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39 ***Criteria for Evaluating Instructional Materials:***
40 ***Reading/Language Arts/English Language Development,***
41 ***Kindergarten Through Grade Eight***

42 **INTRODUCTION**

43

44 California has been a national leader in adopting standards-aligned and comprehensive
45 materials to address the needs of all students in kindergarten through grade eight. The
46 materials adopted through the *2002 Reading/Language Arts/English Language*
47 *Development Evaluation Criteria* were groundbreaking in their emphasis on alignment to
48 rigorous content standards and the curriculum framework, current and confirmed
49 research, and meeting the needs of all students for instruction in reading and language
50 arts.

51

52 The upward trend in student achievement in kindergarten through grade eight supports
53 the continued state commitment to evaluation criteria aligned with the standards and
54 curriculum framework. The new *Criteria for Evaluating Instructional Materials:*
55 *Reading/Language Arts/English Language Development* includes elements of the *2002*
56 *Criteria* and addresses current documented instructional needs of California's students.
57 The new *Criteria* are designed to produce instructional materials that will help teachers
58 to close the achievement gap that persists despite gains in reading/language arts
59 achievement since the last adoption cycle of instructional materials. To that end, the
60 *Criteria* emphasize increased vocabulary, oral reading fluency, and writing. There is a
61 deeper focus on the instructional needs of English learners, students with disabilities,
62 struggling readers, and students who use African-American vernacular English. Also
63 noteworthy in the new *Criteria* is the requirement for new and improved types of
64 assessments.

65

66 California is committed to the fact that the English language arts content standards are
67 adopted for all our children. The *Criteria* in 2008 will provide instructional materials to
68 support successful mastery of the English-language arts content standards by all
69 California's children.

70

71 **Guide to Program Descriptions**

72 Each instructional program submitted for adoption must meet all appropriate program
73 descriptions and all required criteria in five categories: 1) Alignment to the English-
74 language arts content standards; 2) Program Organization; 3) Assessment; 4) Universal
75 Access; and 5) Instructional Planning and Support. Programs must also meet the
76 requirements in Appendix Attachment A, and Appendix Attachment B, and Attachment
77 C where applicable. There are two levels of features for each program submitted: *must*
78 be included or *should* be included. If *must* features are omitted, the program cannot be
79 adopted. Program features listed under *should* will be evaluated holistically.

80

81 For ease of use, this document has been organized into two sections. Section I
 82 presents the Program Description for each of the five types of programs. Section II
 83 presents the evaluation criteria for the five categories listed above. There are three
 84 appendices. ~~Appendix Attachment A~~, “Reading/Language Arts Content Standards
 85 Matrices,” identifies content standards that must be addressed for the Intensive
 86 Intervention Program in Reading/Language Arts, Grades Four Through Eight; the
 87 Intensive Intervention Program for English Learners, Grades Four Through Eight; and
 88 the English Language Development Instruction, Kindergarten Through Grade Eight.
 89 ~~Appendix Attachment B~~, “History-Social Science and Science Content Standards
 90 Matrices,” identifies the history-social science and science content standards that must
 91 be addressed in kindergarten through grade three. Attachment C, “Curriculum Content”
 92 lists effective instructional elements that must be included in Kindergarten through
 93 grade eight and the Intensive Intervention Programs, grades four through eight.
 94

95 The last section, References, offers a partial bibliography of current and confirmed
 96 research in reading/language arts, as defined by *Education Code* Section 44757.5(j):
 97

98 “Research on how reading skills are acquired” means research that is current
 99 and confirmed with generalizable and replicable results. “Current” research is
 100 research that has been conducted and is reported in a manner consistent with
 101 contemporary standards of scientific investigation. “Confirmed” research is
 102 research that has been replicated and the results duplicated. “Replicable”
 103 research is research with a structure and design that can be reproduced.
 104 “Generalizable” research is research in which samples have been used so that
 105 the results can be said to be true for the population from which the sample was
 106 drawn.
 107

108 The reviewers will evaluate each program submitted on the basis of the following
 109 sections, appendices, and documents:
 110

- 111 (1) Program Description
- 112 (2) Criteria in the five categories
- 113 (3) ~~Appendix Attachment A~~, “Reading/Language Arts Content Standards
 114 Matrices” (where applicable)
- 115 (4) ~~Appendix Attachment B~~, “History-Social Science and Science Content
 116 Standards Matrices, Kindergarten through Grade Three” (where applicable)
- 117 (5) Attachment C, “Curriculum Content” (where applicable)
- 118 (~~56~~) *English-Language Arts Content Standards*
- 119 (~~67~~) *Reading/Language Arts Framework for California Public Schools*

120 **Types of Programs**

121 For the adoption cycle beginning in November 2008 for Reading/Language Arts/English
 122 Language Development, five types of programs will be reviewed and adopted: (I)
 123 Reading/Language Arts Basic Program, Kindergarten Through Grade Eight; (II)
 124 Reading/Language Arts/English Language Development Basic Program, Kindergarten
 125 Through Grade Eight; (III) Primary Language/English Language Development Basic
 126 Program, Kindergarten Through Grade Eight; (IV) Intensive Intervention Program in
 127 Reading/Language Arts, Grades Four Through Eight; and (V) Intensive Intervention
 128 Program for English Learners, Grades Four Through Eight. Publishers may submit
 129 programs in any or all of the five types of programs.

130 *I. Reading/Language Arts Basic Program, Kindergarten Through Grade Eight*

131 This program provides instructional materials aligned with the *English-Language*
 132 *Arts Content Standards* and provides instructional content for 180 days of instruction
 133 for the following minimal daily time periods:

- 134 • 1 hour in kindergarten
- 135 • 2.5 hours in grades one through three
- 136 • 2 hours in grades four, five/six
- 137 • At least 1, and up to 2 hours in grades six, seven/eight

138 Instructional elements that reinforce and extend the Basic Program:

- 139 • 30 minutes of extra support for English learners in kindergarten through grade
 140 eight
- 141 • 30 minutes of extra support for struggling readers in kindergarten through
 142 grade eight
- 143 • 15-20 minutes of Intensive Vocabulary Instructional Support in kindergarten
 144 through grade three
- 145 • A minimum of 90 lessons each one lasting 15 minutes for each of the five
 146 sets of technical skills in a primary classroom Reading Intervention Kit for
 147 grades one through three (the same classroom kit for all three grade levels)

149 *II. Reading/Language Arts/English Language Development Basic Program,* 150 *Kindergarten Through Grade Eight*

151 This program includes all content and the four instructional elements required in the
 152 Reading/Language Arts Basic Program *plus* additional required daily English
 153 language development (ELD) instruction. The additional ELD instruction includes
 154 one hour of daily instruction that is consistent with the *English-Language Arts*
 155 *Content Standards* and *Reading/Language Arts Framework* and assists students in
 156 acquiring English as quickly and efficiently as possible. Reading/Language
 157 Arts/English Language Development Basic Program materials must provide
 158 instructional content for 180 days of instruction for the following minimal daily time
 159 periods:

- 160 • 1 hour in kindergarten

- 161 • 2.5 hours in grades one through three
- 162 • 2 hours in grades four, five/six
- 163 • At least 1, and up to 2 hours in grades six, seven/eight
- 164 • 1 hour of English language development instruction, kindergarten through
- 165 grade eight

166 *III. Primary Language/English Language Development Basic Program, Kindergarten*
 167 *Through Grade Eight*

168 The English language development (ELD) instructional program parallels the content
 169 of the Basic Program. Instructional materials are in a language other than English
 170 and are consistent with the content of the *English-Language Arts Content Standards*
 171 and the *Reading/Language Arts Framework*. There are appropriate modifications for
 172 the primary language. These materials are intended for students on waiver and are
 173 designed to ensure students are successful in acquiring English. The materials also
 174 provide additional required daily ELD instruction consistent with the *English-*
 175 *Language Arts Content Standards* and the *Reading/Language Arts Framework*. ELD
 176 instruction assists students in acquiring English as quickly and efficiently as
 177 possible. Materials must provide instructional content for 180 days of instruction for
 178 the following minimal daily time periods:

- 179 • 1 hour in kindergarten
- 180 • 2.5 hours in grades one through three
- 181 • 2 hours in grades four, five/six
- 182 • At least 1 hour and up to 2 hours in grades six, seven/eight
- 183 • 1 hour of English language development instruction, kindergarten through
- 184 grade eight

186 *IV. Intensive Intervention Program in Reading/Language Arts, Grades Four Through*
 187 *Eight*

188 This program provides a stand-alone, intensive, accelerated reading/language arts
 189 program designed specifically for students in grades four through eight whose
 190 reading achievement is two or more years below grade level. This program is
 191 designed to accelerate students' successful reentry into the Basic Program at grade
 192 level. Materials must provide instructional content for 180 days of instruction for the
 193 following minimal daily time period:

- 194 • 2.5 to 3 hours in grades four through eight

195 *V. Intensive Intervention Program for English Learners, Grades Four Through Eight*

196 This program for English learners provides a stand-alone, intensive, accelerated
 197 reading/language arts program designed specifically for English learners in grades
 198 four through eight whose academic performance is two or more years below grade
 199 level. This program is designed to accelerate the learning of English and successful
 200 reentry into the Basic Program at grade level. Materials must provide instructional
 201 content for 180 days of instruction for the following minimal daily time period:

- 202 • 2.5 to 3 hours in grades four through eight

203 **SECTION I: PROGRAM DESCRIPTIONS**

204 All submissions must meet the requirements of this section and Criteria Categories 1
 205 through 5 in Section II. Publishers may submit any of the five types of programs
 206 described below. Where applicable, programs must also meet the requirements in
 207 Appendix Attachment A and Appendix Attachment B, and Attachment C. The five
 208 types of programs are described below.

209 **I. The Reading/Language Arts Basic Program, Kindergarten Through Grade**
 210 **Eight**

211 (For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7,
 212 “Universal Access to the Language Arts Curriculum”, and the Universal Access
 213 sections for each grade in Chapters 3 and 4.)

- 214 1. The *Criteria* call for Basic Programs designed for use by the classroom teacher
 215 as the comprehensive curriculum that will ensure that all students, including
 216 English learners, master the English-language arts content standards. The
 217 Basic Program must utilize instructional materials that are designed to foster
 218 *universal access*, which means the Basic Program curriculum is accessible to
 219 all students.
- 220 2. The Reading/Language Arts Basic Program shall undergo the following
 221 evaluations:
 - 222 a. Educational content review based on the Program Description in Section I
 - 223 b. Criteria (all categories) in Section II
 - 224 c. Appendix Attachment B, “History-Social Science and Science Content
 225 Standards, Kindergarten through Grade Three”
 - 226 d. Attachment C, Table 1, “Curriculum Content: Kindergarten Through Grade
 227 Three” and Table 2, “Curriculum Content, Grades Four Through Eight.”
 - 228 de. English-Language Arts Content Standards
 - 229 ef. Reading/Language Arts Framework
- 230 3. This Basic Program, including required additional supporting instructional
 231 elements, may not be submitted as a partial or supplemental resource. It must
 232 incorporate the principles of universal access described in the
 233 *Reading/Language Arts Framework*, be based on research [as defined in
 234 *Education Code* Section 44757.5(j)], and provide instructional content for 180
 235 days of instruction for minimal daily time periods of:
 - 236 a. 1 hour in kindergarten
 - 237 b. 2.5 hours in grades one through three
 - 238 c. 2 hours in grades four, five/six
 - 239 d. At least 1 and up to 2 hours in grades six, seven/eight
- 240 4. The Basic Program curriculum in kindergarten through grade eight provides
 241 comprehensive guidance for teachers in providing effective, efficient, explicit,
 242 sequential, linguistically logical, and systematic instruction, practice,
 243 application, and diagnostic support in all skills and strategies at the appropriate

244 grade levels as defined in the *English-Language Arts Content Standards*,
 245 *Reading/Language Arts Framework*, and this *Criteria*.

