



CALIFORNIA  
DEPARTMENT  
OF EDUCATION

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State Superintendent  
of Public Instruction

# Guidance to Support the English Language Arts/English Language Development (ELA/ELD) Instructional Materials Follow-up Adoption

December 19, 2025

# Presenter Introductions (1)

From the California Department of Education (CDE)  
Curriculum Frameworks and Instructional Resources  
Division (CFIRD)

- Mike Torres, Director
- Jennifer Bentley, Administrator
- Kyle Petty, Education Programs Consultant
- David Almquist, Publisher Liaison

# Presenter Introductions (2)

## From WestEd

- Heather Mattson, Senior Project Director
- Elizabeth Zagata, Program Manager
- Robin Sayers, Research Associate
- Mel Wylen, Research Associate

# Webinar Purpose

Provide publishers and content developers with information pertaining to the California State Board of Education English Language Arts/English Language Development Instructional Materials Guidance to support follow-up adoption.



# Upcoming Key Dates

- **January 14–15, 2026:** State Board of Education appoints reviewers and considers small publisher fee reduction requests.
- **January 29, 2026:** Publisher and Content Developer Invitation to Submit Meeting
- **February 11, 2026:** Publisher and Content Developer Intent to Submit Forms due

# Webinar Overview

1. 2025 Guidance: Background and Purpose
2. Program Type Updates
3. Evaluation Criteria
4. Evaluation Criteria for Partial Programs
5. Evaluation Parameters
6. Next Steps
7. Survey and Closing
8. Additional Questions

# Materials Referenced Today

The materials we will be reviewing today are

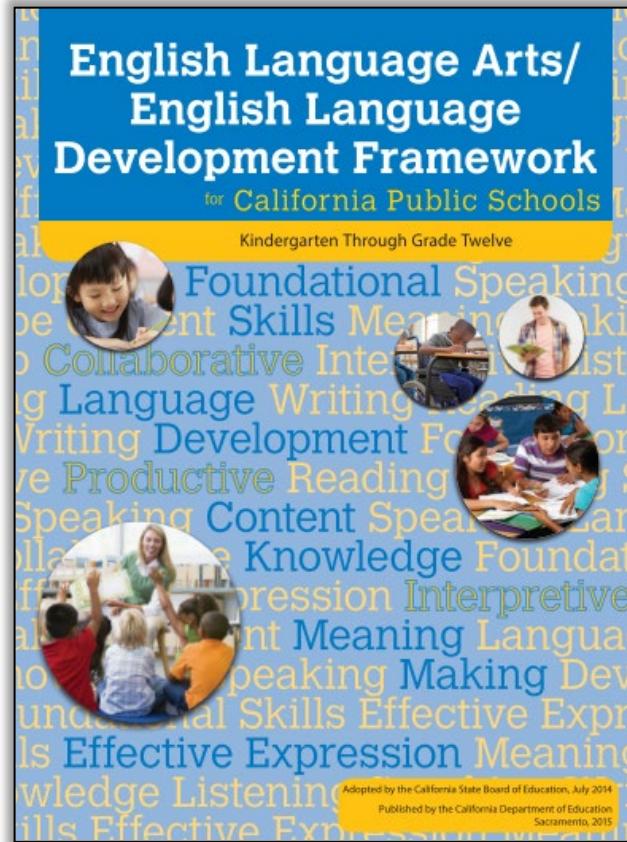
- Guidance to Support the 2026 ELA/ELD Instructional Materials Follow-up Adoption  
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldguidancefinal.docx>
- Evaluation Criteria and Standards Maps  
<https://www.cde.ca.gov/ci/rl/im/>

# 2025 Guidance: Background and Purpose



# Context

- 2014: California (CA) English Language Arts/English Language Development (ELA/ELD) Framework
- 2015: Full Program Adoption: Program Types



# 2025 Legislation

- **Section 89 of Assembly Bill 121 (statutes of 2025)**, the education omnibus trailer bill, appropriated funds to partner with one or more research organizations, institutions of higher education, or other nonprofit organizations with expertise in evidence-based literacy instruction to develop guidance to support the follow-up adoption.
- **AB 1454 (Chapter 471, Statutes of 2025)** further reinforces the state's commitment to evidence-based literacy instruction by codifying requirements that align with this guidance.

# Legislative Intent

Mandates that instructional materials adopted in the 2026 follow-up adoption

- adhere to the current CA ELA/ELD Framework;
- align with evidence-based means of teaching foundational reading skills;
- include explicit and systematic instruction;
- align with program guidelines for dyslexia; and
- include materials that may focus on specific subsets of standards while clearly designating which standards they address.

# Development and Adoption

- CDE and SBE partnered with WestEd, including support from the English Learners Success Forum.
- Adopted by the State Board of Education on November 6, 2025



# Supplements, Not Replaces, Existing Materials List

- The 2026 follow-up adoption supplements rather than replaces the existing list of instructional materials.
- Local educational agencies (LEAs) may continue to select from all approved materials on the current list, with the follow-up adoption providing additional options.

