

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	
<p>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.</p> <p>Criterion #2 applies to Program 1.</p>	<p>Reading Street Comprehensive curriculum: Weekly Teacher’s Editions Planners, 4-5 4.4: 118d-118e 4.6: 312d-312e</p> <p>Universal Access: see Teacher’s Editions, weekly Universal Access for Group Time, 4-5 4.4: 118f-118g 4.6: 312f-312g</p> <p>• Extra Support</p>	<p>Reading Street Universal Access: Teacher’s Editions Adjust on the Fly 4-5: Extra Support 5.5: 535b</p> <p>Advanced 5.1: 67b 5.6: 65l</p> <p>English Learners 5.2: 154r 5.4: 398r</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Teaching Guides 4-5 • English Learner Teaching Guides 4-5 • Advanced Teaching Guides 4-5 Language Central <i>See Reading Street and Language Central (additional hour of ELD instruction) program descriptions.</i>				
24. The Reading/Language Arts–English-Language Development Basic Program includes all content and the four additional instructional elements required in the Reading/Language Arts Basic Program as well as the additional required one hour of daily English-language development instruction.	Language Central <i>See Reading Street and Language Central (additional hour of ELD instruction) program descriptions.</i>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>25. The Reading/Language Arts–English–Language Development Basic Program shall be evaluated for alignment with the following materials:</p> <ul style="list-style-type: none"> a. Educational content review based on this program description b. Criteria (all categories) in Section II c. Appendix 9-B, “History–Social Science and Science Content Standards, Kindergarten through Grade Three” d. Appendix 9-C, Table 1, “Curriculum Content: Kindergarten Through Grade Three,” and Table 2, “Curriculum Content: Grades Four Through Eight” e. <i>English–Language Arts Content Standards for California Public Schools</i> f. <i>Reading/Language Arts Framework for California Public Schools</i> 	<p>Language Central a. See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions. b. See all categories of this Criteria Map, Section II. c–f. See ELA/ELD standards correlation matrices (Gr. 4, 5).</p>				
<p>3. This basic program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the <i>Reading/Language Arts Framework</i>, be based on research [as defined in <i>Education Code</i> Section 44757.5(j)], and provide instructional content for 180 days of instruction for the following minimal daily time periods:</p>	<p>Reading Street See Teacher’s Editions: 36 weekly lessons per grade = 180 days Minimal Daily Time periods, see</p>	<p>Reading Street Minimal Daily Time Periods See time lessons—clocks 4.6: 286l-287, 308a-311b</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>a. 1 hour in kindergarten b. 2.5 hours in grades one through three c. 2 hours in grades four, five and six d. At least 1 and up to 2 hours in grades six, seven, and eight</p>	<p>recommended times on Teacher’s Editions Planners, all grades: 4.4: 118d-118e 4.6: 312d-312e</p> <p>Language Central See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				
<p>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 criteria in this chapter.</p>	<p>Reading Street See Criteria Maps and ELA Standards Maps, 4-5.</p> <p>Language Central See <i>Reading Street</i> and <i>Language</i></p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<i>Central</i> (additional hour of ELD instruction) program descriptions.				
<p><i>Additional Required Instructional Elements in the Basic Programs</i></p> <p>5. Basic programs must include four additional elements:</p> <ul style="list-style-type: none"> a. Extra Support for Struggling Readers b. Extra Support for English Learners c. Intensive Vocabulary Instructional Support d. Reading Intervention Kit 	<p>Reading Street</p> <ul style="list-style-type: none"> a. See Extra Support Teaching Guides, 4-5 b. See English Learner Teaching Guides, 4-5 c. See Intensive Vocabulary Development Kits, K-3 d. See Reading Intervention Kit, 1-3 	<p>Reading Street</p> <p>See Teacher’s Edition Adjust on the Fly</p> <p>5.1: 67b 5.2: 154r 5.4: 398r 5.5: 535b 5.6: 65l</p> <p>See Teacher’s Editions Universal Access for Group Time, 4-5</p> <p>4.4: 118f-118g 4.6: 312f-312g</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<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. 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 classroom/basic program daily lessons</p>	<p>Reading Street See the Extra Support Teaching Guides provided at each grade, 4–5.</p> <p>a. 4: EX248–257 b. 5: EX 22 c. 4: EX191 d. 5: EX88 e. 4: EX199 f. 5: EX156 g. 4: EX220 h. 5: EX40 i. Instructional support for students who use African American vernacular English is embedded in</p>	<p>Reading Street See also the “Universal Access” boxes in the Teacher’s Editions, 4–5.</p> <p>a. 4.5: 144l b. 5.1: 78a c. 4.4: 28 d. 5.1: 80l e. 4.4: 48r f. 5.3: 371k g. 4.4: 98a h. 5.1: 54l i. 5.1: 101l</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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 and who may also have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar	instruction with an emphasis on language conventions and production. 5: EX 31				
<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 materials provide comprehensive guidance for teachers and	Reading Street In addition to the point-of-use support in the core/basic Teacher’s Editions, the Grades K–3				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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>English Learners Teaching Guide and Grades 1-3 English Language Support components were developed for the purpose of providing English learner (EL) extra support. These components provide additional daily EL instruction (EL Teaching Guide) and practice (ELS) that extend the appropriate instructional emphases of the skills taught in the core/basic lessons. This instruction</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	falls in four main strands, repeated daily: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL Teaching Guide K-5: v-EL2				
<p>8. Support materials for English learners must provide:</p> <ul style="list-style-type: none"> a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels b. Thirty minutes of additional instructional materials daily c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily lessons d. Materials that help teachers teach English learners to master the English–language 	<p>Reading Street a. All appropriate instruction is leveled. See EL Teaching Guides: 4.6: EL493 5.2: EL109 b. 30 minutes of additional instructional materials is provided for multiple daily skills and</p>	<p>Reading Street a. See EL Teaching Guides: 5.1: EL33 b. See EL Teaching Guides: 4.4: EL346-348 5.1: EL60-62 c. See EL Teaching Guides: 5.3: EL222-</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
Arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork	strategies, allowing the teaching professional to tailor content to students’ needs. See EL Teaching Guides: 4.1: EL3-5 5.4: EL317-319 c. Appropriate daily instructional emphases were identified and focused-on in the English Learner Teaching Guide (“teacher edition”) and English Language Support (“student materials”) See EL Teaching	224 d. See EL Teaching Guides: 4.1: EL54-56 5.5: EL387-389			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Guides: 4.1: EL38-40 5.4: EL330-332 d. Lesson content and pedagogy is standards-driven to scaffold success in areas critical to ELs, including: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL Teaching Guides: 4.2: EL117-119 5.4: EL317-319				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including:</p> <ul style="list-style-type: none"> a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Language skills that are transferable from students’ primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English 	<p>Reading Street a. Newcomer and beginning level survival vocabulary and language support is provided throughout the lessons. See EL Teaching Guides: 4.3: EL255 5.3: EL253</p> <p>b. Transfer and non-transfer notes are provided throughout the lessons, as appropriate. See EL Teaching Guides: 4.5: EL371 5.2: EL150</p> <p>c. Academic Vocabulary, as well as</p>	<p>Reading Street a. See EL Teaching Guides: 4.3: EL239 5.2: EL161</p> <p>b. See EL Teaching Guides: 4.1: EL37 5.2: EL137</p> <p>c. See EL Teaching Guides: 4.5: EL379, EL374</p> <p>d. 4.6: EL471, EL486 5.3: EL216 5.4: EL312</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Academic Language and Science and Social Studies Vocabulary noted and defined throughout the EL Teaching Guide lessons: 4.2: EL169 5.2: EL169 d. See EL Teaching Guides: 4.4: EL356 4.6: EL470, EL473, EL487 5.1: EL74 5.2: EL128 5.4: EL324, EL340				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>10. The materials provide additional support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards:</p> <ul style="list-style-type: none"> a. Phonologically based spelling b. Listening and speaking comprehension c. Organization and delivery of oral communication d. Speaking applications e. Academic language f. Vocabulary and concept development g. Sentence structure h. Grammar 	<p>Reading Street The English Learners Teaching Guide and supporting ancillaries instruction is organized within four main strands: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL Teaching Guides. a. See EL Teaching Guides: 4.3: EL258 5.1: EL80 b. See EL Teaching Guides: 4.4: EL298 5.4: EL315</p>	<p>Reading Street a. See EL Teaching Guides: 4.6: EL505 b. See EL Teaching Guides: 5.5: EL407 c. See EL Teaching Guides: 4.5: EL375 5.2: EL12 d. See EL Teaching Guides: 4.2: EL114 5.5: EL381 5.4: EL318 e. See EL Teaching Guides: 4.5: EL397 5.5: EL405 f. See EL Teaching Guides: 4.1: EL74</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See also EL Posters. c. See EL Teaching Guides: 4.3: EL260 5.5: EL396 See also EL Posters. d. See EL Teaching Guides: 4.2: EL111 5.5: EL374 See also EL Posters. e. See EL Teaching Guides: 4.2: EL121 5.5: EL419 f. See EL Teaching Guides: 4.1: EL67 5.3: EL 235 g. See EL Teaching Guides: 4.1: EL14	5.1: EL22 5.3: EL236 g. See EL Teaching Guides: 4.1: EL37 5.1: EL27 h. See EL Teaching Guides: 4.1: EL40 5.6: EL540			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5.1: EL21 h. See EL Teaching Guides: 4.3: EL221 5.5: EL430				
