

Invitation to Submit Publisher/Developer Briefing

2026 English Language Arts/
English Language Development
Instructional Materials
Follow-up Adoption





Part of a Comprehensive Approach

- Comprehensive Literacy State Development Plan (2024–2028)
- *The Golden State Literacy Plan* (2025)
- Literacy Coaches (2022–2029)
- Screening for Risk of Reading Difficulties (2024)
- Literacy Roadmap (2025)
 - California Literacy Roadmap's Literacy Content Blocks for Transitional Kindergarten (TK)–grade five
 - Content Blocks for grades 6–12 (coming in 2026)
- Preschool Through Third Grade Learning Progressions for Language and Literacy Development
- Dyslexia Guidelines (2018)



Purpose

The purpose of this meeting is to provide publishers and content developers with information about the process and procedures for submitting instructional materials for consideration of adoption by the California State Board of Education (SBE).



Agenda

- Opening
- Authority and Schedule of Significant Events
- 2014 English Language Arts/English Language Development (ELA/ELD) Framework
- Break
- Program Types Overview
- 2025 Follow-up Adoption Guidance
- Evaluation Criteria
- Evaluation Parameters
- Break
- Evaluation Criteria Map & Standards Maps
- Social Content Review
- Public Comment
- Clearinghouse for Specialized Media
- Post-adoption Requirements
- Q&A
- Closing



Resources on the CDE Website

- The SBE-adopted content standards for ELA/Literacy and ELD
- The SBE-adopted ELA/ELD Curriculum Framework
- The Standards for Evaluating Materials for Social Content
- The *Invitation to Submit* document
- SBE Guidance Document
- Intent to Submit Form
- Evaluation criteria maps
- Grade-level standards maps
- All publisher/developer bulletins
- Frequently Asked Questions and Answers



Guidance for Local Instructional Materials Adoptions

Tools for rating how instructional programs support

- meeting local priorities;
- student groups;
- students with disabilities; and
- English learners (ELs), including Integrated ELD.

Rating the alignment to Evaluation Criteria Categories 1–5





Statute and Regulations

- Authority
 - California Constitution, Article IX, Section 7.5
 - California *Education Code (EC)* sections 60200–60204
- Requirements for the State, publishers/developers, the public
 - *EC* and Title 5 of the *California Code of Regulations (5 CCR)*



Schedule of Significant Events: Reviewers

Event	Date
Instructional Quality Commission (IQC) recommends: <ul style="list-style-type: none">• Schedule of Significant Events• Reviewer application questions	July 2, 2025



Schedule of Significant Events: Intent

Event	Date
<p>SBE approves:</p> <ul style="list-style-type: none">• Notice of Intent to Hold Adoption (Title 5, <i>California Code of Regulations</i> [5 CCR] Section 9517.1)• Schedule of Significant Events (5 CCR Section 9517.1)• Reviewer application questions (5 CCR Section 9513[a])	July 9–10, 2025



Schedule of Significant Events: Fall 2025

Event	Date
Reviewer online application period (5 <i>CCR</i> Section 9513[a])	August–October 2025
Small publisher fee reduction requests due (<i>EC</i> Section 60227)	October 31, 2025
SBE adopts Guidance to Support the Follow-up Adoption of ELA/ELD Instructional Materials	November 5–6, 2025



Schedule of Significant Events: Winter

Event	Date
IQC recommends reviewers (5 CCR Section 9512[b])	December 4, 2025
SBE appoints reviewers (5 CCR Section 9512[a])	January 14–15, 2026
SBE considers small publisher fee reduction requests (EC Section 60227[f][2])	
Publisher Invitation to Submit meeting (5 CCR Section 9517)	January 29, 2026



Schedule of Significant Events: Early 2026

Event	Date
Publisher intent to submit forms due (5 CCR Section 9517.1[b][4])	February 11, 2026
Publisher/Developer submission forms due (5 CCR Section 9517[c])	March 11, 2026
Publisher or Manufacturer fees due (EC Section 60213)	April 8, 2026



Schedule of Significant Events: Form Tabs

Submission Form – Due March 11, 2026

- Microsoft Excel file posted online
- Four worksheets
 - Tab 1 – instructions
 - Tab 2 – company contact information
 - Tab 3 – program materials delivery description
 - Tab 4 – component details



Schedule of Significant Events: Tab 4

Submission Form Tab 4 – component details

- Every print component must have a corresponding electronic version—without exception (*EC* Section 60063.5)
- Every component included in a bundle of items must be sold separately (*EC* Section 60063)
- Alternate Formats: print/digital/bundling/licensing
- Pricing details



Schedule of Significant Events: Fees

Participation Fees

- California Department of Education (CDE) will invoice publishers/developers based upon info in your Intent to Submit (ITS) form.
- The fees for each program type are included in the ITS document.
- Payment must be received no later than April 8, 2025.
- The fee is non-refundable.



Schedule of Significant Events: Training

Event	Date
Reviewer training week (5 CCR Section 9512[h])	April 27–May 1, 2026



Schedule of Significant Events: Due Date

Event	Date
Publisher/Developer complete instructional programs due (5 CCR Section 9517[e])	May 15, 2026



Sampling Requirements: Delivery

- CDE will provide shipping info two weeks prior.
- List of recipients will include assigned reviewers, select members of the IQC and SBE, the CDE, and select Learning Resources Display Centers (LRDCs).
- Your program content cannot change hereafter.



Sampling Requirements: Contents

Publisher/developer packages must include:

- ALL components/content of the instructional materials program
- Inventory list of all components
- Program description you included with the March 11 submission form
- Completed evaluation criteria map (digital and hard copy)
- Completed standards maps (digital and hard copy)



Sampling Requirements: Digital

- Digital submissions
 - Publishers/developers may submit online programs or materials on CD or DVD-ROM, flash drive, or preinstalled on a laptop or other hardware device.
 - If the program software is in an uncommon format, you may need to send it preinstalled on hardware.



Sampling Requirements: Shipping

- Clearly identify packages and components (see examples in the ITS document).
- Use minimal packing materials.
- Publishers/developers must pay all delivery costs.
- Delivery and offloading are publisher/developer responsibility.
- Technology hardware—if any—must be returned to publishers/developers at Deliberations.



Schedule of Significant Events: Deliberations

Event	Date
Reviewer deliberations week one; review panels make program adoption recommendations in a “Report of Findings” for every participating program (5 CCR Section 9519[i])	July 20–24, 2026
Reviewer deliberations week two; review panels make program adoption recommendations in a “Report of Findings” for every participating program (5 CCR Section 9519[i])	July 27–31, 2026



Schedule of Significant Events: Changes

Edits and Corrections

- No changes can be made after the materials submission due date; however:
 - Edits and corrections—only minor edits and corrections as directed by the SBE **following** its adoption of programs are allowed during the adoption process. Rewrites or content changes are not allowed.



