9

Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight

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Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight

California has been a national leader in adopting standards-aligned and comprehensive materials to address the needs of all students in kindergarten through grade eight (K–8). The materials adopted through the *2002 K–8 Reading/Language Arts/English-Language Development Adoption Criteria* were groundbreaking in their emphasis on the alignment of the instructional materials to the rigorous content standards and the curriculum framework, current and confirmed research, and the needs of all students for instruction in reading and language arts.

California is committed to the fact that the English–language arts content standards are adopted for all students. The upward trend in student achievement in kindergarten through grade eight supports the continued commitment by the state to evaluation criteria aligned with the standards and curriculum framework. These criteria include elements of the 2002 criteria and address current documented instructional needs of California students. The new criteria are designed to produce instructional materials that will help teachers to close the achievement gap that persists despite gains in students' reading/language arts achievement since the last adoption cycle of instructional materials. To that end the criteria emphasize increased vocabulary, oral reading fluency, and writing. There is a deeper focus on the instructional needs of English learners, students with disabilities, struggling readers, and students who use African American vernacular English.

The criteria will provide instructional materials in 2008 to support all students' successful mastery of the English–language arts content standards. Also noteworthy in the new criteria is the requirement for new and improved types of assessments.

Guide to Program Descriptions

Each instructional program submitted for adoption must meet *all* appropriate program descriptions and *all* required criteria in five categories: (1) Alignment with English–Language Arts Content Standards; (2) Program Organization; (3) Assessment; (4) Universal Access; and (5) Instructional Planning and Support. Programs must also meet the requirements in Appendix 9-A and Appendix 9-B and applicable sections of Appendix 9-C at the end of this chapter. There are two levels of features for each program submitted: *must* be included and *should* be included. If *must* features are omitted, the program cannot be adopted. Program features listed under *should* will be evaluated holistically.

For ease of use this document has been organized into two sections. Section I presents the program description for each of the five types of programs. Section II presents the evaluation criteria for the five categories listed above. There are three appendixes to this chapter: Appendix 9-A, "Reading/Language Arts Matrices," identifies content standards that must be addressed for the Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight; the Intensive Intervention Program for English Learners, Grades Four Through Eight; and the English-Language Development Instruction, Kindergarten Through Grade Eight.

Appendix 9-B, "History–Social Science and Science Content Standards Matrices," identifies the history–social science and science content standards that must be addressed in kindergarten through grade three. Appendix 9-C, "Curriculum Content," lists effective instructional elements that must be included in kindergarten through grade eight and the intensive intervention programs for grades four through eight.

The instructional materials should be based on current and confirmed research in reading/language arts, as defined by *Education Code* Section 44757.5(j):

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

The reviewers will evaluate each program submitted on the basis of the following sections, appendixes, and publications:

1. Program Descriptions
2. Criteria (five categories)
3. Appendix 9-A, "Reading/Language Arts Matrices" (as referenced in the Program Descriptions)
4. Appendix 9-B, "History–Social Science and Science Content Standards Matrices" (as referenced in the Program Descriptions)
5. Appendix 9-C, "Curriculum Content" (as referenced in the Program Descriptions)
6. *English-Language Arts Content Standards for California Public Schools*
7. *Reading/Language Arts Framework for California Public Schools*

Types of Programs

For the adoption cycle beginning in November 2008 for Reading/Language Arts–English-Language Development, five types of programs will be reviewed and adopted: Program 1, Reading/Language Arts Basic Program, Kindergarten Through Grade Eight; Program 2, Reading/Language Arts–English-Language Development Basic Program, Kindergarten Through Grade Eight; Program 3, Primary Language/English-Language Development Basic Program, Kindergarten Through Grade Eight; Program 4, Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight; and Program 5, Intensive Intervention Program for English Learners, Grades Four Through Eight. Publishers may submit programs in any or all of the five types of programs.

Program 1: Reading/Language Arts Basic Program, Kindergarten Through Grade Eight

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

- 1 hour in kindergarten
- 2.5 hours in grades one through three
- 2 hours in grades four, five, and six
- At least 1 and up to 2 hours in grades six, seven, and eight

Instructional elements that reinforce and extend the basic program:

- 30 minutes of extra support for English learners in kindergarten through grade eight
- 30 minutes of extra support for struggling readers in kindergarten through grade eight
- 15 to 20 minutes of intensive vocabulary instructional support in kindergarten through grade three
- A minimum of 90 lessons, each one lasting 15 minutes, for each of the five sets of technical skills in a primary classroom reading intervention kit for grades one through three (the same classroom kit for all three grade levels)

Program 2: Reading/Language Arts–English-Language Development Basic Program, Kindergarten Through Grade Eight

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

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

Program 3: Primary Language/English-Language Development Basic Program, Kindergarten Through Grade Eight

The primary language program parallels the content of Program 2. Instructional materials are in a language other than English and are consistent with the content of the *English–Language Arts Content Standards* and the *Reading/Language Arts Framework.* There are appropriate modifications for the primary language. These materials are intended for students on waiver and are designed to ensure students are successful in acquiring English. The materials also provide additional required daily ELD instruction consistent with the *English–Language Arts Content Standards* and the *Reading/Language Arts Framework.* ELD instruction assists students in acquiring English as quickly and efficiently as possible. Materials must provide instructional content for 180 days of instruction for the following minimal daily time periods:

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

Program 4: Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight

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

- 2.5 to 3 hours in grades four through eight

Program 5: Intensive Intervention Program for English Learners, Grades Four Through Eight

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

- 2.5 to 3 hours in grades four through eight

Section I: Program Descriptions

All submissions must meet the requirements of this section and criteria categories 1 through 5 in Section II. Publishers may submit any of the five types of programs described below. Where applicable, programs must also meet the requirements in Appendix 9-A, Appendix 9-B, and Appendix 9-C. The five types of programs are as follows:

Program 1: The Reading/Language Arts Basic Program, Kindergarten Through Grade Eight

(For additional guidance, see Chapter 7, "Universal Access to the Language Arts Curriculum," and the "Universal Access" sections for each grade in Chapters 3 and 4.)