# 2025 Guidance

## Overall shifts

- Integrates findings from the past decade of research
- Expands intensive intervention ELA (Program Type 4)
- Adds Program 6: Transitional Kindergarten
- Defines partial program submission by CA CCSS for ELA/Literacy strands or domains
- Enhances and augments Evaluation Criteria

# Guidance Organization Parts I–IV

- Part I – Research Foundation and Materials Implications
- Part II – Program Updates
- Part III – Updated Evaluation Categories
- Part IV – Implementation Considerations for LEAs
- Appendix A: Standards Maps for Subset Programs
- Appendix B: Updated Evaluation Criteria Maps for Programs 1–5
- Appendix C: Evaluation Criteria Maps for Programs 6.1, 6.2, and 6.3  
Transitional Kindergarten

# Part I Research Foundations

Findings align with California’s comprehensive approach to literacy development and include advances in our understanding of

- foundational skills instruction;
- role of knowledge building in comprehension;
- instructional materials for English learner students;
- tiered supports for pupils with reading difficulties;
- English learner students, and pupils with exceptional needs;
- media literacy; and
- developmental readiness and transitional kindergarten.

# Connecting Research to Evaluation Criteria

- **Part I: Research context:** High-level implications and design considerations for instructional materials from current research
- **Part III: Evaluation requirements:** Specific criteria against which your materials will be reviewed
- **"Instructional Materials Guidance" sections:** Inform thinking about materials design but are NOT evaluation requirements
- **Publishers/content developers:** Focus on Part III evaluation criteria maps and appendices for submission requirements
- **LEAs and interest holders:** Use Part I to understand the research foundation behind the criteria updates

# Program Type Updates

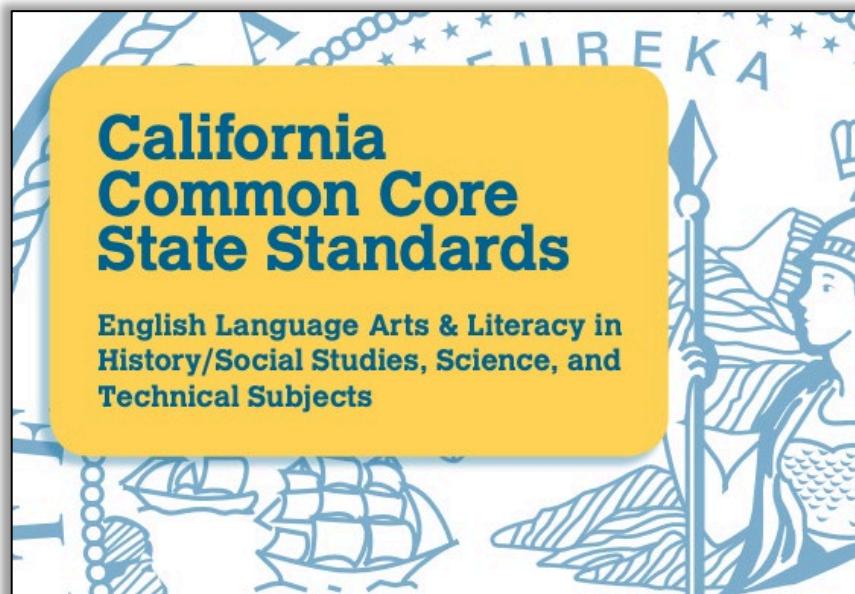


# Program Types

2015 Program Types	2026 Program Types
Type 1: Basic ELA	Type 1: Basic ELA (full and partial)
Type 2: Basic ELA/ELD	Type 2: Basic ELA/ELD (full and partial)
Type 3: Basic Biliteracy	Type 3: Basic Biliteracy (full and partial)
Type 4: Intensive Intervention ELA (supports basic program; for grades 4–8)	Type 4: Intensive Intervention ELA (supports basic program; for grades 1–8)
Type 5: Specialized Designated ELD (supports basic program; for grades 4–8)	Type 5: Specialized Designated ELD (supports basic program; for grades 4–8)
NA	Type 6.1: Basic ELA TK Type 6.2: Basic ELA/ELD TK Type 6.3: Basic Biliteracy TK

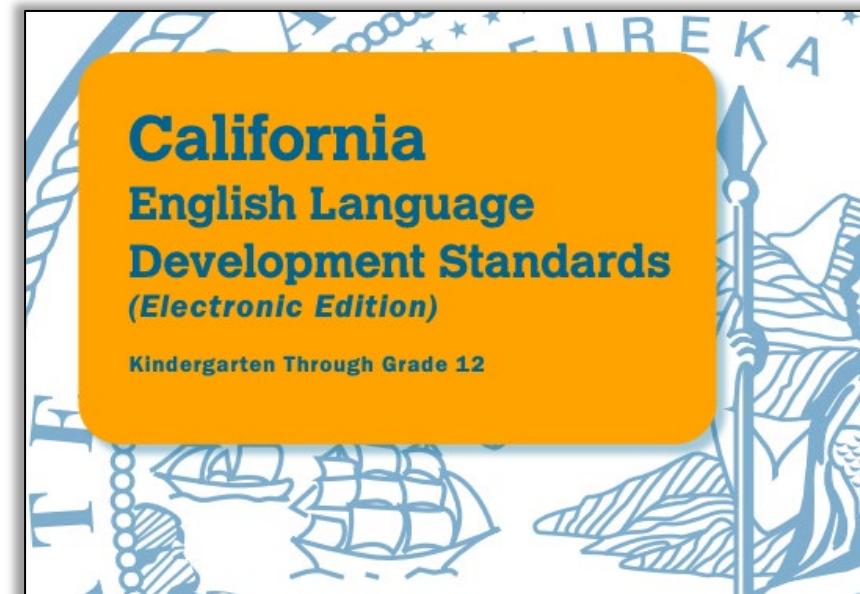
# Partial Programs (Programs 1, 2, and 3)