Edits and Corrections

5 CCR 9510(h) “Edits and corrections” are changes that must be made to submitted instructional materials to meet the social content standards, to ensure accuracy, or to achieve clarity and that are minimal in number, and include, but are not limited to:

- (1) Misquoted content standards;
- (2) Imprecise definitions;
- (3) Mislabeled pictures or objects;
- (4) Grammatical errors or misspellings;
- (5) Simple factual errors;
- (6) Computational errors.



Schedule of Significant Events: Rewrites

5 CCR 9510(r) “Rewrites” are extensive changes that would need to be made to instructional materials in order for them to meet the content standards, curriculum frameworks, evaluation criteria or social content standards and include, but are not limited to:

- (1) Revising a section, chapter or entire page;
- (2) Adding new content;
- (3) Moving materials from one grade level to another.



Schedule of Significant Events: IQC Action

Event	Date
IQC holds meeting to receive oral and additional written public comment (5 CCR Section 9524[a][1])	August 12, 2026
IQC makes program adoption recommendations (5 CCR Section 9524[a][5])	September 17–18, 2026



Schedule of Significant Events: SBE Action

Event	Date
SBE holds public meeting to receive comment SBE takes action on program recommendations (<i>EC</i> Section 60200)	November 12–13, 2026



Implications of a “follow-up adoption”

- Authorized by *EC* Section 60227
- Defined in 5 *CCR* Section 9517.1

Follow-up adoptions

- add to the existing (2015) adoption list;
- are based on the curriculum framework and evaluation criteria issued for the primary adoption; and
- follow the procedures set forth in 5 *CCR* sections 9510, 9512, 9513, 9514, 9517, 9517.2, 9518, 9519, 9521, 9522, 9523, 9524, and 9525.



Recentring the *ELA/ELD Framework*

- Guidance for the implementation of two sets of interrelated standards (California Common Core State Standards [CA CCSS] for ELA/Literacy and CA ELD Standards)
- A comprehensive and integrated model of literacy that offers evidence-based literacy instruction in the classroom, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as the development of vocabulary, comprehension, writing, speaking, and listening skills.
- Integrated and Designated ELD Instruction



What is Comprehensive Literacy?

Comprehensive literacy instruction incorporates and integrates:

- All STRANDS—reading, writing, speaking, listening, & language
- All DISCIPLINES—ELA & other content areas
- All five framework THEMES—foundational skills, meaning making, language development, effective expression, & content knowledge
- COMPREHENSIVE ELD—integrated ELD & designated ELD—for every identified English learner student
- EVIDENCE-BASED—pedagogy, instructional materials, assessment, & interventions



Framework Organization

- Introduction to the Framework
- Chapter 1: Overview of the Standards
- Chapter 2: Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment
- Chapter 3: Content and Pedagogy: TK–Grade One
- Chapter 4: Content and Pedagogy: Grades Two and Three
- Chapter 5: Content and Pedagogy: Grades Four and Five
- Chapter 6: Content and Pedagogy: Grades Six–Eight
- Chapter 7: Content and Pedagogy: Grades Nine–Twelve



Organization (2)

- Chapter 8: Assessment
- Chapter 9: Access and Equity
- Chapter 10: Learning in the 21st Century
- Chapter 11: Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports
- Chapter 12: Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards



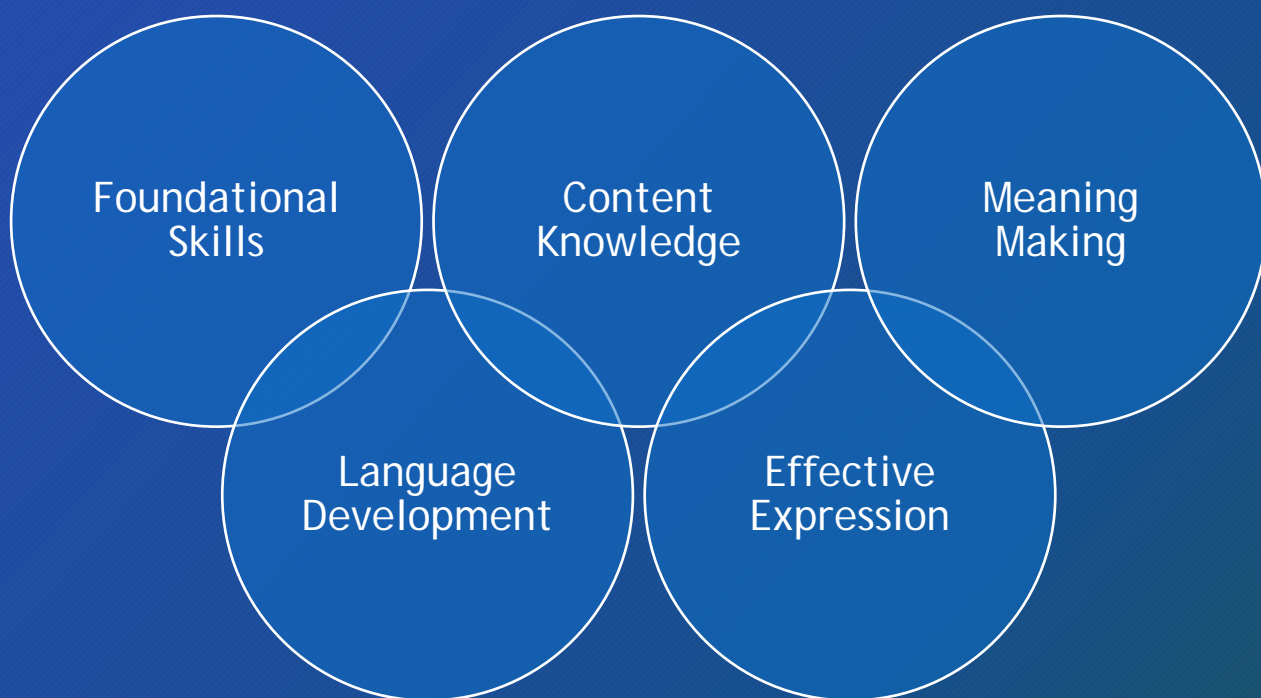
Circles of Implementation



[Long Description of the Circles of Implementation](#)



Key Themes



505	Overview of the Span
508	An Integrated and Interdisciplinary Approach
510	Key Themes of ELA/Literacy and ELD Instruction
512	Meaning Making
514	Meaning Making with Complex Text
518	Language Development
520	Vocabulary
521	Grammatical Understandings and Syntax
522	Effective Expression
522	Writing
525	Discussing
527	Presenting
529	Using Language Conventions
531	Content Knowledge
531	Understanding Disciplinary Literacy
533	Engaging with Literature and Informational Texts
536	Engaging in Research
537	Planning for Wide Reading
538	Foundational Skills
539	Foundational Skills for English Learners
541	Supporting Students Strategically



“Recentering” Webinar Series

Session 1: Overview Comprehensive Literacy

Session 2: **Foundational Skills**

Session 3: English Language Development

Session 4: **Language Development**

Session 5: **Meaning Making**

Session 6: **Effective Expression**

Session 7: **Content Knowledge**

Session 8: Assessment & Intervention

Session 9: System Implementation

- Sessions and resources are available on the CDE’s [California Literacy page](#)
- The Playlist is available on the [CDE’s YouTube page](#)



