

SECTION 1: PROGRAM DESCRIPTION

All instructional material submissions must meet the requirements of this program description section, and Criteria Categories 1 through 5 that follow.

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>1. The criteria call for basic programs to be designed for use by the classroom teacher as the comprehensive curriculum that will ensure that all students, including English learners, master the English–language arts content standards. The basic program must provide instructional materials that are designed to foster <i>universal access</i>, which means the basic program curriculum is accessible to all students.</p> <p>Criterion #2 applies to Program 1.</p>	<p>Calle de la Lectura Comprehensive Curriculum: Weekly Teacher’s Editions Planners, all grades: 1.4: 132d-132e 3.3: 312d-312e</p> <p>Universal Access: Weekly Teacher’s Editions Universal Access for Group Time, all grades 1.4: 80f-80g 3.4: 78f-78g • <i>Guías del maestro de Apoyo adicional</i> (Extra Support Teaching Guides) K-3 • Transfer Teaching</p>	<p>Calle de la Lectura Universal Access: Teacher’s Editions <i>Ajustar la enseñanza</i> (Adjust Instruction) all grades: <i>Apoyo adicional</i> (Extra Support) K.4: 299, 301, 305 2.1: 123e</p> <p><i>Avanzado</i> (Advanced) 1.3: 16q, 44f</p>			

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	Primary	Supporting	Y	N	
	Guides K–3 • <i>Guías del maestro de contenido Avanzado</i> (Advanced Teaching Guides) K–3				
3. This basic program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the <i>Reading/Language Arts Framework</i> , be based on research [as defined in <i>Education Code Section 44757.5(j)</i>], and provide instructional content for 180 days of instruction for the following minimal daily time periods: a. 1 hour in kindergarten b. 2.5 hours in grades one through three c. 2 hours in grades four, five and six d. At least 1 and up to 2 hours in grades six, seven, and eight e. 1 hour of English-language development instruction, kindergarten through grade eight	Calle de la Lectura See Teacher's Editions: 36 weekly lessons per grade = 180 days Minimal Daily Time Periods, see recommended times on Teacher's Editions Planners, all grades: K.1: 344-345 1.2: 70d-70e 2.3: 390d-390e 3.3: 312d-312e	Calle de la Lectura Minimal Daily Time Periods time lessons—clocks 1.5: 16l-17f 2.3: 414l-415e			

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4. The basic program curriculum in kindergarten through grade eight provides comprehensive guidance for teachers in providing effective, efficient, explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in all skills and strategies at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , and the <i>criteria</i> in this chapter.	Calle de la Lectura See other areas of this Criteria Map, all Sections. Also see Standards Maps.				
24. The Primary Language/English-Language Development Basic Program includes all content and the four additional instructional elements required in the Reading/Language Arts Basic Program as well as the additional required one hour of daily English-language development instruction.	Calle de la Lectura See <i>Calle de la Lectura</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.				
33. The Primary Language/English-Language Development Basic Program parallels the Reading/Language Arts–English-Language Development Basic Program (RLA/ELD) described in Program 2 and is aligned with the <i>English–Language Arts Content Standards</i> and the <i>Reading/Language Arts Framework</i> with appropriate modifications for the primary language.	Calle de la Lectura See <i>Calle de la Lectura</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.				

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<p>34. The Primary Language/English-Language Development Program shall be evaluated for alignment with the following materials:</p> <ul style="list-style-type: none"> a. Educational content review based on this program description b. Criteria (all categories) in Section II c. Appendix 9-B, “History–Social Science and Science Content Standards, Kindergarten through Grade Three” d. Appendix 9-C, Table 1, “Curriculum Content: Kindergarten Through Grade Three,” and Table 2, “Curriculum Content: Grades Four Through Eight.” e. <i>English–Language Arts Content Standards for California Public Schools</i> f. <i>Reading/Language Arts Framework for California Public Schools</i> 	<p>Calle de la Lectura See <i>Calle de la Lectura</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				
<p>35. The additional one hour of English-language development instruction, kindergarten through grade eight, shall be evaluated for alignment with the following materials:</p> <ul style="list-style-type: none"> a. <i>English–Language Arts Content Standards</i> b. <i>English-Language Development Standards</i> c. Attachment 9-A, Matrix 3, “English Language Development Instruction, Kindergarten Through Grade Eight” 	<p>Language Central See <i>Calle de la Lectura</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				

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36. This primary language program may not be submitted without ELD instructional materials or as a partial or a supplemental resource. This primary language program may not be submitted as part of the basic program. This program stands alone and will be submitted and evaluated separately.	Calle de la Lectura See <i>Calle de la Lectura and Language Central</i> (additional hour of ELD instruction) program descriptions.				
<i>Additional Required Instructional Elements in the Basic Programs</i> 5. Basic programs must include four additional elements: a. Extra Support for Struggling Readers b. Extra Support for English Learners c. Intensive Vocabulary Instructional Support d. Reading Intervention Kit	Calle de la Lectura a. See <i>Guía del maestro de Apoyo adicional</i> b. See Transfer Teaching Guide c. See <i>Programa intensivo de vocabulario</i> (Intensive Vocabulary) d. See <i>Programa de intervención para California</i> (Reading Intervention Kit)	Calle de la Lectura Teacher’s Editions <i>Ajustar la enseñanza</i> , K-3: K.4: 299, 305 1.3: 44b, 44f 2.1: 123e 3.2: 175a, 175c, 201c Teacher’s Editions Universal Access for Group Time, K-3: 1.4: 80f-80g 3.4: 78f-78g			

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<p><i>Extra Support for Struggling Readers, Kindergarten Through Grade Eight</i></p> <p>6. The purpose of these materials is to provide guidance for teachers and support for students to allow students to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for struggling readers (any student experiencing difficulty learning to read; may include students who use African American vernacular English, English learners, and students with disabilities). Instructional materials for struggling readers must be standards-aligned, assessment-based programs that lead to mastery of all the English–language arts content standards. These materials can be used to ensure that students will be successful in the basic program curriculum.</p> <p>Support materials for struggling readers must provide the following:</p> <ol style="list-style-type: none"> Thirty minutes of additional instructional materials daily Teacher edition and student materials that reinforce and extend the regular classroom/basic program daily lessons Additional opportunities for checking 	<p>Calle de la Lectura <i>Guías del maestro de Apoyo adicional</i> provided at every grade, K–3.</p> <ol style="list-style-type: none"> K: AD288–297 1: AD21 2: AD31 3: AD38 K: AD42 1: AD61 2: AD91 3: AD79 Instructional support for students who use African American vernacular English does not apply to Primary Language Program. 	<p>Calle de la Lectura Universal Access boxes in the Teacher’s Editions, K–3.</p> <ol style="list-style-type: none"> K.5: 288 1.P: 35k 2.1: 78n 3.1: 108l K.1: 176 1.P: 95l 2.2: 195b 3.2: 203a 			

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<p>students’ understanding</p> <p>d. Instruction to increase background knowledge, prerequisite skills, and concepts</p> <p>e. Additional opportunities for vocabulary development</p> <p>f. Additional practice in the key skills and strategies taught in the lesson</p> <p>g. Opportunities to reteach material already taught in the lesson</p> <p>h. Opportunities to preteach material that will be taught in the lesson</p> <p>i. Additional instructional support for students who use African American vernacular English who may also have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar</p>					
<p><i>Extra Support for English Learners, Kindergarten Through Grade Eight</i></p> <p>7. Instructional materials for English learners provide support for students to allow them to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for</p>	<p>Calle de la Lectura</p> <p>7. In addition to the point-of-use support in the core/basic Teacher’s Editions, the Grades K–3 Transfer Teaching</p>				

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English learners. Instructional materials must be standards-aligned, assessment-based programs leading to mastery of all the English–language arts content standards. These extra-support instructional materials are specifically designed daily lessons for teachers to preteach concepts, and for teachers to help students to develop background knowledge, build academic vocabulary, and develop critical technical skills. It is essential for students who are simultaneously learning English and reading/language arts content to have additional time for instruction and for practice to master grade-level content standards.	Guides, Grades 1-3 Transfer Practice Book, Grades K-3, Transfer Posters, and Grades 1-3 Transfer Readers were developed for the purpose of providing the English Learner (EL) extra support. These components provide additional daily instruction on how to transfer knowledge acquired during Spanish Language Arts to English. It prepares learners for ELD instruction in Language Central. The Transfer Teaching Guide and student materials (Practice Book,				

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	Posters, Readers, and Retelling Cards) extend the appropriate instructional emphases of the skills taught in the core/basic lessons. This instruction falls within four main strands of instruction, in daily lessons: Vocabulary, Word Work, Reading and Comprehension, and Language Conventions.				
8. Support materials for English learners must provide: <ul style="list-style-type: none"> a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels b. Thirty minutes of additional instructional materials daily c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily 	Calle de la Lectura a. All appropriate instruction is leveled. See Transfer Teaching Guide 1.1: 60 b. 30 minutes of additional instructional material is provided for	Calle de la Lectura a. Transfer Teaching Guide 3.1: 40 b. K.1: 14–15 c. 3.4: 130 d. 3.2: 58			

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<p>lessons</p> <p>d. Materials that help teachers teach English learners to master the English–language arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.</p>	<p>multiple daily skills and strategies. 2.2: 50–51</p> <p>c. Appropriate daily instructional emphases were identified and focused on in the Transfer Teaching Guide and student materials. Transfer Teaching Guide 1.4: 214</p> <p>d. Lesson content and pedagogy are standards-driven to support success in areas critical to ELs, including: Vocabulary, Word Work, Reading and Comprehension, and Language Conventions. See Transfer Teaching Guide 1.1: 70</p>				

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<p>9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including:</p> <ul style="list-style-type: none"> a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Language skills that are transferable from students’ primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English 	<p>Calle de la Lectura See Transfer Teaching Guide</p> <p>a. Newcomer and beginning level survival vocabulary and language support is provided by Language Central.</p> <p>b. Transfer and non-transfer notes are provided throughout the lessons, as appropriate. See Transfer Teaching Guide: 2.2: 53</p> <p>c. Academic Vocabulary, as well as Academic Language and Science and Social Studies Vocabulary introduced throughout the EL Teacher’s Guide lessons</p>	<p>Calle de la Lectura</p> <p>a. See Language Central program description</p> <p>b. See Transfer Teaching Guide: 3.4: 133</p> <p>c. K.2: 54</p> <p>2.2: 54–55</p> <p>d. Transfer Teaching Guide: 2.3: 20, 37</p>			

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	using the Posters and the Readers as a base. Transfer Teaching Guide K.1: 15 1.5: 265–267 3.4: 133–135 d. Transfer Teaching Guide: 1.2: 119, 121-123				
10. The materials provide additional support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards: a. Phonologically based spelling b. Listening and speaking comprehension c. Organization and delivery of oral communication d. Speaking applications e. Academic language f. Vocabulary and concept development g. Sentence structure h. Grammar	Calle de la Lectura Transfer Teaching Guide: a. 1.3: 135 b. 2.1: 80–81 c. 3.2: 62–63 d. 3.4: 136-137 e. 3.4: 132–135 f. 2.2: 50, 56 g. 3.4: 134–135 h. 1.1: 81	Calle de la Lectura Transfer Teaching Guide: a. 2.2: 52 b. 3.2: 60–61 c. 2.1: 82–83 d. 1.2: 116-117 e. K.2: 42 f. K.1: 15, 19 g. K.1: 19 h.			

