>d.</b> See Student Editions:  <b>3.1:</b> 133</p> <p><b>e.</b> See Student Editions:  <b>2.3:</b> 423          (Paragraph 1)</p> <p><b>f.</b> See Student Editions:</p>			

**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>questions at the beginning of each reading selection</i></p> <p>k. <i>List of follow-up comprehension and application questions</i></p>	<p><b>1.5:</b> 48, 114</p> <p><b>g.</b> See Student Editions: <b>3.1:</b> 138-139 <b>3.2:</b> 196-197</p> <p><b>h.</b> See Student Editions: <b>K.3:</b> <i>Little Quack</i> <b>K.5:</b> <i>Messenger: Messenger</i></p> <p><b>i.</b> See Student Editions: <b>3.2:</b> 176-177 <b>3.3:</b> 314-315</p> <p><b>j.</b> See Student Editions: <b>2.5:</b> 180-181, 208-209</p> <p><b>k.</b> See Student Edition Think, Talk and Write pages: <b>2.4:</b> 76 <b>2.5:</b> 314</p>	<p><b>1.3:</b> 148-149</p> <p><b>g.</b> See Student Editions: <b>3.2:</b> 190-191</p> <p><b>h.</b> See Student Editions: <b>K.2:</b> <i>Flowers</i></p> <p><b>i.</b> See Student Editions: <b>3.3:</b> 340-341</p> <p><b>j.</b> See Student Editions: <b>2.6:</b> 450-451</p> <p><b>k.</b> See Student Editions: <b>2.5:</b> 226</p>			

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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><b>Design Principles for Means of Expression</b>            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>	<p>See Welcome Books, K-3:            1: 10</p>				
<p><b>Design Principles for Advanced Learners</b>            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 in the “Universal Access” sections of each grade level in Chapters 3 and 4.</p>	<p>See the Advanced Teaching Guides at each grade, K–3.</p>	<p>See “Practice Stations” in the Teacher’s Edition at each grade, K–3.</p> <p>See Teacher’s Editions:            3.1: 108j</p>			

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Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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 Edition at each grade, K-3.  See Teacher's Editions: <b>3.2:</b> 173b, 174c	See also "Meet the Author" in the Student Editions.  See Student Editions: <b>3.6:</b> 448-453			
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 Welcome books, K-3. <b>1:</b> 7	See Teacher's Editions at each grade, K-3, for standards connecting to higher grade levels. <b>1.4:</b> 80q			

**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 Section 44757.5(j)</i> .	<p>Amrbruster, 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>Moats, L. C. (1995). <i>Spelling: Development, Disability, and Instruction</i>.</p>	<p>Phonics Teacher’s Edition pages: <b>1.3:</b> 16o-16p, 18e-18f, 74o-74p, 76e-76f</p> <p>Oral Vocabulary instruction and Routine Teacher’s Edition pages: <b>2.2:</b> 218m, 212b, 246b, 276b</p> <p>Spelling Teacher’s Edition pages: <b>3.5:</b> 190q, 194d, 242d, 243l</p> <p>Inquiry pages using webs/semantic maps: <b>2.1:</b> 52-53, 69f, 71f, 75g, 77d</p> <p>Fluency Teacher’s</p>			

**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Baltimore: York Press.  Blachowicz, Camille and Peter J. Fisher. (2002). <i>Teaching Vocabulary in All Classrooms</i> , 2 <sup>nd</sup> 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 <sup>rd</sup> ed. International Reading Association.  See the Program Description.	Edition pages: <b>1.4:</b> 104r-104s, 125a, 129a, 157a, 159b			



**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

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: <b>2.1:</b> 22a-23c <b>2.3:</b> 302a-303c <b>2.5:</b> 172a-173c  See weekly Planner Teacher's Edition pages: <b>2.1:</b> 24a-24k, 52a-52k, 78a-78k, 106a-106k, 132a-132k, CR1-CR9	See the Articulated K-8 Scope and Sequence and Year at a Glance pages in the Welcome books for each grade. <b>2:</b> 217-229, 234-239			
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, K-3: <b>K:</b> 192-197 <b>1:</b> 270-275 <b>2:</b> 234-239 <b>3:</b> 223-228				
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 in Teacher's Editions: <b>1.4:</b> 132d-132e <b>1.5:</b> 14a-14b,				