1. The criteria call for basic programs to be designed for use by the classroom teacher as the comprehensive curriculum that will ensure that all students, including English learners, master the English–language arts content standards. The basic program must provide instructional materials that are designed to foster *universal access*, which means the basic program curriculum is accessible to all students.
2. The Reading/Language Arts Basic Program shall be evaluated for alignment with the following materials:
   a. Educational content review based on this program description
   b. Criteria (all categories) in Section II
   c. Appendix 9-B, "History–Social Science and Science Content Standards, Kindergarten through Grade Three"
   d. Appendix 9-C, Table 1, "Curriculum Content: Kindergarten Through Grade Three," and Table 2, "Curriculum Content: Grades Four Through Eight"
   e. *English-Language Arts Content Standards for California Public Schools*
   f. *Reading/Language Arts Framework for California Public Schools*
3. This basic program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the *Reading/Language Arts Framework,* be based on research (as defined in *Education Code* Section 44757.5[j]), and provide instructional content for 180 days of instruction for the following minimal daily time periods:
   a. 1 hour in kindergarten
   b. 2.5 hours in grades one through three
   c. 2 hours in grades four, five, and six
   d. At least 1 and up to 2 hours in grades six, seven, and eight
4. The basic program curriculum in kindergarten through grade eight provides comprehensive guidance for teachers in providing effective, efficient, explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in all skills and strategies at the

appropriate grade levels as defined in the *English–Language Arts Content Standards,* the *Reading/Language Arts Framework,* and the criteria in this chapter.

Additional Required Instructional Elements in the Basic Programs

5. Basic programs must include four additional elements:
   a. Extra Support for Struggling Readers
   b. Extra Support for English Learners
   c. Intensive Vocabulary Instructional Support
   d. Reading Intervention Kit

Extra Support for Struggling Readers, Kindergarten Through Grade Eight

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

   Support materials for struggling readers must provide:

   a. Thirty minutes of additional instructional materials daily
   b. Teacher edition and student materials that reinforce and extend the regular classroom/basic program daily lessons
   c. Additional opportunities for checking students' understanding
   d. Instruction to increase background knowledge, prerequisite skills, and concepts
   e. Additional opportunities for vocabulary development
   f. Additional practice in the key skills and strategies taught in the lesson
   g. Opportunities to reteach material already taught in the lesson
   h. Opportunities to preteach material that will be taught in the lesson
   i. Additional instructional support for students who use African American vernacular English and who may also have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar

Extra Support for English Learners, Kindergarten Through Grade Eight

7. Instructional materials for English learners provide support for students to allow them to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and

explicit instruction for English learners. Instructional materials must be standards-aligned, assessment-based programs leading to mastery of all the English–language arts content standards. These extra-support instructional materials are specifically designed daily lessons for teachers to preteach concepts and for teachers to help students to develop background knowledge, build academic vocabulary, and develop critical technical skills. It is essential for students who are simultaneously learning English and reading/language arts content to have additional time for instruction and for practice to master grade-level content standards.

8. Support materials for English learners must provide:
   a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels
   b. Thirty minutes of additional instructional materials daily
   c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily lessons
   d. Materials that help teachers teach English learners to master the English–language arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including:
   a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and understanding instructions (essential for newcomers)
   b. Language skills that are transferable from students' primary language to English and nontransferable skills
   c. Acquisition of academic vocabulary
   d. Phonological, morphological, syntactical, and semantic structures of English
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:
    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

Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three

11. Support materials provide additional vocabulary development (beyond vocabulary instruction in the basic program) for students in kindergarten through grade three who require extra support in this area. These instructional materials are intended to be an addition to the regular vocabulary lessons described in the basic program descriptions and Criteria Category 1. The purpose of these materials is to increase the oral vocabulary of students with limited vocabulary, which may include English learners, students with disabilities, struggling readers, and students who use African American vernacular English.
12. These materials must build students' oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words (beyond students' reading vocabulary), and allowing ample opportunities for students to discuss word meanings and use new words.
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes:
    a. Weekly lesson plans for daily instruction
    b. Weekly lesson plans that include instruction in eight to ten words per week in kindergarten, ten to 12 words per week in grades one and two, and 15 to 18 words per week in grade three
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.
18. Intensive vocabulary lessons must include the following:
    a. Development of students' listening and speaking vocabulary
    b. Instruction in words that are beyond students' reading vocabulary
    c. Fifteen to 20 minutes of additional daily vocabulary instruction
19. Materials contain weekly lesson plans that include:
    a. Multiple readings by the teacher of one or two narrative or interesting expository texts with emphasis on developing oral vocabulary and opportunities for students to hear, use, reflect on, and discuss the meanings of the target words
    b. Weekly oral pre- and post-assessments on new words

c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words using language that is known by students
d. Opportunities for students to use words in individual and group responses over time and in different contexts
e. Suggestions for periodic review and extended use of the words beyond the instructional time

Reading Intervention Kit, Grades One Through Three

20. The reading intervention kit is a classroom kit that provides sets of strategic intervention materials, one set for each of the five key technical skill domains of beginning reading, for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students in grades one through three who need reteaching and practice in one or more of the technical skill domains. In particular, the lessons in the kit provide targeted instruction in one or more of the English–language arts content standards taught in a previous grade(s) that may not have been mastered. The instructional strategies incorporated in these sets of materials should be consistent with those used in the basic program.
21. The kit includes teacher and student editions that provide materials for instruction in the following beginning technical skills in reading as defined by the English–language arts content standards in kindergarten through grade three:
    a. Phonemic awareness and phonological awareness
    b. Phonics and decoding
    c. Oral reading fluency
    d. Vocabulary (including those words taught in grades one through three of the basic program)
    e. Reading comprehension skills
22. The kit contains five sets of technical skills materials. Each set of materials includes a minimum of 90 lessons, each lasting 15 minutes, that are designed for explicit, sequential, and systematic instruction. Each set also provides a periodic progress-monitoring assessment for determining attainment of the skill or skills taught.
23. The same classroom kit for grades one through three is acceptable.

Program 2: The Reading/Language Arts–English-Language Development Basic Program, Kindergarten Through Grade Eight

(For additional guidance, see the "Universal Access" sections under "English Learners" for each grade in Chapters 3 and 4.)

24. The Reading/Language Arts–English-Language Development Basic Program includes all content and the four additional instructional elements required in the Reading/Language Arts Basic Program as well as the additional one hour of daily English-language development instruction.

25. The Reading/Language Arts–English-Language Development Basic Program shall be evaluated for alignment with the following materials:
    a. Educational content review based on this program description
    b. Criteria (all categories) in Section II
    c. Appendix 9-B, "History–Social Science and Science Content Standards, Kindergarten Through Grade Three"
    d. Appendix 9-C, Table 1, "Curriculum Content: Kindergarten Through Grade Three," and Table 2, "Curriculum Content: Grades Four Through Eight"
    e. *English–Language Arts Content Standards for California Public Schools*
    f. *Reading/Language Arts Framework for California Public Schools*
26. The additional one hour of English-language development instruction, kindergarten through grade eight, shall be evaluated for alignment with the following materials:
    a. *English–Language Arts Content Standards*
    b. *English–Language Development Standards*
    c. Appendix 9-A, Matrix 3, "English-Language Development Instruction, Kindergarten Through Grade Eight"
27. The English-language development (ELD) instructional materials are consistent with and connected to the basic program and are aligned to the *English–Language Arts (ELA) Content Standards, English-Language Development Standards,* and *Reading/Language Arts Framework.* Materials shall demonstrate alignment to the ELA and ELD standards through the State Board of Education-approved correlation matrices developed under Senate Bill 1113. (See also the ELA/ELD Standards Correlation Matrices on the CDE Web site at http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp)

    For additional guidance, see the "Universal Access" sections under "English Learners" for each grade in Chapters 3 and 4.
28. ELD instructional materials must include the following features:
    a. Lessons address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels.
    b. Teacher edition and student materials are focused and efficient to ensure English learners acquire proficiency in English as quickly and effectively as possible.
    c. Additional ELD instructional support is given to English learners (beyond the basic program) for one hour daily.
    d. The one hour of daily instruction may be presented in smaller segments or lessons. For example, programs may provide daily instruction that includes two to four lessons that total one hour per day.