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		3.4: 133			
<p><i>Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three</i></p> <p>11. Support materials provide additional vocabulary development (beyond vocabulary instruction in the basic program) for students in kindergarten through grade three who require extra support in this area. These instructional materials are intended to be an addition to the regular vocabulary lessons described in the basic program descriptions and Criteria Category 1. The purpose of these materials is to increase the oral vocabulary of students with limited vocabulary, which may include English learners, students with disabilities, struggling readers, and students who use African American vernacular English.</p>	<p>Calle de la Lectura <i>Programa intensivo de vocabulario</i> (Intensive Vocabulary Kit), K-3</p>	<p>Calle de la Lectura <i>Programa intensivo de vocabulario</i> <i>Guía del maestro,</i> <i>Síntesis:</i> K-3: v (blind folio)</p>			
<p>12. These materials must build students’ oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words (beyond students’ reading vocabulary), and allowing ample opportunities for students to discuss word meanings and use new words.</p>	<p>Calle de la Lectura <i>Programa intensivo de vocabulario</i> <i>Guía del maestro,</i> <i>Rutinas:</i> 1: 2-9, 242-249 3: 2-11, 62-71</p>	<p>Calle de la Lectura <i>¡Imaginalo!</i> <i>Para el desarrollo del vocabulario:</i> 1: 1-3, 91-93 3: 1-4, 27-31</p> <p><i>Cuaderno del Programa intensivo del vocabulario:</i> 1: 1-5, 151-155</p>			

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		3: 1-5, 31-35			
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.	Calle de la Lectura <i>Programa intensivo de vocabulario</i> <i>Guía del maestro:</i> K-2: 290–291 3: 362–363				
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	Calle de la Lectura <i>Programa intensivo de vocabulario</i> <i>Guía del maestro:</i> K-2: 290–291 3: 362–363 Research and sources used: Isabel Beck: <i>Bringing Words to Life</i> Andrew Biemiller: <i>Words Worth Teaching and Where They Came From</i> Robert Marzano: <i>A List of Essential Words by Grade</i>	Calle de la Lectura Additional Source: <i>Lista de Frecuencia de Palabras para la Lectura en Español</i> por Ricardo Cornejo, School of Teacher Education, San Diego State University, San Diego, CA			

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	<i>Level</i>				
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.	Calle de la Lectura <i>Lecturas en voz alta para el desarrollo del vocabulario:</i> K: 1-3 1: 139-142 2: 8-13 3: 25-28 <i>Programa intensivo de vocabulario</i> <i>Guía del maestro:</i> K: 10-17, 1: 242-249 2: 18-25 3: 62-71	Calle de la Lectura Big Books K.3: <i>Al otro lado del mundo</i> 1: <i>Digby toma el mando</i> <i>Antología de lecturas en voz alta:</i> K: 3-4 1: 91-92 2: 72-74 3: 49-52			
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes: a. Weekly lesson plans for daily instruction b. Weekly lesson plans that include instruction in eight to ten words per week in kindergarten, ten to 12 words per week in grades one and two, and 15 to 18 words per week in grade three	Calle de la Lectura <i>Programa intensivo de vocabulario</i> <i>Guía del maestro:</i> a. K-3: v (blind folio) b. K-2: 290–291 3: 362–363	Calle de la Lectura <i>Programa intensivo de vocabulario</i> <i>Guía del maestro:</i> a. and b.: K: 10-17, 194-201 1: 2-9, 242-249, 2: 18-25, 122-129 3: 2-11, 62-71			

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17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	Calle de la Lectura Core program concepts (themes): K.1: Cooperation—Working Together 1.5: Great Ideas—Clever Solutions 2.1: Exploration—Exploring Nature 3.2: Solutions—How Animals Solve Problems Programa intensivo de vocabulario links: Lecturas en voz alta para el desarrollo del vocabulario: K: 4-6 1: 156-158 2: 8-13 3: 29-32	Calle de la Lectura Big Books K.3: <i>Al otro lado del mundo</i> 1: <i>Digby toma el mando</i> Antología de lecturas en voz alta: K.1: 3-4 1: 92-93 2: 13-17 3: 46-48			

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<p>18. Intensive vocabulary lessons must include the following:</p> <ul style="list-style-type: none"> a. Development of students’ listening and speaking vocabulary b. Instruction in words that are beyond students’ reading vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction 	<p>Calle de la Lectura a. See <i>Programa intensivo de vocabulario Guía del maestro:</i> K: 12-21, 194-201 1: 2-9, 242-249 2: 18-25, 122-129 3: 2-11, 62-71 b. Words slightly above grade level, using Marzano’s List of Essential Words by Grade Level as the primary source (with appropriate modifications for Spanish Language). c. See <i>Programa intensivo de vocabulario Guía del maestro:</i> K: 10-17 1: 242-249</p>				

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	2: 18-25 3: 62-71				
<p>19. Materials contain weekly lesson plans that include:</p> <ul style="list-style-type: none"> a. Multiple readings by the teacher of one or two narrative or interesting expository texts with emphasis on developing oral vocabulary and opportunities for students to hear, use, reflect on, and discuss the meanings of the target words b. Weekly oral pre- and post-assessments on new words c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words using language that is known by students d. Opportunities for students to use words in individual and group responses over time and in different contexts e. Suggestions for periodic review and extended use of the words beyond the instructional time 	Calle de la Lectura a. See <i>Lecturas en voz alta para el desarrollo del vocabulario</i> Narrative: K: 7-10 1: 17-19 2: 41-44 3: 48-47 Expository: K: 11-13 1: 15-16 2: 34-36 3: 42-44 b. See <i>Programa intensivo de vocabulario Guía del maestro:</i> K: 194, 196, 198, 200, 201 1: 242, 244, 246, 248-249 2: 18, 20, 22, 24-25, 3: 18, 20, 22, 24-25, 128-129 c. See <i>Lecturas en voz alta para</i>				

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	<i>el desarrollo del vocabulario</i> Narrative: K: 7-10 1: 17-19 2: 17-19 3: 36-38 d. See <i>Programa intensivo de vocabulario Guía del maestro</i> K: 10, 13-17 1: 3, 7-9, 2: 18, 19, 24, 25 3: 3, 5, 10, 11, e. See <i>Programa intensivo de vocabulario Guía del maestro</i> K: 17, 201 1: 9, 249 2: 25, 129 3: 21, 71 Teacher’s Editions Concept Talk, the first page of each day’s instruction, K-3: 1.5: 18a 3.3: 388l				

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<p><i>Reading Intervention Kit, Grades One Through Three</i></p> <p>20. The reading intervention kit is a classroom kit that provides sets of strategic intervention materials, one set for each of the five key technical skill domains of beginning reading, for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students in grades one through three who need reteaching and practice in one or more of the technical skill domains. In particular, the lessons in the kit provide targeted instruction in one or more of the English–language arts content standards taught in a previous grade(s) that may not have been mastered. The instructional strategies incorporated in these sets of materials should be consistent with those used in the basic program.</p>	<p>Calle de la Lectura See the Table of Contents and Overview pages of the <i>Programa de intervención, Guía del maestro para la conciencia fonémica:</i> iii-v, vi-vii.</p> <p><i>Cuaderno del maestro y decodificación, Guía del maestro:</i> iii-v, vi-vii.</p> <p><i>Cuaderno de fluidez en la lectura, Guía del maestro:</i> iii-v, vi-vii</p> <p><i>Cuaderno de vocabulario, Guía del maestro:</i> iii-v, vi-vii</p> <p><i>Cuaderno de comprensión,</i></p>	<p>Calle de la Lectura <i>Guía del maestro para la conciencia fonémica:</i> 2-3, 8-9, 22-23, 102-103, 160-161, 176-177</p> <p><i>Cuaderno de fonética y decodificación, Guía del maestro:</i> 14-15, 107-109, 110-111, 131-133, 188-190</p> <p><i>Cuaderno de fluidez en la lectura, Guía del maestro:</i> 2-3, 26-27, 96-97, 124-125, 174-175</p> <p><i>Cuaderno de vocabulario, Guía del maestro:</i> 6, 11, 13-15, 37, 46, 66, 80, 100-101, 146-147,</p>			

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	<i>Guía del maestro:</i> iii-v, vi-vii	190-191 <i>Cuaderno de comprensión, Guía del maestro:</i> 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 187-188, 237-238, 256-257			
21. The kit includes teacher and student editions that provide materials for instruction in the following beginning technical skills in reading as defined by the English–language arts content standards in kindergarten through grade three: a. Phonemic awareness and phonological awareness b. Phonics and decoding c. Oral reading fluency d. Vocabulary (including those words taught in grades one through three of the basic program) e. Reading comprehension skills	Calle de la Lectura See the Table of Contents and Overview pages of the <i>Programa de intervención, Guías del maestro:</i> a. <i>Guía del maestro para la conciencia fonémica</i> iii-v, vi-vii b. <i>Cuaderno de fonética y decodificación, Guía del maestro</i> iii-v, vi-vii c. <i>Cuaderno de fluidez en la lectura, Guía del</i>	Calle de la Lectura Individual lesson pages: a. <i>Guía del maestro para la conciencia fonémica:</i> 2-3, 8-9, 22-23, 102-103, 160-161, 176-177 b. <i>Cuaderno de fonética y decodificación, Guía del maestro:</i> 14-15, 107-109, 110-111, 131-133, 188-190 c. <i>Cuaderno de fluidez en la lectura, Guía del maestro:</i> 2-3,			