<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 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.	N/A				
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	N/A				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
opportunities for students to discuss word meanings and use new words.					
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.	N/A				
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	N/A				
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.	N/A				
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes: a. Weekly lesson plans for daily instruction b. Weekly lesson plans that include instruction in eight to ten words per week in kindergarten, ten to 12 words per week in grades one and two, and 15 to 18 words per	N/A				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
week in grade three					
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	N/A				
18. Intensive vocabulary lessons must include the following: a. Development of students’ listening and speaking vocabulary b. Instruction in words that are beyond students’ reading vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction	N/A				
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 using language that is known by students d. Opportunities for students to use words in	N/A				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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					
<i>Reading Intervention Kit, Grades One Through Three</i> 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.	N/A				
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	N/A				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
standards in kindergarten through grade three: a. Phonemic awareness and phonological awareness b. Phonics and decoding c. Oral reading fluency d. Vocabulary (including those words taught in grades one through three of the basic program) e. Reading comprehension skills					
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.	N/A.				
23. The same classroom kit for grades one through three is acceptable. Note: Criterion statements #24 & 25 appear at the beginning of Program Description section (after #1)	N/A				
26. The additional one hour of English-language development instruction, kindergarten through grade eight, shall be evaluated for alignment with the following materials: a. <i>English–Language Arts Content Standards</i>	Language Central a–c. See ELA/ELD standards correlation matrices (Gr.				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>b. <i>English-Language Development Standards</i></p> <p>c. Appendix 9-A: Matrix 3, “English-Language Development Instruction, Kindergarten Through Grade Eight”</p>	4, 5).				
<p>27. The English-language development (ELD) instructional materials are consistent with and connected to the basic program and aligned to the <i>English–Language Arts (ELA) Content Standards, English-Language Development (ELD) Standards, and Reading/Language Arts Framework</i>. Materials shall demonstrate alignment to the ELA and ELD standards through the State Board of Education-approved correlation matrices developed under Senate Bill 1113. (See the ELA/ELD Standards Correlation Matrices on the CDE Web site at http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp.) For additional guidance, see the “Universal Access” sections under “English Learners” for each grade in Chapters 3 and 4.</p>	<p>Language Central See ELA/ELD standards correlation matrices (Gr. 4, 5).</p>				
<p>28. ELD instructional materials must include the following features:</p> <p>a. Lessons address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels.</p>	<p>Language Central <i>Language Central</i> a. See TE daily Leveled Support</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>b. Teacher edition and student materials are focused and efficient to ensure English learners acquire proficiency in English as quickly and effectively as possible.</p> <p>c. Additional ELD instructional support is given to English learners (beyond the basic program) for one hour daily.</p> <p>d. The one hour of daily instruction may be presented in smaller segments or lessons. For example, programs may provide daily instruction that includes two to four lessons that total one hour per day.</p>	<p>sections. 5 TE: Leveled Support 145</p> <p>b–d. See <i>Reading Street and Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				
<p>29. The ELD materials are designed to ensure students’ mastery of the English–language arts content standards and include the following features:</p> <p>a. Instructional materials are connected to, and consistent with, the unit or theme of the basic program.</p> <p>b. Materials include instruction, practice, review, and application that lead to students’ acquisition of English.</p> <p>c. Instructional materials will allow opportunities for students to read, write, and discuss expository text.</p>	<p>Language Central a–b. See <i>Reading Street and Language Central</i> (additional hour of ELD instruction) program descriptions.</p> <p>c. <i>Language Central</i> 4 TE: 75; 4 TE: Produce Language 79</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>30. These ELD materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty, including:</p> <ul style="list-style-type: none"> a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology e. Grammar and usage f. Listening and reading comprehension g. Sentence structure (aligned with narratives, reading passages, and writing assignments) h. Speaking and writing 	<p>Language Central</p> <p>a. 4 TE: Phonics Focus 81b</p> <p>b. 4 TE: Fluency Focus 69b;</p> <p>5 TE: Wrap Up 35; 4 TE: Vocabulary in Context 69</p> <p>c. 4 TE: 159b; 5 TE: Phonics Focus 101a– 101b</p> <p>Sound- Spelling Charts 1–44</p> <p>Also see Reading Street Gr4-5 Word Study and Spelling Practice Books</p> <p>d. 5 TE: Vocabulary Routine 106</p> <p>e. 5 SE/TE: 60</p> <p>f. 4 SE/TE:</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	39 4 SE/TE: PI 1– PI15 g. 5 SE/TE: 114; 5 TE: 116 h. See TE Day 1–5 Daily Table Talk and Produce Language sections: 5 TE: Day 1 Daily Table Talk 31, Day 2 Daily Table Talk 31b, Day 3 Daily Table Talk 33, Day 4 Daily Table Talk 34, Day 5 Daily Table Talk 35; 5 TE Weekly Practice Answers 30c–30d				
31. ELD materials provide formal linguistic instruction, practice, and opportunities for application, including: a. Survival vocabulary and language, including	Language Central a. 3–5 Newcomer: SE 1–11, 32–				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>but not limited to obtaining necessities, making requests, and understanding instructions (essential for newcomers)</p> <p>b. Skills that are transferable from students’ primary language to English and nontransferable skills</p> <p>c. Acquisition of academic vocabulary</p> <p>d. Phonological, morphological, syntactical, and semantic structures of English</p> <p>e. Oral language development</p>	<p>35</p> <p>b. 3–5 Newcomer: SE 28–31; 5 TE: Transfer and Common Misconceptions 106c–106d</p> <p>c. 4 SE/TE: 48-49</p> <p>d. 3–5 Newcomer SE: 60–63; Newcomer PB: 5, 17; Newcomer TE: PB5; 4 TE: 127a–127b</p> <p>e. 5 SE/TE: Talk About It, Daily Table Talk 57</p>				
<p>32. The ELD teacher’s guide shall include the following:</p> <p>a. Background information for teachers regarding the various profiles of English learners, including but not limited to newly arrived, long-term, older learners</p> <p>b. Flexible grouping options</p>	<p>Language Central</p> <p>a. 4 TE: ELL Profiles xvi–xvii</p> <p>b. 4 TE: Leveled Support and Daily Table</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
c. Language transfer issues d. Appropriate strategies for English learners	Talk 97; 5 TE: Weekly Practice 68c–68d (see icon) c. TE: xviii–xxxiii; 5 TE: Transfer and Misconceptions 176c–176d d. 4 TE: Leveled Support 140				