California Literacy (1)

- Carefully sequenced initial instruction
- Appropriate practice and reinforcement
- Intervention as necessary
- Meaningful application of ELA, ELD, and literacy in all content areas
- Evidence-based instruction that teaches foundational literacy skills alongside oral language development, vocabulary, comprehension, writing, speaking, and listening skills
- Integrated and designated ELD instruction incorporated for identified EL students and opportunities for the development of biliteracy are provided for all



California Literacy (2)

- Statement of “California’s Approach to Literacy and Biliteracy” echoes the previous slide. It also addresses:
 - Science of reading/literacy & science of learning & development
 - Students’ identified assets & assessed needs
 - Joyful, motivating, linguistically & culturally affirming, & developmentally appropriate literacy experiences
 - Supplemental & intensified supports for students with reading difficulties & exceptional needs
 - Progress & outcomes carefully monitored within a system of instruction, curriculum, & assessment that is coherent & effective



Comprehensive Approach to Literacy and Biliteracy

- December 9, 2025: Literacy Assessment and Screening for Risk of Reading Difficulties
- January 15, 2026: Foundational Literacy Skills – Best First Instruction and Intervention
- January 29, 2026: Part 2: Highlighting Strategies to Support Equitable Practices in Literacy: California's Commitment to Black Student Success
- February 9, 2026: Moving the Needle through High Impact Tutoring
- February 11, 2026: Accessibility Resources: From Classroom to Assessments
- March 17, 2026: Integrated Reading and Writing – Best First Instruction and Intervention
- May 11, 2026: Literacy Roadmap: Literacy Content Blocks for English-Medium Classrooms, 6–12
- May 18, 2026: California Literacy Roadmap: Guidance for Teaching Literacy in Multilingual Settings, TK–12



Premises of the ELD Standards

The Why: Purposes

Using English Purposefully for: describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

The How: Processes

Interacting in Meaningful Ways: collaborating with others, interpreting meaning, and producing meaningful messages

The What: Resources

Understanding How English Works: structuring cohesive texts, expanding and enriching ideas, and combining and condensing ideas



Integrated and Designated ELD

All teachers should attend to the language learning needs of their EL students in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this section, ELD instruction is described first generally and then in terms of using the CA ELD Standards in two ways:

1. **Integrated ELD**, in which all teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards
2. **Designated ELD**, or a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical language ELs need for content in English

ELA/ELD Framework, chapter 2, page 106



Additional Instructional Guidance in Action

- Figures
- Snapshots
- Vignettes



Framing Questions for Lesson Planning

- Codas to every grade-span chapter
- General questions *for all students* alongside questions to *add for ELs*.

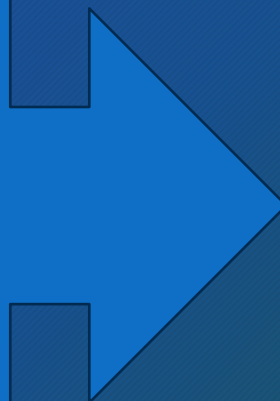
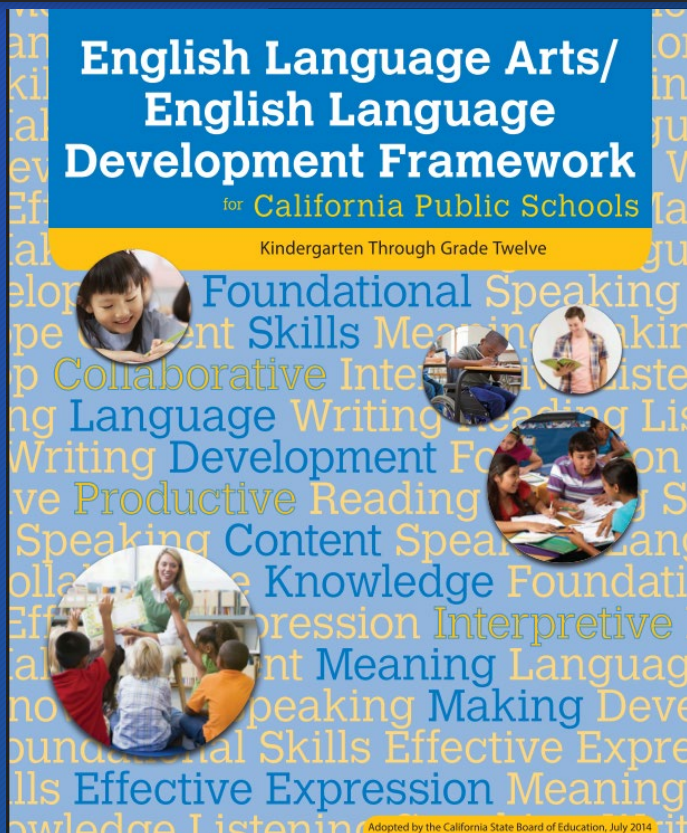


Chapter 9 – Access and Equity

- Information about California's diverse student population, including recommendations for attending to specific educational needs
- Planning for meeting the needs of diverse learners at the classroom and school/district levels
- Research-based instructional practices for supporting students who are experiencing difficulty reading



Chapter 12 – Instructional Materials



Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.8	<p>2014 Criterion: Materials promote the use of multimedia and technology, as specified in the grade-level standards, to enhance reading, writing, speaking, listening, and language standards and skills by teachers and students.</p> <p>2025 Guidance: Materials promote the use of multimedia and technology, as specified in grade-level ELA/Literacy standards for the strand or domains, or both, addressed by the program.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.
2.9	<p>2014 Criterion: Guidance to teach students skills and strategies and provide multiple opportunities to practice, connect, and apply those skills and strategies in context.</p> <p>2025 Guidance: Materials should provide guidance for determining skill mastery, tools for progress monitoring, and support for adjusting instruction based on student response data within multi-tiered frameworks.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.
2.10	<p>2014 Criterion: Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.



Program Types: Overview

The State Board of Education will consider a variety of program types for this follow-up adoption:

- Three different types of Basic K–8 programs
- Two different types of intervention program
- Three different types of Transitional Kindergarten programs
- Partial program options based on strands of the ELA/Literacy standards



Program Types: 2015 and 2026

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)



Program Types: 2015 and 2026 (2)

2015 Program Types	2026 Program Types
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



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

- 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 disabilities;
- 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



Guidance Supplements, Clarifies, and Updates

- The 2025 guidance works in conjunction with 2015 criteria to create a comprehensive approach for follow-up adoption.
- While 2014 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 2014 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.