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	<i>maestro</i> iii-v, vi-vii d. <i>Cuaderno de vocabulario, Guía del maestro</i> iii-v, vi-vii e. <i>Cuaderno de comprensión, Guía del maestro</i> iii-v, vi-vii	26-27, 96-97, 124-125, 174-175 d. <i>Cuaderno de vocabulario, Guía del maestro</i> : 6, 11, 13-15, 37, 46, 66, 82, 100-101, 146-147, 190-191 e. <i>Cuaderno de comprensión, Guía del maestro</i> : 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 187-188, 237-238, 256-257			
22. The kit contains five sets of technical skills materials. Each set of materials includes a minimum of 90 lessons, each lasting 15 minutes, that are designed for explicit, sequential, and systematic instruction. Each set also provides a periodic progress-monitoring assessment for determining attainment of the skill or skills taught.	Calle de la Lectura See the Table of Contents, Overview, and Assessment pages for the <i>Programa de intervención, Guías del maestro</i> <i>Guía del maestro para la conciencia</i>	Calle de la Lectura See individual lessons: <i>Guía del maestro para la conciencia fonémica</i> : 2-3, 8-9, 22-23, 102-103, 160-161, 176-177 <i>Cuaderno de fonética y decodificación,</i>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><i>fonémica</i>: iii-v, vi-vii, 193-216</p> <p><i>Cuaderno de fonética y decodificación, Guía del maestro</i>: iii-v, vi-vii, 293-314</p> <p><i>Cuaderno de fluidez en la lectura, Guía del maestro</i>: iii-v, vi-vii, 191-208</p> <p><i>Cuaderno de vocabulario, Guía del maestro</i>: iii-v, vi-vii, 203-260</p> <p><i>Cuaderno de comprensión, Guía del maestro</i>: iii-v, vi-vii, 262-330</p>	<p><i>Guía del maestro</i>: 14-15, 107-109, 110-111, 131-133, 188-190</p> <p><i>Cuaderno de fluidez en la lectura, Guía del maestro</i>: 2-3, 26-27, 96-97, 124-125, 174-175</p> <p><i>Cuaderno de vocabulario, Guía del maestro</i>: 6, 11, 13-15, 37, 46, 66, 82, 100-101, 146-147, 190-191</p> <p><i>Cuaderno de comprensión, Guía del maestro</i>: 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 187-188, 237-238, 256-257</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>23. The same classroom kit for grades one through three is acceptable.</p> <p>Note: Criterion statements #24 and #33-36 are in the beginning of Program Description, following #1.</p>	<p>Calle de Lectura <i>Programa de intervención, Exámenes de ubicación, Cómo interpretar los resultados: 6, 8, 12, 14.</i></p>	<p>Calle de Lectura <i>Programa de intervención, Exámenes de ubicación, Hoja de resultados de Fonética y decodificación: 16 Hoja de resultados de Comprensión: 18</i></p>			
<p>37. ELD instruction is consistent with the <i>English–Language Arts Content Standards, English–Language Development Standards, and Reading/Language Arts Framework</i>; provides one hour of daily instruction to assist English learners in acquiring proficiency in English; and ensures student mastery of the standards.</p>	<p>Calle de Lectura See <i>Language Central</i> program description</p>				
<p>27. The English-language development (ELD) instructional materials are consistent with and connected to the basic program and aligned to the <i>English–Language Arts (ELA) Content Standards, English–Language Development (ELD) Standards and Reading/Language Arts Framework</i>. Materials shall demonstrate alignment to the ELA and ELD standards through the State Board of Education-approved correlation matrices developed under Senate Bill</p>	<p>Language Central See ELA/ELD standards correlation matrices (K–3).</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1113. (See the ELA/ELD Standards Correlation Matrices on the CDE Web site at http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp .) For additional guidance, see the “Universal Access” sections under “English Learners” for each grade in Chapters 3 and 4.					
28. ELD instructional materials must include the following features: a. Lessons address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels. b. Teacher edition and student materials are focused and efficient to ensure English learners acquire proficiency in English as quickly and effectively as possible. c. Additional ELD instructional support is given to English learners (beyond the basic program) for one hour daily. d. The one hour of daily instruction may be presented in smaller segments or lessons. For example, programs may provide daily instruction that includes two to four lessons that total one hour per day.	Language Central a. See <i>Language Central</i> TE daily Leveled Support sections. <i>Language Central</i> 2 TE: Leveled Support 146 b–d. See <i>Calle de la Lectura</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions				
29. The ELD materials are designed to ensure students’ mastery of the English–language arts content standards and include the following features:	Language Central a–b. See <i>Calle de la Lectura</i> and <i>Language</i>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>a. Instructional materials are connected to, and consistent with, the unit or theme of the basic program.</p> <p>b. Materials include instruction, practice, review, and application that lead to students’ acquisition of English.</p> <p>c. Instructional materials will allow opportunities for students to read, write, and discuss expository text.</p>	<p><i>Central</i> program descriptions. <i>Language Central</i> represents additional hour of ELD instruction.</p> <p>c. See <i>Language Central</i> TE Day 1 passages and Day 5 Produce Language. <i>Language Central</i> 1 TE: 125 1 TE: Produce Language 129</p>				
<p>30. These ELD materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty, including:</p> <p>a. Phonemic awareness and phonics</p> <p>b. Oral reading fluency</p> <p>c. Word recognition and spelling</p> <p>d. Vocabulary and morphology</p> <p>e. Grammar and usage</p>	<p>Language Central</p> <p>a. K TE: Phonemic Awareness 100 1 TE: Word Workshop 81a</p> <p>b. 1 TE: Fluency Focus 119a</p> <p>c. 1 TE: Word Workshop 111a</p> <p>d. 1 TE: Oral</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>f. Listening and reading comprehension</p> <p>g. Sentence structure (aligned with narratives, reading passages, and writing assignments)</p> <p>h. Speaking and writing</p>	<p>Vocabulary Routine, Build English Language 80, 1 Word Cards 93–98</p> <p>e. 3 SE/TE: Grammar 156</p> <p>f. 2 SE/TE: Comprehension 133/Picture It PI•8</p> <p>g. 1 SE/TE: Language Workshop 184</p> <p>h. See <i>Language Central</i> TE Day 1–5 Daily Table Talk and Produce Language sections: 3 TE Daily Table Talk, Produce Language 106-111 3 TE Weekly Practice 106c-106d</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>31. ELD materials provide formal linguistic instruction, practice, and opportunities for application, including:</p> <ul style="list-style-type: none"> a. Survival vocabulary and language, including but not limited to obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Skills that are transferable from students' primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English e. Oral language development 	<p>Language Central</p> <ul style="list-style-type: none"> a. K-2 Newcomer: SE 1-11, 32-35 b. K-2 Newcomer SE: 1-11, 32-35 b. 1 TE Transfer and Misconceptions: 106c-106d; 2 TE Transfer and Misconceptions: 98c -98d c. 3 TE: 100-101 d. K-2 Newcomer SE: 60-63; PB: 5, 17; TE PB5; 2 TE: 189a and 189b e. 3 SE Talk About It: 63; 3 TE Daily Table Talk: 63 				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>32. The ELD teacher’s guide shall include the following:</p> <ul style="list-style-type: none"> a. Background information for teachers regarding the various profiles of English learners, including but not limited to newly arrived, long-term, older learners b. Flexible grouping options c. Language transfer issues d. Appropriate strategies for English learners <p>Note: Criterion #33-36 are at the beginning.</p>	<p>Language Central</p> <ul style="list-style-type: none"> a. K–3 TE: EL Profiles xiv-xv b. 3 TE: Leveled Support, Language Workshop 76; 3 TE: Weekly Practice 74c c. 3 TE: Weekly Practice (Base Words and Endings) 36c d. 2 TE: Leveled Support 122 				