246 ***Additional Required Instructional Elements in the Basic Programs***

- 247 5. Basic Programs must include four additional elements:
- 248 a. Struggling Readers Extra Support
 - 249 b. English Learners Extra Support
 - 250 c. Intensive Vocabulary Instructional Support
 - 251 d. Reading Intervention Kit

252 *Struggling Readers Extra Support, Kindergarten Through Grade Eight*

253 6. The purpose of these materials is to provide guidance for teachers and support
 254 for students to allow them to successfully participate in and progress through
 255 the daily lessons from the Basic Program with their peers. Instructional
 256 materials provide comprehensive guidance for teachers and effective, efficient,
 257 and explicit instruction for struggling readers (any student experiencing difficulty
 258 learning to read and may include students who use African-American
 259 vernacular English, English learners, and students with disabilities).
 260 Instructional materials for struggling readers must be standards-aligned,
 261 assessment-based programs that lead to mastery of all the English-language
 262 arts content standards. These materials can be used to ensure that students
 263 will be successful in the Basic Program curriculum.

264 Support materials for struggling readers must provide the following:

- 265 a. 30 minutes of additional instructional materials daily
- 266 b. Teacher edition and student materials that reinforce and extend the
- 267 regular classroom/Basic Program daily lessons
- 268 c. Additional opportunities for checking for understanding
- 269 d. Instruction to increase background knowledge, prerequisite skills, and
- 270 concepts
- 271 e. Additional opportunities for vocabulary development
- 272 f. Additional practice in the key skills and strategies taught in the lesson
- 273 g. Reteach material already taught in the lesson
- 274 h. Preteach material that will be taught in the lesson
- 275 i. Additional instructional support for students who use African-American
- 276 vernacular English who may have difficulty with phonological awareness
- 277 and standard academic English structures of oral and written language,
- 278 including spelling and grammar

279 *English Learner Extra Support, Kindergarten Through Eight*

280 7. Instructional materials for English learners provide support for students to allow
 281 them to successfully participate in and progress through the daily lessons from
 282 the Basic Program with their peers. Instructional materials provide
 283 comprehensive guidance for teachers and effective, efficient, and explicit
 284 instruction for English learners. Instructional materials must be standards-
 285 aligned, assessment-based programs leading to mastery of all the English-

286 language arts content standards. These extra support instructional materials
287 are specifically designed daily lessons to preteach concepts, develop
288 background knowledge, build academic vocabulary, and develop critical
289 technical skills. It is essential that students who are simultaneously learning
290 English and reading language arts content have additional time for instruction
291 and practice to master grade level content standards.- Materials provide
292 English language development and necessary linguistic support to ensure that
293 students will be successful in the Basic Program curriculum.

294

295

8. Support materials for English learners must include the following:

296

- a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English language proficiency at appropriate grade levels

297

298

299

- b. 30 minutes of additional instructional materials daily

300

- c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/Basic Program daily lessons

301

302

- d. Materials that help teachers teach English learners to master the English-language arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.

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9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including:

307

- a. Survival vocabulary and language, including but not limited to, obtaining necessities, making requests, and understanding instructions (essential for newcomers)

308

309

310

- b. Language skills that are transferable from students' primary language to English and non-transferable skills

311

312

- c. Acquisition of academic vocabulary

313

- d. Phonological, morphological, syntactical, and semantic structures of English

314

315

316

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:

317

318

- 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

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Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three

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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 vocabulary development. 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.

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- 335 students with disabilities, struggling readers, and students who use African-
336 American Vernacular English.
- 337 12. These materials must build students' oral vocabulary by providing instruction in
338 a wide range of meaningful vocabulary, explaining the meanings of unfamiliar
339 words (beyond their reading vocabulary), allowing ample opportunities for
340 students to discuss word meanings and use new words.
- 341 13. For each grade level, programs provide a list of logically sequenced vocabulary
342 words that will be taught and are beyond grade-level reading.
- 343 14. Programs must establish a list of vocabulary words for each grade level and
344 support/defend the lists with research.
- 345 15. Teacher editions and student materials provide instructional resources and
346 strategies for developing vocabulary through multiple readings by the teacher
347 of narrative and engaging expository texts, followed by explicit and systematic
348 instruction in oral discourse of the selected vocabulary.
- 349 16. Intensive vocabulary instruction is research-based, direct, explicit, and
350 systematic and includes:
- 351 a. Weekly lesson plans for daily lessons
352 b. Weekly lesson plans that include instruction in eight to ten words per week
353 (kindergarten), ten to twelve words per week (grades one and two), and
354 fifteen to eighteen words per week (grade three)
- 355 17. Narratives and expository texts provided in the intensive vocabulary materials
356 link to unit/themes in the Basic Program.
- 357 18. Intensive vocabulary lessons must include the following:
- 358 a. Development of students' listening and speaking vocabulary
359 b. Instruction in words that are beyond student reading vocabulary
360 c. 15 to 20 minutes of additional daily vocabulary instruction
- 361 19. Materials include weekly lesson plans that include:
- 362 a. Multiple readings by the teacher of one or two narrative or interesting
363 expository texts with emphasis on developing oral vocabulary and
364 opportunities for students to hear, use, and reflect on/discuss the
365 meanings of the target words.
- 366 b. Weekly oral pre- and post-assessments on new words
- 367 c. During narrative/expository text readings, teachers provide simple
368 definitions of target vocabulary words using language that is known by
369 students.
- 370 d. Materials provide opportunities for students to use words in individual and
371 group responses over time and in different contexts.
- 372 e. Materials include suggestions for periodic review and extended use of the
373 words beyond the instructional time.

374

375

376 *Reading Intervention Kit, Grades One Through Three*

377 20. The Reading Intervention Kit is a classroom kit that provides sets of strategic
378 intervention materials, one set for each of the five key technical skill domains of
379 beginning reading, for efficient and effective use in tutorial or small-group
380 instructional settings. These materials focus on students in grades one through
381 three who need reteaching and/or practice in one or more of the technical skill
382 domains. In particular, the lessons in the kit provide targeted instruction in one
383 or more of the English Language Arts Content Standards taught in a previous
384 grade(s) that may have not been mastered. The instructional strategies
385 incorporated in these sets of materials should be consistent with those used in
386 the Basic Program.

387 21. The kit includes teacher and student editions that provide materials for
388 instruction in the following beginning technical skills in reading as defined by
389 the English-language arts content standards in kindergarten through grade
390 three:

- 391 a. Phonemic awareness and phonological awareness
- 392 b. Phonics and decoding
- 393 c. Oral reading fluency
- 394 d. Vocabulary (including those words taught in grades one through three of
395 the Basic Program)
- 396 e. Reading comprehension skills

397 22. The kit contains five sets of technical skills materials. Each set of materials
398 includes a minimum of 90 15-minute lessons that are designed for explicit,
399 sequential, and systematic instruction. Each set also provides a periodic
400 progress-monitoring assessment for determining attainment of the skill(s)
401 taught.

402 23. The same classroom kit for grades one through three is acceptable.

403 **II. The Reading/Language Arts/English Language Development Basic Program,**
404 **Kindergarten Through Grade Eight**

405 (For additional guidance, see the Universal Access sections (under “English
406 Learners”) for each grade in the *Reading/Language Arts Framework*.)

407 24. The Reading/Language Arts/English Language Development Basic Program
408 includes all content and the four additional instructional elements required in
409 the Reading/Language Arts Basic Program *plus* the additional required one
410 hour of daily English language development instruction.

411 25. The Reading/Language Arts/English Language Development Basic Program
412 shall undergo the following evaluations:

- 413 a. Educational content review based on the Program Description in Section I

- 414 b. Criteria (all categories) in Section II
- 415 c. ~~Appendix A, “Matrix 3, English Language Development Instruction,~~
- 416 ~~Kindergarten Through Grade Eight”~~
- 417 ~~dc. Appendix Attachment B, “History-Social Science and Science Content~~
- 418 ~~Standards, Kindergarten through Grade Three”~~
- 419 d. Attachment C, Table 1: “Curriculum Content: Kindergarten Through Grade
- 420 Three” and Table 2: “Curriculum Content, Grades Four Through Eight.”
- 421 de. English-Language Arts Content Standards
- 422 ef. Reading/Language Arts Framework
- 423 26 The additional one hour of English Language Development Instruction,
- 424 Kindergarten Through Grade Eight shall undergo the following evaluations:
- 425 a. English-Language Arts Content Standards
- 426 b. English Language Development Standards
- 427 c. Attachment A, Matrix 3, English Language Development Instruction,
- 428 Kindergarten Through Grade Eight
- 429 ~~26~~27. The English language development (ELD) instructional materials are
- 430 consistent with and connected to the Basic Program and aligned to the *English-*
- 431 *Language Arts Content Standards, English Language Development Standards,*
- 432 *and Reading/Language Arts Framework.*
- 433 (For additional guidance, see the Universal Access section (under “English
- 434 Learners”) for each grade in the *Reading/Language Arts Framework*).
- 435 ~~27-28~~ ELD instructional materials must include the following features:
- 436 a. Lessons address the Beginning, Early Intermediate, Intermediate, and
- 437 Early Advanced levels of English language proficiency at appropriate
- 438 grade levels.
- 439 b. Teacher edition and student materials are focused and efficient to ensure
- 440 English learners acquire proficiency in English as quickly and effectively
- 441 as possible.
- 442 c. Additional ELD instructional support is given to English learners (beyond
- 443 the Basic Program) for one hour daily.
- 444 d. The one hour of daily instruction may be presented in smaller segments or
- 445 lessons. For example, programs may provide daily instruction that
- 446 includes two to four lessons that total one hour per day.
- 447 ~~28-29~~ The ELD materials are designed to ensure students’ mastery of the
- 448 English-language arts content standards and include the following:
- 449 a. Instructional materials are connected to, and consistent with, the
- 450 unit/theme of the Basic Program.
- 451 b. Materials include instruction, practice, review, and application that lead to
- 452 student acquisition of English.

- 453 c. Instructional materials will allow opportunities for students to read, write,
454 and discuss expository text.
- 455 ~~29~~30. These ELD materials must provide explicit, sequential, linguistically
456 logical, and systematic instruction, practice, application, and diagnostic support
457 in areas in which students are likely to have difficulty, including:
- 458 a. Phonemic awareness and phonics
459 b. Oral reading fluency
460 c. Word recognition and spelling
461 d. Vocabulary and morphology
462 e. Grammar and usage
463 f. Listening and reading comprehension
464 g. Sentence structure (aligned with narratives, reading passages, and writing
465 assignments)
466 h. Speaking and writing
- 467 ~~30~~31 ELD materials provide formal linguistic instruction, practice, and
468 opportunities for application, including:
- 469 a. Survival vocabulary and language, including, but not limited to, obtaining
470 necessities, making requests, and understanding instructions (essential
471 for newcomers)
472 b. Skills that are transferable from students' primary language to English and
473 non-transferable skills
474 c. Acquisition of academic vocabulary
475 d. Phonological, morphological, syntactical, and semantic structures of
476 English
477 e. Oral language development

478 III. Primary Language/English Language Development Program, Kindergarten 479 Through Grade Eight

480 (For additional guidance, see the Universal Access section (under "English
481 Learners") for each grade level in the *Reading/Language Arts Framework*.)