Reading the 2025 Evaluation Criteria Maps

1.16	<p>2014 Criterion: Materials are aligned with the specific types of writing required by the CA CCSS for ELA, including the specific academic language and structures associated with the different genres of reading and writing. Direct instruction and assignments should provide scaffolding and progress in breadth, depth, and thematic development as specified by the grade-level standards.</p> <p>2025 Guidance: Guidance is provided for students to write in response to text, thereby increasing comprehension, and to write for their own purposes in a range of genres identified in the <i>ELA/ELD Framework</i>.</p> <p>2025 Partial Program Submission Guidance: This criterion does not apply to Speaking and Listening or Language strand submissions, or Foundational Skills K–5 domain submissions.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.
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Criterion 1.12: Points to Unpack

Criterion	ELA/ELD Content/Alignment with Standards
1.12	<p>2014 Criterion: 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. See ELA/ELD Framework, 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>2025 Guidance: 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. 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>



2025 Guidance for Criterion 1.12: Key Elements

#	2014 Criteria	2025 Guidance
1.12	<i>"75-80 percent of the words"</i> <i>"20-25 percent of the words"</i> <i>"At least 15 pre-decodable books"</i> <i>"a minimum of 8,000 words of decodable text"</i>	<i>"Based on recent research"</i> <i>"one component within a comprehensive approach to text selection"</i> <i>"purposefully integrate decodable texts with authentic texts"</i> <i>"flexible use based on individual student needs"</i> <i>"student progress monitoring and instructional needs"</i>



Criterion 1.22: Points to Unpack

Criterion	ELA/ELD Content/Alignment with Standards
1.22	<p>2014 Criterion: 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> <p>2025 Guidance: Intervention materials should align with Multi-tiered System of Support (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 California Dyslexia Guidelines. Materials should include suggested implementation guidance regarding dosage (frequency, duration, group size) for each intervention tier.</p> <p>2025 Partial Program Submission Guidance: This criterion does not apply to Writing or Speaking and Listening strand submissions.</p>



2025 Guidance for Criterion 1.22: Key Elements

#	2015 Criteria	2025 Guidance
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><i>"align with MTSS approaches"</i></p> <p><i>"intervention protocols addressing specific student needs"</i></p> <p><i>"tools for monitoring student progress"</i></p> <p><i>"structured literacy components supporting the California Dyslexia Guidelines"</i></p> <p><i>"implementation guidance regarding dosage (frequency, duration, group size)"</i></p>



Evaluation Criteria Categories

1. ELA/ELD Content/Alignment with the Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning & Teacher Support



Criteria Alignment

To be adopted, programs must:

- Meet all criteria in Category 1 in the core materials or the primary means of instruction, rather than in ancillary components
- Have strengths in each of Categories 2–5



Evaluation Criteria: Category 1, Criterion 1

ELA/ELD Content/Alignment with the Standards

- Instructional materials include content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type.
- Programs must meet all applicable criteria and identified standards appropriate to the program type to be eligible for adoption.



Evaluation Criteria

Category 1, Criterion 1 (2)

Instructional materials as defined in *Education Code* Section 60010(h) are designed to ensure that all students master each of the CA CCSS for ELA, as adopted by the SBE August 2, 2010, and modified March 13, 2013...

...Submissions for **Program Type 1 Basic ELA**, **Program Type 2 Basic ELA/ELD**, and **Program Type 3 Basic Biliteracy** must demonstrate alignment with all **CA CCSS for ELA**...



Evaluation Criteria

Category 1, Criterion 1 (3)

Program Type 4 Intensive Intervention ELA must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 1 for Program Type 4 Intensive Intervention ELA.



Evaluation Criteria

Category 1, Criterion 1 (4)

Program Type 5 Specialized ELD must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 2 for Program Type 5 Specialized ELD submissions.



Evaluation Criteria: Category 1, Criterion 2

2. Instructional materials for Program Type 2 Basic ELA/ELD, Program Type 3 Basic Biliteracy, and Program Type 5 Specialized ELD are aligned to the CA ELD Standards, as adopted by the SBE November 7, 2012. Submissions must demonstrate alignment with all of the CA ELD Standards indicated on the appropriate standards maps.



Evaluation Criteria: Category 1, Criterion 3

3. Instructional materials reflect and incorporate the content of the ELA/ELD Framework. Several key themes and practices typify effective curriculum and instruction and appear as organizers demonstrating the integrated nature of the CA CCSS for ELA/Literacy and the CA ELD Standards in this ELA/ELD Framework. These key themes of ELA/Literacy and ELD instruction are: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.



Evaluation Criteria: Category 1, continued

- Criterion statements can apply to either all program types, some, or with exceptions.
- Some statements address a variety of requirements that apply to all program types, while there are some that only apply to specific types.
- Pay particular attention to the call for a wide array of texts. (See statements 12–13 and the guidance in chapters 3 and 4 of the *Framework*.)



Evaluation Criteria

Category 2

Program Organization

- Sequential organization and a coherent instructional design
- Program design supports the *ELA/ELD Framework's* organizational structure of the standards for ELA and ELD around the five themes: meaning making, language development, effective expression, content knowledge, and foundational skills
- Instructional content for 180 days of instruction
- Instructional design serves as the scaffold for students with diverse learning needs



Evaluation Criteria

Category 3

Assessment

- Instructional materials include assessments (especially formative) for measuring what students know and are able to do
- The program provides teachers with assistance in using assessments to:
 - Plan instruction
 - Determine effective flexible grouping strategies
 - Implement other strategies for meeting the instructional needs of students
 - Measure the effectiveness of instruction through progress monitoring (especially ELD)



Evaluation Criteria

Category 4

Universal Access

- To reach the goals of equity and access, instructional materials must provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.



Evaluation Criteria

Category 5

Instructional Planning & Teacher Support

Information and materials:

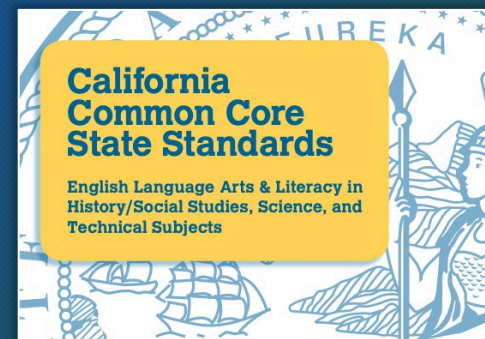
- Contain a clear road map for teachers to follow when planning instruction
- Are designed to help teachers provide instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards



Evaluation Parameters: Program Type 1

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

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				

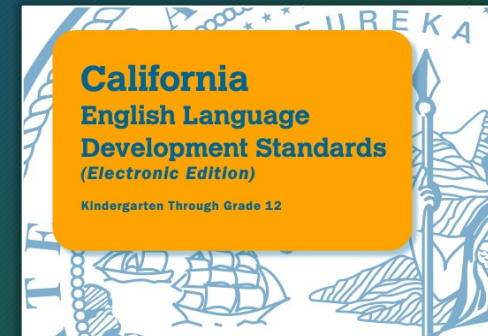
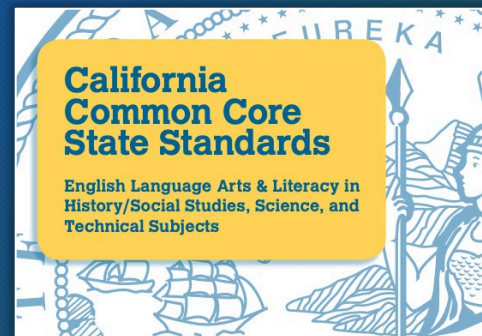