29. The ELD materials are designed to ensure students' mastery of the English–language arts content standards and include the following features:
    a. Instructional materials are connected to, and consistent with, the unit or theme of the basic program.
    b. Materials include instruction, practice, review, and application that lead to students' acquisition of English.
    c. Instructional materials will allow opportunities for students to read, write, and discuss expository text.
30. These ELD materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty, including:
    a. Phonemic awareness and phonics
    b. Oral reading fluency
    c. Word recognition and spelling
    d. Vocabulary and morphology
    e. Grammar and usage
    f. Listening and reading comprehension
    g. Sentence structure (aligned with narratives, reading passages, and writing assignments)
    h. Speaking and writing
31. ELD materials provide formal linguistic instruction, practice, and opportunities for application, including:
    a. Survival vocabulary and language, including but not limited to obtaining necessities, making requests, and understanding instructions (essential for newcomers)
    b. Skills that are transferable from students' primary language to English and nontransferable skills
    c. Acquisition of academic vocabulary
    d. Phonological, morphological, syntactical, and semantic structures of English
    e. Oral language development
32. The ELD teacher's guide shall include the following:
    a. Background information for teachers regarding the various profiles of English learners, including but not limited to newly arrived, long-term, older learners
    b. Flexible grouping options
    c. Language transfer issues
    d. Appropriate strategies for English learners

Program 3: Primary Language/English-Language Development Basic Program, Kindergarten Through Grade Eight

(For additional guidance, see the "Universal Access" sections under "English Learners" for each grade in Chapters 3 and 4.)

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

33. The Primary Language/English-Language Development Basic Program parallels the Reading/Language Arts–English-Language Development Basic Program (RLA/ELD) described in Program 2 and is aligned with the *English–Language Arts Content Standards* and the *Reading/Language Arts Framework,* with appropriate modifications for the primary language.
34. The Primary Language/English-Language Development Program shall be evaluated for alignment with the following materials:
    a. Educational content review based on this program description
    b. Criteria (all categories) in Section II
    c. Appendix 9-B, "History–Social Science and Science Content Standards, Kindergarten Through Grade Three"
    d. Appendix 9-C, Table 1, "Curriculum Content: Kindergarten Through Grade Three," and Table 2, "Curriculum Content: Grades Four Through Eight"
    e. *English–Language Arts Content Standards for California Public Schools*
    f. *Reading/Language Arts Framework for California Public Schools*
35. The additional one hour of English-language development instruction, kindergarten through grade eight, shall be evaluated for alignment with the following materials:
    a. *English–Language Arts Content Standards*
    b. *English-Language Development Standards*
    c. Appendix 9-A, Matrix 3, "English Language Development Instruction, Kindergarten Through Grade Eight"
36. This primary language program may not be submitted without ELD instructional materials or as a partial or a supplemental resource. This primary language program may not be submitted as part of the basic program. This program stands alone and will be submitted and evaluated separately.
37. ELD instruction is consistent with the *English–Language Arts Content Standards, English-Language Development Standards,* and *Reading/Language Arts Framework;* provides one hour of daily instruction to assist English learners in acquiring proficiency in English; and ensures student mastery of the standards.

Program 4: Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight

(For additional guidance, see the "Universal Access" sections under "Reading Difficulties" for each grade in Chapters 3 and 4.)

38. The Intensive Intervention Program in Reading/Language Arts is designed to be a stand-alone, intensive, accelerated reading/language arts program. This program provides two and one-half hours to three hours of daily instruction designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level (including students who use African American vernacular English, English learners, struggling readers, and students with disabilities).
39. There are two purposes of intervention instruction for students in grades four and above who are two or more years below grade level in reading achievement: (1) to teach students to read; and (2) to teach students those grade-level English–language arts content standards they have not previously mastered.
40. Based on curriculum-embedded diagnostic assessment, this program should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. The instructional design of the program should assume that students can gain two grade levels for each year of instruction.
41. The Intensive Intervention Program in Reading/Language Arts shall be evaluated for alignment with the following materials:
    a. Educational content review based on this program description
    b. Criteria (all categories) in Section II
    c. Appendix 9-A, Matrix 1, "Intensive Intervention in Reading/Language Arts, Grades Four Through Eight"
    d. Appendix 9-C, Table 3, "Curriculum Content, Intensive Intervention, Grades Four Through Eight"
    e. *English–Language Arts Content Standards for California Public Schools*
    f. *Reading/Language Arts Framework for California Public Schools*
42. The program may not be submitted as part of the basic program. This program is designed to accelerate student reentry into the basic program within two years or less. Students who are two or more years below grade level will not benefit from grade-level instruction in the basic program because grade-level reading and instructional materials in the basic program are beyond the students' reading comprehension level. Publishers choosing to submit an Intensive Intervention Program in Reading/Language Arts must submit it as a stand-alone program that will be evaluated separately.
43. This curriculum must incorporate the principles of universal access described in the *Reading/Language Arts Framework,* be based on research as defined in *Education Code* Section 44757.5(j), and provide instructional

content for 180 days of instruction for minimal daily time periods of 2.5 to 3 hours.

44. The program must have multiple levels and points of entry to appropriately address the skill levels of students in grades four through eight.
45. The curriculum for the Intensive Intervention Program in Reading/Language Arts provides guidance to teachers in efficient and effective instruction. Teacher and student editions provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students (including students who use African American vernacular English) are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards, grades one through six:
    a. Phonemic awareness and phonics
    b. Word recognition and spelling
    c. Oral reading fluency
    d. Vocabulary and morphology
    e. Grammar and usage
    f. Listening and reading comprehension
    g. Sentence structure (consistent with narratives, reading passages, and writing assignments)
    h. Writing
46. Instructional materials will provide opportunities for students to read, write, and discuss expository text.