482 Publishers may develop comprehensive reading/language arts programs in the key
483 languages of the state for students in kindergarten through grade eight on waiver as
484 defined by Proposition 227.

485 ~~31~~32 Primary Language/English Language Development Basic Program
486 parallels the Reading/Language Arts/English Language Development Basic
487 Program (RLA/ELD) described in program type II and is aligned with the
488 *English-Language Arts Content Standards* and the *Reading/Language Arts*
489 *Framework* with appropriate modifications for the primary language.

490 ~~32~~33. The Primary Language/English Language Development Program shall
491 undergo the following evaluations:

- 492 a. Educational content review based on the Program Description in Section I
493 b. Criteria (all categories) in Section II

- 494 c. ~~Appendix A, “Matrix 3: English Language Development Instruction,~~
 495 ~~Kindergarten Through Grade Eight”~~
 496 ~~dc. Appendix Attachment B, “History-Social Science and Science Content~~
 497 ~~Standards, Kindergarten through Grade Three”~~
 498 ~~Attachment C, Table 1, “Curriculum Content: Kindergarten Through Grade~~
 499 ~~Three” and Table 2, “Curriculum Content, Grades Four Through Eight.”~~
 500 ~~e-d English-Language Arts Content Standards~~
 501 ~~fe. Reading/Language Arts Framework~~

502 34. The additional one hour of English Language Development Instruction,
 503 Kindergarten Through Grade Eight shall undergo the following evaluations:

504 a. English-Language Content Standards

505 b. English Language Development Standards

506 c. Attachment A, Matrix 3, English Language Development Instruction,
 507 Kindergarten Through Grade Eight

508 ~~33~~35. This Primary Language program may not be submitted without ELD
 509 instructional materials or as a partial or a supplemental resource. This Primary
 510 Language program may not be submitted as part of the Basic Program. This
 511 program stands alone and will be submitted and evaluated separately.

512 ~~34~~36. ELD instruction is consistent with the *English-Language Arts Content*
 513 *Standards*, *English Language Development Standards*, and the
 514 *Reading/Language Arts Framework*; and provides one hour of daily instruction
 515 to assist English learners in acquiring proficiency in English; and ensures
 516 student mastery of the standards.

517 **IV. Intensive Intervention Program in Reading/Language Arts, Grades Four**
 518 **Through Eight**

519 (For additional guidance, see the Universal Access section under “Reading
 520 Difficulties” for each grade in the *Reading/Language Arts Framework*.)

521 ~~35~~37. The Intensive Intervention Program in Reading/Language Arts is designed
 522 to be a stand-alone, intensive, accelerated reading/language arts program. This
 523 program provides two and one-half hours to three hours of daily instruction
 524 designed to address the instructional needs of students in grades four through
 525 eight whose reading achievement is two or more years below grade level
 526 (including students who use African-American vernacular English, English
 527 learners, struggling readers, and students with disabilities).

528 ~~36~~38. There are two purposes of intervention instruction for students in grades
 529 four and above who are two or more years below grade level in reading
 530 achievement: 1) to teach students to read; and 2) to teach students those
 531 grade-level English-language arts content standards they have not previously
 532 mastered.

533 ~~37~~39. Based on curriculum-embedded diagnostic assessment, this program
 534 should position students to progress rapidly toward successful reentry into the

535 Basic Program at their appropriate grade level. The instructional design of the
536 program should assume that students can gain two grade levels for each year
537 of instruction.

538 ~~3840.~~ The Intensive Intervention Program in Reading Language Arts shall
539 undergo the following evaluations:

- 540 a. Educational content review based on the Program Description in Section I
- 541 b. Criteria (all categories) in Section II
- 542 c. ~~Appendix Attachment A~~, "Matrix 1: Intensive Intervention in
- 543 Reading/Language Arts, Grades Four Through Eight"
- 544 d. ~~Appendix Attachment C: Table 3~~, "Curriculum Content, Intensive
- 545 Intervention, Grades Four Through Eight."
- 546 ~~e.~~ *English-Language Arts Content Standards*
- 547 ~~f.~~ *Reading/Language Arts Framework*

548 ~~3941.~~ The program may not be submitted as part of the Basic Program. This
549 program is designed to accelerate student reentry into the Basic Program
550 within two years or less. Students who are two or more years below grade level
551 will not benefit from grade-level instruction in the Basic Program because
552 grade-level reading and instructional materials in the Basic Program are
553 beyond the students' reading comprehension level. Publishers choosing to
554 submit an Intensive Intervention Program in Reading/Language Arts must
555 submit it as a stand-alone program that will be evaluated separately.

556 ~~4042.~~ This curriculum must incorporate the principles of universal access
557 described in the *Reading/Language Arts Framework*, be based on research [as
558 defined in *Education Code* Section 44757.5(j)], and provide instructional
559 content for 180 days of instruction for minimal daily time periods of 2.5 to 3
560 hours.

561 ~~4143.~~ The program must have multiple levels/points of entry to appropriately
562 address the skill levels of students in grades four through eight.

563 ~~4244.~~ The curriculum for Intensive Intervention Program in Reading/Language
564 Arts provides guidance to teachers in efficient and effective instruction. Teacher
565 and student editions provide explicit, sequential, linguistically logical, and
566 systematic instruction, practice, application, and diagnostic support in areas in
567 which students (including students who use African-American vernacular
568 English) are likely to have difficulty—primarily the following strands and
569 substrands of the English-language arts content standards, grades one through
570 six, including:

- 571 a. Phonemic awareness and phonics
- 572 c. Word recognition and spelling
- 573 d. Oral reading fluency
- 574 e. Vocabulary and morphology
- 575 f. Grammar and usage

- 576 g. Listening and reading comprehension
 577 h. Sentence structure (consistent with narratives, reading passages, and
 578 writing assignments)
 579 i. Writing
 580 ~~4345~~. Instructional materials will provide opportunities for students to read, write,
 581 and discuss expository text.

582 **V. Intensive Intervention Program for English Learners, Grades Four Through**
 583 **Eight**

584 (For additional guidance, see the Universal Access sections (under “English
 585 Learners”) for each grade in the *Reading/Language Arts Framework*.)

586 ~~4446~~. The Intensive Intervention Program for English Learners is designed to be
 587 a stand-alone intensive reading/language arts program. This program provides
 588 two and one-half hours to three hours of daily instruction developed specifically
 589 for English learners in grades four through eight whose academic achievement
 590 is two or more years below grade level. This stand-alone reading/language arts
 591 intervention program addresses literacy and language development. The
 592 materials incorporate the elements of English language development described
 593 below and are designed to provide intensive, accelerated, and extensive
 594 English language development that complements and supports
 595 reading/language arts instruction.

596 ~~4547~~. This program may not be submitted as part of the Basic Program. This
 597 program is designed to accelerate student reentry into the Basic Program
 598 within two years or less. Publishers choosing to submit an Intensive
 599 Intervention Program for English Learners must submit it as a stand-alone
 600 program that will be evaluated separately.

601 ~~4648~~. Based on curriculum-embedded diagnostic assessment, this program
 602 should position students to progress rapidly toward reentry into the Basic
 603 Program at their appropriate grade level. The instructional design of the
 604 program should assume that students can gain two grade levels for each year
 605 of instruction.

606 ~~4749~~. The Intensive Intervention Program for English Learners shall undergo the
 607 following evaluations:

- 608 a. Educational content review based on the Program Description in Section I
 609 b. Criteria (all categories) in Section II
 610 c. ~~Appendix Attachment A~~, “Matrix 2: Intensive Intervention for English Learners,
 611 Grades Four Through Eight”
 612 d. Appendix Attachment C: Table 3, “Curriculum Content, Intensive
 613 Intervention, Grades Four Through Eight.”

614
 615 ~~e~~. *English-Language Arts Content Standards*

616 ~~f~~. *Reading/Language Arts Framework*

- 617 ~~48~~50. This curriculum must incorporate the principles of universal access, be
618 based on research as defined in *Education Code* Section 44757.5(j), and
619 provide instructional content for 180 days of instruction for minimal daily time
620 periods of 2.5 to 3 hours.
- 621 ~~49~~51. The program must have multiple levels/points of entry in order to
622 appropriately address the skill levels of students in grades four through eight.
- 623 ~~50~~52. This program must emphasize academic language, vocabulary and
624 concept development, sentence structure, grammar, organization and delivery
625 of oral communication, and speaking applications.
- 626 ~~54~~53. Materials guide the teacher on how to instruct English learners to master
627 the English-language arts content standards so learners can read, write,
628 comprehend, and speak English for personal use and at the proficient level for
629 academic schoolwork.
- 630 ~~52~~54. The program must include teacher and student editions and focus on
631 instruction to assist English learners in developing proficiency in the English
632 language and the concepts and skills contained in the *English-Language Arts*
633 *Content Standards*. Emphasis is placed on:
- 634 a. Instruction in the skills that are transferable from students' primary
635 language to English and non-transferable skills
 - 636 b. Acquisition of academic vocabulary
 - 637 c. Phonological, morphological, syntactical, and semantic structures of
638 English.
- 639 ~~53~~55. These materials must provide explicit, sequential, linguistically logical, and
640 systematic instruction, practice, application, and diagnostic support in areas in
641 which students are likely to have difficulty—primarily the following strands and
642 substrands of the English-language arts content standards, grades one through
643 six:
- 644 a. Phonemic awareness and phonics
 - 645 b. Word recognition and spelling
 - 646 c. Oral reading fluency
 - 647 d. Vocabulary and morphology
 - 648 e. Grammar and usage
 - 649 f. Listening and reading comprehension
 - 650 g. Sentence structure (consistent with narratives, reading passages, and
651 writing assignments)
 - 652 h. Speaking and writing

653 **SECTION II: CRITERIA**654 **Criteria Category 1: Alignment with English-Language Arts Content Standards**655 *All programs must include the following features:*

- 656 1. Instructional materials that are designed to ensure that all students master each
657 of the English-language arts content standards as defined in *Education Code*
658 *Section 60010(h)*.
- 659 2. Instructional materials reflect and incorporate the content of the
660 *Reading/Language Arts Framework*.
- 661 3. Instructional materials incorporate the content described in Appendix
662 Attachment A and Appendix Attachment B, and Attachment C (where
663 applicable).
- 664 4. Instruction reflects current and confirmed research in reading/language arts
665 instruction as defined in *Education Code Section 44757.5(j)*.
- 666 5. Sufficient instructional time is allotted to content standards that require
667 extensive teaching and are clear prerequisites for later content standards.
- 668 6. The program demonstrates an explicit relationship between academic language
669 development, reading selections, and written and oral expression (see
670 Category 1, Number 45, Writing section).
- 671 7. The *English-Language Arts Content Standards* and *Reading/Language Arts*
672 *Framework* are the basis of the instructional materials. Extraneous materials
673 not aligned to these content standards must be minimal and not detract from
674 instruction.
- 675 8. Instructional materials include activities that relate directly to the learning
676 objectives. Extraneous material is kept to a minimum.
- 677 9. Instructional materials use proper grammar and spelling (*Education Code*
678 *Section 60045*).
- 679 10. Any gross inaccuracies or deliberate falsification revealed during the review
680 process will result in disqualification, and any found during the adoption cycle
681 will subject the program to removal from the list of state-adopted textbooks.
682 Gross inaccuracies and deliberate falsifications are defined as those requiring
683 changes in content.
- 684 11. All authors listed in the instructional program are held responsible for the
685 content. If requested, the authors must be willing to supply proof of authorship.
686 Beyond the title and publishing company's name, the only name to appear on a
687 cover and title page shall be the actual author or authors.
- 688 12. Publishers must indicate in teacher materials all program components
689 necessary to address all grade-level English-language arts content standards.