## ✓ Partial Program Options



California Common Core State Standards for  
English Language Arts/Literacy  
(CA CCSS for ELA/Literacy)

## Approach Unchanged



California English Language Development  
(ELD) Standards

# Structure of the CA CCSS for ELA/Literacy

Four strands of the CA CCSS for ELA/Literacy include

- Reading (includes domain of Foundational Skills, K–5)
- Writing
- Speaking and Listening
- Language

See ELA/ELD Framework, Chapter 1, Figure 1.13

<https://www.cde.ca.gov/CI/rl/cf/documents/elaeldfwchapter1.pdf>

# Subsets of CA CCSS for ELA/Literacy

- One or more strands
  - Reading (K–8)
  - Writing (K–8)
  - Speaking and Listening (K–8)
  - Language (K–8)
- Or
  - Foundational Skills (Grades K–5) domain of the Reading Strand

# Program Type 1: Basic ELA (K–8)

## **Option 1: Full (Same as 2015)**

- All CA CCSS for ELA/Literacy at one or more grade levels (K–8)

## **Option 2: Partial**

- At least one complete strand for CA CCSS for ELA/Literacy at one or more grade levels (K–8) or
- The Reading Standards for Foundational Skills (K–5) at one or more grade levels

# Program Type 2: Basic ELA/ELD (K– 8)

## **Option 1: Full (Same as 2015)**

- All CA CCSS for ELA/Literacy at one or more grade levels (K–8) and all CA ELD Standards at one or more grade levels

## **Option 2: Partial**

- Either at least one complete strand for CA CCSS for ELA/Literacy at one or more grade levels (K–8), or the Reading Standards for Foundational Skills (K–5) at one or more grade levels
- All CA ELD Standards at the selected grade levels

# Program Type 3: Basic Biliteracy (K– 8)

## **Option 1: Full (Same as 2015)**

- All CA CCSS for ELA/Literacy at one or more grade levels (K–8) and all CA ELD Standards at one or more grade levels.

## **Option 2: Partial**

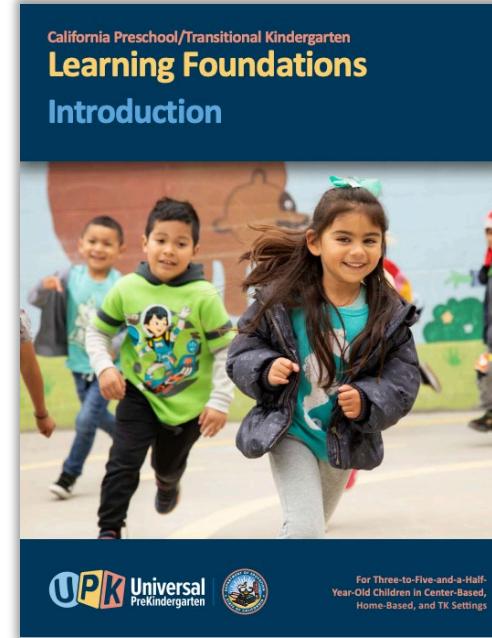
- Either at least one complete strand for CA CCSS for ELA/Literacy at one or more grade levels (K–8), or the Reading Standards for Foundational Skills (K–5) at one or more grade levels
- All CA ELD Standards at the selected grade levels

# Program Type 4: Intensive Intervention ELA

- Targeted intervention is expanded from grades 4–8 to include grades 1–3.
- Specific grade level submissions can be used for intervention for students in grades up to and including the grade level submitted.
- Submissions for grade one are encouraged to draw on and include content in the kindergarten standards and the *Preschool/Transitional Kindergarten Learning Foundations* for Literacy and Language Development.

# New Program Type 6

- **Program Type 6.1: Basic ELA TK**  
Focused on the Language and Literacy Development domain of the CA PTKLF
- **Program Type 6.2: Basic ELA/ELD TK and Program Type 6.3: Basic Biliteracy TK** Focused on the Language and Literacy Development domain and the Foundational Language Development subdomain



# Evaluation Criteria



# Evaluation Criteria, with 2025 Updates

- Category 1: ELA/ELD Content/Alignment with the Standards
- Category 2: Program Organization
- Category 3: Assessment
- Category 4: Universal Access
- Category 5: Instructional Planning and Teacher Support

# Side-by-Side Presentation

Criterion #	2015 Criterion Language	2025 Guidance
1.5	Instruction reflects current and confirmed research in English language arts instruction as defined in EC Section 44757.5(j).	Education Code referenced in 2015 criterion 1.5 is no longer applicable. Instruction reflects current and confirmed research in English language development and dual language instruction, as appropriate to the program.

# Guidance Supplements, Clarifies, and Updates

- The 2025 guidance works in conjunction with 2015 criteria to create a comprehensive approach for follow-up adoption.
- While 2015 criteria remain the foundation, 2025 guidance may supplement, clarify, or, in some cases, update these criteria based on current research.
- Publishers and content developers should read both the original 2015 criteria and any accompanying 2025 guidance as an integrated whole.
- Where 2025 guidance is provided, it reflects the most current understanding and should guide the interpretation of that criterion.