SECTION II: CRITERIA

Category 1: Alignment with English–Language Arts Content Standards

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

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Instructional materials as defined in <i>Education Code</i> Section 60010(h) are designed to ensure that all students master each of the English–language arts content standards.	<p>Reading Street See 4-5 ELA Standards Maps.</p> <p>Language Central See ELA/ELD standards correlation matrices (Gr. 4, 5).</p>				
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	<p>Reading Street See Grades 4-5 ELA Standards Maps.</p> <p>Language Central See ELA/ELD standards correlation matrices (Gr.</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4, 5).				
3. Instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.	<p>Reading Street See 4-5 ELA Standards Maps.</p> <p>Language Central See ELA/ELD standards correlation matrices (Gr. 4, 5).</p>				
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code</i> Section 44757.5(j).	<p>Reading Street 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 team.</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	<p>Reading Street See 4-5 ELA Standards Maps.</p> <p>Language Central Sufficient instructional time is allotted and instruction builds from week to week. 5 TE: Word Analysis (Suffixes) Unit 1 25a–25b; Unit 2 69a–69b; Unit 3 107a–107b; Unit 4 133a–133b</p>				
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under “Writing”).	<p>Reading Street See Teacher’s Editions. 4.2: 164 4.3: 327b</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central See <i>Language Central</i> TE Day 1–5 Daily Table Talk and Produce Language sections: 4 TE: Day 1 Daily Table Talk 107, Day 2 Daily Table Talk 107b, Day 3 Daily Table Talk 109, Day 4 Daily Table Talk 110, Day 5 Daily Table Talk 111; Weekly Practice 106c–106d				
7. The <i>English–Language Arts Content Standards</i> and <i>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.	Reading Street and Language Central make every effort to focus strictly on the ELA				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	and ELD content standards.				
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.	Reading Street and Language Central 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).	Reading Street and Language Central Every effort has been made to use proper grammar and spelling in the materials.				
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are	Reading Street and Language Central Materials have undergone fact checking				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
defined as those requiring changes in content.	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.	<p>Reading Street Only actual program authors are named.</p> <p>Language Central 5 TE: Cover, About the Program xv</p>				
12. Publishers must indicate in teacher materials all program components necessary to address all English–language arts content standards for each grade level.	<p>Reading Street See Teacher’s Editions, Day at a Glance Materials in all grades: 4.4: 24l, 47g, 72l, 95g</p> <p>Language Central 4 TE: About the Program x–xi</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following program areas:</p> <p><i>Phonemic Awareness</i></p> <p>13. Instructional materials for kindergarten through grade two must be taught comprehensively and as a sequence of skills in the grade levels as described in the English–language arts content standards.</p>	<p>Reading Street Phonemic Awareness instruction is found in grades K-2.</p>				
<p><i>Phonics and Decoding</i></p> <p>14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.</p>	<p>Reading Street See all Skills Overview pages in Teacher’s Editions. 5.1: 634a-634b 5.2: 152a-152b 5.3: 270a-270b 5.4: 396a-396b 5.5: 514a-514b 5.6: 634a-634b</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 4 TE: Phonics Focus 81b; 5 TE: Phonics Focus 101a– 101b Sound- Spelling Charts 1–44				
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	Reading Street Phonemic Awareness instruction is found in grades K-2. Language Central 4 TE Letter Tiles 37a				
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	N/A				
<i>Oral Reading Fluency and Word Attack Skills</i> 17. Instructional materials emphasize oral reading,	Reading Street See Fluency	Reading Street 4.1: 82b,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	and Monitor Progress pages in Teacher’s Editions. 4.2: 180b, 183a, 183k 4.4: 112b, 117a, 117k 4.6: 380b, 385a, 398a See Reading Selections: 4.2: 162-179 4.4: 100-111 4.6: 366-379 Language Central 4 TE: Fluency Focus 75b; 4 TE: Vocabulary in Context 75	87a, 87k 4.3: 318b, 323a, 323k 4.5: 230b, 235a, 235k See Reading Selections: 4.1: 70-81 4.3: 304-317 4.5: 214-229			
18.Oral reading materials include instruction in word reading, practice on increasingly difficult passages, and assessments on this instruction and practice in grades one through six and grades six through eight (as needed).	Reading Street See Fluency and Assessment pages in	Reading Street 5.2: 190b, 197a, 197k 5.4: 458b, 463a, 463k			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Teacher’s Editions. 5.1: 76b, 79a, 79k 5.3: 318b, 323a, 323k 5.5: 602b, 607a, 607k See Reading Selections. 5.1: 58-75 5.3: 300-317 5.5: 590-601 Language Central 5 SE/TE: 120–121; 5 TE Fluency Focus 121b; 4 Progress Monitoring Assessment STB1: 2–5	5.6: 750b, 755a, 759a See Reading Selections: 5.2: 178-189 5.4: 446-457 5.6: 32-49			
19. Student materials include opportunities for daily oral reading fluency practice	Reading Street For daily references to fluency at every grade, see Teacher’s	Reading Street See CA Fresh Reads for Fluency and Comprehension. See			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions, e.g., 4.2: 138-39, 140-41, 152b, 157a, 157k Language Central 4 SE 75; 5 SE 25	Teacher’s Editions: 5.2: 173q The 90 Content Readers at each grade can also be used.			
<i>Decodable Books</i> 20. Sufficient pre-decodable and decodable texts are included at the early stages of reading instruction to allow students to develop automaticity and practice fluency. Those materials in the program designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story 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.	N/A				