690

691

692 Curriculum must provide explicit, sequential, linguistically logical, and systematic
693 instruction, practice, application, and diagnostic support in the following program areas:

694 *Phonemic Awareness*

695 13. Instructional materials for kindergarten through grade two must be taught
696 comprehensively and as a sequence of skills in the grade levels as described in
697 the English-language arts content standards.

698 *Phonics and Decoding*

699 14. Phonics instruction includes all sound-spelling correspondences and is taught
700 in a sequential and logical design.

701 15. Publishers will include, for those students who need them, learning tools for
702 phonemic awareness (such as phoneme phones and letter tiles).

703 16. Publishers will include, for those students who need them, learning tools for
704 phonics (such as Elkonin boxes).

705 *Oral Reading Fluency and Word Attack Skills*

706 17. Instructional materials emphasize oral reading decoding fluency and the skills
707 of word recognition, reading accuracy, and prosody. Programs offer strategies
708 for increasing oral fluency rates with adequate daily materials of increasing
709 difficulty.

710 18. Oral reading materials include instruction in word reading, practice on
711 increasingly difficult passages, and assessments on this instruction and
712 practice in grades one through five/six and grades six/seven through eight (as
713 needed).

714 19. Student materials include opportunities for daily oral reading fluency practice.

715 *Decodable Books*

716 20. Sufficient pre-decodable and decodable texts are included at the early stages
717 of reading instruction to allow students to develop automaticity and practice
718 fluency. Those materials in the program designated as decodable must have
719 text with at least 75% of the words consisting solely of previously taught sound-
720 spelling correspondences and from 15% to 20% of the words consisting of
721 previously taught high-frequency words and story words. High-frequency words
722 introduced in pre-decodable and decodable texts are taken from a list of the
723 most commonly used words in English, prioritized by their utility. For those
724 sounds with multiple spellings, two sound-spellings may be paired in one
725 decodable book or reading passage.

726 21. Each decodable text contains at the back a list of all the high-frequency words
727 and sound-spelling correspondences introduced in that text.

728

729

- 730 22. *Sufficient* is defined as the following:
- 731 a. Kindergarten - at least 15 pre-decodable books (pre-decodable is defined
- 732 as small books used to teach simple, beginning, high-frequency words
- 733 usually coupled with a rebus).
- 734 b. Kindergarten - approximately 20 decodable books, integrated with the
- 735 sequence of instruction.
- 736 c. First grade - two books per sound-spelling totaling a minimum of 8,000
- 737 words of decodable text over the course of a year.
- 738 d. Second grade - approximately 9,000 words of decodable text, two
- 739 decodable books per sound-spelling determined by the instructional
- 740 sequence of letter-sound correspondence for students who still need this
- 741 instruction.
- 742 e. Intensive Intervention Programs - approximately 9,000 words of decodable
- 743 text, two decodable reading selections/passages per sound-spelling
- 744 determined by the instructional sequence of letter-sound correspondence
- 745 for students who still need this instruction. Careful attention must be given
- 746 to the age group for which these decodables are designed to ensure the
- 747 content is age-appropriate and engaging for students in grades four
- 748 through eight.

749 *Spelling*

- 750 23. Instructional materials link spelling with decoding as reciprocal skills. Spelling
- 751 lessons are based on the phonemic and morphologic concepts taught at
- 752 appropriate grade levels as defined in the English-language arts content
- 753 standards. Spelling rules are explicitly taught with practice focused on patterns
- 754 of words and sound-letter associations.

755 *Vocabulary*

- 756 24. Program provides direct, explicit, and systematic instruction and opportunities
- 757 for student practice and application in key vocabulary connected to reading and
- 758 writing instruction, including academic vocabulary from the *History-Social*
- 759 *Science* and *Science Content Standards* that are addressed in the Basic or
- 760 Intervention Programs.
- 761 25. Program includes weekly lesson plans for daily vocabulary lessons and a
- 762 weekly list of target vocabulary words that will be taught.
- 763 26. Instructional resources provide strategies for teachers and student materials for
- 764 developing academic language (i.e. the more difficult, abstract, technical, and
- 765 specialized vocabulary and concepts used in texts and tests).
- 766 27. Materials provide opportunities for students to use and apply words in individual
- 767 and group responses, over time, and in different contexts.
- 768 28. Materials include suggestions for periodic review and extended use of the
- 769 words beyond the instructional time.

- 770 29. Program provides instruction designed to foster word consciousness and self-
771 monitoring in attending to unknown words.
- 772 30. To promote language development, instructional materials in kindergarten
773 through grade two include direct, explicit, and systematic instruction and
774 opportunities for practice and application in the following:
- 775 a. Classification of grade-appropriate words into categories
 - 776 b. Word-learning strategies
 - 777 c. Word meaning including the relationship and association of words to other
778 words
 - 779 d. In addition, in grade two, instruction in common antonyms and synonyms;
780 knowledge of individual words in unknown compound words to predict
781 their meaning; the meaning of simple prefixes and suffixes; and
782 identification of simple multiple-meaning words
- 783 31. To promote language development, instructional materials in grades three and
784 beyond include direct, explicit, and systematic instruction and opportunities for
785 practice and application in the following:
- 786 a. Word structure/analysis of prefixes, suffixes, base and root words,
787 derivatives, and continuing opportunities for student practice in antonyms
788 and synonyms as well as identification and usage of multiple-meaning
789 words with grade-level expectations
 - 790 b. Word meaning including the relationship and association of words to other
791 words
 - 792 c. Phonological, morphological, syntactical, and semantic structures of
793 English
 - 794 d. Direct, explicit, and systematic instruction and opportunities for student
795 practice in identification of origins and meanings of foreign words
796 frequently used in English, beginning in grade six; in use of Greek, Latin,
797 and Anglo-Saxon word roots and affixes as related to content-area words,
798 beginning in grade seven; and in analyzing idioms, analogies, metaphors,
799 and similes to infer literal and figurative meanings of phrases, beginning in
800 grade eight
 - 801 e. Direct teaching of key academic vocabulary with grade-level expectations
 - 802 f. Opportunities for guided practice, independent practice, and application
803 (with teacher feedback) using new and previously taught academic
804 vocabulary in reading, writing, listening, and speaking activities, and
805 multiple exposures to key academic vocabulary through periodic review
806 and distributed practice of previously taught academic words
 - 807 g. Direct instruction, student practice, and opportunities for application in
808 word-learning strategies and skills

809

810

811 *Expository Texts and Reading Selections*

- 812 32. ~~To promote efficiency of instruction for kindergarten through grade three and~~
813 ~~reinforce the content of the adopted history social science and science~~
814 ~~instructional materials, expository texts incorporate the content of the grade-~~
815 ~~level history social science and science standards (Appendix B). In particular~~
816 ~~the texts that are selected to be read to students or that students read during~~
817 ~~reading/language arts instruction are aligned to the history social science and~~
818 ~~science standards. In the interest of promoting efficiency of instruction for~~
819 kindergarten through grade 3, content standards in history-social science and
820 science (Attachment B) that can be covered in text-based instruction must be
821 incorporated into the instruction in the reading/language arts program materials
822 during the language arts time period, particularly in the selection of expository
823 texts that are read to students, or that students read.
- 824 33. Informational text to support standards in reading comprehension, vocabulary,
825 and writing applications is included for all grades. When included, informational
826 text addressing topics in history-social science, science, and mathematics is
827 accurate and consistent with grade-level standards and the unit/theme design.
- 828 34. Reading selections, including those read to students and those that students
829 read, are of high quality, interesting, motivational, multicultural, and age-
830 appropriate for students.

831 *Writing*

- 832 35. The program includes daily explicit instruction in writing with additional time for
833 practice and application during independent work time.
- 834 36. Instructional materials include high-quality literature and informational text at all
835 grade levels that serve as strong models of writing and reinforce the reciprocal
836 relationship between reading, vocabulary, and writing, as well as listening and
837 speaking.
- 838 37. Teacher editions and student materials are aligned with the specific types of
839 writing required in the standards at each grade level, including writing
840 descriptions, narrative, response to literature, persuasive compositions,
841 research reports, technical documents, and documents related to career
842 development as appropriate to grade level. When specific genres appear at
843 multiple grade levels, the expectations, direct instruction, and assignments
844 progress in breadth, depth, and sophistication as specified by grade-level
845 standards.
- 846 38. Instructional materials provide strategies for teachers to develop students'
847 academic language, including more difficult, abstract, technical, and specialized
848 vocabulary and concepts.
- 849 39. The teacher editions and student materials provide instruction and practice
850 opportunities to ensure that students learn the specific academic language
851 associated with all genres of reading and writing, including but not limited to

- 852 terms such as *narrative*, *exposition*, and *persuasion*. Instruction in academic
853 vocabulary will also include literary terms such as *summary*, *plot*, *theme*, *main*
854 *idea*, *evidence*, *coherence*, *cause/effect*, and *proposition/support*.
- 855 40. Teacher editions suggest and provide daily explicit instruction in writing
856 assignments that are connected to and consistent with the genre presented in
857 the reading selections and passages of the lesson. Materials include instruction
858 in the language patterns and structures present in the genre studied. The
859 materials provide discussion prompts related to these two reciprocal reading
860 and writing elements of lessons that support students as they actively use the
861 academic language associated with the genre being studied.
- 862 41. Materials provide guidance to teachers about when and how in the instruction
863 process to give feedback to students on their writing.
- 864 42. Materials include instruction and practice in writing on demand, including the
865 skills necessary to read and correctly interpret writing prompts, organize
866 quickly, edit, and revise.
- 867 43. Instructional materials in writing skills and strategies provide direct, explicit, and
868 systematic instruction, practice, and application appropriate to grade-level
869 content standards and include:
870 a. Sentence fluency
871 b. Sentence variety
872 c. Paragraph and essay structure, organization, and coherence
873 d. Word choice
- 874 44. Instructional materials in writing applications provide direct, explicit, and
875 systematic instruction, practice, and application appropriate to grade-level
876 content standards and include:
877 a. Instruction in a full range of text structures including writing to describe
878 and explain objects, events, and experiences
879 b. Instruction and practice in writing narratives, biographies and
880 autobiographies, expository compositions, responses to literature,
881 research reports, persuasive compositions, and summaries of reading
882 material
883 c. Instruction and practice in writing technical documents and documents
884 related to career development as appropriate to grade level
885 d. Instruction in the components and unique features of each writing
886 application
887 e. Instructing students in the use of grade-appropriate, standards-aligned
888 rubrics for each application
889 f. Models of the production of each application through teacher write-aloud
890 opportunities or opportunities to analyze writing models provided in the
891 materials

- 892 g. Scaffolding that leads students into independent grade-level writing
893 through timely and explicit feedback
- 894 h. Guiding students through frequent opportunities to review progress using
895 application-specific rubrics
- 896 i. Assessing students' ability to meet the grade-level writing application
897 standards using application-specific prompts
- 898 45. Instructional content reflects the reciprocal and related processes of reading,
899 writing conventions, and listening and speaking.
- 900 46. Instructional materials include direct, explicit, and systematic instruction and
901 opportunities for student practice of the written and oral English language
902 conventions, comprehension skills, and literary response and analysis at the
903 appropriate grade levels as defined in the *English-Language Arts Content
904 Standards*.
- 905 47. Instructional materials include direct, explicit, and systematic instruction,
906 student practice, and application on identifying and using comprehension skills
907 at the appropriate grade level as defined in the *English-Language Arts Content
908 Standards*.
- 909 48. Instructional materials include direct, explicit, and systematic instruction;
910 student practice; and identification of the structural features of literature and
911 expository materials and use of literary elements of text at the appropriate
912 grade levels as defined in the *English-Language Arts Content Standards*.
913
- 914 49 Program provides a consistent set of editing marks that are taught and used
915 throughout the program.
- 916
- 917 50 Program provides opportunities for both full process writing assignments and
918 on-demand, prompt-driven assignments that must be completed within a
919 specified time limit.
- 920
- 921 51 Program provides daily opportunities for writing to practice newly acquired skills
922 and applications and review previously learned skills and strategies.