Program 5: Intensive Intervention Program for English Learners, Grades Four Through Eight

(For additional guidance, see the "Universal Access" sections under "English Learners" for each grade in Chapters 3 and 4.)

47. The Intensive Intervention Program for English Learners is designed to be a stand-alone, intensive reading/language arts program. This program provides two and one-half hours to three hours of daily instruction developed specifically for English learners in grades four through eight whose academic achievement is two or more years below grade level. This stand-alone reading/language arts intervention program addresses literacy and language development. The materials incorporate the elements of English-language development described below and are designed to provide intensive, accelerated, and extensive English-language development that complements and supports reading/language arts instruction.
48. This program may not be submitted as part of the basic program. This program is designed to accelerate student reentry into the basic program within two years or less. Publishers choosing to submit an Intensive Intervention Program for English Learners must submit it as a stand-alone program that will be evaluated separately.

49. By incorporating a curriculum-embedded diagnostic assessment, this program positions students to progress rapidly toward reentry into the basic program at their appropriate grade level. The instructional design of the program should assume that students can gain two grade levels for each year of instruction.
50. The Intensive Intervention Program for English Learners shall be evaluated for alignment with the following materials:
    a. Educational content review based on this program description
    b. Criteria (all categories) in Section II
    c. Appendix 9-A, Matrix 2, "Intensive Intervention for English Learners, Grades Four Through Eight"
    d. Appendix 9-C, Table 3, "Curriculum Content, Intensive Intervention, Grades Four Through Eight"
    e. *English–Language Arts Content Standards for California Public Schools*
    f. *Reading/Language Arts Framework for California Public Schools*
51. This curriculum must incorporate the principles of universal access, be based on research as defined in *Education Code* Section 44757.5(j), and provide instructional content for 180 days of instruction for minimal daily time periods of 2.5 to 3 hours.
52. The program must have multiple levels and points of entry in order to appropriately address the skill levels of students in grades four through eight.
53. This program must emphasize academic language, vocabulary and concept development, sentence structure, grammar, organization and delivery of oral communication, and speaking applications.
54. Materials guide the teacher on how to instruct 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.
55. The program must include teacher and student editions and focus on instruction to assist English learners in developing proficiency in the English language and the concepts and skills contained in the *English–Language Arts Content Standards*. Emphasis is placed on:
    a. Instruction in the skills that are transferable from students' primary language to English and nontransferable skills
    b. Acquisition of academic vocabulary
    c. Phonological, morphological, syntactical, and semantic structures of English
56. These materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards, grades one through six:

a. Phonemic awareness and phonics
b. Word recognition and spelling
c. Oral reading fluency
d. Vocabulary and morphology
e. Grammar and usage
f. Listening and reading comprehension
g. Sentence structure (consistent with narratives, reading passages, and writing assignments)
h. Speaking and writing

Section II: Criteria

Category 1: Alignment with English–Language Arts Content Standards

All programs must include the following features:

1. Instructional materials as defined in *Education Code* Section 60010(h) are designed to ensure that all students master each of the English–language arts content standards.
2. Instructional materials reflect and incorporate the content of the *Reading/Language Arts Framework for California Public Schools*.
3. Instructional materials incorporate the content described in Appendix 9-A, Appendix 9-B, and Appendix 9-C (as referenced in Section I, Program Descriptions).
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in *Education Code* Section 44757.5(j).
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under "Writing").
7. The *English–Language Arts Content Standards* and *Reading/Language Arts Framework* form the basis of the instructional materials. Extraneous materials not aligned to these content standards must be minimal and not detract from instruction.
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.
9. Instructional materials use proper grammar and spelling (*Education Code* Section 60045).
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.

11. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.
12. Publishers must indicate in teacher materials all program components necessary to address all the English–language arts content standards for each grade level.

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

Phonemic Awareness

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

Phonics and Decoding

14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).

Oral Reading Fluency and Word Attack Skills

17. Instructional materials emphasize oral reading decoding fluency and the skills of word recognition, reading accuracy, and prosody. Programs offer strategies for increasing oral fluency rates with adequate daily materials of increasing difficulty.
18. Oral reading materials include instruction in word reading, practice on increasingly difficult passages, and assessments on this instruction and practice in grades one through six and grades six through eight (as needed).
19. Student materials include opportunities for daily oral reading fluency practice.

Decodable Books

20. Sufficient pre-decodable and decodable texts are included at the early stages of reading instruction to allow students to develop automaticity and practice fluency. Those materials in the program designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used

words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.

21. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.
22. *Sufficient* is defined as follows:
    a. Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus).
    b. Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.
    c. First grade—Two books per sound-spelling, totaling a minimum of 8,000 words of decodable text over the course of a year.
    d. Second grade—Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction.
    e. Intensive intervention programs—Approximately 9,000 words of decodable text: two decodable reading selections/passages per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. Careful attention must be given to the age group for which these decodables are designed to ensure the content is age-appropriate and engaging for students in grades four through eight.

Spelling

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

Vocabulary

24. The program provides direct, explicit, and systematic instruction and opportunities for student practice and application in key vocabulary connected to reading and writing instruction, including academic vocabulary from the history–social science and science content standards that are addressed in the basic or intervention programs.
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).

27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.
29. The program provides instruction designed to foster students' word consciousness and self-monitoring in attending to unknown words.
30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following areas:
    a. Classification of grade-appropriate words into categories
    b. Word-learning strategies
    c. Word meaning, including the relationship and association of words to other words

    In addition, in grade two, the materials provide instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words
31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for student practice and application in the following areas:
    a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations
    b. Word meaning including the relationship and association of words to other words
    c. Phonological, morphological, syntactical, and semantic structures of English
    d. Identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases, beginning in grade eight
    e. Key academic vocabulary with grade-level expectations
    f. Use of new and previously taught academic vocabulary in reading, writing, listening, and speaking activities and multiple exposures to key academic vocabulary through periodic review and distributed practice of previously taught academic words through guided practice, independent practice, and application (with teacher feedback)
    g. Word-learning strategies and skills

Expository Texts and Reading Selections

32. In the interest of promoting the efficiency of instruction for kindergarten through grade three, content standards in history–social science and science (see Appendix 9-B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students or that students read.
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history–social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates education principles and concepts for the environment that are consistent with grade-level standards and the unit/theme design, as required in *Public Resources Code* Section 71301(d)(1).
34. Reading selections, both those read to students and those that students read, are of high quality and are interesting, motivational, multicultural, and age-appropriate for students.