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.	N/A				
<i>Spelling</i> 23. Instructional materials link spelling with decoding as reciprocal skills. Spelling lessons are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the English–language arts content standards. Spelling rules are explicitly taught with practice focused on patterns of words and sound-letter associations.	Reading Street See Skills Overview pages for each unit in Teacher’s Editions. 5.1: 28a-28b 5.2: 152a-152b 5.3: 270a-270b 5.4: 396a-396b 5.5: 514a-514b 5.6: 634a-634b See also Spelling pages in Teacher’s Editions. 5.2: 155a, 171a, 173c, 199a, 209a, 219c				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 5 TE: Word Workshop 171a 5 TE: Phonics Focus 171b				
<i>Vocabulary</i> 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.	Reading Street See Oral and Selection Vocabulary pages in Teacher’s Editions. 5.4: 442n, 442q, 444a-444b, 454a-454b, 460a-460b, 463g-463h Reading/ Writing is found on Writing (Daily) and Comprehension (or Quick Notes) Teacher’s Editions	Reading Street Systematic instruction with practice: 5.3: 324n, 324q, 326a-326b, 327b, 336a-336b, 348a-348b, 353a-353b Vocabulary connected to reading (pre-reading) and writing: 5.3: 324l, 335c, 353e Academic vocabulary including History-Social			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	pages. 5.4: 443, 453, 459c, 461, 463 History-Social Science and Science vocabulary in the Teacher’s Editions. 5.4: 452, 455 Language Central 5 SE/TE: 100–101	Science and Science: 5.3: 349, 351			
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.	Reading Street See Skills Overview and Monitor Progress pages in Teacher’s Editions. 4.1: 22a-22b, 22c-22d 4.3: 252a-252b, 252c-252d	Reading Street 4.2: 136a-136b, 136c-136d 4.4: 22a-22b, 22c-22d 4.6: 262a-262b, 262c-262d			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	4.5: 142a-142b, 142c-142d Language Central 4 TE: 24a–24b 4 SE/TE: 24				
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	Reading Street See Academic Language found under Quick Notes in Teacher’s Editions. 5.1: 102p, 104c (skills trace) 5.2: 244c (skills trace) Student materials see Student Editions, Picture IT! (PI), and Graphic Organizer (GO) pages.	Reading Street 5.6: 702p, 704c (skills trace) Student Edition materials: PI4-5, Practice Book 373			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5.1: PI12-13, 104-105, GO10 5.2: 244-245 Language Central 5 Word Cards: 1–3; 3–5 Newcomer SE 52–55 <i>Language Central</i> 4 SE/TE: 95				
27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.	Reading Street See Amazing Words activities in Teacher’s Editions. 4.5: 144l, 164a-164b, 165g Language Central Vocabulary is applied through- out	Reading Street 4.2: 208a-208b, 224a-224b			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	week in Produce Language and in context on non-vocabulary days, such as Day 3. For example, the word <i>coyote</i> 4 SE: 62–63, Talk About It 65, Talk About It 67				
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	Reading Street See Universal Access Advanced sections or see Get Online! in Teacher’s Editions. 5.4: 442h-442i, 442o (Word Analysis)	Reading Street 5.1: 54h-54i, 54o			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 5 SE/TE: Produce Language 105, Vocabulary in Context 117e				
29. The program provides instruction designed to foster students’ word consciousness and self-monitoring in attending to unknown words.	Reading Street See Monitor and Clarify on Teacher’s Editions pages. 4.3: 232 Language Central 4 SE/TE: 101	Reading Street 4.6: 367			
30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following areas: a. Classification of grade-appropriate words into categories	Reading Street N/A Language Central a. 4 SE/TE: 155				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>b. Word-learning strategies</p> <p>c. Word meaning, including the relationship and association of words to other words</p> <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. 5 SE/TE: Leveled support 145</p> <p>c. 5 TE: 89a</p>				
<p>31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for student practice and application in the following areas:</p> <p>a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations</p> <p>b. Word meaning including the relationship and association of words to other words</p> <p>c. Phonological, morphological, syntactical, and semantic structures of English</p> <p>d. Identification of origins and meanings of foreign words frequently used in English,</p>	<p>Reading Street</p> <p>a. See Build Vocabulary pages in Teacher’s Editions. 4.1: 66r, 82b</p> <p>b. See Selection Vocabulary pages Teacher’s Editions. 4.5: 236q</p> <p>c. See Multisyllabic Word Strategy pages in Teacher’s Editions.</p>	<p>Reading Street</p> <p>a. 4.5: 144r, 236r</p> <p>b. 4.2: 206q</p> <p>c. 4.5: 236o</p> <p>d. 4.4: 48o</p> <p>4.6: 385i</p> <p>e. 4.6: 262a-262b</p> <p>f. Example: Generalization 4.3: 300p, 302c, 302-303, 307, 309, 315, 318, 318a,</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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 academic words through guided practice, independent practice, and application (with teacher feedback)</p> <p>g. Word-learning strategies and skills</p>	<p>4.2: 222b d. See Word Analysis pages in Teacher’s Editions. 4.3: 318b 4.5: 235h e. See Skills Overview pages Amazing Words section of Teacher’s Editions. 4.4: 22a-22b f. Multiple exposure is found through out the weekly lessons in the Teacher’s Editions. Example: Fact and Opinion 4.3: 278p, 278r, 280c, 280-281, 285, 291, 294, 294a, 299k</p>	<p>323, 323k g. 4.6: 286r, 286-287</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>g. See Build Vocabulary pages in Teacher’s Editions and in Student Editions. 4.4: 72r, 72-73</p> <p>Language Central</p> <p>a. 4 TE: 139a 5 SE/TE: W1–W4</p> <p>b. 5 TE: 24</p> <p>c. 4 SE/TE: 37a, 38, 40</p> <p>d. 5 TE: 57a</p> <p>e. 5 SE/TE: 120</p> <p>f. 5 SE/TE: Oral Vocabulary Routine, Talk About It, Daily Table Talk, Produce Language 30-31; Vocabulary in</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Context 53d g. 5 SE/TE: Oral Vocabulary Routine 30–31				
<i>Expository Texts and Reading Selections</i> 32. In the interest of promoting the efficiency of instruction for kindergarten through grade three, content standards in history–social science and science (Appendix 9-B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students or that students read.	N/A				
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history–social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates education principles and concepts for the environment that are consistent with grade-level standards and the	Reading Street See Student Editions pages. 4.4: 52-65 See Selection Vocabulary/Build Vocabulary, Read and Comprehend,	Reading Street 5.2: 224-235 Reading, writing, and vocabulary standards: 5.2: 220q-220r, 224, 236, 237a See also Quick notes			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
unit/ theme design, as required in <i>Public Resources Code</i> Section 71301(d)(1).	and Writing sections of Teacher’s Editions. 4.4: 52, 62a, 67, 67b Addressing topics History-Social Science, Science, or Math see standards on Teacher’s Editions pages. 4.4: 57, 63 Language Central 5 SE/TE: 101	For History-Social Science, Science, or Math. 5.2: 228, 233			
34. Reading selections, both those read to students and those that students read, are of high quality and are interesting, motivational, multicultural, and age-appropriate for students.	Reading Street See following stories in Student Edition; also see Table of Contents all grades in Teacher’s	Reading Street 4.1: 28-41 5.2: 422-437			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions. 4.2: 142-151 5.6: 640-651 Language Central 4 SE: "The Story of an Athlete" 191				
<i>Writing</i> 35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.	Reading Street See Writing lesson in Teacher’s Editions. 5.4: 443b-443c, 453b-453c, 459b-459c, 463d-463e, 463m-463n Language Central See <i>Language Central</i> TE: Day 1–5 Produce Language	Reading Street See Writing lesson in Teacher’s Editions. 5.1: 81b-81c, 91b-91c, 97b-97c, 101d-101e, 101m-101n			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	sections; 4 SE/TE: 185, 185b, 187, 188, 189 4 PB: 209				
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.	Reading Street See selections in Student Editions, Teacher’s Editions. 5.1: 84-91, 92-97	Reading Street See selections in Student Editions, Teacher’s Editions. 5.5: 590-597, 598-603			
37. Teacher editions and student materials are aligned with the specific types of writing required by the standards at each grade level, including descriptive writing, narrative, responses to literature, persuasive compositions, research reports, technical documents, and documents related to career 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.	Reading Street See Writing Lessons in the Teacher’s Editions and Grammar and Writing Practice Book. 4.5: CR18-CR19, DR28-CR29, CR38-CR39, CR48-49, CR58-59 Grammar and Writing	Reading Street See Writing Lessons in the Teacher’s Editions and Grammar and Writing Practice Book. 4.6: CR18-CR19, DR28-CR29, CR38-CR39, CR48-49, CR58-59 Grammar and Writing			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Practice Book: 176, 177, 178, 179 Language Central 5 TE: Genre Focus 153b 5 SE/TE: 157 Transparencies 9–27	Practice Book: 180, 181, 182, 183			
38. Instructional materials provide strategies for teachers to develop students’ academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.	Reading Street See Vocabulary lesson in Teacher’s Editions. 5.5: 540q-540r Language Central 4 TE: 132–133	Reading Street See Vocabulary lesson in Teacher’s Editions. 5.3: 526q			
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to such terms as narrative, exposition, and	Reading Street See: Student Editions, Teacher’s Editions, Practice	Reading Street See: Student Editions, Teacher’s Editions, Practice			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
persuasion. Instruction in academic vocabulary will also include literary terms such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.	<p>Book. 4.4: 118p, PI•11, 119b-119c; 120c, 120-121, 121a, 121b, 122, 125-126; 127b-127c, 130, 131a, 132-133, 133b-133c</p> <p>G4 Practice Book: 247, 251</p> <p>Language Central 5 TE: 208a-208b Transparencies 9-27 5 SE/TE: 211</p>	<p>Book. 4.2: 228p, PI•12, 229b-229c, 230c, 230-231, 231a, 231b, 232, 233, 234-236, 238, 239b-239c, 240-242, 244a, 245, 245b-245c, 247d-247e</p> <p>G4 Practice Book: 111, 115, 116</p>			
40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The	<p>Reading Street See Writing lesson in Teacher’s Editions. 5.4: 465b-c, 475b-c, 485b-c,</p>	<p>Reading Street See Writing lesson in Teacher’s Editions. 5.1: 103b-c, 115b-c, 121b-c,</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	489d-e, 489m-n	123d-e, 123m-n			
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.	Reading Street See Corrective Feedback in Writing lesson in Teacher’s Editions. 5.6: 701e	Reading Street See Corrective Feedback in Writing lesson in Teacher’s Editions. 5.3: 371e			
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.	Reading Street See Unit Tests (Student Test and Teacher Manual). G4 CA Unit Tests, Teacher’s Manual: T7; G4 CA Unit 1 Test, student test: 14	Reading Street See Unit Tests (Student Test and Teacher Manual). G4 CA Unit Tests, Teacher’s Manual: T7; G4 CA Unit 2 Test, student test: 14			