# Reviewing Categories

1. High-level overview of changes to the category
2. Outline of technical edits
3. Clarifications for context
4. One or two examples

# Category 1 Evaluation Criteria Updates

## **ELA and ELD Content/Alignment with the Standards**

20 out of 26 Category 1 criteria have updated guidance for 2025

### **Key Updates for 2025**

- Program flexibility: New subset options by strand or domain
- Standards integration: Enhanced alignment between ELA and ELD
- Early intervention: Expanded support for grades 1–3
- Language development: Strengthened focus across all domains
- Text selection: Evidence-based approach to complexity and diversity

# Category 1 Evaluation Criteria

## Technical Edits and Clarifications

### Technical Edits

- Removed specific MTSS tier requirements and examples
- Updated terminology for consistency and clarity

### Clarifications

- Partial programs: Must address ALL standards within their selected strand or domain for the grade levels submitted
- Evaluation scope: Only declared standards and grades will be evaluated
- Authentic texts: Real literature with natural language patterns
- Tier 1 instruction: Both designated and integrated ELD are core
- Decodable sufficiency: Based on student data, not formulas

# Criterion 1.12 Points to Unpack

#	2015 Criteria	2025 Guidance
1.12	<p>As part of a complete curriculum that includes a variety of text, instructional materials for foundational skills include sufficient pre-decodable and decodable text at the early stages of reading instruction to allow students to develop automaticity and practice fluency. For greater clarification, see this <i>ELA/ELD Framework</i>, Chapter 3, Phonics and Word Recognition section. (Sufficiency of pre-decodable and decodable texts refers only to available instructional materials and does not define class instruction. Instruction should be based on student needs.)</p> <p>a. Those materials designated as decodable must have text with at least 75–80 percent of the words consisting solely of previously taught letter-sound and spelling-sound correspondences and in which 20–25 percent of the words consist of previously taught high-frequency, irregularly spelled words and story or content 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.</p> <p>b. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.</p> <p>c. Sufficient is defined as follows:</p> <ul style="list-style-type: none"><li>1. 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).</li><li>2. Kindergarten — Approximately 20 decodable books, integrated with the sequence of instruction.</li><li>3. First grade — Two books per sound-spelling, totaling a minimum of 8,000 words of decodable text over the course of a year.</li><li>4. 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.</li><li>5. Intensive intervention program — 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.</li></ul> <p>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.</p>	<p>Based on recent research, materials should position decodable texts as one component within a comprehensive approach to text selection rather than an exclusive approach. Decodable texts should be closely aligned with the phonics scope and sequence, providing immediate practice with recently taught grapheme-phoneme correspondences.</p> <p>Materials should include explicit guidance for teachers to purposefully integrate decodable texts with authentic texts, progressing from accessible decodable texts in early stages, supplemented by other authentic texts, to increasingly complex and varied genres.</p> <p>Teacher guidance should emphasize flexible use based on individual student needs rather than rigid adherence to decodability percentages or word counts. Current research does not support the specific numerical requirements in the 2015 criteria (e.g., 75–80% decodability, prescribed book counts, or word totals); instead, sufficiency should be determined by student progress monitoring and instructional needs.</p>

# 2025 Guidance for Criterion 1.12: Key Elements

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
1.12	<p><i>“75–80 percent of the words”</i></p> <p><i>“20–25 percent of the words”</i></p> <p><i>“At least 15 pre-decodable books”</i></p> <p><i>“a minimum of 8,000 words of decodable text”</i></p>	<p>“Based on recent research”</p> <p>“one component within a comprehensive approach to text selection”</p> <p>“purposefully integrate decodable texts with authentic texts”</p> <p>“flexible use based on individual student needs”</p> <p>“student progress monitoring and instructional needs”</p>

# Criterion 1.22 Points to Unpack

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
1.22	<p>For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide a reading intervention supplement for grades kindergarten through grade six. The instructional strategies should be consistent with those used in the basic program and include the following:</p> <ul style="list-style-type: none"><li>a. Intervention materials for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students who need reteaching and practice in one or more of the four identified key foundational skills that are part of the Reading Standards: Foundational Skills in the CA CCSS for ELA: (1) print concepts; (2) phonological awareness; (3) phonics and word recognition; and (4) fluency.</li><li>b. Grade-related foundational skills materials are designed for explicit, sequential, and systematic instruction and include periodic progress-monitoring assessments for determining attainment of the skill or skills taught.</li><li>c. For kindergarten through grade three, each grade-related set of materials will be distinct, building on the previous grade-related instruction. As a result, there will be four sets of grade-related supplemental reading intervention materials: (a) kindergarten, (b) first grade with kindergarten materials, (c) second grade with first grade and kindergarten materials, and (d) third grade with second, first, and kindergarten materials.</li><li>d. One set of materials for grades four through six, which includes foundational standards from grades two through five.</li></ul>	<p>Intervention materials should align with MTSS approaches, including diagnostic assessments designed to identify student strengths and needs, intervention protocols addressing specific student needs identified through screening, tools for monitoring student progress, and structured literacy components supporting the <i>California Dyslexia Guidelines</i>. Materials should include suggested implementation guidance regarding dosage (frequency, duration, group size) for each intervention tier.</p>