Writing

35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.
36. Instructional materials include high-quality literature and informational text at all grade levels that serve as strong models of writing and reinforce the reciprocal relationship between reading, vocabulary, and writing as well as listening and speaking.
37. Teacher editions and student materials are aligned with the specific types of writing required by the standards at each grade level, including descriptive writing, narrative, responses to literature, persuasive compositions, research reports, technical documents, and documents related to career development, as appropriate to grade level. When specific genres appear at multiple grade levels, the expectations, direct instruction, and assignments progress in breadth, depth, and sophistication as specified by grade-level standards.
38. Instructional materials provide strategies for teachers to develop students' academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to such terms as narrative, exposition, and persuasion. Instruction in academic vocabulary will also include literary terms, such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.

40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts, related to these two reciprocal reading and writing elements of lessons, that support students as they actively use the academic language associated with the genre being studied.
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.
43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:
    a. Sentence fluency
    b. Sentence variety
    c. Paragraph and essay structure, organization, and coherence
    d. Word choice
44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:
    a. Instruction in a full range of text structures, including writing to describe and explain objects, events, and experiences
    b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material
    c. Instruction and practice in writing technical documents and documents related to career development, as appropriate to grade level
    d. Instruction in the components and unique features of each writing application
    e. Instruction in the use of grade-appropriate, standards-aligned rubrics for each application
    f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials
    g. Scaffolding that leads students into independent grade-level writing through timely and explicit feedback
    h. Guidance for students through frequent opportunities to review progress using application-specific rubrics
    i. Assessment of students' ability to meet the grade-level writing application standards, using application-specific prompts

45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.
46. Instructional materials include direct, explicit, and systematic instruction and opportunities for student practice of the written and oral English language conventions, comprehension skills, and literary response and analysis at the appropriate grade levels as defined in the *English–Language Arts Content Standards*.
47. Instructional materials include direct, explicit, and systematic instruction, student practice, and application in identifying and using comprehension skills at the appropriate grade level as defined in the *English–Language Arts Content Standards*.
48. Instructional materials include direct, explicit, and systematic instruction; student practice; and identification of the structural features of literature and expository materials and use of literary elements of text at the appropriate grade levels as defined in the *English–Language Arts Content Standards.*
49. The program provides a consistent set of editing marks that are taught and used throughout the program.
50. The program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.

Category 2: Program Organization

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

All programs must include the following features:

1. Scope and sequence align with English–language arts content standards and strands, although within each grade level the standards and the strands do not have to be addressed in a particular order.
2. Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.

3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.
4. The instructional design enhances student retention and generalization of what is learned.
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.
7. Materials are organized to provide cumulative or spiraled review of skills or both.
8. Similar and confusing content and strategies are separated.
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.
10. Instructional materials include directions for:
    a. Direct teaching
    b. Teacher modeling and demonstration
    c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice
    d. Appropriate pacing of lessons
    e. Preteaching and reteaching as needed
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and varied review).
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.

Criteria Category 3: Assessment

(For additional guidance, see the progress-monitoring assessment schedules in Chapter 6.)

All programs must provide the following features:

1. Guidance on the purpose, administration, scoring, and interpretation of assessments includes:
    a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons)
    b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester)
    c. Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language arts
2. Teacher editions and student materials provide the following assessments:
    a. Progress-monitoring assessments (curriculum-embedded, criterion-referenced to lessons) to measure instructional effectiveness and to

monitor student progress at a minimum of every six to eight weeks (See the progress-monitoring assessment schedules in Chapter 6 for details.)

b. Summative assessments (curriculum-embedded, criterion-referenced to lessons at trimester or semester intervals) as required in each type of program

c. Diagnostic screening assessments (usually norm-referenced) in the six technical skill areas for use with selected students in addressing instructional needs (The diagnostic screening assessments either are listed as recommended or are provided under licensed agreements with the test publisher[s].)

3. In addition, intensive intervention programs, which must have multiple levels and points of entry, also provide placement and exit assessments designed to help determine the appropriate instructional level for entry into and exit from the program.

The basic programs must provide these features:

4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced) are designed to inform teachers of the effectiveness of instruction and of student progress. Progress-monitoring assessments are based on content taught in the unit or theme and, when appropriate, previously taught skills and strategies. (See the progress-monitoring assessment schedules in Chapter 6 for details.)
5. The progress-monitoring assessments must include subtests of a minimum of ten items, including:

   a. Kindergarten—Phoneme awareness (which includes phoneme deletion and substitution and phoneme segmentation), beginning phonics, rapid letter and word naming, upper- and lowercase letter naming, rhyming, matching consonants and sounds, matching short vowel and sounds, high-frequency word reading, and consonant-vowel-consonant (CVC) words

   b. Grade one—Phonics and word reading, oral reading fluency (starting in the 18th week of instruction and measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing

   c. Grades two through six—Oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing

   d. Grades seven through eight—Oral reading fluency (only as needed, measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing

6. Summative assessments (once a year for kindergarten and grade one and twice a year for grades two through eight) must be designed to measure whether students have mastered the previously taught content related to

the following strands of the English–language arts content standards. The summative assessments must include subtests of a minimum of ten items for the appropriate grade-level strands:

a. Word analysis, fluency, and systematic vocabulary development
b. Reading comprehension
c. Literary response and analysis
d. Writing strategies
e. Writing application
f. Written and oral language conventions

7. Diagnostic screening assessments must be designed to identify student instructional needs and inform instruction in the technical skill areas listed below. In most cases these assessments should be normed for age-based or grade-level-based performance. These assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include:

   a. Phonemic awareness
   b. Phonics and decoding
   c. Oral reading fluency
   d. Spelling
   e. Vocabulary
   f. Reading comprehension

8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.
9. The reading intervention kit for grades one through three includes:

   a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas
   b. Progress-monitoring assessments for every ten lessons

The Intensive Intervention Program in Reading/Language Arts and the Intensive Intervention Program for English Learners must provide these features:

10. Progress-monitoring assessments are designed to provide teachers with information on instructional effectiveness and to monitor student progress at the end of each set of lessons every six to eight weeks. Progress-monitoring assessments are based on content taught in the set of lessons and, when appropriate, previously taught skills and strategies.
11. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items aligned to the following reading/language arts skills taught:

    a. Phonemic awareness and phonics
    b. Word recognition and spelling
    c. Oral reading fluency
    d. Vocabulary and morphology

   e. Listening and reading comprehension
   f. Sentence structure aligned with narratives, reading passages, and writing assignments
   g. Writing

12. Summative assessments must be designed to measure whether students have mastered the content of previously taught lessons and must be administered at the end of each level of the program. Summative assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned to the technical reading/language arts skills taught (listed above in item 11).
13. Placement and exit assessments must be designed to help determine the appropriate instructional level for entry in and exit out of the program:
    a. The placement assessments must provide an accurate and precise measure of student performance to place students at the appropriate instructional level in the program.
    b. The exit assessments must provide an accurate and precise measure of student mastery of skills necessary to exit the program.
    c. Placement and exit assessment content must accurately reflect the skills taught in the program.
14. Diagnostic screening assessments must be designed to identify student instructional needs in technical reading/language arts skills. In most cases these assessments should be norm-referenced and must be appropriate for use with an individual and a small group.