Evaluation Parameters: Program Type 2

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

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				

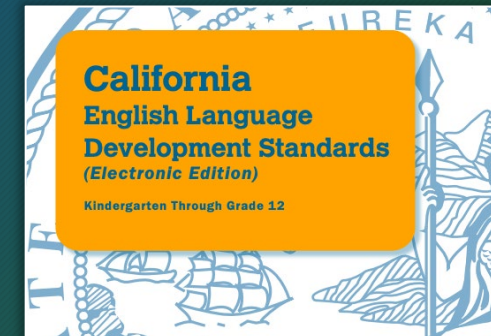
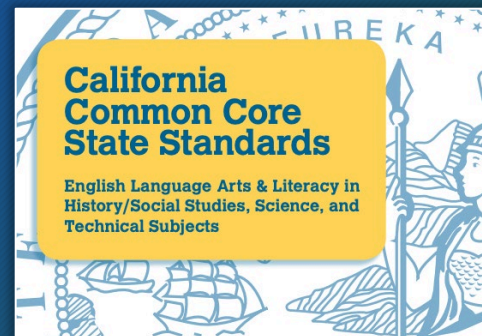




Evaluation Parameters: Program Type 3

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

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				

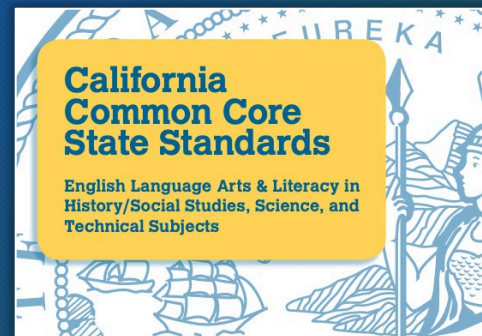




Evaluation Parameters: Program Type 4

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

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				

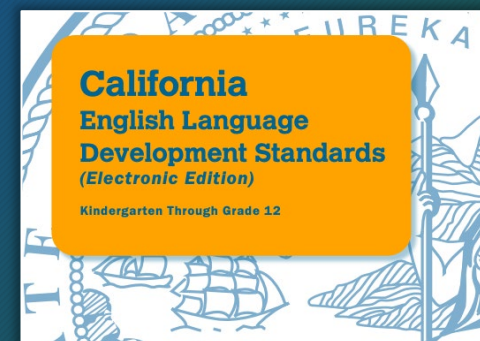




Evaluation Parameters: Program Type 5

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

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 6

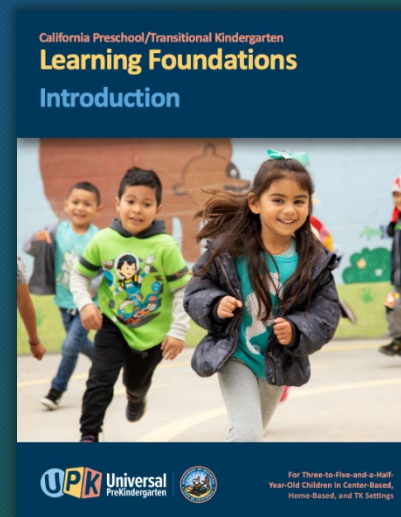
- Type 6.1: Basic ELA TK
- Type 6.2: Basic ELA/ELD TK
- Type 6.3: Basic Biliteracy TK



Evaluation Parameters: Program Type 6.1

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

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 6.2

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

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 6.3

Program Type	Alignment
Type 6.3: Basic Biliteracy Transitional Kindergarten	<ul style="list-style-type: none">• Program Type 6.3 Criteria Map• CA PTKLF in LLD Map• CA PTKLF in FLD Map

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				





Mapping evidence of required content

- **Evaluation Criteria Map**—provides evidence for meeting each criterion statement.
- **Standards Maps**—provide evidence of content covering each of the grade level standards.
- Publishers/developers must submit these documents in both digital and hard copy format.



Accessing and Understanding Evaluation Criteria and Standards Maps

- Publisher Info tab
- Map instructions web page
- How to download and disable editing restrictions



Evaluation Criteria Map: Overview

- Provide evidence of where in their program coverage of each of the individual statements in each category of the criteria can be found.
- Criteria Category 1: Programs must cover all applicable criteria statements.
- Criteria Categories 2–5: Programs must demonstrate strengths in each category.



Evaluation Criteria Map

Publisher/Developer: [REDACTED]

Program Title: [REDACTED]

Components: [REDACTED]

Approved by the State Board of Education on November 6, 2025

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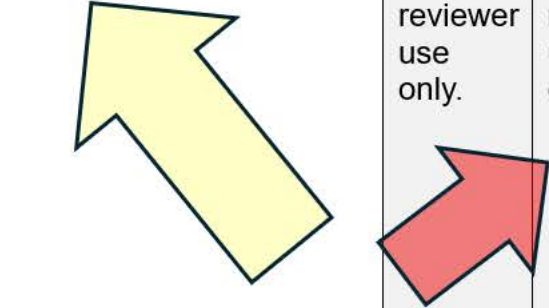
Evaluation Criteria Map Template for Full and Partial Program Type 1: Basic English Language Arts, Kindergarten through Grade Eight

Category 1: English Language Arts and English Language Development Content/Alignment to Standards

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.1	2014 Criterion: Instructional materials as defined in Education Code Section 60010(h) are designed to ensure that all students master each of the CA CCSS for ELA, as adopted by the State Board of Education August 2, 2010, and	[REDACTED]	For reviewer use only.	For reviewer use only.	For reviewer use only.



Evaluation Criteria Map: 2025 Guidance

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.5	2014 Criterion: Instruction reflects current and confirmed research in English language arts instruction as defined in <i>EC</i> Section 44757.5(j) ³ 2025 Guidance: <i>Education Code</i> referenced in 2015 <u>crit</u> erion 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.		For reviewer use only.	For reviewer use only.	For reviewer use only.
1.6	2014 Criterion: Instructional materials use proper grammar and spelling (<i>EC</i> Section 60045).		For reviewer use only.	For reviewer use only.	For reviewer use only.



Evaluation Criteria Map: Partial Program Submission Guidance

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.8	<p>2014 Criterion: Materials include read-aloud selections of more complex texts to build knowledge and illustrations or graphics to develop comprehension, as appropriate.</p> <p>2025 Partial Program Submission Guidance: This criterion does not apply to Writing or Language strand submissions.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.



Evaluation Criteria Map: Multiple Components

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.22	<p>2014 Criterion: 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 six⁶. The instructional strategies should be consistent with those used in the basic program and include the following:</p> <p>2025 Guidance: 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> <p>2025 Partial Program Submission Guidance: This criterion does not apply to Writing or Speaking and Listening strand submissions.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.

Criterion subcriterion

- guidance
- partials

⁶ Some references and language in this criterion statement do not apply to Program 1.