# 2025 Guidance for Criterion 1.22: Key Elements

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
1.22	<p><i>“grade-related supplemental reading intervention materials”</i></p> <p><i>“third grade with second, first, and kindergarten materials”</i></p> <p><i>“One set of materials for grades four through six”</i></p>	<p>“align with MTSS approaches”</p> <p>“intervention protocols addressing specific student needs”</p> <p>“tools for monitoring student progress”</p> <p>“structured literacy components supporting the California Dyslexia Guidelines”</p> <p>“implementation guidance regarding dosage (frequency, duration, group size)”</p>

# Category 2 Evaluation Criteria Updates

## **Program Organization**

13 of 17 Category 2 criteria have updated guidance for 2025

### **Key Updates for 2025**

- Program flexibility: Accommodates subset and TK submissions
- MTSS integration: Scope and sequence now includes screening windows and intervention cycles
- Progress monitoring: Checkpoints aligned with state requirements
- Differentiation guidance: Explicit support for skill mastery determination
- Formative assessment: Systematic integration throughout instruction

# Category 2 Evaluation Criteria

## Technical Edits and Clarifications

### Technical Edits

- Clarified assessment accommodations and modifications language
- Removed progress monitoring schedules by tier
- Refined assessment adaptations for English learner students and special populations

### Clarifications

- Standards references: Both CA CCSS for ELA/Literacy and CA ELD Standards, where applicable
- Partial programs: Must show comprehensive progression within declared scope
- Progress monitoring: Aligned with MTSS intervention cycles (typically 6–8 weeks)

# Criterion 2.2 Points to Unpack

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
2.2	Scope and sequence align with the CA CCSS for ELA and CA ELD Standards as appropriate for the program type. Publishers submitting for Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD must provide a scope and sequence for ELD that addresses Parts I, II, and III of the CA ELD Standards, beginning in the program's first grade level.	Publishers and content developers submitting for Program 2 Type Basic ELA/ELD, Program 3 Basic Biliteracy, and Program Type 5 Specialized ELD should provide a scope and sequence for ELD, beginning with the program's first grade level. For Program Type 2, the scope and sequence should address all proficiency levels (Emerging, Expanding, and Bridging) across all CA ELD Standards, as no subset options are available for ELD. Scope and sequence should reflect coherent and progressive development of content and language over the course of each unit and across units. Scope and sequence should indicate universal screening windows (at least annually, with consideration for allowing adequate instructional time before initial screening), diagnostic assessment points, and MTSS intervention cycles. For students with reading difficulties, including characteristics of dyslexia, materials should include scope and sequence guidance that shows the systematic progression of foundational literacy skills.

# 2025 Guidance for Criterion 2.2: Key Elements

## **2025 Guidance**

“coherent and progressive development of content and language over the course of each unit and across units”

“universal screening windows (at least annually)”

“diagnostic assessment points, and MTSS intervention cycles”

”dyslexia [...] systematic progression of foundational literacy skills”

# Category 3 Evaluation Criteria Updates

## Assessment

8 of 9 Category 3 criteria have updated guidance for 2025

### Key Updates for 2025

- Early screening alignment: Integration with SB 114 requirements (K–2)
- MTSS framework: Assessments support tier placement decisions
- Dyslexia identification: Tools for recognizing risk factors
- English learner considerations: Distinguishing language acquisition from learning disabilities
- Data transparency: Clear protocols for progress monitoring

# Category 3 Evaluation Criteria

## Technical Edits and Clarifications

### Technical Edits

- Clarified language around assessment accommodations and modifications
- Removed redundant examples
- Refined terminology for consistency

### Clarifications

- Partial programs: Must show comprehensive assessment within declared scope
- Universal screening: At least annually, with adequate instructional time before initial screening
- Progress monitoring: Complements state-approved screening instruments
- Parent notification: Templates required per *EC* Section 56329

# Criterion 3.3 Points to Unpack

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
3.3	Guidance on the use of diagnostic screening assessments to identify students' instructional needs for targeted intervention.	Materials should include progress-monitoring tools and instructional guidance responsive to early literacy screening results per SB 114 screening requirements for all Kinder through grade 2. For English learner students, materials should provide guidance for interpreting progress-monitoring data in the context of typical second-language acquisition patterns versus potential learning disabilities. Materials must provide parent notification templates per <i>EC</i> Section 56329 regarding instructional interventions.

# 2025 Guidance for Criterion 3.3: Key Elements

## **2025 Guidance**

“responsive to early literacy screening results per SB 114”

“second-language acquisition patterns versus potential learning disabilities”

“parent notification templates”

# Category 4 Evaluation Criteria Updates

## **Universal Access**

6 of 7 Category 4 criteria have updated guidance for 2025

### **Key Updates for 2025**

- MTSS framework: Explicit tier alignment for all learners
- Early intervention: Structured literacy for dyslexia risk factors
- Metalinguistic awareness: Analyzing language choices across texts
- Cross-linguistic connections: Leveraging home languages as assets
- Asset-based approaches: Building on students' lived experiences