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	16l 3.3: 310a-310b, 312d-312e				
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, K-3: 1.3: 74p, 76f, 78h, 95b, 96b 2.5: 174o, 179b, 194g, 199a, 200b				
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	See Day at a Glance and Planner in the Teacher's Editions. 1.2: 90d-90e, 90L	See Teacher's Editions: 1.4: 54a, 50d-50e			
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. 2.4: 56q 2.6: 382n  Standards are at the bottom of student materials in the Student Editions: 2.4: 76 2.6: 384	See Teacher's Editions: 2.3: 332s  See Student Editions: 2.3: 354			

**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
8. A list of required materials is provided for each lesson.	Day at a Glance section of the Concept Talk Teacher's Edition pages for Grades 1-3; in Grade K, Materials are listed separately. <b>K.4:</b> 312 <b>1.2:</b> 90l	See Teacher's Editions: <b>K.2:</b> 12 <b>1.4:</b> 74a			
9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.	See bottom of each page in the Teacher's Editions: <b>3.1:</b> 111b <b>3.5:</b> 232c	See Teacher's Editions: <b>3.4:</b> 130q			
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 the weekly Family Times newsletter in the Practice Book of every grade. See Practice Books: <b>K.2:</b> 31-32  See also Student Progress Reports in the Welcome Books, K-3: <b>3:</b> 237-254	See the Home/School Connection on every Practice Book page at every grade. See Practice Books: <b>1.1:</b> 94  See also, the Family Times section in the Welcome Books, K-3: <b>2:</b> 240-45			

**KEY:** Teacher's Editions (TE), Extra Support (EX), Amazing Words (AW), Think, Talk, and Write (TTW)

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	See "Universal Access for Group Time" in the Teacher's Editions at each grade, K-3.  See Teacher's Editions: <b>2.2:</b> 24f-24g	See also the "Universal Access" boxes in the Teacher's Editions at each grade, K-3.  See Teacher's Editions: <b>2.3:</b> 355f			
12. Materials describe grouping strategies for flexible small-group instruction.	See the Welcome to ___ Grade" and "Assessment and Intervention" sections of the Welcome Books, K-3. <b>1:</b> 8-12, 22-23	See also the "Universal Access" boxes in the Teacher's Editions at each grade, K-3. <b>1.4:</b> 106f			
13. The teacher edition includes guidance for teachers on implementing reading activities that build oral reading fluency.	See Routine Reading and Fluency Word Reading pages in Teacher's Editions: <b>K.6:</b> 19 <b>1.1:</b> 53a <b>1.2:</b> 90r-90s	See Teacher's Editions: <b>K.4:</b> 295 <b>1.5:</b> 138e			
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 pages in the Teacher's Editions. <b>3.4:</b> 157b	See Teacher's Edition: <b>3.5:</b> 189a			

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.	See Welcome Books, K-3: <b>3:</b> 138-139, 140-141	See Welcome Books, K-3: <b>3:</b> 142, 143, 144			
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.	See the Writing lessons in the Teacher's Editions. See also Writing Transparencies. <b>1.1:</b> Writing Transparencies 6A, 6B, 6C  See Teacher's Editions: <b>1.1:</b> 121d, 137c, 139a	See the Writing lessons in the Teacher's Editions. See also Writing Transparencies. <b>1.2:</b> Writing Transparencies 9A, 9B, 9C  See Teacher's Editions: <b>1.1:</b> 71d, 87c, 89a			
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	See Writing lessons in the Teacher's Editions.  <b>1.4:</b> Graphic Organizer Flip Chart 27 (shown on Teacher's Edition <b>1.4:</b> 83b)  <b>1.4:</b> Writing Transparencies 21B, 21C (shown on	See the Writing lessons in the Teacher's Editions.  <b>1.5:</b> Graphic Organizer Flip Chart 22 (shown on Teacher's Edition <b>1.5:</b> 93b)  <b>1.5:</b> Writing Transparencies 27B, 27C (shown on			