Criterion	ELA/ELD Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.22a	<p>2014 Criterion:</p> <p>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.</p> <p>2025 Partial Program Submission Guidance: This criterion does not apply to Writing or Speaking and Listening strand submissions.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.
1.22b	<p>2014 Criterion:</p> <p>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.</p> <p>2025 Partial Program Submission Guidance: This criterion does not apply to Writing or Speaking and Listening strand submissions.</p>		For reviewer use only.	For reviewer use only.	For reviewer use only.



Standards Maps: Overview

- CA CCSS for ELA/Literacy Standards Maps (Program Types 1, 2, and 3, K–8)
- CA ELD Standards Maps (Program Types 2 and 3, K–8)
- Intensive Intervention ELA Maps (Program Type 4 only, subsets of ELA/Literacy standards, K–8)
- Specialized Designated ELD Map (Program Type 5 only, subsets ELD standards, K–8)
- Reading, Writing, Speaking and Listening, and Language Strand Maps (K–8) and Foundational Skills Domain Map (K–5) (Partial Program Types 1, 2, and 3)
- TK LLD Foundations Map (Program Type 6.1, 6.2, and 6.3 only)
- TK FLD Foundations Map (Program Type 6.2 and 6.3 only)



Instructions Reminder

ELA/ELD Instructional Materials web page

- Publisher Info tab
- Accessing and Understanding Evaluation Criteria Map and Standards Map
 - Program Submission Reference Table



Standards Map

Publisher/Developer:

Program Title:

Components:

Approved by the State Board of Education

Page 1 of

▲ Standards Map for **Program 1 Basic ELA**, Kindergarten Through Grade Eight
California Common Core State Standards for English Language Arts
Grade Five

Grade-level Content Standards

Strand: Literature

Sub-Strand: Key Ideas and Details

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RL.5.1	Quote accurately from a text when explaining what the text	<input type="text"/>	For reviewer	For reviewer	For reviewer use only



Standards Maps: Multiple Components

- Multiple components for some standards
- Citations required for each sub-standard

Long Description of Standards Maps: Multiple Components Example

Sub-Strand: Fluency

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.		For reviewer use only	For reviewer use only	For reviewer use only
RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings		For reviewer use only	For reviewer use only	For reviewer use only

sub-standards

Standards Map for Program 1 Basic ELA K-8: Grade Five

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Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		For reviewer use only	For reviewer use only	For reviewer use only



Standards Maps: Program Type 3

Require both

- ELA/Literacy Standards Map(s)
- ELD Standards Map(s)

Grade-level Content Standards					
Strand: Literature					
Sub-Strand: Key Ideas and Details					
Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RL.1.1	Ask and answer questions about key details in a text.		For reviewer use only.	For reviewer use only.	For reviewer use only.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		For reviewer	For reviewer	For reviewer use only.
RL.1.3	Describe characters, settings, and major events in a story, using key details.				

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
PI.1.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh</i> -questions and responding using gestures, words, and simple phrases.		For reviewer use only	For reviewer use only	For reviewer use only
PI.1.1.Ex	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.		For reviewer use only	For reviewer use only	For reviewer use only
PI.1.1.Br	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.		For reviewer use only	For reviewer use only	For reviewer use only



Standards Maps

CA ELA Standards: Program Type 4

- Select ELA/Literacy Standards aligned with Appendix 12-B: Matrix 1
- Isolated, grade-level intervention



Standards Maps

CA ELD Standards: Program Type 5

- Select ELD Standards aligned with Appendix 12-B: Matrix 2
- References to the corresponding ELA/Literacy standards

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 4	1. Exchanging Information/Ideas				
PI.4.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.				
PI.4.1.Br	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Speaking and Listening: Comprehension and Collaboration				
SL.4.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				

Long Description of CA ELD Standards Map: Program Type 5 Example



Foundations Maps

PTKLF: Program Type 6

- Preschool/Transitional Kindergarten Learning Foundations
 - Language and Literacy Development Domain
 - ELD Subdomain

Long Description of Foundations Maps PTKLF: Program Type 6 Example

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

English Language Arts Foundations Map for Program 6: Basic English Language Arts (6.1), Basic English Language Arts/English Language Development Transitional Kindergarten (6.2), Basic Biliteracy Transitional Kindergarten (6.3) Learning Foundations

Strand: 1.0 Listening and Speaking

Sub-Strand: Vocabulary

Foundation	Foundation Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
TK.LS1.1	Understand and use an increasing variety of words for		For reviewer	For reviewer	For reviewer use only.

Foundation: 1.2 Using Words

Foundation	Foundation Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
TK.LS1.1.2 Discovering	Use English words, mainly consisting of concrete nouns.				
1.2 Developing	Use varied English words, including an increasing number of concrete nouns and some verbs and pronouns.				
1.2 Broadening	Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies				



Standards Maps: Header

Publisher/Developer: ABC Publisher, Inc.

Program Title: *ELA Program California*

Components: Student Edition (SE), Teacher Edition (TE), Workbook (WB), Audio CD (CD)



Standards Maps: Exemplar Citations

Publisher/Developer: ABC Publisher, Inc

Program Title: ELA Matters, K–6

Components: Teacher Edition (TE), Student Edition (SE), Digital Student Edition (DSE), Digital Student Workbook (DSWb), Composer's Corner (CC)

Approved by the State Board of Education on November 6, 2025

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Evaluation Criteria Map Template for Full and Partial Arts, Kindergarten through Grade 5

Category 1: English Language Arts and English Language

Long Description of Standards Maps: Exemplar Citation Example

Sub-Strand: Craft and Structure

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA	CC (https://home.cc.edu/workshop)	For reviewer use only	For reviewer use only	For reviewer use only
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	SE/TE Unit 1, pp. 40c, 126a ; TE Unit 1, pp. 113a–113d;	For reviewer use only	For reviewer use only	For reviewer use only
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	DSWb, pp. 54–6 (bit.ly/3StQd);	For reviewer use only	For reviewer use only	For reviewer use only



Standards Maps: Suggestions (1)

- Avoid too many citations for a given standard.

Long Description of Standards Maps: Suggestions (1) Example

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE 506–508; SE 602; TE Unit 4, pp. 506a x 3 TE Unit 4, p. 507a; p. 509a; p.510a–f x 3 TE Unit 5, p. 555a; p. 559a; x 3 TE Unit 6, pp. 603a; pp. 612a; 613a–g x 3 TE/SE Unit 7: https://reading.sandbox x 1 DSWbTE: https://link.mechanism.precision/lesson/SE/art x 1 SE pp. 455, 467, 489, 524, 667, 723, 818. x 7	For reviewer use only	For reviewer use only	For reviewer use only



Standards Maps: Suggestions (2)

- Avoid descriptions or vague references.