923 **Criteria Category 2: Program Organization**924 **Introduction**

925 Sequential organization and a coherent instructional design of the reading/language arts
 926 program provides structure for what students should learn each year and allows
 927 teachers to teach the reading/language arts instruction efficiently and effectively.
 928 English learners, students with disabilities, students who use African-American
 929 Vernacular English, struggling readers, and other students at risk of not mastering
 930 grade level academic content need to be clearly and directly taught. They need to be
 931 able to anticipate what comes next in the instructional sequence and what is expected
 932 of them so they can focus all their attention on learning the new academic content,
 933 skills, and strategies presented in the lessons. The instructional design described below
 934 serves as the scaffold for students with diverse learning needs.

935
 936 *All programs must include the following features:*

- 937 1. Scope and sequence align with English-language arts content standards and
 938 strands, although within each grade level the standards and the strands do not
 939 have to be addressed in a particular order.
- 940 2. Internal structure of the program within a grade level and across grade levels is
 941 coherent and consistent in the design of weekly and daily lesson planners and
 942 in the teaching routines and procedures used in program components.
- 943 3. Instructional materials group related standards and address them
 944 simultaneously for purposes of coherence and utility.
- 945 4. The instructional design enhances student retention and generalization of what
 946 is learned.
- 947 5. Students are taught skills and strategies and then given activities to practice
 948 them, including opportunities to connect and apply those skills and strategies.
- 949 6. Dimensions of complex tasks are analyzed and broken down into component
 950 parts; each part is taught in a logical progression.
- 951 7. Materials are organized to provide cumulative and/or spiraled review of skills.
- 952 8. Similar and confusing content and strategies are separated.
- 953 9. The amount of new information is controlled and connected to prior learning,
 954 and students are explicitly assisted to make connections through direct
 955 instruction.
- 956 10. Instructional materials include directions for:
 - 957 a. Direct teaching
 - 958 b. Teacher modeling and demonstration
 - 959 c. Guided and independent practice and application with corrective feedback
 960 during all phases of instruction and practice
 - 961 d. Appropriate pacing of lessons
 - 962 e. Preteaching and reteaching as needed

- 963 11. Instructional materials include adequate practice and review (distributed review,
964 cumulative review, and varied review).
- 965 12. A list of the grade-level standards is provided in both the teacher and student
966 editions. Topical headings reflect the framework and standards and clearly
967 indicate the content that follows.

968 **Criteria Category 3: Assessment**

969 (For additional guidance, see Progress-Monitoring Assessment Schedules in
970 Chapter 6 of the *Reading/Language Arts Framework*.)

971 *All programs must provide the following features:*

- 972 1. Guidance on the purpose, administration, scoring, and interpretation of
973 assessments, including:
- 974 a. Progress monitoring (curriculum-embedded, criterion-referenced to
975 lessons)
 - 976 b. Summative (curriculum-embedded, criterion-referenced to lessons at
977 trimester or semester)
 - 978 c. Diagnostic screening (usually norm-referenced) for specific technical skills
979 of reading and language arts
- 980 2. Teacher editions and student materials provide the following assessments:
- 981 a. Progress-monitoring assessments (curriculum-embedded, criterion-
982 referenced to lessons) to measure instructional effectiveness and monitor
983 student progress, at a minimum of every six to eight weeks (See
984 Progress-Monitoring Assessment Schedules in Chapter 6 of the
985 *Reading/Language Arts Framework* for details.)
 - 986 b. Summative assessments (curriculum-embedded, criterion-referenced to
987 lessons) as required in each type of program.
 - 988 c. Diagnostic screening assessments (usually norm-referenced) for the six
989 technical skill areas for use with selected students for addressing
990 instructional needs. The diagnostic screening assessments are either
991 listed as recommended or are provided under licensed agreements with
992 test publisher(s).
- 993 3. In addition, Intensive Intervention Programs, which must have multiple
994 levels/points of entry, must also provide placement and exit assessments
995 designed to help determine the appropriate instructional level for entry into and
996 exit from the program.

997 *The Basic Programs must provide:*

- 998 4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced
999 to lessons) designed to inform teachers of the effectiveness of instruction and
1000 of student progress. Progress-monitoring assessments are based on content
1001 taught in the unit/theme and, when appropriate, previously taught skills and
1002 strategies. (See Progress-Monitoring Assessment Schedules in Chapter 6 of
1003 the *Reading/Language Arts Framework* for details.)
- 1004 5. The progress-monitoring assessments must include subtests of a minimum of
1005 ten items including:
- 1006 a. Kindergarten - phoneme awareness (which includes phoneme deletion
1007 and substitution and phoneme segmentation), beginning phonics, rapid

- 1008 letter and word naming, upper- and lowercase letter naming, rhyming,
 1009 matching consonants and sounds, matching short vowel and sounds,
 1010 high-frequency word reading, and consonant-vowel-consonant (CVC)
 1011 words.
- 1012 b. Grade one - phonics and word reading, oral reading fluency (starting in the
 1013 18th week of instruction and measured in words correct per minute),
 1014 reading comprehension, vocabulary, spelling, usage/conventions, and
 1015 writing.
- 1016 c. Grades two through six - oral reading fluency (measured in words correct
 1017 per minute), reading comprehension, vocabulary, spelling,
 1018 usage/conventions, and writing.
- 1019 d. Grades seven through eight - oral reading fluency (only as needed,
 1020 measured in words correct per minute), reading comprehension,
 1021 vocabulary, spelling, usage/conventions, and writing.
- 1022 6. Summative assessments (once a year for kindergarten and grade one and
 1023 twice a year for grades two through eight) must be designed to measure
 1024 whether students have mastered the previously taught content related to the
 1025 following strands of the English-language arts content standards. The
 1026 summative assessments must include subtests of a minimum of ten items for
 1027 the appropriate grade-level strands:
- 1028 a. Word analysis, fluency, and systematic vocabulary development
 1029 b. Reading comprehension
 1030 c. Literary response and analysis
 1031 d. Writing strategies
 1032 e. Writing application
 1033 f. Written and oral language conventions
- 1034 7. Diagnostic screening assessments must be designed to identify student
 1035 instructional needs and inform instruction in the technical skill areas listed
 1036 below. In most cases these assessments should be normed for age-based or
 1037 grade-level-based performance. These assessments must be appropriate for
 1038 use with an individual or small group. The content of the diagnostic screening
 1039 assessments include:
- 1040 a. Phonemic awareness
 1041 b. Phonics and decoding
 1042 c. Oral reading fluency
 1043 d. Spelling
 1044 e. Vocabulary
 1045 f. Reading comprehension
- 1046 8. Intensive Vocabulary Support materials must include weekly oral pre- and post-
 1047 assessments on new words.

- 1048 9. Reading Intervention Kit for grades one through three includes:
- 1049 a. Placement assessments for grades one through three designed to help
- 1050 determine the appropriate instructional level for beginning instruction in
- 1051 each of the technical skill areas
- 1052 b. Progress-monitoring assessments for every ten lessons must also be
- 1053 included

1054 *The Intensive Intervention Program in Reading/Language Arts and the Intensive*

1055 *Intervention Program for English Learners must provide:*

- 1056 10. Progress-monitoring assessments designed to provide teachers with
- 1057 information on instructional effectiveness and monitor student progress at the
- 1058 end of each set of lessons every six to eight weeks. Progress-monitoring
- 1059 assessments are based on content taught in the set of lessons and, when
- 1060 appropriate, previously taught skills and strategies.
- 1061 11. The progress-monitoring assessments must include a minimum of five
- 1062 subtests, each subtest having a minimum of ten items aligned to the following
- 1063 reading/language arts skills taught:
- 1064 a. Phonemic awareness and phonics
- 1065 b. Word recognition and spelling
- 1066 c. Oral reading fluency
- 1067 d. Vocabulary and morphology
- 1068 e. Listening and reading comprehension
- 1069 f. Sentence structure aligned with narratives, reading passages, and writing
- 1070 assignments
- 1071 g. Writing
- 1072 12. Summative assessments must be designed to measure whether students have
- 1073 mastered the content of previously taught lessons and be administered at the
- 1074 end of each level of the program. Summative assessments must include a
- 1075 minimum of five subtests, each subtest having a minimum of ten items that are
- 1076 aligned to the technical reading/language arts skills taught (listed in item 11
- 1077 above).
- 1078 13. Placement and exit assessments must be designed to help determine the
- 1079 appropriate instructional level for entry in and exit out of the program.
- 1080 a. The placement assessments must provide an accurate and precise
- 1081 measure of student performance to place students at the appropriate
- 1082 instructional level in the program.
- 1083 b. The exit assessments must provide an accurate and precise measure of
- 1084 student mastery of skills necessary to exit the program.
- 1085 c. Placement and exit assessment content must accurately reflect the skills
- 1086 taught in the program.
- 1087

- 1088 14. Diagnostic screening assessments must be designed to identify student
1089 instructional needs in technical reading/language arts skills. In most cases,
1090 these assessments should be norm-referenced and must be appropriate for
1091 use with an individual and a small group.

1092 *The English Language Development Instruction, Kindergarten Through Grade Eight*
1093 *must provide:*

- 1094 15. Progress-monitoring assessments for English language development Instruction
1095 in Basic Programs II and III must be designed to provide teachers with
1096 information on instructional effectiveness and monitor student progress at the
1097 end of each unit/theme or set of lessons every six to eight weeks. Progress-
1098 monitoring assessments are based on content taught in the unit/theme or set of
1099 lessons and, when appropriate, previously taught skills and strategies.
1100
- 1101 16. Progress-monitoring assessments for English language development Instruction
1102 measure progress in reading, writing, listening, and speaking in English as
1103 described in Appendix A, "Matrix 3: English-Language Development Instruction,
1104 Kindergarten Through Grade Eight."
1105
- 1106 17. The progress-monitoring assessments must include a minimum of five subtests,
1107 each subtest having a minimum of ten items that are aligned with structured
1108 lessons focused on the following reading/language arts skills:
1109
- 1110 a. Phonemic awareness and phonics
 - 1111 b. Oral reading fluency
 - 1112 c. Word recognition and spelling
 - 1113 d. Vocabulary and morphology
 - 1114 e. Grammar and usage
 - 1115 g. Sentence structure aligned with narratives, reading passages, and writing
1116 assignments
 - 1117 f. Listening and reading comprehension
 - 1118 h. Writing

1119 **Criteria Category 4: Universal Access**

1120 (For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7,
1121 “Universal Access to the Language Arts Curriculum,” and the Universal Access sections
1122 for each grade in Chapters 3 and 4.)

1123

1124 **Introduction**

1125 The goal of reading/language arts programs in California is to ensure universal access
1126 to high-quality curriculum and instruction for all students so they can meet or exceed the
1127 state’s English-language arts content standards. To reach that goal, instructional
1128 materials must provide teachers with the necessary content and pedagogical tools to
1129 teach all students to master the English-language arts content standards.