The English-language development instruction, kindergarten through grade eight, must provide these features:

15. Progress-monitoring assessments for English-language development instruction in Programs 2 and 3 must be designed to provide teachers with information on instructional effectiveness and to monitor student progress at the end of each unit or theme or set of lessons every six to eight weeks. Progress-monitoring assessments are based on content taught in the unit or theme or set of lessons and, when appropriate, previously taught skills and strategies.
16. Progress-monitoring assessments for English-language development instruction measure progress in reading, writing, listening, and speaking in English as described in Appendix 9-A, Matrix 3, "English-Language Development Instruction, Kindergarten Through Grade Eight."
17. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned with structured lessons focused on the following reading/language arts skills:
    a. Phonemic awareness and phonics
    b. Oral reading fluency
    c. Word recognition and spelling
    d. Vocabulary and morphology

e. Grammar and usage
f. Sentence structure aligned with narratives, reading passages, and writing assignments
g. Listening and reading comprehension
h. Writing

Category 4: Universal Access

(For additional guidance, see Chapter 7, "Universal Access to the Language Arts Curriculum," and the "Universal Access" sections for each grade in Chapters 3 and 4.)

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

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

The basic program curriculum must encompass a range of materials for teacher and student editions sufficient to meet the instructional needs of students at various advanced, benchmark, strategic, and intensive levels of performance. Intensive intervention program materials must encompass a range of materials for teacher and student editions sufficient to meet the instructional needs of students at various levels of performance.

Basic program instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Materials must be constructed to meet the instructional needs of those who enter school at or above grade level or one or more grade levels below the content standards taught for a particular grade and, therefore, are adaptable to each student's point of entry. Such instruction must focus on the English–language arts content standards. All suggestions and procedures for meeting the instructional needs of students are not to be added as superficial afterthoughts to the main focus of instruction. Rather, the instructional materials are constructed so that the teacher does not need to create extensive modifications in order to meet the learning needs of a full range of students.

The following design principles are guidelines for publishers to use in creating materials that will allow access for all students, including English learners,

students with disabilities, struggling readers, and students who use African American vernacular English, to ensure they master the English–language arts content standards.

Universal Access Design Principles

All programs must include the following features:

1. Instructional materials incorporate:
   a. Optimal opportunities for teachers to scaffold instruction and check for understanding
   b. Guidance on the use of preteach, reteach, and review and an accelerated pace of program options
   c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate
   d. Ample background information on key skills and concepts
   e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it
   f. Corrective feedback during all phases of instruction, practice, and application
   g. Emphasis on ample opportunities for the practice and use of vocabulary words to support vocabulary acquisition and language development
   h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development

All programs should include the following features:

2. Instructional materials use "considerate text" design principles that are consistent by grade and across grade levels:
   a. Adequate titles for each selection
   b. Introductory subheadings for chapter sections
   c. Introductory paragraphs
   d. Concluding or summary paragraphs
   e. Complete paragraphs, including clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore, similarly*)
   f. Effective use of typographical aids (e.g., boldface print, italics)
   g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps
   h. Manageable, not overwhelming, visual and print stimuli
   i. Identification and highlighting of important terms
   j. List of reading objectives or focus questions at the beginning of each reading selection
   k. List of follow-up comprehension and application questions

Design Principles for Means of Expression

All programs must include:

3. An explanation in the teacher edition that there are a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). The teacher edition may suggest modifications so that students have access to the materials and can demonstrate their competence. Examples of such modifications might be (but are not limited to) student use of computers to complete pencil and paper tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.

Design Principles for Advanced Learners

Basic and primary language programs must include the following features:

4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described in the "Universal Access" sections of each grade level in Chapters 3 and 4.
5. Materials provide suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.
6. Materials remind teachers to set high expectations for all students and inform teachers of the connection of skill development and concepts to higher grade levels.

Category 5: Instructional Planning and Support

(For additional guidance, see Chapter 7, "Universal Access to the Language Arts Curriculum," and the "Universal Access" sections for each grade in Chapters 3 and 4.)

Teacher editions must include the following features:

1. Instructional routines and procedures are based on current and confirmed research as defined in *Education Code* Section 44757.5(j).
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.
3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.
5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.
6. Lesson plans and the relationships of parts of the lesson and program components are clear.

7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.
8. A list of required materials is provided for each lesson.
9. Terms from the *English–Language Arts Content Standards* are used appropriately in all guidance for teachers.
10. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children's learning at home. The program should include materials that teachers can use to inform families about the *English–Language Arts Content Standards*, the *Reading/Language Arts Framework*, program-embedded assessments, and the degree to which students are mastering the standards.
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.
12. Materials describe grouping strategies for flexible small-group instruction.
13. The teacher edition includes guidance for teachers on implementing reading activities that build oral reading fluency.
14. The teacher edition indicates how the oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).
15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.
17. Teacher support materials include demonstrations of writing strategies, including the writing process.
18. The teacher edition includes strategies for providing timely teacher feedback about student writing and specific information about what has been done well, with suggestions for "next steps."
19. The teacher edition clearly references, explains, and provides the location of additional instructional materials and program components designed to provide extra support for students who require it (e.g., English learners, students who use African American vernacular English, struggling readers, and students with disabilities).
20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to develop and provide additional instruction and sufficient practice of key concepts, skills, and strategies to support English learners and struggling readers.
21. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications to facilitate the program supporting scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African American vernacular English and providing teachers with guidance on scaffolding instruction.[o]

22. The program provides a linguistic, contrastive analysis chart in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and African American vernacular English will be incorporated as appropriate, accentuating transferable and nontransferable skills.
23. The program provides teachers with a cassette, CD-ROM, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.
24. The teacher resource materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.
25. High-quality literature, including but not limited to selections reflective of California's diverse cultural population, is an integral part of language arts instruction at every grade level.
26. Materials provide teachers with guidance on the effective use of library resources that best complement the *English–Language Arts Content Standards*.
27. Materials include instructions for the teacher on salient features of the reading material and suggestions on how to use each reading selection in the lesson or lessons.
28. Teacher and student editions have correlating page numbers.
29. Answer keys are provided for all workbooks and other related student activities.

Instructional materials should include the following features:

30. The teacher edition includes a list of books for independent reading that spans at least three grade levels and matches the topics of the units.
31. Reading materials used for in-class work and homework as students progress through the grades are suggested or included to ensure that students read the amount of text specified in the standards at various grade levels.
32. Teacher editions suggest reading material for students to read outside of class for at least 20 minutes a day in grade one and 30 minutes a day in grades two and beyond.
33. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.
34. All informational technology resources include technical support and suggestions for appropriate use.
35. Black-line masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.
36. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.