# Category 4 Evaluation Criteria

## Technical Edits and Clarifications

### Technical Edits

- Refined progress monitoring language within MTSS cycles

### Clarifications

- Enrichment opportunities: Apply to both literacy and content-area knowledge
- Above-grade assessments: Should measure advanced comprehension and critical thinking, not just basic reading skills
- Asset-based instruction: Systematic use of students' backgrounds, languages, and experiences

# Criterion 4.1 Points to Unpack

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
4.1	Alignment of both lessons and teacher's editions, as appropriate, with ELD Standards, incorporating strategies to address, at every grade level, the needs of all English learners, pursuant to <i>EC</i> Section 60204(b)(1).	<p>Alignment of both lessons and teachers' editions, as appropriate, with CA ELD Standards, incorporating strategies to address, at every grade level, the needs of all English learner students. Materials at the Emerging level should be appropriate for newcomer students, e.g. address their unique academic and English language development needs (through materials that address their experiences, social emotional needs, etc.). Materials should demonstrate explicit alignment with MTSS Tier 1 universal supports for English learner students, including integrated and designated ELD instruction that is responsive to students' linguistic differences, and provide supported translanguaging opportunities when appropriate. Materials should provide clear guidance for using formative assessment data to identify when students require Tier 2 targeted supports, with specific intervention protocols for English learner students at varying proficiency levels. Documentation should include decision rules for intensifying supports and examples of how to coordinate ELD services within the MTSS framework.</p> <p>For Program Types 2, 3, and 5, materials should include comprehensive scaffolding systems (e.g., visual supports, graphic organizers) appropriate to students' English proficiency levels. These scaffolds should be gradually released as students progress along the English proficiency level continuum, with clear guidance on when and how to adjust support. Materials should provide explicit metalinguistic awareness instruction (e.g., analyzing authors' language choices, identifying rhetorical devices and their effects) to be embedded within content learning and include contrastive analysis opportunities for English learner students.</p>

# 2025 Guidance for Criterion 4.1: Key Elements

## **2025 Guidance**

“Emerging level [...] appropriate for newcomer students”

“MTSS Tier 1 universal supports for English learner students, including integrated and designated ELD instruction

“scaffolds should be gradually released as students progress along the English proficiency level continuum”

“Materials should provide explicit metalinguistic awareness instruction (e.g., analyzing authors' language choices, identifying rhetorical devices and their effects) to be embedded within content learning and include contrastive analysis opportunities”

# Category 5 Evaluation Criteria Updates

## **Instructional Planning and Support**

12 of 27 Category 5 criteria have updated guidance for 2025

### **Key Updates for 2025**

- MTSS implementation: Planning guides integrate screening windows and intervention cycles
- Teacher supports: Enhanced guidance for modeling, scaffolding, and differentiation
- Family engagement: Materials available in multiple languages
- Professional learning: Embedded support for teacher knowledge development

# Category 5 Evaluation Criteria

## Technical Edits and Clarifications

### Technical Edits

- Revised screening from "3x per year" to "at least annually"
- Added Program Type 6 TK specifications
- Updated language list to match current DataQuest data
- Removed requirement for creating new contrastive analysis charts

### Clarifications

- Combination classes: Support for "multiple grade levels" (not just "two")
- Contrastive analysis: Existing charts for common CA languages can be utilized
- Reading suggestions: Include exemplar texts supporting language analysis
- TK materials: Program Type 6 specifically designed for TK (not modified K)

# Criterion 5.22 Points to Unpack

#	<b>2015 Criteria</b>	<b>2025 Guidance</b>
5.22	Materials include guidance for teachers in support of students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.	Materials include guidance for teachers on how to engage students of varying language proficiency levels, validate the linguistic diversity of students, and ensure all students meaningfully engage in instructional activities. Materials should include asset-based instruction that is inclusive of English variations. Materials should include guidance on differentiating between dialectal variations and indicators of dyslexia, as phonological processing differences may manifest differently for speakers who use variations of English. For Program Types 2, 3, and 5, materials should include guidance for teachers on supporting English learner students' use of strategies for determining meaning from context, cognates, and morphological analysis.

# 2025 Guidance for Criterion 5.22: Key Elements

## **2025 Guidance**

“validate the linguistic diversity of students”

“asset-based instruction that is inclusive of English variations”

“differentiating between dialectal variations and indicators of dyslexia”

“phonological processing differences may manifest differently for speakers who use variations of English”

Programs 2, 3, 5: “use of strategies for determining meaning from context, cognates, and morphological analysis”

# Evaluation Criteria for Partial Programs



# Overall Evaluation Guidance for Partial Programs

- Partial programs: Must address ALL standards within their selected strand or domain for the grade levels submitted
- Evaluation scope: For partial programs, only declared standards and grades will be evaluated

# Partial Program Criteria: Criterion 1.8 Example

<b>Criterion</b>	<b>ELA/ELD Content/Alignment with Standards</b>
1.8	<p><b>2014 Criterion:</b> Materials include read-aloud selections of more complex text to build knowledge and illustrations or graphics to develop comprehension, as appropriate.</p> <p><b>2025 Partial Program Submission Guidance:</b> This criterion does not apply to Writing or Language strand submissions.</p>

# Partial Program Criteria: Criterion 1.17 Example

Criterion	ELA/ELD Content/Alignment with Standards
1.17	<p><b>2014 Criterion:</b> Materials include a variety of student writing samples with corresponding model rubrics or evaluation tools for use by students and teachers.</p> <p><b>2025 Partial Program Submission Guidance:</b> This criterion does not apply to Reading, Speaking and Listening, or Language strand submissions or Foundational Skills domain submissions.</p>