1130 Teachers need assistance in using assessments for planning instruction, determining
1131 effective grouping strategies, implementing other strategies for meeting the instructional
1132 needs of students, and measuring the effectiveness of instruction. Specifically,
1133 instructional strategies must meet the needs of 1) struggling readers (all students
1134 experiencing difficulty learning to read and may include students who use African-
1135 American vernacular English, English learners, and students with disabilities); 2)
1136 students in grades four through eight who are two or more years below grade level in
1137 academic achievement; 3) advanced learners; and 4) English learners.

1138 The Basic Program curriculum must encompass a range of materials for teacher and
1139 student editions sufficient to meet the instructional needs of students at various
1140 advanced, benchmark, strategic, and intensive levels of performance. Intensive
1141 Intervention Program materials must encompass a range of materials for teacher and
1142 student editions sufficient to meet the instructional needs of students at various levels of
1143 performance.

1144 Basic Program instructional materials present comprehensive guidance for teachers in
1145 providing effective, efficient instruction for all students. Materials must be constructed to
1146 meet the instructional needs of those who enter school at, above, or one or more grade
1147 levels below the content standards and therefore are adaptable to each student’s point
1148 of entry. Such instruction must focus on the English-language arts content standards.
1149 All suggestions and procedures for meeting the instructional needs of students are not
1150 to be added as superficial afterthoughts to the main focus of instruction. Rather, the
1151 instructional materials are constructed so that the teacher is not expected to create
1152 extensive modifications in order to meet the learning needs of a full range of students.

1153 The following design principles are guidelines for publishers to use in creating materials
1154 that will allow access for all students, including English learners, students with
1155 disabilities, struggling readers, and students who use African-American Vernacular
1156 English to ensure they master the English-language arts content standards.

1157 *Universal Access Design Principles*

1158 *All programs must include the following features:*

1159 1. Instructional materials incorporate these features:

- 1160 a. Optimal opportunities for teachers to scaffold instruction and check for
1161 understanding
- 1162 b. Guidance on use of preteach, reteach, review, and accelerated pace of
1163 program options
- 1164 c. Coherence and consistency in the design of the weekly and daily lesson
1165 planner and the teaching routines and procedures for program
1166 components within a grade and across grade levels, as appropriate
- 1167 d. Ample background information on key skills and concepts
- 1168 e. Sufficient practice for all skills and strategies taught with additional
1169 practice for those who require it
- 1170 f. Corrective feedback during all phases of instruction, practice, and
1171 application
- 1172 g. Emphasis on ample opportunities for practice and use of vocabulary
1173 words to support vocabulary acquisition and language development
- 1174 h. Assistance with organizing and sorting words and concepts to support
1175 vocabulary acquisition and language development

1176 *All programs should include the following features:*

- 1177 2. Instructional materials use "considerate text" design principles that are
1178 consistent by grade and across grade levels:
 - 1179 a. Adequate titles for each selection
 - 1180 b. Introductory subheadings for chapter sections
 - 1181 c. Introductory paragraphs
 - 1182 d. Concluding or summary paragraphs
 - 1183 e. Complete paragraphs including clear topic sentence, relevant support, and
1184 transitional words and expressions (e.g., *furthermore*, *similarly*)
 - 1185 f. Effective use of typographical aids - boldface print, italics
 - 1186 g. Adequate, relevant visual aids connected to the print: illustrations, photos,
1187 graphs, charts, maps
 - 1188 h. Manageable versus overwhelming visual and print stimuli
 - 1189 i. Identification and highlighting of important terms
 - 1190 j. List of reading objectives or focus questions at the beginning of each
1191 reading selection
 - 1192 k. List of follow-up comprehension and application questions

1193 *Design Principles for Means of Expression*

1194 *All programs must include the following features:*

- 1195 3. Explain in the teacher edition that there is a variety of ways for students with
1196 special instructional needs to use the materials and demonstrate their
1197 competence (e.g., physically forming letters for students who have dyslexia or

1198 who have difficulties writing legibly or spelling words). The teacher edition may
1199 suggest modifications so students have access to the materials and can
1200 demonstrate their competence. Examples of modifications of means of
1201 expression might include (but are not limited to) student use of computers to
1202 complete pencil and paper tasks, use of on-screen scanning keyboards,
1203 enlarged keyboards, word prediction, and spellcheckers.

1204 *Design Principles for Advanced Learners (included in Basic and Primary Language*
1205 *Programs materials)*

1206 *Basic and Primary Language Programs must include the following:*

- 1207 4. Teacher and student editions include suggestions or materials for advanced
1208 learners who need an enriched or accelerated program or assignments that are
1209 consistent with the guidance described in the Universal Access sections of
1210 each grade level in the *Reading/Language Arts Framework*.
- 1211 5. Materials provide suggestions to help students study a particular author, theme,
1212 or concept in more depth and conduct a more complex analysis of additional
1213 independent reading.
- 1214 6. Materials remind teacher to set high expectations for all students and inform
1215 teachers about how skill development and concepts are connected to higher
1216 grade levels.

1217 Criteria Category 5: Instructional Planning and Support

1218 (For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7,
1219 “Universal Access to the Language Arts Curriculum” sections for each grade in
1220 Chapters 3 and 4)

1221 *Teacher editions must include the following:*

- 1222 1. Instructional routines and procedures are based on current and confirmed
1223 research, as defined in *Education Code Section 44757.5(j)*.
- 1224 2. Instructional materials provide a clear road map for teachers to follow when
1225 planning instruction.
- 1226 3. Instructional materials include a teacher planning and pacing guide for 180
1227 days of instruction that describes how to use all program components, the
1228 relationships between the components and parts of the lesson, and the
1229 minimum daily time requirements.
- 1230 4. The teacher edition provides guidance on what to teach, how to teach, and
1231 when to teach.
- 1232 5. The teacher edition provides guidance on appropriate opportunities in the daily
1233 lesson for checking for understanding.
- 1234 6. Lesson plans and the relationships of parts of the lesson and program
1235 components are clear.
- 1236 7. Learning and instructional objectives in the student materials and teacher
1237 edition are explicit and clearly identifiable.
- 1238 8. A list of required materials is provided for each lesson.
- 1239 9. Terms from the *English-Language Arts Content Standards* are used
1240 appropriately in the all instructions guidance for teachers.
10. The program includes suggestions for parents or caregivers on how to support

- 1256 15. Teacher edition provides samples of student writing which demonstrate end-of-
1257 grade-level sophistication of writing genres.
- 1258 16. Teacher support materials provide directions for explicit teaching of writing
1259 strategies, conventions, and specific applications.
- 1260 17. Teacher support materials include demonstrations of writing strategies,
1261 including the writing process.
- 1262 18. Teacher editions include strategies for providing timely teacher feedback about
1263 student writing and specific information about what has been done well with
1264 suggestions for “next steps.”
- 1265 ~~19. Program provides a consistent set of editing marks that are taught and used
1266 throughout the program.~~
- 1267 ~~20. Program provides opportunities for both full process writing assignments and
1268 on-demand, prompt driven assignments that must be completed within a
1269 specified time limit.~~
- 1270 ~~24. Program provides daily opportunities for writing to practice newly acquired skills
1271 and applications and review previously learned skills and strategies.~~
- 1272 2219. Teacher editions clearly reference, explain, and provide the location of
1273 additional instructional materials and program components designed to provide
1274 extra support for students who require it (e.g., English learners, students who
1275 use African-American vernacular English, struggling readers, and students with
1276 disabilities).
- 1277 ~~23~~20. Teacher editions for additional instructional materials provide daily lesson
1278 guidance regarding the use of instructional materials to support, develop, and
1279 provide additional instruction and sufficient practice of key concepts, skills, and
1280 strategies for English learners and struggling readers.
- 1281 ~~24~~21. To support scaffolded instruction for English learners, students with
1282 disabilities, struggling readers, and students who use African-American
1283 Vernacular English and to provide teachers with guidance on scaffolding
1284 instruction, aAll suggestions and procedures for meeting the instructional needs
1285 of all students are ready to use with minimum modifications.
- 1286 ~~25~~22. Program provides a linguistic contrastive analysis chart in the teacher
1287 edition ~~showing that shows and explains~~ how new or difficult sounds and
1288 features of the English language are taught and reinforced. Comparisons with
1289 the five or more of the most common languages in California and African-
1290 American vernacular English will be incorporated as appropriate, accentuating
1291 transferable and non-transferable skills.
- 1292 ~~26~~23. Program provides teachers with a cassette, CD, other audio recording, or
1293 video that demonstrates the correct pronunciation of all the sounds taught.
- 1294 ~~27~~24. The teacher resource materials provide background information about
1295 each reading selection, including author, context, content, and information
1296 about illustrations, if any.

- 1297 ~~28~~25. High-quality literature, including but not limited to selections reflective of
1298 California's diverse cultural population, is an integral part of language arts
1299 instruction at every grade level.
- 1300 ~~29~~26. Materials provide teachers with guidance on the effective use of library
1301 resources that best complement the *English-Language Arts Content Standards*.
- 1302 ~~30~~27. Materials include instructions for the teacher on salient features of the
1303 reading material and suggestions on how to use each reading selection in the
1304 lesson or lessons.
- 1305 ~~31~~28. Teacher and student editions have correlating page numbers.
- 1306 ~~32~~29. Answer keys are provided for all workbooks and other related student
1307 activities.
- 1308 *Teacher editions should include the following:*
- 1309 ~~33~~30. A list of books for independent reading that spans at least three grade
1310 levels and matches the topics of the units is included.
- 1311 ~~34~~31. Reading materials used for in-class work and homework as students
1312 progress through the grades are suggested or included to ensure that students
1313 read the amount of text specified in the standards at various grade levels.
- 1314 ~~35~~32. Teacher editions suggest reading material for students to read outside of
1315 class at least 20 minutes a day in grade one and 30 minutes a day in grades
1316 two and beyond.
- 1317 ~~36~~33. Electronic learning resources, when included, are integral parts of the
1318 program, support instruction, and connect explicitly to the standards.
- 1319 ~~37~~34. All informational technology resources include technical support and
1320 suggestions for appropriate use.
- 1321 ~~38~~35. Blackline masters are accessible in print and in digitized formats and are
1322 easily reproduced. Black areas shall be minimal to require less toner when
1323 printing or photocopying.
- 1324 ~~39~~36. Homework extends and reinforces classroom instruction and provides
1325 additional practice of skills that have been taught.

Appendix Attachment A: Reading/Language Arts Matrices

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight

Reading intervention must be taught strategically and intentionally. It is essential that students in grades four through eight who are two or more years below grade level gain the necessary skills through intensive intervention and adequate instructional time to be successful in the Basic Program at their grade level.

This matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about research-based instruction and support for students who are two or more years below grade level in reading.