Long Description of Standards Maps: Suggestions (2) Example

RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TE: Unit overviews contain sentence starters that can support crafting and articulating main ideas.	For reviewer use only	For reviewer use only	For reviewer use only
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TE/SE: Unit 3, Lesson 4, Exit Ticket, pp. 189	For reviewer use only	For reviewer use only	For reviewer use only

Sub-Strand: Craft and Structure

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA	Optional texts include those with appropriate Lexile levels for student reading ability	For reviewer use only	For reviewer use only	For reviewer use only



Standards Maps: Format Considerations

Citations Format

- Aligned to components identified in the Header or URLs
- Be consistent with component abbreviation (e.g., SE, p. 34; TE, pp. 36–37; TE, pp. 76–77)
- Ensure links take reviewers to final content and ensure access is complete
- Try to be consistent, but don't worry about alterations to the map tables, margins, etc.



Social Content (slide 1 of 13)

- The materials must conform to the *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*, as adopted by the SBE.
- The Social Content review takes place concurrently with the review of materials submitted by publishers/developers for educational content.



Social Content (2)

- Dispel erroneous stereotypes
- Represent the cultural and racial diversity of our society
- Recognize the contributions of ethnic groups; the disabled; the elderly; people of lesbian, gay, or bisexual orientation and transgendered persons; and people of all genders
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos



Social Content (3)

- Male and Female Roles
- Ethnic and Cultural Groups
- Sexual Orientation and Gender Identity
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment



Social Content (4)

- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise



Social Content (5)

Not allowed:

Adverse reflection:

Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, sexual orientation and gender identity, disabled persons, older persons and the aging process, entrepreneur and labor, and religion).



Social Content (6)

Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to male and female persons approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.

Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b]).



Social Content (7)

- Depictions, descriptions, or labels of any/all gender roles must not demean, patronize, or stereotype.
- Present equal illustrations, both in number and importance, of male/female figures.
- Present equal portrayal in occupations and range of careers.
- Present equal representation of male/female contributions and achievements.



Social Content (8)

- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles.
- Present balanced random portrayal of emotions in males/females.
- Show equal portrayal of both sexes in nurturing roles with family.
- Use gender neutral language.



Social Content (9)

- No adverse reflections based on sexual orientation or gender identity are permitted.
- Depictions of LGBTQ+ persons in text and illustrations, including similarities in roles, emotions, and socioeconomic status to others, should be included.



Social Content (10)

- Omit illustrations of commercial brand names, products, or corporate or company logos unless necessary to the educational purpose or incidental to a scene of general nature
- No prominent usage of any one brand or company



Social Content (11)

Modeling Line Plots Lesson

Materials: Small package of plain M&M's®

In 1994 and 1995, the Mars Company conducted surveys to determine whether a new color should be added to M&M's®. The choices were blue, pink, purple, or leave them as they are. The blue color was chosen. Your Turn: Make a line plot to show the number of each color. Use b for brown, r for red, y for yellow, o for orange, g for green, and bl for blue.



Social Content (12)

If reviewers include findings in their report to the IQC:

- The IQC may accept the finding, modify it, or reject it.
- A publisher/developer may then address the finding as a condition for recommendation.



Social Content (13)

- The standards and categories that are reviewed for social content are listed in the SBE-approved document entitled *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*.
- Available on the CDE website



Aspects of Review

The review of publishers' instructional materials programs involves three aspects:

- Academic content review
- Social content review
- Public review and comment



Public review and comment

The adoption process ensures that members of the public have the opportunity to review and comment on resources considered for SBE adoption.

- Materials available for public review
- Written comments forwarded to the review panels, the IQC, and the SBE
- Public comment during deliberations process
- Three separate public hearings are held prior to adoption



Clearinghouse for Specialized Media and Technology

- Braille
- Large Print
- Audio





Accessible Instructional Materials

- Digital files of ***all*** student materials
 - PDF with graphics
 - Book cover images in JPEG
- Five hard copy (print) copies of ***all*** student materials
- 30-day timeline enforced
- National Instructional Materials Accessibility Center (NIMAC)



Accessible Instructional Materials: *Large Print*

Large Print



Accessible Instructional Materials: *Braille*

Braille



Accessible Instructional Materials: *Other Assistive Technology*

Hand-held Magnifiers
Desktop Stands
Screen Readers





Post-Adoption Requirements

- November 2026 SBE action
- CDE posts programs to the online pricelist of SBE-adopted materials
- Edits and corrections process
- Confirm edits and corrections
- Final editions delivery
- Accessibility files delivery



Revisions to SBE-Adopted Materials

Instructional Materials adopted by the SBE cannot be modified except for by two processes:

- § 9526. Procedures for Reviewing Proposed Revisions to Adopted Instructional Materials.
- § 9529. New Editions of Adopted Instructional Materials.



Revisions Process

- Window of opportunity every other year
- Fee based
- No definition of revision
- Full review process including IQC, SBE, and public consideration
- Must meet original evaluation criteria and social content



Minimal Changes

- (a) Upon written request by a publisher, the CDE may approve a new edition of an adopted instructional material to replace the original adopted edition, provided that:
 - (1) Changes contained in the new edition are so minimal that both the new edition and the original adopted edition may be used together in a classroom environment. No additional content may be included in the new edition
 - (2) All changes comply with the social content standards... The price of the new edition is equal to or lower than the price of the original adopted edition.



Alternate formats

Following your submission of the final editions, after the complete edits and corrections process, you can request the addition of alternate formats to be added to the online pricelist of SBE-adopted materials.

These formats include:

- Bundling / licensing options
- Print / digital formats



Instructional Materials Sufficiency

EC Section 60119(c)(1) For purposes of this section, “sufficient textbooks or instructional materials” means that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district and has the ability to use and access them at home.



State funding for districts

Local Control Funding Formula

- Provides a base grant for each student, plus "supplemental" and "concentration" grants for students with specific needs like English learners or those from low-income families.

Proposition 20 Lottery Funds

- These are restricted use funds specifically for instructional materials.



What's next?

1. Continue to finalize your programs as necessary.
2. Download the evaluation criteria map and standards maps.
3. Build your citations into the maps.
4. Check, recheck, and then check again your citations.
5. Intent to Submit Form is due February 11, 2026, 5 p.m.
6. Watch for incoming invoice email.
7. Submission Form/Program Description due March 11, 2026.
8. Participation fees due April 8, 2026.
9. Reviewer Training April 27–May 1, 2026.



Contacts

ELA-ELDfollowupadoption@cde.ca.gov

- David Almquist, Publisher Liaison
- Kyle Petty, Follow-up Adoption Lead
- Johanna Harder, Administrator
- Mike Torres, Director

Long Description for Key Themes

Table of Contents include an Overview of the Span and guidance on the implementation of grade-level standards aligned to the Key Themes of ELA/Literacy and ELD Instruction.

- Meaning Making
 - Meaning Making with Complex Text
- Language Development
 - Vocabulary and Grammatical Understanding and Syntax
- Effective Expression
 - Writing, Discussing, and Presenting
- Content Knowledge
 - Understanding Disciplinary Literacy, Engaging with Literature and Informational Texts, Engaging in Research, and Planning for Wide Reading
- Foundational Skills
 - Foundational Skills for English Learners

[Return to Slide 34, Key Themes](#)

Long Description for Chapter 12 – Instructional Materials

The image of the Evaluation Criteria map includes the Criterion number 2.9, which reads, “Guidance to teach students skills and strategies and provide multiple opportunities to practice, connect, and apply those skills and strategies in context.”