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	Primary	Supporting	Y	N	
	Teacher’s Edition <b>1.4:</b> 101c, 103a)	Teacher’s Edition <b>1.5:</b> 113b, 115a)			
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 Student Editions and Teacher’s Editions. <b>2.4:</b> 47b, 53c–53d, 54-55–55a	See Student Editions and Teacher’s Editions. <b>2.4:</b> 45g			
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: <b>1.4:</b> 80f-80g <b>3.4:</b> 78f-78g	See Universal Access references in Teacher’s Editions: <b>K.3:</b> 80 <b>1.5:</b> 161 <b>2.3:</b> 413l <b>3.3:</b> 388l			
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 the Teacher’s Editions: <b>1.4:</b> 8of-80g <b>3.4:</b> 78f-78g			
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	See Adjust on the Fly in the Teacher’s Editions: <b>K.3:</b> 25, 34,				

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	155 1.2: 15r, 110a 2.2: 33e 2.3: 340-341 3.2: 175a, 175c, 201c				
22. The program provides a linguistic, 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.	See Welcome Books, K-3: K: 126-141 1: 172-187 2: 144-159 3: 146-161				
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: 3.6: 449-453				
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.	For Grade K, see Big Books and Trade Books; for Grades 1-3, see Student	For Grade K, see Big Books and Trade Books; for Grades 1-3, see Student			

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Edition reading selections: <b>K.4:</b> Trade Book, “Abuela” <b>1.5:</b> 178-199 <b>2.3:</b> 394-405 <b>3.5:</b> 250-263	Edition reading selections. <b>K.5:</b> Big Book, “Messenger, Messenger” <b>1.4:</b> 108-123 <b>2.6:</b> 330-343 <b>3.1:</b> 146-160			
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 Research Skill lesson in Teacher’s Editions: <b>3.2:</b> 281g, 281t; Research Transparency 9	See Standards Maps.  See Research Skill lesson in Teacher’s Editions: <b>3.5:</b> 243g; Research Transparency 23  See Practice Book: <b>3.2:</b> 102			
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 Teacher’s Editions: <b>1.5:</b> 84g, 84–97, 98a, 98–99, 99a, 99b, 99d, 99f, 102e, 102f	See Teacher’s Editions: <b>1.1:</b> 18b, 20b			
28. Teacher and student editions have correlating page numbers.	This occurs in Teacher’s Editions and	This occurs in Teacher’s Editions and			



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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Student Editions across grades: <b>2.2:</b> 222-235	Student Editions across grades: <b>2.5:</b> 180-181			
29. Answer keys are provided for all workbooks and other related student activities.	See any product with "Teacher's Manual" in the name, e.g., Practice Book Teacher's Manual	See any product with "Teacher's Manual" in the name, e.g., 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 three grade levels and matches the topics of the units.</i>	See all unit Teacher's Editions: <b>2.3:</b> 303a-303b				
31. <i>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 Student Editions, including a Cumulative Review selection in the Practice Book in Week 6 of every unit.  See additional texts:	Homework, see Teacher's Editions: <b>K.3:</b> 22 <b>1.2:</b> 16r <b>2.4:</b> 24q  See also Practice Stations in Teacher's Editions:			

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>K:</b> Student Readers; Listen-to-Me Readers; Independent. Readers; Get Set, Roll! Readers; Pre-decodable & Decodable Books; Take-Home Decodable Books; Take-Home Independent. Readers; Take-Home Decodable Story in Practice Book.  <b>1-3:</b> Decodable Books; Content Readers; Advanced Decodable. Selections in the Advanced Teaching Guide; Fresh Reads; Take-Home Decodable Books; Take-	<b>3.4:</b> 26j, 52j			

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Home Content Readers				
32. <i>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: <b>3.3:</b> 311a-311b	See the Family Times Newsletter each week. See Practice Book: <b>K.3:</b> 11-12  See Meet the Author each week in Teacher's Editions: <b>1.2:</b> 34-35 <b>2.4:</b> 45-47			
33. <i>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.				
34. <i>All informational technology resources include technical support and suggestions for appropriate use.</i>	See California Technology Professional Development CD-ROM				

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	Primary	Supporting	Y	N	
35. <i>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 photocopying.</i>	See Practice Books, Phonics and Spelling Practice Book, and Grammar and Writing Practice Books at all grades.  All are available online.				
36. <i>Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.</i>	See Teacher's Editions: <b>2.5:</b> 174q-174r (Take-Home Decodable Books 41, 42)  See Phonics and Spelling Practice Books: 105, 106, 107, 108	See Practice Books <b>2.2:</b> 73, 74 (Family Times Newsletter)			