RLA Framework guidance for universal access for students with reading difficulties (by page number)		104	132-133	158	197	224-225	254	7	8	9	10	11	12	
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
READING	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print	x	<input checked="" type="checkbox"/>											
	Phonemic awareness	x	<input checked="" type="checkbox"/>											
	Decoding and word recognition	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
	Word recognition					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
	Vocabulary and concept development	x	<input checked="" type="checkbox"/>	x	x	x	x	x	x					
	Reading Comprehension:													
	Structural features of informational materials	x	<input checked="" type="checkbox"/>	x	x	x	x	x	x					
	Comprehension and analysis of grade-level-appropriate text	x	<input checked="" type="checkbox"/>	x	x	x	x	x	x					
	Expository critique						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x

These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight, continued

RLA Framework guidance for universal access for students with reading difficulties (by page number)		104	132-133	158	197	224-225	254	7	8	9	10	11	12	
Domain	Strand, Substrand	K	1	2	3	4	5	6						
Writing	Literary Response and Analysis: Structural features of literature				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	
	Narrative analysis of grade-level appropriate text	X	<input checked="" type="checkbox"/>	X	X	X	X	X	X					
	Literary criticism						X	X	X	X	X	X	X	
	Writing Strategies: Organization and focus	X	<input checked="" type="checkbox"/>	X	X	X	X	X						
	Penmanship	X	X	X	X	X								
	Research			<input checked="" type="checkbox"/>										
	Research and technology					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	
	Evaluation and revision			<input checked="" type="checkbox"/>	X	X	X	X	X					
Written and Oral English-Language Conventions	Writing Applications (Genres and Their Characteristics)		<input checked="" type="checkbox"/>	X	X	X	X	X						
	Written and Oral English-Language Conventions:													
	Sentence structure	X	<input checked="" type="checkbox"/>	X	X	X	X	X						
	Grammar			<input checked="" type="checkbox"/>	X	X	X	X	X					
	Punctuation		<input checked="" type="checkbox"/>	X	X	X	X	X						
	Capitalization		<input checked="" type="checkbox"/>	X	X	X	X	X						
	Spelling		<input checked="" type="checkbox"/>	X	X	X	X	X						
	Punctuation and capitalization		<input checked="" type="checkbox"/>	X	X	X	X	X						

These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight, continued

RLA Framework guidance for universal access for students with reading difficulties (by page number)		104	132-133	158	197	224-225	254	7	8	9	10	11	12
Domain	Strand, Substrand	K	1	2	3	4	5	6		X			
	Grammar and mechanics of writing												
	Manuscript form									X			
Listening and Speaking Strategies:													
Listening and Speaking	Comprehension	X	<input checked="" type="checkbox"/>	X	X	X	X	X					
	Organization and delivery of oral communication		X	X	X	X	X	X	X	X	X	X	X
	Analysis and evaluation of oral and media communications				X	X	X	X	X	X	X	X	X
Speaking Applications (Genres and Their Characteristics)													
		X	X	X	X	X	X	X	X	X	X	X	X

These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight

English learners have as their goal developing proficiency in English and in the concepts and skills contained in the *English–Language Arts Content Standards*. To learn English and achieve mastery of the standards, students must participate in instructional programs that combine skill and concept development in both English literacy and the English language. English learners whose academic achievement is two or more years below grade level require focused and efficient instruction in the features of English language and literacy through teacher modeling, teacher-directed instruction, and guided and independent practice. It is essential that English learners have the opportunity to gain the skills necessary to be successful in the Basic Program, at grade level, through intensive intervention and adequate instructional time. This matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

<i>RLA Framework</i> guidance for universal access for English Learners (by page number)		105 -	133- 135	159- 160	198- 199	226	255- 256	7	8	9	10	11	12	
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print		☒											
	Phonemic awareness		☒											
	Decoding and word recognition		☒	☒										
	Word recognition					☒	☒	☒						
	Vocabulary and concept development	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
Reading Comprehension:														
Structural features of informational materials	x	☒	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
Comprehension and analysis of grade-level-appropriate text	x	☒	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
Expository critique							☒	☒	x	x	x	x	x	x

☒ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight, continued

RLA Framework guidance for universal access for English Learners (by page number)		105-107	133-135	159-160	198-199	226	255-256							
Domain	Strand, Substrand	K 1	2	3	4	5	6	7	8	9	10	11	12	
	Literary Response and Analysis:													
	Structural features of literature			<input checked="" type="checkbox"/>										
	Narrative analysis of grade-level appropriate text	X	X	<input checked="" type="checkbox"/>										
	Literary criticism					X	X	X	X	X	X	X	X	
Domain	Strand, Substrand	K 1	2	3	4	5	6	7	8	9	10	11	12	
Writing	Writing Strategies:													
	Organization and focus	X	<input checked="" type="checkbox"/>											
	Penmanship	X	X	X	X									
	Research		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
	Research and technology				<input checked="" type="checkbox"/>									
	Evaluation and revision		<input checked="" type="checkbox"/>											
Writing Applications (Genres and Their Characteristics)		<input checked="" type="checkbox"/>												
Written and Oral English-Language Conventions	Written and Oral English-Language Conventions:													
	Sentence structure	X	<input checked="" type="checkbox"/>											
	Grammar			<input checked="" type="checkbox"/>										
	Punctuation		<input checked="" type="checkbox"/>											
	Capitalization		<input checked="" type="checkbox"/>											
	Spelling		<input checked="" type="checkbox"/>											

These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight, continued

RLA Framework guidance for universal access for English Learners (by page number)		105-107	133-135	159-160	198-199	226	255-256							
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
	Punctuation and capitalization	<input checked="" type="checkbox"/>		X										
	Grammar and mechanics of writing										X			
	Manuscript form										X			
Listening and Speaking	Listening and Speaking Strategies:													
	Comprehension	X	<input checked="" type="checkbox"/>	X	X	X	X	X	X					
	Organization and delivery of oral communication		<input checked="" type="checkbox"/>	X	X	X	X	X	X					
	Analysis and evaluation of oral and media communications				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
	Speaking Applications (Genres and Their Characteristics)	X	<input checked="" type="checkbox"/>	X	X	X	X	X	X					

These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 3: English Language Development Instruction, Kindergarten Through Grade Eight

The English-language arts content standards illustrate the complexity of teaching the language arts and the critical and integral relation of earlier and later skills. The standards are mastery standards, meaning that students should master or be proficient in the knowledge and skills specified in a particular standard, at least by the end of the designated grade. Instruction to develop such proficiency is not, however, restricted to a specific grade. Publishers and teachers should consider the prerequisite skills and sequence of instruction students will need to master a standard by the end of the grade and introduce and sequence instruction within and between grades to ensure mastery at least by the grade in which the standard is identified. Multiple components must be integrated to create a comprehensive program.

This matrix identifies the content of the additional hour of daily English language development instruction that is required in the Reading/Language Arts/English Language Development Basic Program and in the Primary Language/English Language Development Basic Program. The matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

<i>RLA Framework</i> guidance for universal access for English Learners (by page number)		72-73	105-107	133-135	159-160	198-199	226	255-256	282 - 283	309-310				
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
	Phonemic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
	Decoding and word recognition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
	Word recognition					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
	Vocabulary and concept development	<input checked="" type="checkbox"/>												
	Reading Comprehension:													
	Structural features of informational materials	<input checked="" type="checkbox"/>												

These are the standards that must be met in the English language development instructional materials in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Matrix 3: English Language Development Instruction, by Grade, continued

RLA Framework guidance for universal access for English Learners (by page number)		72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310	9	10	11	12
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	X	X	X	X
	Comprehension and analysis of grade-level-appropriate text	<input checked="" type="checkbox"/>												
	Expository critique						<input checked="" type="checkbox"/>							
	Literary Response and Analysis:				<input checked="" type="checkbox"/>									
	Structural features of literature				<input checked="" type="checkbox"/>									
	Narrative analysis of grade-level appropriate text	<input checked="" type="checkbox"/>												
	Literary criticism						<input checked="" type="checkbox"/>							
Writing	Writing Strategies:													
	Organization and focus	<input checked="" type="checkbox"/>												
	Penmanship	<input checked="" type="checkbox"/>												
	Research			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
	Research and technology					<input checked="" type="checkbox"/>								
	Evaluation and revision			<input checked="" type="checkbox"/>										
Written and Oral English-Language Conventions	Writing Applications (Genres and Their Characteristics)		<input checked="" type="checkbox"/>											
	Written & Oral English-Language Conventions:													
	Sentence structure	<input checked="" type="checkbox"/>												
	Grammar			<input checked="" type="checkbox"/>										
	Punctuation		<input checked="" type="checkbox"/>											

These are the standards that must be met in the English language development instruction in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Matrix 3: English Language Development Instruction, by Grade, continued

RLA Framework guidance for universal access for English Learners (by page number)		72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310	9	10	11	12
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8				
	Capitalization		<input checked="" type="checkbox"/>											
	Spelling		<input checked="" type="checkbox"/>	x										
	Punctuation and capitalization			<input checked="" type="checkbox"/>										
	Grammar and mechanics of writing										x			
	Manuscript form										x			
Listening and Speaking	Listening and Speaking Strategies:													
	Comprehension	<input checked="" type="checkbox"/>	x	x	x	x								
	Organization and delivery of oral communication Analysis and evaluation of oral and media communications		<input checked="" type="checkbox"/>	x	x	x	x							
	Speaking Applications (Genres and Their Characteristics)	<input checked="" type="checkbox"/>	x	x	x	x								

These are the standards that must be met in the English language development instruction in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Appendix Attachment B: History-Social Science and Science Matrices

Matrix 1: History-Social Science Content Standards for Kindergarten Through Grade Three

This matrix contains the required history-social science content standards for kindergarten through grade three that must be addressed in the Reading/Language Arts Basic Program, Reading/Language Arts/English Language Development Basic Program, and the Primary Language/English Language Development Basic Program.

**Basic Comprehensive Program:
Grade Kindergarten – History-Social Science: Learning and Working Now and Long Ago**

Grade	Standard #	Text of Standard
K	K.1	Students understand that being a good citizen involves acting in certain ways.
K	K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
K	K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
K	K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
K	K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
K	K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
K	K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.
K	K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
K	K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
K	K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).
K	K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

**Basic Comprehensive Program:
Grade One – History-Social Science: A Child’s Place in Time and Space**

Grade	Standard #	Text of Standard
K	K.4.5	Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.
K	K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
K	K.6	Students understand that history relates to events, people, and places of other times.
K	K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
K	K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
K	K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
1	1.1	Students describe the rights and individual responsibilities of citizenship.
1	1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
1	1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”
1	1.2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
1	1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
1	1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
1	1.2.3	Construct a simple map, using cardinal directions and map symbols.
1	1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

**Basic Comprehensive Program:
Grade One – History-Social Science: A Child’s Place in Time and Space, continued**

Grade	Standard #	Text of Standard
1	1.3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
1	1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ‘Tis of Thee”).
1	1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
1	1.3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
1	1.4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
1	1.4.1	Examine the structure of schools and communities in the past.
1	1.4.2	Study transportation methods of earlier days.
1	1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
1	1.5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
1	1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
1	1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
1	1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
1	1.6	Students understand basic economic concepts and the role of individual choice in a free-market economy.
1	1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.
1	1.6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

**Basic Comprehensive Program:
Grade Two – History Social Science: People Who Make a Difference**

Grade	Standard #	Text of Standard
2	2.1	Students differentiate between things that happened long ago and things that happened yesterday.
2	2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2	2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
2	2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
2	2.2	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
2	2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2	2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
2	2.2.3	Locate on a map where their ancestors live (d), telling when the family moved to the local community and how and why they made the trip.
2	2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.
2	2.3	Students explain governmental institutions and practices in the United States and other countries.
2	2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2	2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.
2	2.4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
2	2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2	2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

**Basic Comprehensive Program:
Grade Two – History Social Science: People Who Make a Difference, continued**

Grade	Standard #	Text of Standard
2	2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).
2	2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

**Basic Comprehensive Program:
Grade Three – History Social Science: Continuity and Change**

Grade	Standard #	Text of Standard
3	3.1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
3	3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
3	3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
3	3.2	Students describe the American Indian nations in their local region long ago and in the recent past.
3	3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.
3	3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3	3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
3	3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.
3	3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
3	3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
3	3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3	3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.
3	3.4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
3	3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

**Basic Comprehensive Program:
Grade Three – History Social Science: Continuity and Change, continued**

Grade	Standard #	Text of Standard
3	3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3	3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
3	3.4.4	Understand the three branches of government, with an emphasis on local government.
3	3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
3	3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
3	3.5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
3	3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
3	3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3	3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
3	3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.