SECTION II: CRITERIA

Category 1: Alignment with English–Language Arts Content Standards

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

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
1. Instructional materials as defined in <i>Education Code</i> Section 60010(h) are designed to ensure that all students master each of the English–language arts content standards.	Calle de la Lectura See K-3 ELA Standards Maps				
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	Calle de la Lectura See K-3 ELA Standards Maps.				
3. Instructional materials incorporate the content described in Appendix 9-A, Matrix 3, Appendix 9-B, and Appendix 9-C, Tables 1 and 2.	Calle de la Lectura See K-3 ELA Standards Maps.				
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code</i> Section 44757.5(j).	Calle de la Lectura The program is based on current research, as defined by the Education Code, drawing from the National Reading Panel report and				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	research conducted by the author team.				
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	Calle de la Lectura See K-3 ELA Standards Maps.				
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under “Writing”).	Calle de la Lectura Teacher’s Editions: 1.1: 17c-17d 1.3: 121a 2.1: 133c-133d 2.4: 85a, 112f				
7. The <i>English–Language Arts Content Standards and Reading/Language Arts Framework</i> form the basis of the instructional materials. Extraneous materials not aligned to these content standards must be minimal and not detract from instruction.	Calle de la Lectura Every effort has been made to focus strictly on the ELA content standards, with appropriate modifications for the Spanish language.				
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.	Calle de la Lectura Every effort has been made to keep instruction				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	focused and avoid extraneous material.				
9. Instructional materials use proper grammar and spelling (<i>Education Code Section 60045</i>).	Calle de la Lectura Every effort has been made to use proper grammar and spelling in the materials.				
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.	Calle de la Lectura Materials have undergone fact checking and careful editing.				
11. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company’s name, the only name to appear on a cover and title page shall be the actual author or authors.	Calle de la Lectura Only actual program authors are named.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
12. Publishers must indicate in teacher materials all program components necessary to address all English–language arts content standards for each grade level.	Calle de la Lectura Teacher’s Editions, Day at a Glance Materials in all grades: K.3: 354 2.3: 304l	Calle de la Lectura Teacher’s Editions, the first volume of each grade: v (blind folio)			
Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following program areas: <i>Phonemic Awareness</i> 13. Instructional materials for kindergarten through grade two must be taught comprehensively and as a sequence of skills in the grade levels as described in the English–language arts content standards.	Calle de la Lectura Skills Overview Teacher’s Editions pages. 2.2: 162a-162b 2.3: 302a-302b Phonemic Awareness Teacher’s Editions pages. 2.2: 244n 2.3: 390n	Calle de la Lectura Skills Overview; 2.4: 22a-22b Phonemic Awareness 1.1: 16n			
<i>Phonics and Decoding</i> 14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.	Calle de la Lectura Skills Overview Teacher’s Editions pages: 1.1: 14a-14b 1.2: 14a-14b 1.3: 14a-14b 1.4: 14a-14b 1.5: 14a-14b				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	<p>Calle de la Lectura Build or Blend Word sections of the Teacher’s Editions. 2.1: 124c 2.2: 218p</p> <p>See also Grade K Blend Words.</p>	<p>Calle de la Lectura 2.4: 56o</p>			
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	<p>Calle de la Lectura Build or Blend Word sections of the Teacher’s Editions. 1.1: 36p 1.3: 76e 1.4: 80p</p> <p>For K, see the Practice Stations found in Teacher’s Editions. K.4: 148 K.6: 146</p>	<p>Calle de la Lectura Additional Practice in grades 1-3, see <i>Cuaderno de fonética y decodificación: Guía del maestro</i> of the Intervention Kits</p> <p>For additional help in K using Elkonin Boxes, see the <i>Tapetes de fonética</i> Package.</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p><i>Oral Reading Fluency and Word Attack Skills</i></p> <p>17. Instructional materials emphasize oral reading decoding fluency and the skills of word recognition, reading accuracy, and prosody. Programs offer strategies for increasing oral fluency rates with adequate daily materials of increasing difficulty.</p>	<p>Calle de la Lectura Decodable Book pages, Fluency, Fluent Word Reading Routines, and Monitor Progress pages in Teacher’s Editions. 1.1: 16r-16s, 20d, 33b, 34g 1.2: 70r-70s, 74d, 87b, 88g 1.4: 104r -104s, 108d, 129a, 130g</p> <p>Reading Materials: 1.1: 20-29 1.2: 74-83 1.4: 108-123</p>	<p>Calle de la Lectura 1.2: 16r-16s, 20d, 39a,40g 1.3: 74r-74s, 78d, 95b; 96g 1.5: 116r -116s, 120d, 141a, 142g</p> <p>Reading Materials: 1.2: 20-33 1.3: 78-91 1.5: 120-135</p>			
<p>18. Oral reading materials include instruction in word reading, practice on increasingly difficult passages, and assessments on this instruction and practice in grades one through six and grades six through eight (as needed).</p>	<p>Calle de la Lectura Fluency and Check Fluency pages in Teacher’s Editions. 3.1: 56p, 81a 3.3: 366p, 387b 3.5: 216p, 243b</p>	<p>Calle de la Lectura See Fluency and Check Fluency pages in TE. 3.2: 174p, 199a 3.4: 26p, 51b 3.6: 332p, 361a</p> <p>See Monitor</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	<p>See Monitor Progress pages in the Teacher's Editions, including Fluency and Comprehension, with Weekly and Unit Tests. 3.1: 81o 3.3: 387p 3.5: 243p</p> <p>See story selections in TE: 3.1: 64-65 3.3: 374-375 3.5: 224-225</p>	<p>Progress pages in the TE, including Fluency and Comprehension, with Weekly and Unit Tests. 3.2: 199o 3.4: 51p 3.6: 361o</p> <p>See story selections in TE: 3.2: 184-185 3.4: 36-37 3.6: 342-343</p>			
19. Student materials include opportunities for daily oral reading fluency practice	<p>Calle de la Lectura For daily references to fluency at every grade, see Teacher's Editions, e.g., 1.3: 16r-16s, 18g-18h, 35a, 39a, 40g</p>	<p>Calle de la Lectura See CA <i>Nuevas lecturas para la fluidez y la comprensión</i>. Teacher's Editions: 2.2: 191f</p> <p>The 90 <i>Libritos del contenido</i> at each grade can also be used.</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p><i>Decodable Books</i></p> <p>20. Sufficient pre-decodable and decodable texts are included at the early stages of reading instruction to allow students to develop automaticity and practice fluency. Those materials in the program designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.</p>	<p>Calle de la Lectura All grades, K-3, have pre-decodable and/or decodable books that are 75-80% decodable and have 100% potential for accuracy. Each book uses only previously taught high-frequency words and focuses on the phonics element(s) of the week.</p>				
<p>21. 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>Calle de la Lectura See last page of each Decodable Book (<i>Librito de fonética</i>)</p>				
<p>22. <i>Sufficient</i> is defined as the following:</p> <p>a. Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning,</p>	<p>Calle de la Lectura a. K: 18 pre-decodable books with high-</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p>high-frequency words usually coupled with a rebus).</p> <p>b. Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.</p> <p>c. First grade—Two books per sound-spelling totaling a minimum of 8,000 words of decodable text over the course of a year.</p> <p>d. Second grade—Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction.</p> <p>(e. Applies to intervention programs)</p>	<p>frequency words and rebuses</p> <p>b. K: 36 decodable books, 1 per week for each phonics skill</p> <p>c. 1: 151 decodable books, 4+ per week, 2 for each phonics skill.</p> <p>d. 2: 60 decodable books, 2 per week for each phonics skill</p>				
<p><i>Spelling</i></p> <p>23. Instructional materials link spelling with decoding as reciprocal skills. Spelling lessons are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the English–language arts content standards. Spelling rules are explicitly taught with practice focused on patterns of words and sound-letter associations.</p>	<p>Calle de la Lectura Skills Overview pages for each unit on individual Phonics and Word Analysis pages in Teacher’s Editions. 3.1:24a-24b 3.2:172a-172b 3.3:310a-310b</p>	<p>Calle de la Lectura 3.5:190q</p> <p>Additional supporting material found in the <i>Notas breves</i> sidebars of Phonics and Spelling Teacher’s Editions pages. 1.1: 58o</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	3.4: 24a-24b 3.5: 162a-162b 3.6: 308a-308b				
<p><i>Vocabulary</i></p> <p>24. The program provides direct, explicit, and systematic instruction and opportunities for student practice and application in key vocabulary connected to reading and writing instruction, including academic vocabulary from the history–social science and science content standards that are addressed in the basic program.</p>	<p>Calle de la Lectura See Oral Vocabulary Teacher’s Editions pages. 3.3: 366m, 370b, 378b, 386b, 387j</p> <p>Reading/Writing is found on Writing (Daily) and Comprehension (or Quick Notes) Teacher’s Edition pages. 3.3: 366r, 376-377, 377d, 387d, 387r</p> <p>History-Social Science and Science vocabulary in the Teacher’s Editions. 3.3: 386-387, 387v</p>	<p>Calle de la Lectura Systematic Instruction with practice. 3.1:108m, 112b, 124b, 136b, 139i</p> <p>Vocabulary connected to reading and writing. 3.1:113a-113b, 123d, 124d</p> <p>Academic vocabulary including History-Social Science and Science 3.1: 136-139</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.	Calle de la Lectura See Skills Overview and Monitor Progress pages in Teacher’s Editions. K.2: viii-ix; x-xi K.4: viii-ix; x-xi	Calle de la Lectura K.3: viii-ix, x-xi			
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	Calle de la Lectura See Academic Language found under <i>Notas breves</i> (Quick Notes). Student materials are found in <i>Cuadernos de práctica y repaso</i> (Practice Books) Charts, Posters, and Transparencies, see Teacher’s Editions pages. K.1: 218, 242, 256, 265 (<i>Cuaderno de práctica y repaso</i> 37, 39, Poster 2) K.4: 152, 176,	Calle de la Lectura K.6: 82, 106, 120, 129 (<i>Cuaderno de práctica y repaso</i> 17,19, Poster 5)			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	190, 199 (<i>Cuaderno de práctica y repaso</i> 27, 29, Poster 8)				
27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.	Calle de la Lectura See Amazing Words pages in Teacher’s Editions. 1.2: 90m, 90t, 92b, 94a, 94b, 112b, 116a, 116b, 117c	Calle de la Lectura Also see High Frequency Words in Teacher’s Editions. 1.3: 44–45, 45e, 46e, 70f, 72c, 72d, 72e			
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	Calle de la Lectura See <i>Busca en línea, Recursos digitales</i> , Homework, and More Practice sections in the Teacher’s Editions and Teaching Guides Amazing Words sections (AD, A, or PA pages), 2.2: 244h-244i, 244p (<i>Cuaderno de práctica y repaso</i> 2.1: 105),	Calle de la Lectura 2.5: 176-177. 201a (Practice Book 2.2: 84)			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	244q; 247a, (Cuaderno de práctica y repaso 2.1:107) 246-247 (AD100), 268b (PA-4)				
29. The program provides instruction designed to foster students’ word consciousness and self-monitoring in attending to unknown words.	Calle de la Lectura See Strategic Reading, Monitor and Clarify, Strategy Self-Check in Teacher’s Editions. 2.2: 167b, 168-169, 172-173, 18-183, 186-187	Calle de la Lectura See also Strategic Reading, Word Meaning, Vocabulary Skill in the Teacher’s Editions. 2.5: 196e, 196-197, 240-241, 242-243, 253a			
30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following areas: a. Classification of grade-appropriate words into categories b. Word-learning strategies c. Word meaning, including the relationship and association of words to other words In addition, in grade two, the materials	Calle de la Lectura a. See Vocabulary Skill lessons on classifying in the Teacher’s Editions. 1.1: 95b, 115b 1.2: 35b, 111b 1.5: 109b b. See Word Work lessons on Suffixes in the Teacher’s Editions.	Calle de la Lectura a. See Listening Comprehension, Skills in Context, TTW for Classify/ Categorize in Teacher’s Editions. 1.3: 75a–75b, 86–87, 88–89, 92a, 92–93, 112–113, 121a–121b, 126–127, 140a, 140–141			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
provide instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words	<p>1.4: 106d–106e, 106g–106h, 108f 1.5: 18d, 18e, 18f, 18g-18h, 20f See also Research: Pictionary and Vocab. Skill: Dictionary/ Glossary or Context Clues in the Teacher’s Editions. 1.P: 57d 1.1: 77f 1.3: 141b 1.4: 45b, 125b, 157b 1.5: 201b c. See Vocabulary Skills: Synonyms or Compound Words in Teacher’s Editions. 1.3: 69b 1.4: 73b, 99b 1.5: 41b, 169b 2.1: 71a, 99a</p>	<p>1.4: 64–65 b. See Word Work lessons on Compound Words in TE. 1.4: 132o–132p, 132r–132s, 136d, 160c c. See Vocabulary Skill: Antonyms in the Teacher’s Editions. 1.1: 135b 1.2: 165b 1.3: 35b 1.4: 187b See Word Work in Teacher’s Editions. 2.5: 174n-174o</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p>31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for student practice and application in the following areas:</p> <p>a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations</p> <p>b. Word meaning including the relationship and association of words to other words</p> <p>c. Phonological, morphological, syntactical, and semantic structures of English</p> <p>d. Identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases, beginning in grade eight</p> <p>e. Key academic vocabulary with grade-</p>	<p>Calle de la Lectura a. See Build Vocabulary pages in Teacher’s Editions: 3.2: 175c, 176-177, 227c, 255c 3.4: 79c, 80-81, 103c b. See Selection Vocabulary pages in Teacher’s Editions: 3.3: 313b, 389b, 417b c. See Word Strategy pages in Teacher’s Editions. 3.4: 78n-78o, 82c, 90c d. 2010 CA Pearson Program covers grades K-3 e. See Skills Overview pages Amazing Words section of Teacher’s Editions. 3.3: 310a-310b</p>	<p>Calle de la Lectura a. 3.3: 313c, 389c, 417c b. 3.2: 175b, 227b, 255b c. 3.2: 282n-282q d. <i>Pearson California Calle de la Lectura</i> covers grades K-3 e. 3.2: 172a-172b f. 3.5: 271b, 271c, 272-273, 275b, 287e, 288d, 297b-298, 303i, 303j, 303l, 307b g. 3.3: 328-329, 396-397, 434-435</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p>level expectations</p> <p>f. Use of new and previously taught academic vocabulary in reading, writing, listening, and speaking activities and multiple exposures to key academic vocabulary through periodic review and distributed practice of previously taught academic words through guided practice, independent practice, and application (with teacher feedback)</p> <p>g. Word-learning strategies and skills</p>	<p>f. Multiple exposure is found on Build Vocabulary, Selection Vocabulary, Daily Writing, Think, Talk and Write, Check Vocabulary, Review and Reread, and Monitor Progress pages in Teacher’s Editions. 3.4: 53b,53c, 54-55, 57b, 65e, 71b-72, 74d, 77i, 77j, 77l, 77o g. See Word Meaning and Decoding Words sections in Teacher’s Editions. 3.2:184-185, 186-187, 232-233, 262-263, 270-271</p>				
<p><i>Expository Texts and Reading Selections</i></p> <p>32. In the interest of promoting the efficiency of instruction for kindergarten through grade three, content standards in history–social</p>	<p>Calle de la Lectura For K, see Big Books or Trade Books, for</p>	<p>Calle de la Lectura History-Social Science: K.3: Big Book</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
science and science (Appendix 9-B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students or that students read.	grades 1-3 see Student Edition’s. For History-Social Science Student Edition’s: K.3: Big Book <i>Antes y ahora</i> 2.2: 196-211 For Science Student Edition’s: K.6: Trade Book <i>Las hormigas y sus hormigueros</i> 2.4: 88-105	<i>La visita de George Washington</i> 2.5: 180–193 Science: K.2: Big Book <i>Las flores</i> 2.3: 418-438			
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history–social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates education principles and concepts for the environment that are consistent with grade-	Calle de la Lectura For K, see Big Books or Trade Books, for grades 1-3 see Student Editions. K.4: Big Book <i>Si pudieras ir a la Antártida</i> 3.1: 114-133 Vocabulary Skills see	Calle de la Lectura K.6: Big Book <i>Castores constructores</i> 3.3: 394–409 Comprehension, writing, and vocabulary standards: K.6: 162, 168-169,170 3.3: 430d-435a, 417b-417c,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
level standards and the unit/ theme design, as required in <i>Public Resources Code</i> Section 71301(d)(1).	Teacher's Editions. K.2: 300, 321-322, 308 3.1: 133a, 109b, 135-135b History-Social Science, Science, or Math standards see Teacher's Editions. K.2: 309 3.1: 136-139	429d-429e History-Social Science, Science, or Math K.6: 202 3.3: 440-441			
34. Reading selections, both those read to students and those that students read, are of high quality, and are interesting, motivational, multicultural, and age-appropriate for students.	Calle de la Lectura See following stories in Student Editions; also see Table of Contents all grades in Teacher's Editions. K.1: Big Book <i>La música de Violeta</i> 1.2: 20-33 2.3: 264-382 3.1: 32-49	Calle de la Lectura K.5: Big Book <i>Rin, rin, rin do, re, mi</i> 1.4: 136-155 2.5: 180-193 3.5: 276-297			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p><i>Writing</i></p> <p>35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.</p>	<p>Calle de la Lectura See Writing lesson in Student Editions, Teacher’s Editions. 3.1: 59b-59c, 69d-69e, 77-77b, 81b-81c, 81p-81q</p>	<p>Calle de la Lectura See Writing lesson Student Editions, Teacher’s Editions. 3.2: 285b-285c, 295d-295e, 301-301b, 305b-305c, 309c-309d</p>			
<p>36. Instructional materials include high-quality literature and informational text at all grade levels that serve as strong models of writing and reinforce the reciprocal relationship between reading, vocabulary, and writing as well as listening and speaking.</p>	<p>Calle de la Lectura See selections in Student Editions, Teacher’s Editions. 1.2: 94g, 94–109, 109a, 110a, 110–111</p>	<p>Calle de la Lectura See selections in Student Editions, Teacher’s Editions. 1.4: 20g, 20–43, 43a, 44a, 44–45</p>			
<p>37. Teacher editions and student materials are aligned with the specific types of writing required by the standards at each grade level, including descriptive writing, narrative, responses to literature, persuasive compositions, research reports, technical documents, and documents related to career development, as appropriate to grade level. When specific genres appear at</p>	<p>Calle de la Lectura See Standards Maps. See Writing lessons in Student Editions, Teacher’s Editions. 2.4: 85b–85c,</p>	<p>Calle de la Lectura See Standards Maps. See Writing lessons in Student Editions, Teacher’s Editions. 2.6: 447a–447b,</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
multiple grade levels, the expectations, direct instruction, and assignments progress in breadth, depth, and sophistication as specified by grade-level standards.	105c–105d, 107b–107c, 111b–111c, 112, 112-113–113a	465d–465e, 467b, 471b–471c, 472, 472-473–473b			
38. Instructional materials provide strategies for teachers to develop students’ academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.	Calle de la Lectura See Vocabulary lesson in the Teacher’s Editions. 2.4: 83b-85	Calle de la Lectura See Vocabulary lesson in the Teacher’s Editions. 2.6: 353b-355			
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to such terms as narrative, exposition, and persuasion. Instruction in academic vocabulary will also include literary terms such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.	Calle de la Lectura 1.1: 17c–17d, 18–19, 19a–19b, 20g, 22–23, 24–25, 31c–31d, 33c–33d, 34f, 34–35, 35a	Calle de la Lectura 1.4: 81c–81d, 82–83, 83a–83b, 84g, 96–97, 99c–99d, 101c–101d, 102f, 102–103, 103a			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts, related to these two reciprocal reading and writing elements of lessons, that support students as they actively use the academic language associated with the genre being studied.	Calle de la Lectura 2.2: 275c–275d, 293d–293e, 295b–295c, 299b–299c; 300–301a	Calle de la Lectura 2.4: 117b–117c, 135d–135e, 137b–137c, 141b–141c, 142-143–143a			
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.	Calle de la Lectura 1.2: 73b, 85c, 87d, 89a	Calle de la Lectura 1.4: 19b, 45c, 47d, 49a			
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.	Calle de la Lectura G3 CA <i>Exámenes de las unidades: Guía del maestro: M7</i> G3 CA Examen de la unidad 1: p. 13	Calle de la Lectura G3 CA <i>Exámenes de las unidades: Guía del maestro: M7</i> G3 CA Examen de la unidad 2: p. 13			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p>43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:</p> <ul style="list-style-type: none"> a. Sentence fluency b. Sentence variety c. Paragraph and essay structure, organization, and coherence d. Word choice 	<p>Calle de la Lectura See Language Arts/Writing Lessons in Student Editions, Teacher’s Editions, <i>Cuaderno de práctica de escritura y gramática.</i> a. 1.1: 73d, 77b–77c b. 2.5: 315c, 319b–319c, 320, 320–321 2: <i>Cuaderno de práctica de escritura y gramática:</i> 13–20 c. 3.6: 438–439b; RA19, RA43 d. K.6: 88, 100, 124, 132</p>	<p>Calle de la Lectura See Language Arts/Writing Lessons in Student Editions, Teacher’s Editions, <i>Cuaderno de práctica de escritura y gramática.</i> a. 1.4: 45d, 47c–47d b. G2 <i>Cuaderno de práctica de escritura y gramática:</i> 170–171 c. 3.4: 45–45b 3: <i>Cuaderno de práctica de escritura y gramática:</i> 154, 156, 158 d. K.6: 183</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p>44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:</p> <p>a. Instruction in a full range of text structures including writing to describe and explain objects, events, and experiences</p> <p>b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material</p> <p>c. Instruction and practice in writing technical documents and documents related to career development, as appropriate to grade level</p> <p>d. Instruction in the components and unique features of each writing application</p> <p>e. Instruction in the use of grade-appropriate, standards-aligned rubrics for each application</p> <p>f. Models of the production of each application through teacher write-aloud</p>	<p>Calle de la Lectura See Standards Maps.</p> <p>See Writing lessons in Student Editions, Teacher’s Editions.</p> <p>a. K.3 360, 374, 406</p> <p>b. 3.1: RA18-RA19, RA30-RA31, RA42-RA43, RA54-RA55, RA66-RA67</p> <p>c. 2.3: 333c–333d, 353c–353d, 355b–355c, 357c–357d, 358–359a</p> <p>d. 1.1: 81c–81d</p> <p>e. 3.6: 331r</p> <p>f. 1.2: 85c, 88–89</p> <p>g. 2.5: 263c, 283d,</p>	<p>Calle de la Lectura See Standards Maps.</p> <p>See Writing lessons in Student Editions, Teacher’s Editions.</p> <p>a. K.4 23</p> <p>b. 3.6: 389b-389c, 401c-401d, 411-411b, 413c-413d, 413q-413r</p> <p>c. 2.5: RA18–RA19, RA30–RA31, RA42–RA43, RA54–RA55, RA66–RA67</p> <p>d. 1.2: 71c–71d</p> <p>e. 3.5: 307d</p> <p>f. 1.1: 31c, 34–35</p> <p>g. 2.4: RA19, RA31, RA43, RA55, RA67</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<p>opportunities or opportunities to analyze writing models provided in the materials</p> <p>g. Scaffolding that leads students into independent grade-level writing through timely and explicit feedback</p> <p>h. Guidance for students through frequent opportunities to review progress using application-specific rubrics</p> <p>i. Assessment of students' ability to meet the grade-level writing application standards, using application-specific prompts</p>	<p>285b, 289c, 291a</p> <p>h.</p> <p>1.2: 145d, 167d, 168–169, 169a</p> <p>i.</p> <p>1.4 103a</p>	<p>h.</p> <p>1.1: 17d, 33d, 34–35, 35a</p> <p>2.4: RA67</p> <p>3.3: 415q</p> <p>i.</p> <p>1.1 139a</p>			
<p>45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.</p>	<p>Calle de la Lectura See Student Editions, Teacher’s Editions. 2.5: 265c–283d, 266–283, 285e</p>	<p>Calle de la Lectura See Student Editions, Teacher’s Editions. 2.5: 284, 284g</p>			
<p>46. Instructional materials include direct, explicit, and systematic instruction and opportunities for student practice of the written and oral English language conventions, comprehension skills, and literary response and analysis at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i>.</p>	<p>Calle de la Lectura See Standards Maps. See Student Editions, Teacher’s Editions. 1.1: 17e, 19c,</p>	<p>Calle de la Lectura See Standards Maps. See Student Editions, Teacher’s Editions. 1.1: 56f, 118f</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
	31e, 33e, 34–35, 101a–101b, 101f, 110–111, 114a, 114–115, 115f, 117a, 118e 1.2: 42f 1.3: 72f 1.4: 78f	1.2: 40f 116f, 91a–91b, 91c–91d, 91f, 93a–93b, 96–97, 102–103, 106–107, 110a, 110–111, 111c–111d, 111f, 115b–115c, 115e, 116e, 116f, 117b 1.3: 40f, 144f 1.4: 48f 1.5: 51e, 53c, 73e, 79e, 80–81			
47. Instructional materials include direct, explicit, and systematic instruction, student practice, and application in identifying and using comprehension skills at the appropriate grade level as defined in the <i>English–Language Arts Content Standards</i> .	Calle de la Lectura See Standards Maps. 2.5: 1•2, 295a, 296–297, 297c–313a, 314e, 314g	Calle de la Lectura See Standards Maps. See Practice Books. 2: Practice Book (Book 2): 117, 118, 121			
48. Instructional materials include direct, explicit, and systematic instruction; student practice; and identification of the structural features of literature and expository materials and use of literary elements of text at the appropriate grade levels as defined in the <i>English–Language Arts Content</i>	Calle de la Lectura See Standards Maps. See Student Editions, Teacher's Editions.	Calle de la Lectura See Standards Maps. See Student Editions, Teacher's Editions.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
<i>Standards.</i>	1.5: 20l, 20–21, 24–25, 28–29, 36–37, 38–39, 40a, 40–41, 48f	1.4: 84g, 96–97, 100g			
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	Calle de la Lectura See Writing Lessons in Student Editions, Teacher’s Editions 2.4: 142–143 2.5: 200-201	Calle de la Lectura See Writing Transparencies 2: Writing Transparency 19C 2: Writing Transparency 21C			
50. The program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.	Calle de la Lectura See Writing Lessons and Think, Talk, and Write in Student Editions, Teacher’s Editions. 3.6: 365b-365c, 375d-375e, 381b-382, 383-383b, 385c-385d, 385q-385r	Calle de la Lectura See Writing Lessons and Think, Talk, and Write in Student Editions, Teacher’s Editions. 3.2: 285b-285c, 295d-295e, 299a-300, 301-301b, 305b-305c, 309c-309d			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Secondary	Y	N	
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.	Calle de la Lectura See: Writing lesson in the Teacher's Editions. K.6: 156-158, 168-170, 183-184, 192-193, 200-201	Calle de la Lectura See: Writing lesson in the Teacher's Editions. K.6: 156			