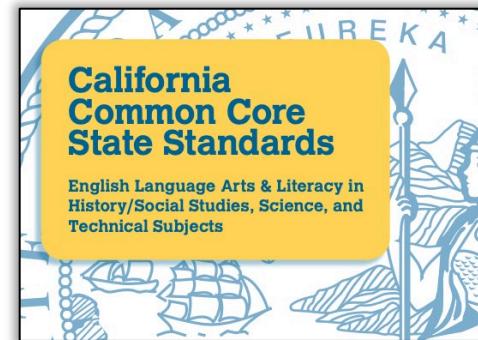
# Evaluation Parameters



# Evaluation Parameters: Program Type 1

Program Type	Alignment
Type 1: Basic ELA (full and partial)	<ul style="list-style-type: none"><li>• Program Type 1 Criteria Map</li><li>• CA CCSS for ELA/Literacy (grade/strand)</li></ul>

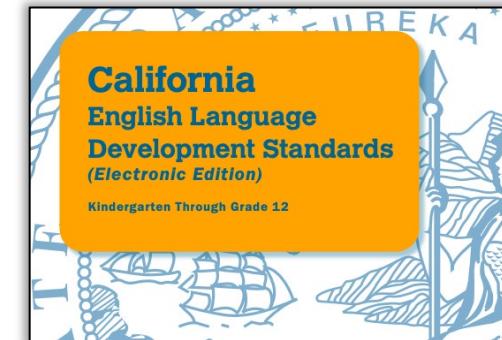
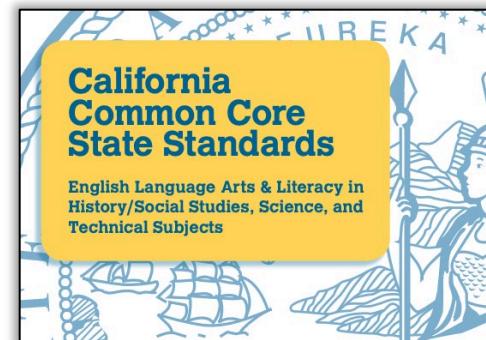
Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	<p><b>2014 Criterion:</b> Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i>. Several key themes and practices typify</p>				



# Evaluation Parameters: Program Type 2

Program Type	Alignment
Type 2: Basic ELA/ELD (full and partial)	<ul style="list-style-type: none"> <li>• Program Type 2 Criteria Map</li> <li>• CA CCSS for ELA/Literacy (full grade/grade strand)</li> <li>• CA ELD Standards (full grade)</li> </ul>

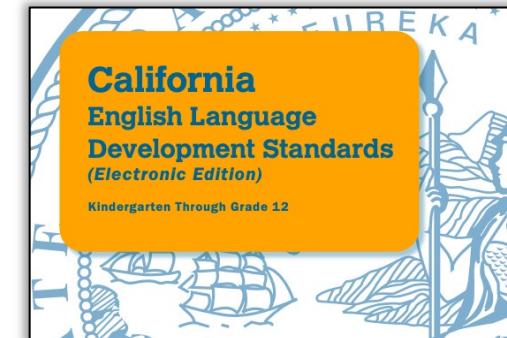
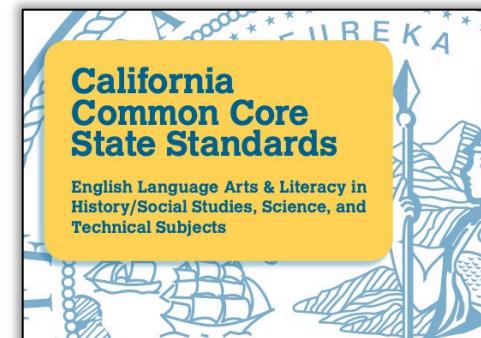
Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	2014 Criterion: Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i> . Several key themes and practices typify				



# Evaluation Parameters: Program Type 3

Program Type	Alignment
Type 3: Basic biliteracy (full and partial)	<ul style="list-style-type: none"><li>• Program Type 3 Criteria Map</li><li>• CA CCSS for ELA/Literacy (full grade/grade strand)</li><li>• CA ELD Standards (full grade)</li></ul>

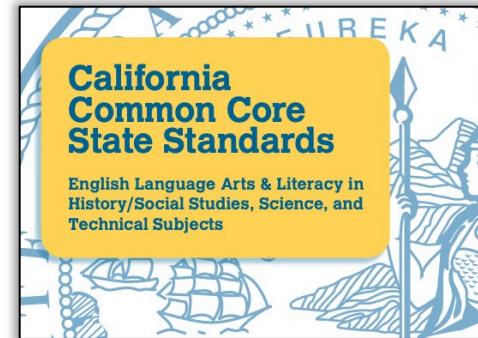
Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	<p><b>2014 Criterion:</b> Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i>. Several key themes and practices typify</p>				



# Evaluation Parameters: Program Type 4

Program Type	Alignment
Type 4: Intensive Intervention ELA (supports a basic program; for use in grades 1–8)	<ul style="list-style-type: none"><li>Program Type 4 Criteria Map</li><li>CA CCSS for ELA/Literacy (grade-level intervention map[s])</li></ul>