Appendix 9-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 identifies the English–language arts content standards that must be addressed in the intensive intervention program and provides 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.

		***R/LA Framework* guidance for universal access for students with reading difficulties (by page number)**												
			66	85	103	127-128	145-146	165						
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	**X**											
	Phonemic awareness	X	**X**											
	Decoding and word recognition	X	**X**	**X**	**X**									
	Word recognition					**X**	**X**	**X**						
	Vocabulary and concept development	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Reading Comprehension:													
	Structural features of informational materials	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Comprehension and analysis of grade-level-appropriate text	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Expository critique						**X**	**X**	X	X	X	X	X	X
	Literary Response and Analysis:													
	Structural features of literature				**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Narrative analysis of grade-level appropriate text	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Literary criticism						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.

Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Writing	**Writing Strategies:** Organization and focus	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Penmanship	X	X	X	X	X								
	Research			**X**	**X**									
	Research and technology					**X**	**X**	**X**	X	X	X	X	X	X
	Evaluation and revision			**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Writing Applications (Genres and Their Characteristics)		**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
Written and Oral English Language Conventions	**Written and Oral English Language Conventions:** Sentence structure	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X		X	X	
	Grammar			**X**	**X**	**X**	**X**	**X**	X	X	X			
	Punctuation		**X**	**X**	**X**	**X**	**X**	**X**	X					
	Capitalization		**X**	**X**	**X**	**X**	**X**	**X**	X					
	Spelling		**X**	**X**	**X**	**X**	**X**	**X**	X	X	X			
	Punctuation and capitalization									X				
	Grammar and mechanics of writing										X			
	Manuscript form										X			
Listening and Speaking	**Listening and Speaking Strategies:** Comprehension	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	
	Organization and delivery of oral communication		X	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	X
	Speaking Applications (Genres and Their Characteristics)	X	X	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

The goal of English learners is to develop 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 identifies the English–language arts content standards that must be addressed in the intensive intervention program and provides guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

		***R/LA Framework* guidance for universal access for English learners (by page number)**												
			67	86-87	103-104	128-129	146-147	165-166						
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**											
	Phonemic awareness		**X**											
	Decoding and word recognition		**X**	**X**	**X**									
	Word recognition					**X**	**X**	**X**						
	Vocabulary and concept development	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Reading Comprehension:													
	Structural features of informational materials	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Comprehension and analysis of grade-level-appropriate text	X	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X	X	X
	Expository critique						**X**	**X**	X	X	X	X	X	X

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

Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	**Literary Response and Analysis:** Structural features of literature				X	X	X	X	X	X	X	X	X	X
	Narrative analysis of grade-level appropriate text	X	X	X	X	X	X	X	X	X	X	X	X	X
	Literary criticism						X	X	X	X	X	X	X	X
Writing	**Writing Strategies:** Organization and focus	X	X	X	X	X	X	X	X	X	X	X	X	X
	Penmanship	X	X	X	X	X								
	Research			X	X									
	Research and technology					X	X	X	X	X	X	X	X	X
	Evaluation and revision			X	X	X	X	X	X	X	X	X	X	X
	Writing Applications (Genres and Their Characteristics)		X	X	X	X	X	X	X	X	X	X	X	X
Written and Oral English Language Conventions	**Written and Oral English Language Conventions:**												X	X
	Sentence structure	X	X	X	X	X	X	X	X	X				
	Grammar			X	X	X	X	X	X	X	X			
	Punctuation		X	X	X	X	X	X	X					
	Capitalization		X	X	X	X	X	X	X					
	Spelling		X	X	X	X	X	X	X	X	X			
	Punctuation and capitalization									X				
	Grammar and mechanics of writing										X			
	Manuscript form										X			

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

Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening and Speaking	**Listening and Speaking Strategies:** Comprehension	×	**X**	**X**	**X**	**X**	**X**	**X**	×	×	×	×	×	
	Organization and delivery of oral communication		**X**	**X**	**X**	**X**	**X**	**X**	×	×	×	×	×	×
	Analysis and evaluation of oral and media communications				**X**	**X**	**X**	**X**	×	×	×	×	×	×
	Speaking Applications (Genres and Their Characteristics)	×	**X**	**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 identifies the English–language arts content standards that must be addressed and provides guidance from the Reading/Language Arts Framework about instruction and support for students learning English.

		***R/LA Framework* guidance for universal access for English learners (by page number)**												
		45	67	86-87	103-104	128-129	146-147	165-166	184	200-201				
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**	**X**											
	Phonemic awareness	**X**	**X**											
	Decoding and word recognition	**X**	**X**	**X**	**X**									
	Word recognition					**X**	**X**	**X**						
	Vocabulary and concept development	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X
	Reading Comprehension: Structural features of informational materials	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X
	Comprehension and analysis of grade-level-appropriate text	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	X	X	X	X
	Expository critique						**X**	**X**	**X**	**X**	X	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.

Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	**Literary Response and Analysis:** Structural features of literature				X	X	X	X	X	X	X	X	X	X
	Narrative analysis of grade-level appropriate text	X	X	X	X	X	X	X	X	X	X	X	X	X
	Literary criticism						X	X	X	X	X	X	X	X
Writing	**Writing Strategies:** Organization and focus	X	X	X	X	X	X	X	X	X	X	X	X	X
	Penmanship	X	X	X	X	X								
	Research			X	X									
	Research and technology					X	X	X	X	X	X	X	X	X
	Evaluation and revision			X	X	X	X	X	X	X	X	X	X	X
	Writing Applications (Genres and Their Characteristics)		X	X	X	X	X	X	X	X	X	X	X	X
Written and Oral English Language Conventions	**Written and Oral English Language Conventions:**												X	X
	Sentence structure	X	X	X	X	X	X	X	X	X				
	Grammar			X	X	X	X	X	X	X	X			
	Punctuation		X	X	X	X	X	X	X					
	Capitalization		X	X	X	X	X	X	X					
	Spelling		X	X	X	X	X	X	X	X	X			
	Punctuation and capitalization									X				
	Grammar and mechanics of writing										X			
	Manuscript form										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.

Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening and Speaking	**Listening and Speaking Strategies:** Comprehension	X	X	X	X	X	X	X	X	X	X	X	X	X
	Organization and delivery of oral communication		X	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	X
	Speaking Applications (Genres and Their Characteristics)	X	X	X	X	X	X	X	X	X	X	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 9-B: History–Social Science and Science Content Standards 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

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.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them. K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 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.4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities). 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. 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.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).

Grade	Standard	Text of Standard
		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.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).