Below the 2014 Criterion statement, the 2025 Guidance reads, “Materials should provide guidance for determining skill mastery, tools for progress monitoring, and support for adjusting instruction based on student response data with multi-tiered frameworks.”

The image shows a blank column for publisher/developer citations.

The image shows “For reviewer use only” in the columns for Met, Not Met, and Reviewer Notes.

[Return to Slide 44, Chapter 12 - Instructional Materials](#)



Long Description for Circles of Implementation

- The outer ring: Overarching goals include Readiness for college, careers, and civic life; Attained the capacities of literate individuals; Become broadly literate; Acquired the skills for living and learning in the 21st century
- Inner field: Context in which instruction occurs includes Integrated; Motivating; Engaging; Respectful; Intellectually challenging
- Orbiting the center: Key Themes of the ELA/Literacy Standards include Meaning Making; Language Development; Effective Expression; Content Knowledge; Foundational Skills.
- Center: Standards include CA CCSS for ELA/Literacy; CA ELD Standards

Long Description for Reading the 2025 Evaluation Criteria Maps

Criterion 1.16 includes the 2014 Criterion Statement, Materials are aligned with the specific types of writing required by the CA CCSS for ELA, including the specific academic language and structures associated with the different genres of reading and writing. Direct instruction and assignments should provide scaffolding and progress in breadth, depth, and thematic development as specified by the grade-level standards.

2025 Guidance is provided for students to write in response to text, thereby increasing comprehension, and to write for their own purposes in a range of genres identified in the ELA/ELD Framework.

2025 Partial Program Submission Guidance states this does not apply to Speaking and Listening or Language strand submissions or Foundational Skills K–5 domain submissions.

The Citations column is blank, and the last three columns indicate “For reviewer use only.”

[Return to Slide 53, Reading the 2025 Evaluation Criteria Maps](#)

Long Description for Evaluation Criteria Map

To complete the Evaluation Criteria Map Template:

- Ensure the title clearly labels the appropriate Program Type Map for your submission
- Complete the form fields in the Header for Publisher/Developer name, Program Title, and Components
- Note Criterion Statement in the left-hand column when adding citations

[Return to Slide 83, Evaluation Criteria Map](#)

Long Description for Evaluation Criteria Map: 2025 Guidance

A Program Type 3 Map showing ELA/ELD Content/Alignment with Standards for Criterion 1.5:

- 2014 Criterion: Instruction reflects current and confirmed research in English language arts instruction as defined in *EC* Section 44575.5(j)
- 2025 Guidance: *Education Code* referenced in 2015 [sic] 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.
- An arrow indicates where publisher/developer citations are entered, and an arrow indicates columns for reviewer use only.

[Return to Slide 84, Evaluation Criteria Map: 2025 Guidance](#)

Long Description for Evaluation Criteria Map: Partial Program Submission Guidance

Criterion 1.8: Materials include read-aloud selections of more complex texts to build knowledge and illustrations or graphics to develop comprehension, as appropriate.

2025 Partial Program Submission Guidance:
This criterion does not apply to Writing or Language strand submissions.

[Return to Slide 85, Evaluation Criteria Map: Partial Program Submission Guidance](#)

Long Description for Evaluation Criteria Map: Multiple Components

Criterion Statements should be read from top to bottom, beginning with the 2014 Criterion Statement, followed by any 2025 Guidance, and then any 2025 Partial Program Submission Guidance.

Additionally, some Criterion Statements include sub criteria; each sub criteria statement includes relevant 2025 Guidance and 2025 Partial Program Submission Guidance.

[Return to Slide 86, Evaluation Criteria Map: Multiple Components](#)

Long Description for Standards Map

To complete the Standards Map Template:

- Ensure the title clearly labels the appropriate Program Type Map, Standard/Foundation, and Grade Level for your submission
- Complete the form fields in the Header for Publisher/Developer name, Program Title, and Components
- Note Standard/Foundations Statement in the left-hand column when adding citations

[Return to Slide 89, Standards Map](#)

Long Description for Standards Maps: Multiple Components

The screenshot of a map shows the Fluency sub-strand, RF.5.4 a–c in separate cells.

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding”
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[Return to Slide 90, Standards Maps: Multiple Components](#)

Long Description for Standards Maps CA ELD Standards: Program Type 5

Program Type 5 Standards Map includes grade level proficiency standards in Expanding and Bridging levels for Exchanging Information and Ideas. It also includes corresponding CA CCSS for ELA for Speaking and Listening: Comprehension and Collaboration Standards These are for reference only. "No Citations Needed."

[Return to Slide 93, CA ELD Standards Map: Program Type 5](#)

Long Description Foundations Maps PTKLF: Program Type 6

- The Program Type 6 Foundations Map title specifies its use for program types 6.1, 6.2, and 6.3). The map specifies program alignment with PTKLF Foundations in the Language and Literacy Development Domain
- The Program Type 6 Foundational Language Domain map for program 6.2 and 6.3 aligns with Discovering, Developing, and Broadening proficiencies.

[Return to Slide 94, Foundations Maps PTKLF: Program Type 6](#)

Long Description for Standards Maps: Exemplars

- Exemplar Citation components are listed as “Teacher Edition (TE), Student Edition (SE), Digital Student Edition (DSE), Digital Student Workbook (DSWb), Composer’s Corner (CC)”
- Citation for RL.5.4: CC (<https://home.cc.edu/workshop>)
- Citation for RL.5.5: SE/TE Unit 1, pp. 40c, 126a; TE Unit 1, pp. 113a–113d
- Citation for RL.5.6: DSWb, pp. 54–6 (bit.ly/3StQd)

[Return to Slide 96, Standards Maps: Exemplars](#)

Long Description for Standards Maps: Suggestions (1)

- The image shows too many citations for RL.5.10. Publisher/Developer Citations include
 - SE 506–508; SE 602; TE Unit 4, pp. 506a
 - TE Unit 4, p. 507a; p. 509a; p. 510a–f
 - TE Unit 5, p. 555a; p. 559a
 - TE Unit 6, pp. 603a; pp. 612a; 613a–g
 - TE/SE Unit 7: <https://reading.sandbox>
 - DSWbTE: <https://link.mechanism.precision/lesson/SE/art>
 - SE pp. 455, 467, 489, 524, 667, 723, 818

[Return to Slide 97, Standards Maps: Suggestions \(1\)](#)

Long Description for Standards Maps Suggestions

Do not use vague description or too narrative as a citation.

- Negative example: RI.5.2 citation says, “TE: Unit overviews contain sentence starters that can support crafting and articulating main ideas.
- Positive example: RI.5.3 citation includes, “TE/SE: Unit 3, Lesson 4, Exit Ticket, pp. 189
- Negative example: RI.5.4 citation says, “Optional texts include those with appropriate Lexile levels for student reading ability”

[Return to Slide 98, Standards Maps: Suggestions](#)