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"> a. Sentence fluency b. Sentence variety c. Paragraph and essay structure, organization, and coherence d. Word choice 	<p>Reading Street See Standards Map.</p> <p>See Language Arts/Writing lessons in Teacher’s Edition’s.</p> <p>a. 5.3: 323d-323e b. 4.3: 277d-277e c. 4.2: 223b-223c, 227d-227e 4.4: 71d-71e d. 5.2: 241d-e</p>	<p>Reading Street See Standards Map.</p> <p>See Language Arts/Writing lessons in Teacher’s Edition’s.</p> <p>a. 5.1: 77c b. 4.5: 257d-257e; 4.6: 385d-385e c. 4.1: 63b-63c, 65d-65e 4.2: 245b-245c, 247d-247e d. 5.1: 147d-e</p>			
<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> <ul style="list-style-type: none"> a. Instruction in a full range of text structures, 	<p>Reading Street See Standards Maps.</p>	<p>Reading Street See Standards Maps.</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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 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,</p>	<p>See: Writing lessons in Student Editions and Teacher’s Editions.</p> <p>a. 5.3: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59</p> <p>b. 4.1: 25b–25c, 35b–35c, 43b–43c, 45d–45e, 45m–45n</p> <p>c. 5.2: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59</p> <p>d. 4.2: 139b–139c, 147b–147c, 153b–153c, 157d–157e, 157m–157n</p> <p>e. 5.4: 419b-c, 431b-c,</p>	<p>See: Writing lessons in Student Editions and Teacher’s Editions.</p> <p>a. 5.2: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59</p> <p>b. 4.1: 47b–47c, 55b–55c, 63b–63c, 65d–65e, 65m–65n</p> <p>d. 4.5: 145b–145c, 155b–155c, 163b–163c, 165d–165e, 165m–165n</p> <p>e. 5.1: 103b-c, 115b-115c, 121b-121c, 123d-123e, 123m-n</p> <p>f. 5.5: CR18-19, CR28-29,</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
using application-specific prompts	439b-c, 441d-e, 441m-n f. 5.4: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 g. 4.3: 347c, 357b, 365c, 369e, 373c–373d h. 4.5: 237c, 247c, 253c, 257e, 261d i. 5.5: 459, 453b, 443c, 463n	CR38-39, CR48-49, CR58-59 g. 4.6: 287c, 297b, 307c, 311e, 311m–311n h. 4.6: 265c, 275b, 283c, 285e, 285n i. 5.6: 751, 741b, 729c, 759d			
45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.	Reading Street See: Student Editions, Teacher’s Editions. 4.5: 211b-211c, 213a, 214-229, 221b-221c, 231, 231b-	Reading Street See: Student Editions, Teacher’s Editions. 4.6: 339b-339c, 341a, 342-357, 351b-351c,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	231c, 235d-235e, 235l, 235m-235n Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions.	359, 359b-359c, 361d - 361e, 361l, 361m-361n			
46. Instructional materials include direct, explicit, and systematic instruction and opportunities for student practice of the written and oral English language conventions, comprehension skills, and literary response and analysis at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> .	Reading Street See Standards Maps. See: Student Editions, Teacher’s Editions. 4.3: 255a, 265a, 273a, 277c, 277l 4.5: 236p, 238c, 238–239, 240–247, 248–252, 252a, 257j	Reading Street See Standards Maps. See: Student Editions, Teacher’s Editions. 4.1: 78, 87j 4.3: 278p, 208c, 280–281, 282–289, 290–294, 294a 4.6: 287a, 297a, 307a, 311c, 311l			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions and ELA/ELD correlation matrices (Gr. 4, 5).</p>				
<p>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>.</p>	<p>Reading Street See Standards Maps. See Comprehension lessons and instruction in Student Editions and Teacher’s Editions. 5.4: 442p, 444c, 444-445, 446-458, 458a, 463k</p>	<p>Reading Street See Standards Maps. See Comprehension lessons and instruction in Student Editions and Teacher’s Editions. 5.1: 102p, 104c, 104-105, 106-120, 120a, 122-123, 123k</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central <i>Reading Street and Language Central</i> program descriptions and ELA/ELD correlation matrices (Gr. 4, 5).				
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> .	Reading Street See Standards Maps. See Text Structure instruction and Text Structure Graphic Organizers in Teacher’s Editions; see Literary Analysis instruction in Teacher’s Editions. 5.1: 33b, 40,	Reading Street See Standards Maps. See Text Structure instruction and Text Structure Graphic Organizers in Teacher’s Editions; see Literary Analysis instruction in Teacher’s Editions. 5.4: 421b,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	48; 38-39, 53j Language Central <i>Reading Street</i> and <i>Language Central</i> program descriptions and ELA/ELD correlation matrices (Gr. 4, 5).	430, 436; 426-427, 441j			
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	Reading Street See: Writing lesson in Teacher’s Editions; Writing Transparencies. 5.3: CR39, CR48 (Writing Transparency 19, 20)	Reading Street See: Writing lesson in Teacher’s Editions; Writing Transparencies. 5.6: CR39, CR48 (Writing Transparency 40, 41)			
50. The program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.	Reading Street See Writing lesson and Think, Talk	Reading Street See Writing lesson and Think, Talk			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	and Write in Student Editions and Teacher’s Editions. 5.1: 81b-81c, 91b-91c, 96, 97b-97c, 101d-101e, 101m-101n Language Central 4 SE/TE: Daily Table Talk, Produce Language 34, 35	and Write in Student Editions and Teacher’s Editions. 5.6: 657b-657c, 665b-665c, 670, 671b-671c, 675d-675e, 675m-675n			
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.	Reading Street See Writing lesson in Teacher’s Editions. 5.2: 175b-c, 185b-c, 191b-c, 197d-e, 197m-n	Reading Street See Writing lesson in Teacher’s Editions. 5.5: 541b-c, 551b-c, 5576b-c, 563d-e, 563m-n			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 5 SE/TE: Produce Language 25, 25b, 27, 28, 29				

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 reading/language arts 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 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.	<p>Reading Street See the K-8 Scope and Sequence in the Welcome Books, 4-5: 4: 173-185 5: 171-183</p> <p>Language Central See ELD/ELA correlation matrix (Gr. 4, 5).</p>				
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.	<p>Reading Street Structure is consistent within and across grades. See Teacher’s</p>	<p>Reading Street See Routine Cards in the Welcome Books, 4-5.</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions: 4.2: 286l-287 5.4: 442l-443d Language Central Weekly Planners reflect clear and consistent daily and weekly lesson plans. SE and TE pages clearly labeled by day. <i>Language Central</i> 4 TE: 56a-56b				
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.	Reading Street See Teacher’s Editions: 4.6: 286l-286n 5.4: 442l-442n, 442r-443	Reading Street See Teacher’s Editions: 5.4: 445-453			

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

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See Teacher’s Editions: 4.4: 72p, 118p				
7. Materials are organized to provide cumulative or spiraled review of skills or both.	Reading Street See Teacher’s Editions: 4.5: 165l, 209l, CR10-CR59 5.3: 291a, CR1-CR62				
8. Similar and confusing content and strategies are separated.	Reading Street See the program Scope and Sequence in the Welcome Books, 4-5: 4: 173-185 5: 171-183				
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.	Reading Street See Teacher’s Editions: 4.4: 120c, 120-121 4.5: 238c, 238-239				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>10. Instructional materials include directions for:</p> <ul style="list-style-type: none"> a. Direct teaching b. Teacher modeling and demonstration c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice d. Appropriate pacing of lessons e. Preteaching and reteaching as needed 	<p>Reading Street a. See Teacher’s Editions: 4.4: 120c, 120-121 4.5: 238c, 238-239</p> <p>b. See Teacher’s Editions: 4.4: 48-49, 96o, 96q, 236j-236k</p> <p>c. See Teacher’s Editions: 5.4: 444c-445</p> <p>d. See Planners in the Teacher’s Editions: 4.4: 118d-118e 4.6: 312d-312e</p> <p>e. See Teacher’s Editions:</p>	<p>Reading Street c. See Practice Books, 4-5</p> <p>e. See Extra Support and English Learner Teaching Guides, and Welcome Books, 4-5.</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>4.2: 184l 4.3: 318a, 323k 5.5: 556a, 563k 5.6: 702l</p> <p>See English Learners Teaching Guides: 4: 127-129 5: 511-513</p> <p>See Welcome Books, 4-5: 4: 96 5: 102</p> <p>Language Central a. Direct teaching shown in blue type. 5 TE: Conventions of English, Leveled Support 28 b. Teacher modeling also shown in</p>				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	blue type. 4 TE: Conventions of English 28 c. Corrective Feedback offered during practice. 5 TE: Corrective Feedback 162 d. Pacing specified on Weekly Planners 5 TE: 196A–196B e. 5 TE: Leveled Support (Preteach/ Reteach) 200; 5 TE: (Preteach/ Reteach) 88c–88d				