Category 2: Program Organization

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

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Scope and sequence align with English– language arts content standards and strands, although within each grade level the standards and the strands do not have to be addressed in a particular order.	Calle de la Lectura See the K-5 Scope and Sequence in books <i>Bienvenidos</i> (Welcome Books), K-3: K: 175-187				
2. Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.	Calle de la Lectura Structure is consistent within and across grades. See Teacher’s Editions: 1.5: 16l-17f 2.3: 414l-415f	Calle de la Lectura See books <i>Bienvenidos</i> K-3: Routine Cards			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.	Calle de la Lectura See Teacher’s Editions: 1.5: 16n-16s, 16-17, 17a-17e 2.3: 414n–414p	Calle de la Lectura See Teacher’s Editions: 1.5: 16l-16m			
4. The instructional design enhances student retention and generalization of what is learned.	Calle de la Lectura See Teacher’s Editions: K.3: 80-91 1.5: 16l–17f 2.4: 148a-163f 3.5: 178a-185d				
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.	Calle de la Lectura See Teacher’s Editions: K.5: 386-388 1.5: 16o-16t 2.3: 414o-414p 3.5: 178–183a	Calle de la Lectura See <i>Cuaderno de práctica y repaso,</i> <i>Cuaderno de práctica de fonética y ortografía,</i> and <i>Cuaderno de práctica de escritura</i>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		<i>y gramática</i> at all grades.			
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.	Calle de la Lectura See Student Editions: <i>¡Imagínalo!</i> in every volume of the Student Edition: 1: •1- •7 2: •1- •13 3: •1- •13 See Teacher's Editions: 3.3: 391a	Calle de la Lectura K: See <i>¡Imagínalo!</i> Posters			
7. Materials are organized to provide cumulative or spiraled review of skills or both.	Calle de la Lectura See Teacher's Editions: K.3: 251 1.2: 112e 2.4: 78c, RA1-RA34 3.3: RA1-RA34				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
8. Similar and confusing content and strategies are separated.	Calle de la Lectura See the program Scope and Sequence in books <i>Bienvenidos</i> , K-3: K: 175-187 1: 253-265 2: 217-229 3: 205-217				
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.	Calle de la Lectura See Teacher's Editions: 1.5: 16l-17f 2.3: 414l-415f				
10. Instructional materials include directions for: a. Direct teaching b. Teacher modeling and demonstration c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice d. Appropriate pacing of lessons e. Preteaching and reteaching as needed	Calle de la Lectura a. See Teacher's Editions: K.3: 299 1.1: 17e 3.5: 274e b. See Teacher's Editions: K.4: 97 1.1: 19a-19b	Calle de la Lectura c. See <i>Cuadernos de práctica y repaso</i> , K-3 e. See <i>Guía del maestro de Apoyo adicional Teaching Guides:</i>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	3.2: 260-261 c. See Teacher's Editions: K.3: 84-87 1.P: 54n 2.3: 414n-414p 3.5: 178c d. See Teacher's Edition Planners K.1: 346-347 1.2: 70d-70e 2.3: 390d-390e 3.3: 312d-312e e. See Teacher's Edition: K.3: 148, 152 1.1: 101a 2.5: 174o 3.4: 388l, 410	K: 88 2: 248-249 See books <i>Bienvenidos</i> , K-3: 1: 132-133, 157 3: 131			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and varied review).	Calle de la Lectura See Teacher’s Editions: K.3: 251 1.2: 112e 2.4: 78c, RA1-RA34 3.3: RA1-RA34	Calle de la Lectura See <i>Cuadernos de práctica y repaso</i> , K-3			
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.	Calle de la Lectura See Student Editions: 3.1: 470-472 See books <i>Bienvenidos</i> , K-3: 2: 232-233 The standards also appear individually at point of use in each TE where standards are taught.	Calle de la Lectura See Year at a Glance pacing guide for standards-based instruction in the books <i>Bienvenidos</i> , K-3: K: 192-197 See the Student Progress Reports in the books <i>Bienvenidos</i> , K-3: 1: 282-293			