Matrix 2: Science Content Standards for Kindergarten Through Grade Three

This matrix contains the required science content standards for kindergarten through grade three that must be addressed in the Reading/Language Arts Basic Program, the Reading/Language Arts/English Language Development Basic Program, and the Primary Language/English Language Development Basic Program.

Basic Comprehensive Program:

Science: Grade - Kindergarten

Grade	Standard #	Text of Standard
Physical Sciences		
K	1	Properties of materials can be observed, measured and predicted. As a basis for understanding this concept:
K	1.a	<i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
K	1.b	<i>Students know</i> water can be a liquid or a solid and can be made to change back and forth from one form to the other.
K	1.c	<i>Students know</i> water left in an open container evaporates (goes into the air) but water in a closed container does not.
Life Sciences		
K	2	Different types of plants and animals inhabit the Earth. As a basis for understanding this concept:
K	2.a	<i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
K	2.b	<i>Students know</i> stories sometimes give plants and animals attributes they do not really have.
K	2.c	<i>Students know</i> how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
Earth Sciences		
K	3	Earth is composed of land, air, and water. As a basis for understanding this concept:
K	3.a	<i>Students know</i> characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
K	3.b	<i>Students know</i> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
K	3.c	<i>Students know</i> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

**Basic Comprehensive Program:
Science: Grade – One**

Grade	Standard #	Text of Standard
Physical Sciences		
1	1	Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
1	1.a	<i>Students know</i> solids, liquids, and gases have different properties.
1	1.b	<i>Students know</i> the properties of substances can change when the substances are mixed, cooled, or heated.
Life Sciences		
1	2	Plants and animals meet their needs in different ways. As a basis for understanding this concept:
1	2.a	<i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
1	2.b	<i>Students know</i> both plants and animals need water, animals need food, and plants need light.
1	2.c	<i>Students know</i> animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
1	2.d	<i>Students know</i> how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
1	2.e	<i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
Earth Sciences		
1	3	Weather can be observed, measured, and described. As a basis for understanding this concept:
1	3.a	<i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
1	3.b	<i>Students know</i> that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
1	3.c	<i>Students know</i> the sun warms the land, air, and water.

**Basic Comprehensive Program:
Science: Grade – Two**

Grade	Standard #	Text of Standard
Physical Sciences		
2	1	The motion of objects can be observed and measured. As a basis for understanding this concept:
2	1.a	<i>Students know</i> the position of an object can be described by locating it in relation to another object or to the background.
2	1.b	<i>Students know</i> an object's motion can be described by recording the change in position of the object over time.
2	1.c	<i>Students know</i> the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
2	1.d	<i>Students know</i> tools and machines are used to apply pushes and pulls (forces) to make things move.
2	1.e	<i>Students know</i> objects fall to the ground unless something holds them up.
2	1.f	<i>Students know</i> magnets can be used to make some objects move without being touched.
2	1.g	<i>Students know</i> sound is made by vibrating objects and can be described by its pitch and volume.
Life Sciences		
2	2	Plants and animals have predictable life cycles. As a basis for understanding this concept:
2	2.a	<i>Students know</i> that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
2	2.b	<i>Students know</i> the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
2	2.c	<i>Students know</i> many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
2	2.d	<i>Students know</i> there is variation among individuals of one kind within a population.
2	2.e	<i>Students know</i> light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
2	2.f	<i>Students know</i> flowers and fruits are associated with reproduction in plants.
Earth Sciences		
2	3	Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
2	3.a	<i>Students know</i> how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.

**Basic Comprehensive Program:
Science: Grade – Two, continued**

Grade	Standard #	Text of Standard
2	3.b	<i>Students know smaller rocks come from the breakage and weathering of larger rocks.</i>
2	3.c	<i>Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.</i>
2	3.d	<i>Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.</i>
2	3.e	<i>Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</i>

**Basic Comprehensive Program:
Science: Grade – Three**

Grade	Standard #	Text of Standard
Physical Sciences		
3	1	Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
3	1.a	<i>Students know energy comes from the Sun to Earth in the form of light.</i>
3	1.b	<i>Students know sources of stored energy take many forms, such as food, fuel, and batteries.</i>
3	1.c	<i>Students know machines and living things convert stored energy to motion and heat.</i>
3	1.d	<i>Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.</i>
3	1.e	<i>Students know matter has three forms: solid, liquid, and gas.</i>
3	1.f	<i>Students know evaporation and melting are changes that occur when the objects are heated.</i>
3	1.g	<i>Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.</i>
3	1.h	<i>Students know all matter is made of small particles called atoms, too small to see with the naked eye.</i>
3	1.i	<i>Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.</i>
3	2	Light has a source and travels in a direction. As a basis for understanding this concept:
3	2.a	<i>Students know sunlight can be blocked to create shadows.</i>
3	2.b	<i>Students know light is reflected from mirrors and other surfaces.</i>
3	2.c	<i>Students know the color of light striking an object affects the way the object is seen.</i>
3	2.d	<i>Students know an object is seen when light traveling from the object enters the eye.</i>

**Basic Comprehensive Program:
Science: Grade – Three, continued**

Grade	Standard #	Text of Standard
Life Sciences		
3	3	Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
Grade	Standard #	Text of Standard
3	3.a	<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction.
3	3.b	<i>Students know</i> examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
3	3.c	<i>Students know</i> living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
3	3.d	<i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
3	3.e	<i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
Earth Sciences		
3	4	Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
3	4.a	<i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
3	4.b	<i>Students know</i> the way in which the Moon's appearance changes during the four-week lunar cycle.
3	4.c	<i>Students know</i> telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
3	4.d	<i>Students know</i> that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
3	4.e	<i>Students know</i> the position of the Sun in the sky changes during the course of the day and from season to season.

Attachment C: Curriculum Content**Table 1: Curriculum Content, Kindergarten Through Grade Three**

To support the teaching of the technical skills of reading in kindergarten through grades three, effective instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

Foundational Elements: Kindergarten through Grade Three		Grade Level
1	Phonemic Awareness	
a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
b.	Phoneme blending	K-1
c.	Phoneme segmentation	K-3
d.	Phoneme manipulation including: phoneme addition and deletion, grade 1, phoneme substitution, grades 1-2; phoneme reversal	1-3
2	Phonological Awareness	
a.	Recognizing words in sentences	K
b.	Segmenting words into syllables	K-1
c.	Detecting rhymes	K-2
d.	Blending onset/rime	K-1
3	Phonics	
a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	K-1
b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4	Decoding and Word Attack Skills	
a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
b.	Sight word reading	K-2
c.	Blending single and multisyllabic words	1-3

Table 1: Curriculum Content, Kindergarten Through Grade Three**Curriculum Content**

To support the teaching of the technical skills of reading in grades four through eight, effective intensive intervention instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundation Elements: Intensive Intervention Grades Four through Eight	Skill Grade Level
1	Phonemic Awareness	
	a. Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b. Phoneme blending	K-1
	c. Phoneme segmentation	K-3
	d. Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2	Phonological Awareness	
	a. Recognizing words in sentences	K
	b. Segmenting words into syllables	K-1
	c. Detecting rhymes	K-2
	d. Blending onset/rime	K-1
3	Phonics	
	a. Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b. Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4	Decoding and Word Recognition (Attack) Skills	
	a. Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b. Sight word reading	K-2
	c. Blending single and multisyllabic words	1-3

Table 1: Curriculum Content, Kindergarten Through Grade Three

	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	Oral Reading Fluency		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	Spelling		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	Vocabulary		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6
	h.	Metaphors, similes, analogies, and idioms	4-6

Table 1: Curriculum Content, Kindergarten Through Grade Three

	i.	Academic vocabulary	K-6
8	Comprehension Skills		
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9	Literary Response and Analysis		
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

Table 2: Curriculum Content, Grades Four Through Eight

To support the teaching of the technical skills of reading, effective instructional programs for grades four through eight include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundation Elements: Grades Four through Eight		Grade Level
1	Phonemic Awareness		
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	
	b.	Phoneme blending	
	c.	Phoneme segmentation	
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	
2	Phonological Awareness		
	a.	Recognizing words in sentences	
	b.	Segmenting words into syllables	
	c.	Detecting rhymes	
	d.	Blending onset/rime	
3	Phonics		
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	
4	Decoding and Word Recognition (Attack) Skills		
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	
	b.	Sight word reading	
	c.	Blending single and multisyllabic words	

Table 2: Curriculum Content, Grades Four Through Eight

	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), digraphs, and trigraphs (e.g., _tch, and _igh)	4-8
	e.	Consonant blends, long vowels (CV syllables), and vowel digraphs	4-8
	f.	Vowel diphthongs and r- and l- controlled vowels	4-8
	g.	Advanced syllable patterns in multisyllabic words	4-8
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	4-8
5	Oral Reading Fluency		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	4-8
6	Spelling		
	a.	Consonant spellings	
	b.	Short vowels	
	c.	Long vowels	
	d.	Orthographic generalizations (rules)	
	e.	Morphemes (prefixes, suffixes, base words and roots)	4-8
7	Vocabulary		
	a.	Oral vocabulary development	
	b.	Suffixes and prefixes	
	c.	Word families	
	d.	Base words and their derivatives	4-7
	e.	Root words and word origins	4-8
	f.	Context meanings	4-8
	g.	Antonyms and synonyms	4-8

Table 2: Curriculum Content, Grades Four Through Eight

	h.	Metaphors, similes, analogies, and idioms	4-8
	i.	Academic vocabulary	4-8
8	Comprehension Skills		
	a.	Main idea and details	4-8
	b.	Author's point of view	4-8
	c.	Sequencing	4-8
	d.	Classifying and categorizing	4-8
	e.	Making inferences	4-8
	f.	Compare and contrast	4-8
	g.	Cause and effect	4-8
	h.	Author's purpose	4-8
9	Literary Response and Analysis		
	a.	Distinguish, identify, and comprehend a variety of genre.	
	b.	Identify narrative characteristics of plot, setting, and characters.	
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	
	d.	Recognize and analyze underlying or recurring themes in narrative text.	4-8
	e.	Recognize characteristics and different forms of poetry.	4-8
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-8
	g.	Clarify ideas and making connections between literary works.	5-8
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-8
	i.	Determine the credibility of the characterization and degree of realism.	5-8
	j.	Analyze a range of responses to literary works.	5-8

Table 3: Curriculum Content, Intensive Intervention Programs

To support the teaching of the technical skills of reading in grades four through eight, effective intensive intervention instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundation Elements: Intensive Intervention Grades Four through Eight		Skill Grade Level
1	Phonemic Awareness		
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2	Phonological Awareness		
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3	Phonics		
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4	Decoding and Word Recognition (Attack) Skills		
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2

Table 3: Curriculum Content, Intensive Intervention Programs

	c.	Blending single and multisyllabic words	1-3
	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	Oral Reading Fluency		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	Spelling		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	Vocabulary		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6

Table 3: Curriculum Content, Intensive Intervention Programs

	h.	Metaphors, similes, analogies, and idioms	4-6
	i.	Academic vocabulary	K-6
8	Comprehension Skills		
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9	Literary Response and Analysis		
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

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