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).	Reading Street See Teacher’s Editions: 4.5: 165l, 209l, CR1-CR62 5.3: 291a, CR1-CR62 Language Central Review occurs daily in Weekly Practice and weekly during the review week. <i>Language Central</i> 5 TE: 62a–62b 5 TE: 53c–53h	Reading Street See Practice Books, Grammar and Writing Practice Books, Word Study and Spelling Practice Books, 4-5.			
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.	Reading Street See Student Editions: 4: 390-392 5: 790-792 See Welcome	Reading Street See Year at a Glance pacing guide for standards-based instruction in			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Books, 4-5: 4: 187-191 5: 223-237 Language Central 4 SE/TE: 220–225 On-page citations are also included on each day.	Welcome Books, 4-5: 5: 190-195 See Student Progress Reports in Welcome Books, 4-5: 4: 207-224			

Category 3: Assessment

The basic programs must provide the following features:

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

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

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

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

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.)	student tests, with items correlated to the California ELA Standards, and accompanying Teacher’s Manuals. Six-week progress-monitoring assessments are CA Unit Tests student tests, with items correlated to the California ELA Standards, and accompanying Teacher’s Manuals.	Teacher’s Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see Teacher’s Editions: 4.1: 45k 5.1: 53k			
5. The progress-monitoring assessments must include subtests of a minimum of ten items, including: a. Kindergarten–Phoneme awareness (which includes phoneme deletion and substitution and phoneme segmentation), beginning phonics, rapid letter and word naming, upper- and lowercase letter naming, rhyming, matching consonants and sounds, matching short vowel and sounds, high-frequency word reading, and consonant-	Reading Street a. N/A b. N/A c. The required subtests for oral reading fluency (two passages rather than ten) and writing (one prompt rather than ten) and of ten items each in the other				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>vowel-consonant (CVC) words</p> <p>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</p> <p>c. Grades two through six–Oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p> <p>d. Grades seven through eight–Oral reading fluency (only as needed, measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p>	<p>specified areas are in the student tests and Teacher’s Manuals for CA Unit Tests.</p>				
<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>	<p>Reading Street 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</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<ul style="list-style-type: none"> a. Word analysis, fluency, and systematic vocabulary development b. Reading comprehension c. Literary response and analysis d. Writing strategies e. Writing application f. Written and oral language conventions 	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.				
<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 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"> a. Phonemic awareness b. Phonics and decoding c. Oral reading fluency d. Spelling e. Vocabulary f. Reading comprehension 	<p>Reading Street Recommended diagnostic screening assessments are the Pearson <i>GRADE</i> (Group Reading Assessment and Diagnostic Evaluation) and the Pearson Reading Fluency Indicator, which are normed for age-based or grade-level-based performance, and the Pearson product called CA Diagnostic Screening</p>				

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

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<i>GRADE</i>				
8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.	Reading Street This occurs every week. For example, see Teacher’s Editions: 4.1: 24n-24o, 45g-45h 5.1: 30n-30o, 53g-53h				
9. The reading intervention kit for grades one through three includes: a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas b. Progress-monitoring assessments for every ten lessons Criteria statements 10-14 apply to intervention programs.	N/A				
The English-language development instruction, kindergarten through grade eight must provide these features: 15. Progress-monitoring assessments for English-language development instruction in Programs 2 and 3 must be designed to provide teachers with information on	Language Central The Progress Monitoring Assessment Unit Tests provide feedback to teachers and grade-level				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
instructional effectiveness and to monitor student progress at the end of each unit or theme or set of lessons every six to eight weeks. Progress-monitoring assessments are based on content taught in the unit or theme or set of lessons and, when appropriate, previously taught skills and strategies.	teams about the effectiveness of instruction in meeting student learning goals. They are based on the content taught in each themed unit, previously taught skills and strategies, CA ELA Content Standards, and CA ELD Standards. For example, 4 Progress Monitoring Assessments (PMA) TM: i-xvi, T1-T18; 4 PMA STB1: 2-16				
16. Progress-monitoring assessments for English-language development instruction measure progress in reading, writing, listening, and speaking in English as described in Appendix 9-A, Matrix 3, “English-Language Development Instruction, Kindergarten Through Grade Eight.”	Language Central 4 Program Monitoring Assessment (PMA) TM: i-xvi; 4 PMA TM: T1-T18; 4 PMA STB2: 2-16 4 TE: 140-141				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>17. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned with structured lessons focused on the following reading/language arts skills:</p> <ul style="list-style-type: none"> a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology e. Grammar and usage f. Sentence structure aligned with narratives, reading passages, and writing assignments g. Listening and reading comprehension h. Writing 	<p>Language Central Progress Monitoring Assessment (PMA)</p> <ul style="list-style-type: none"> a. 5 PMA STB2: 9; 5 PMA TM: T8–T10 b. 5 T18–20 c. 4 PMA STB4: 10; 4 PMA TM: 8–11 d. 4 PMA TM: T9–T12; 4 PMA STB:1 12–13 e. 5 PMA STB2: 6–8 f. 4 PMA STB4: 6, 14–16 g. 4 PMA STB1: 2–5 h. 5 PMA STB1: 14-16 				

Category 4: Universal Access

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

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Universal Access Design Principles All programs must include the following features:</p> <ol style="list-style-type: none"> 1. Instructional materials incorporate: <ol style="list-style-type: none"> a. Optimal opportunities for teachers to scaffold instruction and check for understanding b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate d. Ample background information on key skills and concepts e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it f. Corrective feedback during all phases of 	<p>Reading Street a. See Universal Access Assessment pages in the Teacher’s Edition. 4.2: 227k</p> <p>See English Learners Teaching Guides: 4: EL155-157</p> <p>See Extra Support Teaching Guides: 4: EX106</p> <p>See Advanced Teaching</p>	<p>Reading Street a. See Build Comprehension pages, and Universal Access and Adjust on the Fly! sections of the Teacher’s Editions: 4.6: 288c</p> <p>See Extra Support Teaching Guide: 4: EX320</p> <p>See Advanced Teaching Guide: 4: A164</p> <p>b. See Teacher’s Editions: 5.2: 200c</p>			

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>Guides: 4: A57</p> <p>b. See Universal Access and Adjust on the Fly! Margin notes in the Teacher’s Editions: 5.4: 442r</p> <p>See Advanced Teaching Guide: 5: A78</p> <p>c. See Weekly Planner and Universal Access pages at the beginning of each week in the Teacher’s Editions: 4.6: 264d-264e, 264f-264g</p>	<p>See Advanced Teaching Guide: 5: A39</p> <p>c. See Teacher’s Editions: 4.6: 264f-264g</p> <p>See Extra Support Teaching Guide: 4: EX308-317</p> <p>See Advanced Teaching Guide: 4: A158-162</p> <p>See English Learners Teaching Guide: 4: EL452-466</p> <p>d. See Teacher’s Editions: 5.1: 54l, 79p</p> <p>See English Learners</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>d. See Universal Access, Concept Talk, and Concept Wrap Up pages in Teacher’s Editions: 5.2: 154j, 173p</p> <p>See English Learners Teaching Guide: 5: EL95-97, EL107-109</p> <p>See EL Poster 6</p> <p>See Extra Support Teaching Guide: 5: EX68, EX77</p> <p>See Advanced Teaching Guide:</p>	<p>Teaching Guide: 5: EL19-21, EL31-33</p> <p>See EL Posters 2, 3</p> <p>See Extra Support Teaching Guide: 5: EX18, EX27</p> <p>See Advanced Teaching Guide, 5: A17</p> <p>e. See Teacher’s Editions (Adjust on the Fly margin note): 4.4: 120c</p> <p>See Extra Support Teaching Guide: 4: EX230</p> <p>See Student Editions: 4: 120</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5: A42 e. See Skills and Universal Access sections in Teacher’s Editions: 4.3: 302c-302d See Extra Support Teaching Guide: 4: EX150 See Advanced Teaching Guide: 4: A109 See English Learners Teaching Guide: 4: EL222-224 See Student Editions: 4: 302	f. See Universal Access sections in Teacher’s Editions: 5.4: 445a See Advanced Teaching Guide: 5: A109 g. See Word Analysis pages and Universal Access sections of Teacher’s Editions: 5.3: 296r See English Learners Teaching Guide: 5: EL203-205 See Extra Support Teaching Guide: 5: EX138			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>f. See Universal Access sections in Teacher’s Editions: 5.1: 79e</p> <p>See English Learners Teaching Guide: 5: EL28-30</p> <p>g. See Build Vocabulary, Universal Access, and Adjust on the Fly! sections of the Teacher’s Editions: 5.2: 174r</p> <p>See Extra Support Teaching Guide: 5: EX78</p> <p>See Advanced Teaching</p>	<p>See Advanced Teaching Guide: 5: A73</p> <p>h. See Teacher’s Editions: 4.5: 144n-144o</p> <p>See English Learners Teaching Guide: 4: EL371-373</p> <p>See Extra Support Teaching Guide: 4: EX248</p> <p>See Advanced Teaching Guide: 4: A128</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Guide: 5: A43 See English Learners Teaching Guide: 5: EL114-116 h. See Oral Vocabulary and Word Analysis pages, also Universal Access and Adjust on the Fly! sections of Teacher’s Editions: 4.3: 254n-254o See English Learners Teaching Guide: 4: EL187-189 See Extra Support Teaching				