Category 3: Assessment

The basic programs must provide the following features:

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>1. Guidance on the purpose, administration, scoring, and interpretation of assessments includes:</p> <p>a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons)</p> <p>b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester)</p> <p>c. Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language arts</p>	<p>Calle de la Lectura a. Done throughout TEs. Also in books <i>Bienvenidos</i>, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21</p> <p>CA <i>Exámenes semanales: Guía del maestro</i>: pp. v-vi at each grade CA <i>Nuevas lecturas para la fluidez y la comprensión: Guía del maestro</i>: pp. v-x at each grade</p> <p>CA <i>Evaluaciones de las unidades: Guía del maestro</i>: K: M5-M6 CA <i>Exámenes de las unidades: Guía del</i></p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	<i>maestro:</i> G1: M5-M6 G2: M5-M6 G3: M5-M6 b. See Welcome Books, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21 <i>CA Evaluaciones trimestrales, de medio año y de final del año:</i> <i>Guía del maestro:</i> K: M5-M6 <i>CA Exámenes trimestrales, de medio año y de final del año:</i> <i>Guía del maestro:</i> G1: M5-M7 G2: M5-M7 G3: M5-M7 c. The recommended diagnostic screening				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	instrument is the CA <i>Exámenes diagnósticos</i> . Guidance on the purpose, administration, scoring, and interpretation are found on the <i>Exámenes diagnósticos: Guía del maestro para los grados K-3</i> See also the <i>California Exámenes diagnósticos</i> CD-ROM in the books <i>Bienvenidos</i> See also Books <i>Bienvenidos</i> , K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21				
2. Teacher editions and student materials provide the following assessments: a. Progress-monitoring assessments (curriculum-embedded, criterion-	Calle de la Lectura a. Progress-monitoring assessments are	Calle de la Lectura a. Supporting: Individual progress-			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>referenced to lessons) to measure instructional effectiveness and to monitor student progress at a minimum of every six to eight weeks (See the progress-monitoring assessment schedules in Chapter 6 for details.)</p> <p>b. Summative assessments (curriculum-embedded, criterion-referenced to lessons at trimester or semester intervals) as required in each type of program</p> <p>c. Diagnostic screening assessments (usually norm-referenced) in the six technical skill areas for use with selected students in addressing instructional needs (The diagnostic screening assessments either are listed as recommended or are provided under licensed agreements with the test publisher[s].)</p> <p>Criterion #3 applies to intervention programs.</p>	<p>every week in the CA <i>Exámenes semanales</i> student tests (Grades 1, 2, and 3), with items correlated to the California ELA Standards, and accompanying <i>Guías del maestro</i>. Six-week progress-monitoring assessments are the CA <i>Evaluaciones de las unidades</i> (Grade K) and the CA <i>Exámenes de las unidades</i> (Grades 1, 2, and 3) student tests, with items correlated to the California ELA Standards, and accompanying <i>Guías del maestro</i>.</p> <p>b. Student tests and <i>Guía del</i></p>	<p>monitoring assessment occurs every week in Teacher’s Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see, for example:</p> <p>K.1: 65 1.1: 34g 2.1: 50h 3.1: 55o</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	<p><i>maestro</i> for CA <i>Evaluaciones trimestrales, de medio año y de final del año</i> (Grade K) and students tests and <i>Guías del maestro</i> for CA <i>Exámenes trimestrales, de medio año y de final del año</i> (Grades 1, 2, and 3)</p> <p>c. The recommended diagnostic screening instruments are the Pearson Scott Foresman <i>Exámenes diagnósticos para los grados K-3</i>. <i>Exámenes diagnósticos</i> is a comprehensive individual or group-administered screening test that covers: phonemic awareness,</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	phonics and decoding, oral reading fluency, spelling, vocabulary, and reading comprehension.. See Welcome Books, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21				
4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced) are designed to inform teachers of the effectiveness of instruction and of student progress. Progress-monitoring assessments are based on content taught in the unit or theme and, when appropriate, previously taught skills and strategies. (See the progress-monitoring assessment schedules in Chapter 6 for details.)	Calle de la Lectura Progress-monitoring assessments every week in the <i>CA Exámenes semanales</i> student tests (Grades 1, 2, and 3), with items correlated to the California ELA Standards, and accompanying <i>Guías del maestro</i> . Six-week progress-monitoring	Calle de la Lectura Individual progress-monitoring assessment every week in Teacher’s Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see, for example: K.1: 65 1.1: 34g 2.1: 50h 3.1: 55o			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	assessments are CA Evaluaciones de las unidades (Grade K) and the CA <i>Exámenes de las unidades</i> (Grades 1, 2, and 3) student tests, with items correlated to the California ELA Standards, and accompanying <i>Guías del maestro</i> .				
5. The progress-monitoring assessments must include subtests of a minimum of ten items, including: <ul style="list-style-type: none"> a. Kindergarten–phoneme awareness (which includes phoneme deletion and substitution and phoneme segmentation), beginning phonics, rapid letter and word naming, upper- and lowercase letter naming, rhyming, matching consonants and sounds, matching short vowel and sounds, high-frequency word reading, and consonant-vowel-consonant (CVC) words b. Grade one–phonics and word reading, oral reading fluency (starting in the 18th 	Calle de la Lectura a. The required subtests of ten items each are the Kindergarten <i>Evaluación trimestral 1, Evaluación de medio año, and Evaluación trimestral 3</i> student tests and are in the <i>Guía del maestro</i> for CA <i>Evaluaciones trimestrales, de medio año y de final del año</i>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>week of instruction and measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p> <p>c. Grades two through six—oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p> <p>d. Grades seven through eight—oral reading fluency (only as needed, measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p>	<p>(Grade K).</p> <p>b. The required subtests for oral reading fluency (two passages rather than ten) and writing (one prompt rather than ten) and of ten items each in the other specified areas are in the student tests and <i>Guía del maestro</i> for <i>CA Exámenes de las unidades</i> (Grade 1).</p> <p>c. The required subtests for oral reading fluency (two passages rather than ten) and writing (one prompt rather than ten) and of ten items each in the other specified areas are in the student tests and <i>Guías del maestro</i> for <i>CA Exámenes de las unidades</i> (Grades 2 and 3).</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>6. Summative assessments (once a year for kindergarten and grade one and twice a year for grades two through eight) must be designed to measure whether students have mastered the previously taught content related to the following strands of the English–language arts content standards. The summative assessments must include subtests of a minimum of ten items for the appropriate grade-level strands:</p> <ul style="list-style-type: none"> a. Word analysis, fluency, and systematic vocabulary development b. Reading comprehension c. Literary response and analysis d. Writing strategies e. Writing application f. Written and oral language conventions 	<p>Calle de la Lectura. The required subtests of ten items each are in the Kindergarten <i>Evaluación de final del año</i> student test and <i>Guía del maestro</i> for CA <i>Evaluaciones trimestrales, de medio año y de final del año</i> (Grade K).</p> <p>The required summative assessment subtests for oral reading fluency (two passages rather than ten) and writing application (one prompt rather than ten) and of ten items each in the other specified areas are in the Grade 1 <i>Examen de final del año</i> student test and</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	<p><i>Guía del maestro in the CA Exámenes trimestrales, de medio año y de final del año.</i> The required summative assessment subtests for oral reading fluency (two passages rather than ten) and writing application (one prompt rather than ten) and of ten items each in the other specified areas are the <i>Exámenes de medio año y de final del año</i> for the students and <i>Guías del maestro in the CA Exámenes trimestrales, de medio año y de final del año</i> (Grades 2 and 3).</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>7. Diagnostic screening assessments must be designed to identify student instructional needs and inform instruction in the technical skill areas listed below. In most cases these assessments should be normed for age-based or grade-level-based performance. These assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include:</p> <ul style="list-style-type: none"> a. Phonemic awareness b. Phonics and decoding c. Oral reading fluency d. Spelling e. Vocabulary f. Reading comprehension 	<p>Calle de la Lectura See the California <i>Exámenes diagnósticos</i> CD-ROM in the books <i>Bienvenidos</i>.</p> <p><i>Exámenes diagnósticos</i> is a comprehensive individual or group-administered screening test that covers: phonemic awareness, phonics and decoding, oral reading fluency, spelling, vocabulary, and reading comprehension.</p>				
<p>8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.</p>	<p>Calle de la Lectura See <i>Programa intensivo de vocabulario Guía del maestro</i>: K: 194, 196, 198, 200, 201</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	<p>1: 242, 244, 246, 248-249</p> <p>2: 18, 20, 22, 24-25</p> <p>3: 18, 20, 22, 24-25, 128-129</p>				
<p>9. The reading intervention kit for grades one through three includes:</p> <p>a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas</p> <p>b. Progress-monitoring assessments for every ten lessons</p> <p>Note: Criteria statements 10-14 apply to intervention programs.</p>	<p>Reading Street</p> <p>a. See the <i>CA Exámenes de ubicación</i> in <i>Programa de intervención</i>.</p> <p>b. See <i>Guías del maestro</i> in <i>Programa de intervención</i>. For some skills, assessment is after ten lessons; for some skills, assessment is more frequent.</p>				
<p>The English-language development instruction, kindergarten through grade eight, must provide these features:</p> <p>15. Progress-monitoring assessments for English-language development instruction in Programs 2 and 3 must be designed to provide teachers with information on instructional effectiveness and to monitor student progress at the end of each unit or theme or set of lessons every six to eight</p>	<p>Language Central</p> <p>The Progress Monitoring Assessment Unit Tests provide feedback to teachers and grade-level teams about the effectiveness of instruction in meeting student</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
weeks. Progress-monitoring assessments are based on content taught in the unit or theme or set of lessons and, when appropriate, previously taught skills and strategies.	learning goals. For example, see: 2 Progress Monitoring Assessments (PMA) TM: i-xvi, T1-T18; 2 PMA STB1: 2-16				
16. Progress-monitoring assessments for English-language development instruction measure progress in reading, writing, listening, and speaking in English as described in Appendix 9-A, Matrix 3, “English-Language Development Instruction, Kindergarten Through Grade Eight.”	Language Central 1 TE: 44, 50 2 PMA TM: i-xvi; 1 PMA TM: T1-T18; 2 PMA STB2: 2-16				
17. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned with structured lessons focused on the following reading/language arts skills: a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology e. Grammar and usage g. Sentence structure aligned with narratives,	Language Central Progress Monitoring Assessments a. K PMA STB1: 4-51; 1 PMA TM: T50-T52; 1 PMA STB1: 15-18 b. 1 PMA TM: T59-T61; 3 PMA TM: T15-T16 c. 1 PMA STB2: 11-12 d. 3 PMA STB1:				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
reading passages, and writing assignments f. Listening and reading comprehension h. Writing	12–13; e. 3 PMA STB1: 6–7 f. 2 PMA STB1: 14–16 g. 1 PMA STB4: 2-6; 1 PMA TM: T1–T5 h. 3 PMA STB1: 14–16				