Basic Comprehensive Program

Grade One—History–Social Science: A Child's Place in Time and Space

Grade	Standard	Text of Standard
1	1.1	Students describe the rights and individual responsibilities of citizenship. 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. 1.1.2 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. 1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 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. 1.2.3 Construct a simple map, using cardinal directions and map symbols. 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.
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. 1.3.1 Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee"). 1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 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. 1.4.1 Examine the structure of schools and communities in the past. 1.4.2 Study transportation methods of earlier days. 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. 1.5.1 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.

Grade	Standard	Text of Standard
		1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 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. 1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 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. 2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 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. 2.2.1 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 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. 2.2.3 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. 2.2.4 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. 2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2.3.2 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. 2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2.4.2 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. 2.4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).

Grade	Standard	Text of Standard
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. 3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 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. 3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions. 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). 3.2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. 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. 3.3.1 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. 3.3.2 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 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. 3.4.1 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. 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. 3.4.3 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).

Grade	Standard	Text of Standard
		3.4.4 Understand the three branches of government, with an emphasis on local government.
		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.
		3.4.6 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.
		3.5.1 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.
		3.5.2 Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
		3.5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
		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

Kindergarten—Science

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: 1.a Students know 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). 1.b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. 1.c Students know 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: 2.a Students know 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). 2.b Students know stories sometimes give plants and animals attributes they do not really have. 2.c Students know 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: 3.a Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. 3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. 3.c Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Basic Comprehensive Program

Grade One—Science

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.a Students know solids, liquids, and gases have different properties. 1.b Students know the properties of substances can change when the substances are mixed, cooled, or heated.

Grade	Standard	Text of Standard
		Life Sciences
1	2	Plants and animals meet their needs in different ways. As a basis for understanding this concept: 2.a Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. 2.b Students know both plants and animals need water, animals need food, and plants need light. 2.c Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. 2.d Students know how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). 2.e Students know 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: 3.a Students know 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. 3.b Students know 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. 3.c Students know the sun warms the land, air, and water.

Basic Comprehensive Program

Grade Two—Science

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: 1.a Students know the position of an object can be described by locating it in relation to another object or to the background. 1.b Students know an object's motion can be described by recording the change in position of the object over time. 1.c Students know 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. 1.d Students know tools and machines are used to apply pushes and pulls (forces) to make things move. 1.e Students know objects fall to the ground unless something holds them up. 1.f Students know magnets can be used to make some objects move without being touched. 1.g Students know 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.a Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. 2.b Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

Grade	Standard	Text of Standard	
		2.c	Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
		2.d	Students know there is variation among individuals of one kind within a population.
		2.e	Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
		2.f	Students know 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:	
		3.a	Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
		3.b	Students know smaller rocks come from the breakage and weathering of larger rocks.
		3.c	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.
		3.d	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.
		3.e	Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Basic Comprehensive Program

Grade Three—Science

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:	
		1.a	Students know energy comes from the Sun to Earth in the form of light.
		1.b	Students know sources of stored energy take many forms, such as food, fuel, and batteries.
		1.c	Students know machines and living things convert stored energy to motion and heat.
		1.d	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.
		1.e	Students know matter has three forms: solid, liquid, and gas.
		1.f	Students know evaporation and melting are changes that occur when the objects are heated.
		1.g	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.
		1.h	Students know all matter is made of small particles called atoms, too small to see with the naked eye.
		1.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.

Grade	Standard	Text of Standard
3	2	Light has a source and travels in a direction. As a basis for understanding this concept: 2.a Students know sunlight can be blocked to create shadows. 2.b Students know light is reflected from mirrors and other surfaces. 2.c Students know the color of light striking an object affects the way the object is seen. 2.d Students know an object is seen when light traveling from the object enters the eye.
		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: 3.a Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. 3.b Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. 3.c Students know 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.d Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. 3.e Students know 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: 4.a Students know 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. 4.b Students know the way in which the Moon's appearance changes during the four-week lunar cycle. 4.c Students know 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. 4.d Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. 4.e Students know the position of the Sun in the sky changes during the course of the day and from season to season.

Appendix 9-C: Curriculum Content

Table 1. Curriculum Content, Kindergarten Through Grade Three

To guide teachers in teaching the technical skills of reading in kindergarten through grade 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
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 in kindergarten, 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
d.	Recognizing common patterns automatically, including consonants, short vowels (e.g., consonant-vowel-consonant [CVC] words and other short-vowel syllable patterns), diagraphs, and trigraphs (e.g., *_tch,* and *_igh*)	1–3
e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1–3
f.	Vowel diphthongs and *r*- and *l*-controlled vowels	1–3
g.	Advanced syllable patterns in multisyllabic words	2–3
h.	Word analysis, including word origins and meaning (morphology, syntax, and semantics)	2–3
5	**Oral Reading Fluency**	
a.	Narrative and expository text for fluency, with accuracy and appropriate pacing, intonation, and expression [Fluency is defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005).]	1–3

Foundational Elements: Kindergarten Through Grade Three		Grade
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
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	2–3
e.	Root words and word origins	3
f.	Context meanings	1–3
g.	Antonyms and synonyms	2–3
h.	Metaphors, similes, analogies, and idioms	N/A
i.	Academic vocabulary	K–3
8	**Comprehension Skills**	
a.	Main idea and details	1–3
b.	Author's point of view	1–3
c.	Sequencing	1–3
d.	Classifying and categorizing	K–3
e.	Making inferences	1–3
f.	Compare and contrast	2–3
g.	Cause and effect	1–3
h.	Author's purpose	1–3
9	**Literary Response and Analysis**	
a.	Distinguish, identify, and comprehend a variety of genres.	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.	2–3
d.	Recognize and analyze underlying or recurring themes in narrative text.	2–3
e.	Recognize characteristics and different forms of poetry.	2–3
f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	N/A
g.	Clarify ideas and make connections between literary works.	N/A
h.	Evaluate meaning of patterns, symbols, and author techniques.	N/A
i.	Determine the credibility of the characterization and degree of realism.	N/A
j.	Analyze a range of responses to literary works.	N/A
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 guide teachers in teaching 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.

Foundational Elements: Grades Four Through Eight		Grade
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 in kindergarten, 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	
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*)	4–8
e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	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 is defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005).]	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

Foundational Elements: Grades Four Through Eight		Grade
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
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 genres.	
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 make 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
k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	8

Table 3. Curriculum Content, Intensive Intervention Program

To guide teachers in teaching 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.

Foundational Elements: 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 in kindergarten, and sound-letter matching in 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
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 is defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005).]	1–6
6	**Spelling**	
a.	Consonant spellings	1–3
b.	Short vowels	K–1
c.	Long vowels	1–3

Foundational Elements: Grades Four Through Eight		Skill Grade Level
	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
	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 genres.	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 make 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