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Guide: 4: EX128 See Advanced Teaching Guide: 4: A98 Language Central a–b See <i>Reading Street and Language Central</i> (additional hour of ELD instruction) program descriptions. <i>Language Central</i> c. 4 TE: 24a–24b 5 TE: 24a– 24b d. 4 TE: Corrective Feedback, Leveled Support 131 e. Regular daily				

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	practice in PB: Additional Practice at Practice Stations. 4 TE: 176c–176d f. 4 TE: Corrective Feedback 186 g. 5 SE/TE: Technology 158, 159, 161, 162, 163 h. 4 TE: Guide Discussion 107, 111				
<p><i>All programs should include the following features:</i></p> <p>2. <i>Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</i></p> <p>a. <i>Adequate titles for each selection</i></p> <p>b. <i>Introductory subheadings for chapter sections</i></p> <p>c. <i>Introductory paragraphs</i></p>	<p>Reading Street</p> <p>a. See the Table of Contents pages in the Student Editions: 4.1: 18-19 4.4: 20-21</p> <p>b. See Student Editions</p>	<p>Reading Street</p> <p>a. See Student Editions: 4.1: 70-71 4.4: 122-123</p> <p>b. See Student Editions: 5.5: 570</p> <p>c. See Student Editions: 4.3: 260</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
d. Concluding or summary paragraphs e. Complete paragraphs including clear topic sentence, relevant support, and <i>transitional words and expressions (e.g., furthermore, similarly)</i> f. Effective use of typographical aids (e.g., boldface print, italics) g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps h. <i>Manageable, not overwhelming, visual and print stimuli</i> i. <i>Identification and highlighting of important terms</i> j. <i>List of reading objectives or focus questions at the beginning of each reading selection</i> k. <i>List of follow-up comprehension and application questions</i>	Editions: 5.2: 226-235 5.3: 378-385 c. See Student Editions: 4.2: 164 4.3: 330 d. See Student Editions: 5.1: 94 5.6: 622 e. See Student Editions: 4.2: 173 4.4: 70 f. See Student Editions: 5.3: 278, 385 g. See Student Editions: 4.1: 116-125 4.5: 220-221	d. See Student Editions: 5.2: 235 e. See Student Editions: 4.3: 363 f. See Student Editions: 5.3: 361 g. See Student Editions: 4.4: 105-111 h. See Student Editions: 5.2: 231 i. See Student Editions: 4.4: 97 j. See Student Editions: 5.5: 544-545 k. See Student Editions: 4.1: 82			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	h. See Student Editions: 5.3: 353 5.4: 498-499 i. See Student Editions: 4.3: 301 4.4: 119 j. See Student Editions: 5.2: 202-203 5.3: 376-377 k. See the Student Edition “Think, Talk and Write” pages: 4.3: 272 4.6: 306 Language Central a. 4 SE/TE: iii–vii, 88 b. 5 SE/TE: 124 c. SE 4: 36				

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	d. SE 5: 109 e. SE 5: 191 f. SE 5: 135 g. SE 4: 211 h. SE 4: 132 i. 4 TE: Genre Focus 171b j. 5 SE: 126 k. 4 SE/TE: 75				
<p>Design Principles for Means of Expression</p> <p>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>Reading Street See the Welcome Books, Gr. 4-5: 4: 9</p>				

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Design Principles for Advanced Learners Basic and primary language programs must include the following features:</p> <p>4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described in the “Universal Access” sections of each grade level in Chapters 3 and 4.</p>	<p>Reading Street See the Advanced Teaching Guides at each grade, 4-5.</p>	<p>Reading Street See also "Practice Stations" at each grade, 4-5. See Teacher’s Editions: 4.5: 210k</p>			
<p>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.</p>	<p>Reading Street See “Books for Independent Reading” and “Develop the Concept” in the Teacher’s Editions at each grade, 4-5. See Teacher’s Editions: 4.3: 253a-253b, 254c</p>	<p>Reading Street See also “Meet the Author” in the Student Editions at each grade, 4-5. See Student Editions: 4: 391-395</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	Reading Street See “Effective Classroom Practices” in the Welcome Books, 4-5. 5: 7	Reading Street See also the Teacher’s Edition at each grade, 4-5, for standards connecting to higher grade levels. 5.4: 405			

Category 5: Instructional Planning and Support

Teacher editions must include the following features:

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

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Beck, I.L.; M.G. McKeown; and L. Kucan. (2002) <i>Bringing Words to Life: Robust Vocabulary Instruction</i> . New York: Guilford Press.	using webs/semantic maps in the Teacher’s Editions: 4.5: 236n, 238b, 248b, 254b, 261f Fluency Teacher’s Edition pages: 5.6: 652a, 655a			
	Moats, L. C. (1995). <i>Spelling: Development, Disability, and Instruction</i> . Baltimore: York Press.				
	Blachowicz, Camille and Peter J. Fisher. (2002). <i>Teaching Vocabulary in All Classrooms</i> , 2 nd ed. Merrill				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Prentice Hall. Samuels, S.J. (2002) “Reading Fluency: Its Development and Assessment.” <i>What Research Has to Say About Reading Instruction</i> , 3 rd ed. International Reading Association. Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions.				
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.	Reading Street See unit opener Teacher’s Edition	Reading Street See the Articulated K-8 Scope and Sequence			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	pages: 4.3: 252a-253c 4.5: 142a-143c See Weekly Planner Teacher’s Edition pages: 4.3: 254a-254k, 278a-278k, 300a-300k, 324a-324k, 346a-346k, CR1-CR9 Language Central 5 TE: 94a–94b	and Year at a Glance pages in the Welcome Books, 4-5. 4: 173-185, 192-197			
3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.	Reading Street See Program Description. See Welcome Books, 4-5: 4: 192-197 5: 190-195				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central TE: About the Program viii–xv; 4 TE: 144a–144b				
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.	Reading Street See Skills Overviews, Weekly Planners, and Day at a Glance pages in the Teacher’s Editions: 4.2: 136a-136b 4.4: 24l, 47g, 72l, 95g, 118d-118e 4.6: 312d-312e 5.4: 514a-514b				
5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.	Reading Street See “Don’t Wait Until Friday” in the Teacher’s				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions: 4.6: 338o, 358a, 361a, 361h 5.2: 174o, 190a, 197a Language Central 4 TE: Build Comprehension, Leveled Support 199				
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	Reading Street See Teacher’s Edition Planner and Day At a Glance pages: 5.6: 636d-636e, 702l Language Central 5 TE: Weekly Planner Pages 56a–56b	Reading Street See Teacher’s Editions: 5.3: 272d-272e, 272l			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.	<p>Reading Street Objectives are on the upper corners of all Teacher’s Edition pages. See Teacher’s Editions: 4.4: 112a</p> <p>Standards are at the bottom of Student Edition pages. See Student Editions: 4.4: 112,113</p> <p>Language Central Objectives are listed at the top left corner of each day. 4 TE: 122</p>	<p>Reading Street See Teacher’s Editions: 4.2: 229a</p> <p>See Student Editions: 4.2: 228</p>			