Category 4: Universal Access

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

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>Universal Access Design Principles</p> <p>All programs must include the following features:</p> <p>1. Instructional materials incorporate:</p> <ul style="list-style-type: none"> a. Optimal opportunities for teachers to scaffold instruction and check for understanding b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate d. Ample background information on key skills and concepts e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it f. Corrective feedback during all phases of 	<p>Calle de la Lectura</p> <p>a. See Teacher’s Editions: 1.2: 93e 1.4: 160e</p> <p>b. See Teacher’s Editions: K.1: 18 K.2: 80</p> <p>c. See the weekly and daily lesson planners and Universal Access pages in the Teacher’s Editions. 2.6: RA4-RA5, RA6-RA7</p>	<p>Calle de la Lectura</p> <p>a. See the following Grade 1 resources:</p> <p><i>Guía del maestro de Apoyo adicional:</i> AD161</p> <p>Transfer Teaching Guide, TR 71, 72</p> <p><i>Guía del maestro de contenido Avanzado:</i> A84, A152</p> <p>b. See the following</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p>instruction, practice, and application</p> <p>g. Emphasis on ample opportunities for the practice and use of vocabulary words to support vocabulary acquisition and language development</p> <p>h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development</p>	<p>d. See Build Language pages in the Student Edition and Concept Talk and Concept Wrap Up pages in the Teacher's Editions: 3.3: 371a-371b 3.4: 130l</p> <p>e. See Teacher's Editions: 1.1: 40f 1.4: 80p</p> <p>f. See Teacher's Edition: 3.4:130n-130o, 131c</p> <p>g. See Teacher's Editions: 2.3: 306-307a 2.4: 83b-85</p>	<p>Grade K resources:</p> <p><i>Guía del maestro de Apoyo adicional:</i> AD68, AD78</p> <p><i>Guía del maestro de contenido Avanzado:</i> A38, A43</p> <p>c. See the following Grade 2 resources:</p> <p>Transfer Teaching Guide: x-xxi, 2</p> <p><i>Guía del maestro de Apoyo adicional:</i> AD358-AD367</p> <p><i>Guía del maestro de contenido Avanzado:</i></p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	<p>h. See Teacher's Edition: 1.2: 90p 1.4: 74d</p>	<p>A183-187</p> <p><i>Bienvenidos al Segundo grado</i> Routine Cards (Note: Routine Cards are located at the back of the book <i>Bienvenidos.</i>)</p> <p>d. See the following Grade 3 resources:</p> <p>Transfer Teaching Guide: 131, TR Poster 17</p> <p><i>Guía del maestro de Apoyo adicional:</i> AD150, AD228</p> <p><i>Guía del maestro de contenido</i></p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
		<i>Avanzado:</i> A79 e. See the following Grade 1 resources: Transfer Teaching Guide: 138-141 <i>Guía del maestro de Apoyo adicional:</i> AD82, AD269 <i>Guía del maestro de contenido Avanzado:</i> A138 f. See the following Grade 3 resources: <i>Guía del maestro de Apoyo adicional:</i> AD229			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
		<i>Guía del maestro de contenido Avanzado:</i> A118 g. See the following Grade 2 resources: Transfer Teaching Guide: 11, 14-15, TR Poster 2, TR Reader 2.1.2 <i>Guía del maestro de Apoyo adicional:</i> AD130 <i>Cuaderno de práctica y repaso:</i> 2.1: 149 2.2: 24 <i>Transparencia de vocabulario</i> (Vocabulary Transparency)			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
		<p>) 11</p> <p>h. See the following Grade 1 resources:</p> <p>Transfer Teaching Guide: 92, 157</p> <p><i>Guía del maestro de Apoyo adicional:</i> AD159, AD258</p> <p><i>Guía del maestro de contenido Avanzado:</i> A83</p>			
<p><i>All programs should include the following features:</i></p> <p>2. Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</p> <p><i>a. Adequate titles for each selection</i></p> <p><i>b. Introductory subheadings for chapter</i></p>	<p>Calle de la Lectura</p> <p>a. See the Table of Contents pages in the Student Editions.</p> <p>1.2: 10-13</p>	<p>Calle de la Lectura</p> <p>a. See Student Editions:</p> <p>1.1:124-125</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
<p><i>sections</i></p> <p><i>c. Introductory paragraphs</i></p> <p><i>d. Concluding or summary paragraphs</i></p> <p><i>e. Complete paragraphs, including clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)</i></p> <p><i>f. Effective use of typographical aids (e.g., boldface print, italics)</i></p> <p><i>b. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps</i></p> <p><i>c. Manageable, not overwhelming, visual and print stimuli</i></p> <p><i>d. Identification and highlighting of important terms</i></p> <p><i>e. List of reading objectives or focus questions at the beginning of each reading selection</i></p> <p><i>f. List of follow-up comprehension and application questions</i></p>	<p>1.4: 10-13</p> <p>b. See Student Editions: 2.1: 116–117 2.4: 64-65</p> <p>c. See Student Editions: 3.3: 396, 413</p> <p>d. See Student Editions: 3.2: 193 3.3: 435</p> <p>e. See Student Editions: 2.1: 115 (Paragraph 1) 2.6: 365 (Paragraph 2)</p> <p>f. See Student Editions: 1.5: 48, 114</p>	<p>b. See Student Editions: 2.1: 60-61</p> <p>c. See Student Editions: 3.3: 424</p> <p>d. See Student Editions: 3.1: 133</p> <p>e. See Student Editions: 2.3: 423 (Paragraph 1)</p> <p>f. See Student Editions: 1.3: 148-149</p> <p>g. See Student</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	g. See Student Editions: 3.1: 138-139 3.2: 196-197 h. See Student Editions: K.1: <i>El zoo de Joaquín</i> K.2: <i>Animales bebé de las praderas</i> i. See Student Editions: 3.2: 176-177 3.3: 314-315 j. See Student Editions: 2.5: 180-181, 208-209 k. See Student Edition Think, Talk and Write pages:	Editions: 3.2: 190-191 h. See Student Editions: K.2: <i>Las flores</i> i. See Student Editions: 3.3: 340-341 j. See Student Editions: 2.6: 450-451 k. See Student Editions: 2.5: 226			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	2.4: 76 2.5: 314				
<p>Design Principles for Means of Expression All programs must include:</p> <p>3. An explanation in the teacher edition that there are a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). The teacher edition may suggest modifications so that students have access to the materials and can demonstrate their competence. Examples of such modifications might be (but are not limited to) student use of computers to complete pencil and paper tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.</p>	See books <i>Bienvenidos</i> , K-3: 1:10				
<p>Design Principles for Advanced Learners Basic and primary language programs must include the following features:</p> <p>4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described in the “Universal Access” sections of each grade level in Chapters 3 and</p>	Calle de la Lectura See the <i>Guías del maestro de contenido Avanzado</i> at each grade, K–3.	Calle de la Lectura See “Centros de práctica” (Practice Stations) in the Teacher’s Edition at each grade, K–3. See			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
4.		Teacher’s Editions: 3.1: 108j			
5. Materials provide suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.	Calle de la Lectura See “ <i>Libros para la lectura independiente</i> ” (Books for Independent Reading) and “ <i>Desarrollar el concepto</i> ” (Develop the Concept) in the Teacher’s Edition at each grade, K–3. See Teacher’s Editions: 3.2: 173b, 174c	Calle de la Lectura See also “ <i>Conoce al autor(a)</i> ” (Meet the Author) in the Student Editions. See Student Editions: 3.6: 448–453			
6. Materials remind teacher to set high expectations for all students and inform teachers of the connections of skill development and concepts to higher grade levels.	Calle de la Lectura See “Effective Classroom Practices” in	Calle de la Lectura See Teacher’s Editions at each grade,			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	Welcome books, K–3. 1: 7	K–3, for standards connecting to higher grade levels. 1.3: 138-139			

Category 5: Instructional Planning and Support

Teacher editions must include the following features:

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
1. Instructional routines and procedures are based on current and confirmed research, as defined in <i>Education Code Section 44757.5(j)</i> .	<p>Calle de la Lectura Armbruster, B.; F. Lehr; and J. Osborn. (2001). <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>. Washington, D.C.: National Institute for Literacy, 21-31.</p> <p>Beck, I.L.; M.G. McKeown; and L. Kucan. (2002) <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. New York: Guilford Press.</p> <p>Moats, L. C. (1995). <i>Spelling: Development, Disability, and</i></p>	<p>Calle de la Lectura Phonics Teacher’s Edition pages: 1.3: 16o-16p, 18d-18f, 74o-74p, 76d-76f</p> <p>Oral Vocabulary instruction and Routine Teacher’s Edition pages: 2.2: 218m, 212b, 246b, 276b</p> <p>Spelling Teacher’s Edition pages: 3.5: 190q, 194d, 242d, 243l</p> <p>Inquiry pages using webs/semantic maps: 2.1: 52-53, 69f, 71f, 75g, 77d</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	<p><i>Instruction.</i> Baltimore: York Press.</p> <p>Blachowicz, Camille and Peter J. Fisher. (2002). <i>Teaching Vocabulary in All Classrooms</i>, 2nd ed. Merrill Prentice Hall.</p> <p>Samuels, S.J. (2002) “Reading Fluency: Its Development and Assessment.” <i>What Research Has to Say About Reading Instruction</i>, 3rd ed. International Reading Association.</p> <p>See the Program Description.</p>	<p>Fluency Teacher’s Edition pages: 1.4: 104r-104s, 125a, 129a, 157a, 159b</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.	<p>Calle de la Lectura See unit opener Teacher’s Edition pages: 2.1: 22a-23c 2.3: 302a-303c 2.5: 172a-173c</p> <p>See weekly Planner Teacher’s Edition pages: 2.1: 24a-24k, 52a-52k, 78a-78k, 106a-106k, 132a-132k, RA1-RA9</p>	<p>Calle de la Lectura See the Articulated K-8 Scope and Sequence and Year at a Glance pages in the books <i>Bienvenidos</i> for each grade. 2: 217-229, 234-239</p>			
3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.	<p>Calle de la Lectura See Program Description.</p> <p>See books <i>Bienvenidos</i>, K-3: K: 192-197 1: 270-275 2: 234-239 3: 223-228</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.	Calle de la Lectura See Skills Overviews, Weekly Planners, and Day at a Glance in Teacher’s Editions: 1.4: 132d-132e 1.5: 14a–14b, 16l 3.3: 310a-310b, 312d-312e				
5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.	Calle de la Lectura See “ <i>No espere hasta el viernes</i> ” (Don’t Wait Until Friday) in the Teacher’s Editions, K-3: 1.3: 74p, 76e, 78h, 95b, 96b 2.5: 174o, 179b, 194g, 199a, 200b				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	Calle de la Lectura See Day at a Glance and Planner in the Teacher’s Editions. 1.2: 90d-90e, 90l	Calle de la Lectura See Teacher’s Editions: 1.4: 54a, 50d-50e			
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.	Calle de la Lectura Objectives are on the upper corners of all Teacher’s Edition pages. 2.4: 56q 2.6: 382n Standards are at the bottom of student materials in the Student Editions: 2.4: 76 2.6: 384	Calle de la Lectura See Teacher’s Editions: 2.3: 332s See Student Editions: 2.3: 354			
8. A list of required materials is provided for each lesson.	Calle de la Lectura Day at a Glance section of the Concept Talk Teacher’s Edition pages	Calle de la Lectura See Teacher’s Editions: K.2: 12 1.4: 74a			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations and Questions
	Primary	Supporting	Y	N	
	for Grades 1-3; in Grade K, Materials are listed separately. K.4: 310 1.2: 90I				
9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.	Calle de la Lectura Terms from the <i>English–Language Arts Content Standards</i> are used with appropriate modifications for the Spanish language. See bottom of each page in the Teacher’s Editions: 3.1: 111b 3.5: 232c	Calle de la Lectura See Teacher’s Editions: 3.4: 130q			
10. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children’s learning at home. The program should include materials that	Calle de la Lectura See the weekly <i>En familia</i> (Family Times) newsletter in the <i>Cuaderno de práctica y repaso</i> of every	Calle de la Lectura See the <i>Conexión hogar/escuela</i> (Home/School Connection) on every <i>Cuaderno de práctica y</i>			