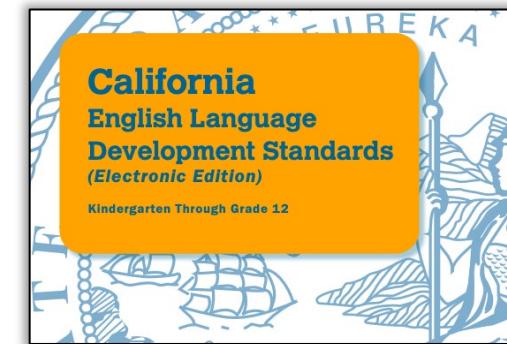
Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	<p><b>2014 Criterion:</b> Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i>. Several key themes and practices typify</p>				



# Evaluation Parameters: Program Type 5

Program Type	Alignment
Type 5: Specialized Designated ELD (supports a basic program; for use in grades 4–8)	<ul style="list-style-type: none"><li>Program Type 5 Criteria Map</li><li>CA ELD Standards (Specialized Designated ELD map)</li></ul>

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	<p><b>2014 Criterion:</b> Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i>. Several key themes and practices typify</p>				



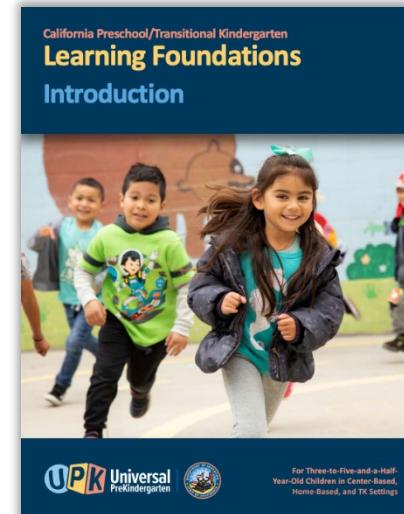
# Evaluation Parameters: Program Type 6

- Type 6.1: Basic ELA TK
- Type 6.2: Basic ELA/ELD TK
- Type 6.3: Basic Biliteracy TK

# Evaluation Parameters: Program Type 6.1

Program Type	Alignment
Type 6.1: Basic ELA Transitional Kindergarten	<ul style="list-style-type: none"><li>Program Type 6.1 Criteria Map</li><li>CA PTKLF in Language and Literacy (LLD) Map</li></ul>

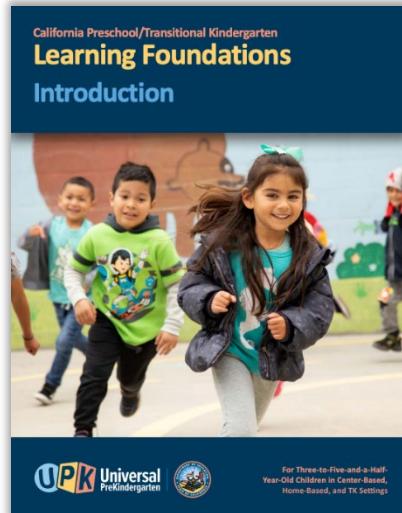
Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	<p><b>2014 Criterion:</b> Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i>. Several key themes and practices typify</p>				



# Evaluation Parameters: Program Type 6.2

Program Type	Alignment
Type 6.2: Basic ELA/ELD Transitional Kindergarten	<ul style="list-style-type: none"><li>Program Type 6.2 Criteria Map</li><li>CA PTKLF in Language and Literacy (LLD) Map</li><li>CA PTKLF in Foundational Language Development (FLD) Map</li></ul>

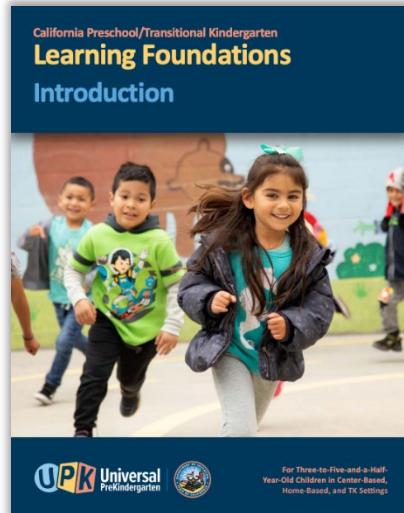
Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	<p><b>2014 Criterion:</b> Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i>. Several key themes and practices typify</p>				



# Evaluation Parameters: Program Type 6.3

Program Type	Alignment
Type 6.3: Basic Biliteracy Transitional Kindergarten	<ul style="list-style-type: none"> <li>• Program Type 6.3 Criteria Map</li> <li>• CA PTKLF in Language and Literacy (LLD) Map</li> <li>• CA PTKLF in Foundational Language Development (FLD) Map</li> </ul>

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	2014 Criterion: Instructional materials reflect and incorporate the content of the <i>English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)</i> . Several key themes and practices typify				



# Next Steps



# Key Dates

- **January 14–15, 2026:** State Board of Education appoints reviewers and considers small publisher fee reduction requests
- **January 29, 2026:** Publisher and Content Developer Invitation to Submit Meeting
- **February 11, 2026:** Publisher and Content Developer Intent to Submit Forms due

# Point of Contact

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Thank You!