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.	<p>Reading Street See Day At a Glance in Teacher’s Editions: 4.4: 96l</p> <p>Language Central 4 TE: 106a–106d</p>	<p>Reading Street See Teacher’s Editions: 4.2: 138l</p>			
9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.	<p>Reading Street See bottoms of pages in the Teacher’s Editions: 5.2: 162, 171b, 173l</p>	<p>Reading Street See Teacher’s Editions: 5.5: 535b, 536a, 539c</p>			
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.	<p>Reading Street See weekly Family Times newsletter in the Practice Book. See Practice Books: 4: 41-42</p> <p>See also Student Progress Reports in</p>	<p>Reading Street See the Home/School Connection on every Practice Book page. See Practice Books: 5: 81</p> <p>See also, Family Times section in</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Welcome Books, 4-5: 5: 205-222 Language Central 3–5 Newcomer: TM 3	Welcome Books, 4-5: 4: 198-206			
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	Reading Street See “Universal Access for Group Time” in the Teacher’s Editions at each grade, 4-5; see Teacher’s Editions: 4.5: 188f-188g Language Central 4 TE: Leveled Support (Preteach/ Reteach) 26 5 TE: (Preteach/	Reading Street See also the “Universal Access” boxes in the Teacher’s Editions at each grade, 4-5; see Teacher’s Editions: 4.5: 222a			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Reteach) 88c–88d				
12. Materials describe grouping strategies for flexible small-group instruction.	<p>Reading Street See the “Welcome to _____ Grade” and “Assessment and Intervention” sections of the Welcome Books, 4-5: 5: 6-15, 18-19</p> <p>Language Central 5 TE: Guide Discussion 76, 88c–88d (see icons)</p>	<p>Reading Street See also the “Universal Access” boxes in the Teacher’s Editions at each grade, 4-5: 5.4: 442o</p>			
13. The teacher edition includes guidance for teachers for implementing reading activities that build oral reading fluency.	<p>Reading Street See Oral Reading sections in Teacher’s</p>	<p>Reading Street See Teacher’s Editions: 5.4: 398-399,</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions: 5.3: 354-355, 356-357 Language Central 4 TE: Fluency Focus 171b	400-401			
14. The teacher edition indicates how oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).	See Fluency and Check Fluency pages in Teacher’s Editions: 4.5: 230b, 235a, 235k, 252b, 257a, 261a Language Central 4 PMA TM: xiv–xvi; 4 PMA TM: T17-19	See Teacher’s Editions: 4.1: 42b, 45a, 45k, 82b, 87a, 87k			
15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.	Reading Street See Welcome Books, 4-5: 5: 106-107	Reading Street See Welcome Books, 4-5: 5: 112-113			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.	<p>Reading Street See Writing lessons in the Teacher’s Editions: 4.5: 211b, 235d, 235m</p> <p>See also Grade 4 Writing Transparencies: 24A, 24B, 24C</p>	<p>Reading Street See Writing lessons in the Teacher’s Editions: 4.4: 119b, 137d, 141c</p> <p>See also Grade 4 Writing Transparencies: 20A, 20B, 20C</p>			
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	<p>Reading Street See Writing lessons in the Teacher’s Editions. 5.3: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 (Writing Transparencies, Grammar and Writing Practice Book)</p>	<p>Reading Street See Writing lessons in the Teacher’s Editions. 5.4: CR18-19, CR28-29, CR38-39, CR48-49, CR58-59 (Writing Transparencies, Grammar and Writing Practice Book)</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.”	<p>Reading Street See Writing lessons in the Teacher’s Editions: 4.6: 339c, 351c, 359c, 361e, 361m-361n</p> <p>Language Central 4 TE: 47</p>	<p>Reading Street See Writing lessons in the Teacher’s Editions: 4.3: 325c, 335b-335c, 341c, 345e, 345n</p>			
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).	<p>Reading Street See Universal Access for Group Time in Teacher’s Editions: 4.4: 118f-118g 4.6: 312f-312g</p>	<p>Reading Street See Universal Access references in Teacher’s Editions: 4.2: 184l 4.3: 318a 5.5: 556a, 563k 5.6: 702l</p>			
20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to develop and provide additional instruction and	<p>Reading Street See English Learner Teaching</p>	<p>Reading Street See Universal Access for</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
sufficient practice of key concepts, skills, and strategies to support English learners and struggling readers.	Guides. See Extra Support Teaching Guides.	Group Time in Teacher’s Editions: 4.4: 118f-118g 4.6: 312f-312g			
21. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications to facilitate the program supporting scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African American vernacular English and providing teachers with guidance on scaffolding instruction.	Reading Street See Teacher’s Editions (Adjust on the Fly margin note) 5.1: 67b 5.2: 154r 5.4: 398r 5.5: 535b 5.6: 65l Language Central 5 TE: Leveled Support 76				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	Reading Street See Welcome Books, 4-5: 4: 116-131 5: 116-131 Language Central TE: xviii–xxxiii				
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.	Reading Street See Modeled Pronunciation Audio CD Language Central <i>Reading Street/Language Central</i> 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.	Reading Street See “Meet the Author” in the Student Editions: 4: 391-395				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	Reading Street See Student Edition reading selections: 4.2: 188-201 5.4: 468-483	Reading Street See Student Editions: 4.6: 316-331 5.2: 202-215			
26. Materials provide teachers with guidance on the effective use of library resources that best complement the <i>English–Language Arts Content Standards</i> .	Reading Street See Standards Maps. See Inquiry lessons in Teacher’s Editions: 5.4: 485d	Reading Street See Standards Map. See Inquiry lessons in Teacher’s Editions: 5.2: 191d			
27. Materials include instructions for the teacher on salient features of the reading material and suggestions on how to use each reading selection in the lesson or lessons.	Reading Street See: Welcome Books, 4-5: 4: 12-13 See Student Editions and Teacher’s Editions: 4.4: 119b-119c, 127b-127c, 128, 132-133, 133b-133c,	Reading Street See: Welcome Books, 4-5: 4: 14-15 See Student Editions and Teacher’s Editions: 4.5: 254-257			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	137d-137e, 137j, 141b, 141c-141d 4.5: 184-187 Language Central 4 TE: 89				
28. Teacher and student editions have correlating page numbers.	Reading Street See Student Edition and Teacher’s Edition pages: 5.1: 34-49 Language Central All SE/TE page numbers correlate. See 5 SE/TE: 24 and 25	Reading Street See Student Edition and Teacher’s Edition pages: 5.6: 660-669			
29. Answer keys are provided for all workbooks and other related student activities.	Reading Street See any product with Teacher’s Manual in the name, such as Practice	Reading Street See Phonics and Spelling Practice Book Teacher’s Manual			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Book Teacher’s Manual. Language Central PB Answer Key				
Instructional materials should include the following features: 30. 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.	Reading Street See all unit Teacher’s Editions: 4.3: 253a- 253b	Reading Street See also Practice Stations in Teacher’s Editions: 4.3: 254j, 278j			
31. Reading materials used for in-class work and homework as students progress through the grades are suggested or included to ensure that students read the amount of text specified in the standards at various grade levels.	Reading Street See all unit Teacher’s Editions: 5.3: 271a- 271b	Reading Street See the Family Times Newsletter each week in Practice Books. See Practice Books: 4: 31-32			
32. Teacher editions suggest reading material for students to read outside of class for at least 20 minutes a day in grade one and 30 minutes a day in grades two and beyond.	Reading Street See every unit Teacher’s Edition:	Reading Street See the Family Times Newsletter each week;			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	5.3: 271a-271b	see Practice Book: 4: 31-32			
33. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.	Reading Street See Content Reader Database Access Pack; provides access to readers to support ELA standards. Language Central 4 TE: Get Online! 24a–24b				
34. All informational technology resources include technical support and suggestions for appropriate use.	Reading Street See California Technology Professional Development CD-ROM Language Central All digital resources are fully supported (1-				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	800-882-3030) and suggestions for use are provided in the Teacher's Edition. 3 TE Weekly Practice: 120a–120b				
35. Black-line masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.	<p>Reading Street See Practice Books, Phonics and Spelling Practice Book, and Grammar and Writing Practice Books at all grades.</p> <p>All are available online.</p> <p>Language Central 4 PB: 17–22; Newcomer TM 3-5: G01–G05</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
36. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.	<p>Reading Street See Wrap Up Your Day (on Day 1) in Teacher’s Editions and Practice Books.</p> <p>See Teacher’s Editions: 4.5: 207d</p> <p>See Practice Books: 4: 99-100</p> <p>Language Central All Practice Book materials can be sent as homework. Newcomer 3–5: TM 3; SE 68–93</p>	<p>Reading Street See: Wrap Up Your Day (on Day 1) in Teacher’s Editions and Practice Books.</p> <p>See Teacher’s Editions: 4.5: 189d</p> <p>See Practice Books: 4: 293-294</p>			