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	Primary	Supporting	Y	N	
teachers can use to inform families about the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , program-embedded assessments, and the degree to which students are mastering the standards.	grade. See <i>Cuadernos de práctica y repaso</i> : K.2: 31-32 See also Student Progress Reports in the books <i>Bienvenidos</i> , K-3: 3: 237-254	<i>repaso</i> page at every grade. See <i>Cuadernos de práctica y repaso</i> : 1.1: 94 See also, the <i>En familia</i> section in the books <i>Bienvenidos</i> , K-3: 2: 240-45			
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	Calle de la Lectura See “ <i>Acceso universal para el trabajo en grupos</i> ” (Universal Access for Group Time) in the Teacher’s Editions at each grade, K–3. See Teacher’s Editions: 2.1: 24f–24g	Calle de la Lectura See also the “ <i>Acceso universal</i> ” (Universal Access) boxes in the Teacher’s Editions at each grade, K–3. See Teacher’s Editions: 2.3: 355f			

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	Primary	Supporting	Y	N	
12. Materials describe grouping strategies for flexible small-group instruction.	Calle de la Lectura See the “ <i>Bienvenidos al grado __</i> ” (Welcome to __ Grade) and “ <i>Evaluación e intervención</i> ” (Assessment and Intervention) sections of the books <i>Bienvenidos</i> , K-3. 1: 8–12, 22–23	Calle de la Lectura See also the “ <i>Acceso universal</i> ” boxes in the Teacher’s Editions at each grade, K–3. 1.3: 120l			
13. The teacher edition includes guidance for teachers on implementing reading activities that build oral reading fluency.	Calle de la Lectura See Routine Reading and Fluency Word Reading pages in Teacher’s Editions: K.6: 19 1.1: 53a 1.2: 90r-90s	Calle de la Lectura See Teacher’s Editions: K.4: 293 1.5: 138e			
14. The teacher edition indicates how oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).	Calle de la Lectura See Fluency pages in the Teacher’s Editions. 3.4: 157b	Calle de la Lectura See Teacher’s Edition: 3.5: 189a			

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15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.	Calle de la Lectura See books <i>Bienvenidos</i> , K-3: 3: 138-139, 140-141	Calle de la Lectura See books <i>Bienvenidos</i> , K-3: 3: 142, 143, 144			
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.	Calle de la Lectura See the Writing lessons in the Teacher’s Editions. See also Writing Transparencies. 1.1: Writing Transparencies 6A, 6B, 6C See Teacher’s Editions: 1.1: 121d, 137c, 139a	Calle de la Lectura See the Writing lessons in the Teacher’s Editions. See also Writing Transparencies. 1.2: Writing Transparencies 9A, 9B, 9C See Teacher’s Editions: 1.2: 71d, 87c, 89a			
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	Calle de la Lectura See Writing lessons in the Teacher’s Editions. 1.4: Graphic Organizer Flip Chart 27 (shown on Teacher’s	Calle de la Lectura See the Writing lessons in the Teacher’s Editions. 1.5: Graphic Organizer Flip Chart 22 (shown on Teacher’s			

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	Primary	Supporting	Y	N	
	Edition 1.4: 83b) 1.4: Writing Transparencies 21B, 21C (shown on Teacher’s Edition 1.4: 101c, 103a)	Edition 1.5: 85b) 1.5: Writing Transparencies 27B, 27C (shown on Teacher’s Edition 1.5: 113b, 115a)			
18. The teacher edition includes strategies for providing timely teacher feedback about student writing and specific information about what has been done well, with suggestions for “next steps.”	Calle de la Lectura See Student Editions and Teacher’s Editions. 2.4: 47b, 53c–53d, 54-55–55a	Calle de la Lectura See Student Editions and Teacher’s Editions. 2.4: 45g			
19. The teacher edition clearly references, explains, and provides the location of additional instructional materials and program components designed to provide extra support for students who require it (e.g., English learners, students who use African American vernacular English, struggling readers, and students with disabilities).	Calle de la Lectura See Universal Access for Group Time, in Teacher’s Editions: 1.4: 80f-80g 3.4: 78f-78g	Calle de la Lectura See Universal Access references in Teacher’s Editions: K.3: 80 1.5: 16l 2.3: 413l 3.3: 388l			
20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to develop and provide additional instruction	Calle de la Lectura See Transfer Teaching Guides.	Calle de la Lectura See <i>Acceso universal para el trabajo en</i>			

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and sufficient practice of key concepts, skills, and strategies to support English learners and struggling readers.	See <i>Guías del maestro de apoyo adicional</i> (Extra Support Teaching Guides).	<i>grupos</i> (Universal Access for Group Time) in the Teacher’s Editions: 1.4: 80f-80g 3.4: 78f-78g			
21. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications to facilitate the program supporting scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African American vernacular English and providing teachers with guidance on scaffolding instruction.	Calle de la Lectura See <i>Ajustar la enseñanza</i> (Adjust Instruction) in the Teacher’s Editions: K.4: 299, 301, 305 1.3: 44b, 44f 2.1: 123e 2.4: 25b, 25c				
22. The program provides a linguistic, contrastive analysis chart in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and African American vernacular English will be incorporated as appropriate, accentuating	Calle de la Lectura See books <i>Bienvenidos</i> , K-3: K: 126-141 1: 172-187 2: 144-159 3: 146-161				

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	Primary	Supporting	Y	N	
transferable and nontransferable skills.					
23. The program provides teachers with a cassette, CD-ROM, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.	Calle de la Lectura See <i>CD de sonidos y pronunciación</i> (Modeled Pronunciation Audio CD)				
24. The teacher resource materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.	Calle de la Lectura See “ <i>Autores e ilustradores</i> ” (Meet the Author)” in the Student Editions: 3.6: 449–453				
25. High-quality literature, including but not limited to selections reflective of California’s diverse cultural population, is an integral part of language arts instruction at every grade level.	Calle de la Lectura For Grade K, see Big Books and Trade Books; for Grades 1-3, see Student Edition reading selections: K.4: Trade Book, <i>Abuela</i> 1.5: 178-199 2.3: 394-405 3.5: 250-263	Calle de la Lectura For Grade K, see Big Books and Trade Books; for Grades 1-3, see Student Edition reading selections. K.1: Trade Book, <i>Luna, Lunita Lunera</i> 1.4: 108-123 2.6: 330-343 3.1: 146-160			

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	Primary	Supporting	Y	N	
26. Materials provide teachers with guidance on the effective use of library resources that best complement the <i>English–Language Arts Content Standards</i> .	<p>Calle de la Lectura See Standards Maps.</p> <p>See Research Skill lesson in Teacher’s Editions: 3.2: 281g, 281t; Research Transparency 9</p>	<p>Calle de la Lectura See Standards Maps.</p> <p>See Research Skill lesson in Teacher’s Editions: 3.5: 243g; Research Transparency 23</p> <p>See <i>Cuaderno de práctica y repaso</i>: 3.2: 102</p>			
27. Materials include instructions for the teacher on salient features of the reading material and suggestions on how to use each reading selection in the lesson or lessons.	<p>Calle de la Lectura See Teacher’s Editions: 1.4: 84g, 84–97, 98a, 98–99, 99a, 99b, 99d, 99f, 102e, 102f</p>	<p>Calle de la Lectura See Teacher’s Editions: 1.1: 18b, 20b</p>			
28. Teacher and student editions have correlating page numbers.	<p>Calle de la Lectura This occurs in Teacher’s Editions and Student Editions across grades: 2.2: 222-235</p>	<p>Calle de la Lectura This occurs in Teacher’s Editions and Student Editions across grades: 2.5: 180-181</p>			

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29. Answer keys are provided for all workbooks and other related student activities.	Calle de la Lectura See any product with “ <i>Guía del maestro</i> ” (Teacher’s Manual) in the name, e.g., <i>Cuaderno de práctica y repaso: Guía del maestro</i>	Calle de la Lectura See any product with “ <i>Guía del maestro</i> ” in the name, e.g., <i>Cuaderno de práctica de fonética y ortografía: Guía del maestro</i>			
<i>Instructional materials should include the following features:</i> 30. <i>The teacher edition includes a list of books for independent reading that spans at least three grade levels and matches the topics of the units.</i>	Calle de la Lectura See all unit Teacher’s Editions: 2.3: 303a-303b	Calle de la Lectura See all unit Teacher’s Editions: 1.3: 15a-15b			
31. <i>Reading materials used for in-class work and homework as students progress through the grades are suggested or included to ensure that students read the amount of text specified in the standards at various grade levels.</i>	Calle de la Lectura See all Student Editions. See additional texts: K: <i>Libritos del estudiante;</i> <i>Libritos para escuchar;</i> <i>Libritos de lectura independiente;</i>	Calle de la Lectura Homework, see Teacher’s Editions: K.3: 22 1.2: 16r 2.4: 24q See also Practice Stations in Teacher’s Editions:			

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	Primary	Supporting	Y	N	
	<p><i>Libritos de ¡En marcha!;</i> <i>Libritos preliminares de fonética;</i> <i>Libritos de fonética;</i> <i>Libritos de fonética para la casa;</i> <i>Libritos de lectura independiente para la casa;</i> <i>Cuento de fonética para la casa in Cuaderno de práctica y repaso.</i></p> <p>1-3: <i>Libritos de fonética;</i> <i>Libritos del contenido;</i> <i>Selecciones de fonética avanzada in the Guía del maestro de contenido Avanzado;</i> <i>Nuevas lecturas;</i> <i>Libritos de fonética para la</i></p>	<p>3.4: 26j, 52j</p>			

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	Primary	Supporting	Y	N	
	<i>casa; Libritos del contenido para la casa</i>				
32. <i>Teacher editions suggest reading material for students to read outside of class for at least 20 minutes a day in grade one and 30 minutes a day in grades two and beyond.</i>	Calle de la Lectura See every unit Teacher’s Edition: 3.3: 311a-311b	Calle de la Lectura See the “ <i>En familia</i> ” Newsletter each week. See <i>Cuaderno de práctica y repaso</i> : K.3: 11-12 See “ <i>Conoce al autor(a)</i> ” (Meet the Author) each week in Teacher’s Editions: 1.2: 34-35 2.4: 46-47			
33. <i>Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.</i>	Calle de la Lectura See <i>Libritos del contenido Database Access Pack</i> ; provides access to readers to support ELA standards.				

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34. <i>All informational technology resources include technical support and suggestions for appropriate use.</i>	Calle de la Lectura Technical support is provided with individual technology resources. Pearson provides online and phone technical support.				
35. <i>Black-line masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.</i>	Calle de la Lectura See <i>Cuadernos de práctica y repaso</i> , <i>Cuadernos de práctica de fonética y ortografía</i> , and <i>Cuadernos de práctica de escritura y gramática</i> at all grades.				

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	Primary	Supporting	Y	N	
36. <i>Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.</i>	Calle de la Lectura See Teacher’s Editions: 2.5: 174q-174r <i>(Libritos de fonética para la casa 41, 42)</i> See <i>Cuadernos de práctica de fonética y ortografía:</i> 105, 106, 107, 108	Calle de la Lectura See <i>Cuadernos de práctica y repaso</i> 2.2: 73, 74 (<i>En familia</i> Newsletter)			