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Vance Bee, San Bernardino City Unified School District - Sierra High School
Mona Bernal, Gridley Unified School District
Melissa Betzer, Ontario-Montclair School District

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Marti Kresse, Brea Olinda Unified School District
Nicole Kukral, San Juan Unified School District
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Tim Leonard, White Stone Educational Services
Leah Leonard, Haynes Elementary School/Ontario Montclair School District
Elisa Lopez, Lennox School District
Stacy Lucas-Yarbrough, Watts Learning Center
Debbie Maki, Pleasant Valley School District
Mary Martin, Carlsbad Unified School District
Mariel Martinez, Lawndale Elementary School District
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Anton Piskulyov, Staff Services Analyst
Nancy Plasencia, Associate Governmental Programs Analyst
Rhonda Runyan, Staff Services Analyst
Christopher Smith, former Education Program Consultant
Joe Thompson, Associate Governmental Programs Analyst
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as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type. Programs must meet all identified standards fully for the appropriate program type to be eligible for adoption.

2. **Program Organization.** Instructional materials support instruction and learning of the standards and include such features as the organization and design of the programs and standards; chapter, unit, and lesson overviews; and glossaries.
3. **Assessment.** Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.
4. **Universal Access.** Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of English language arts, and students who speak African American English (AAE).
5. **Instructional Planning and Teacher Support.** Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.

Materials that fail to meet the criteria in Category 1: English Language Arts and English Language Development Content/Alignment with the Standards will not be considered suitable for adoption. All criteria statements in Category 1 that are appropriate for that program type must be met for a program to be adopted. The criteria for Category 1 must be met in the core materials or via the primary means of instruction, rather than in ancillary components. In addition, programs must have strengths in each of categories 2 through 5 to be suitable for adoption.

The SBE-approved standards and evaluation criteria maps for the five program types were developed by the California Department of Education (CDE) to help publishers identify where their instructional materials were aligned with the content standards and the evaluation criteria. Publishers completed the maps and submitted them with their programs. The SBE appointed Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs) who used the maps to evaluate a program's alignment with the content standards and evaluation criteria.

Adoption Process

ADOPTION TIMELINE

As recommended by the Instructional Quality Commission (IQC), the SBE adopted the Schedule of Significant Events (Timeline) for the 2015 ELA/ELD Adoption on November 14, 2014, which provided for a return to a more normal timeframe for an adoption. The last adoption for ELA/ELD instructional materials took place in 2008:

Some of the IMRs have experience in providing instruction to English learners, and in providing instruction to students with disabilities.

For the 2015 ELA/ELD Adoption, the CREs possessed a master's degree or higher and five or more years of experience with, and expertise in, standards-based educational programs and practices, or a doctoral degree and expertise in research on how reading skills are acquired.

The IQC and the Curriculum Frameworks and Instructional Resources Division (CFIRD) staff trained reviewers in two sessions (the first on April 14–17, 2015, and the second on April 28–May 1, 2015) to prepare them for the 2015 ELA/ELD Adoption independent review and subsequent deliberations. The training materials were reviewed and approved by the IQC at its meeting on November 20, 2014, and by the SBE at its meeting on January 14, 2015. The training included sessions on the evaluation criteria, social content requirements, and the adoption process. Publishers made formal presentations on their programs on the final day of the training and answered reviewer questions.

The training was conducted in accordance with the *Bagley-Keene Open Meeting Act*. Various publisher representatives and interested members of the public attended the training. Each day, at a pre-determined time, the training was paused to provide an opportunity for public comment.

IMR/CRE REVIEW, DELIBERATIONS, AND REPORT OF FINDINGS

After training was completed, the IMRs and CREs received complete sets of instructional materials for the programs they were assigned to review and evaluate according to the evaluation criteria. The IMRs and CREs conducted their independent reviews of the ELA/ELD instructional materials during May through early July.

The reviewers met in their assigned review panels in Los Angeles for deliberations held in two sessions (the first on July 13–17, 2015, and the second on July 28–31, 2015). The IMRs and CREs discussed the individual notes and citations they had developed while performing their independent reviews. A member of the IQC or another facilitator approved by the SBE was assigned to facilitate each panel. CFIRD staff provided support to the panels. During deliberations, publishers were provided a formal publisher response time to address three to five questions on each of their respective programs posed by the panel members. Publishers received these questions in advance and could provide written as well as verbal responses.

The IMRs and CREs worked collaboratively during deliberations to produce a *Report of Findings* for each program. The reports include findings for each category of the criteria and citations that are exemplary (not exhaustive) to support those findings.

November 2015 agenda item on the 2015 ELA/ELD Adoption. The SBE will hold a final public hearing at that meeting prior to taking action on the IQC's recommendations.

INSTRUCTIONAL QUALITY COMMISSION REVIEW AND DELIBERATIONS

IQC members also had the option of receiving sets of all submitted programs, selected programs, or just student and teacher editions. On September 24–25, 2015, the members of the IQC considered the recommendations from the IMR/CRE review panels, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption. The criteria include a requirement that the instructional materials provide comprehensive teaching of the content standards required for the type of program (basic grade-level or intervention).

On September 24, 2015, the ELA/ELD SMC held a public hearing and discussed in depth the IMR/CRE *Report of Findings* for each program. The discussion included the lists of minor edits and corrections included in the report, social content citations, publisher submitted errata (printing errors), and findings from Commissioners' own independent reviews.

After the discussion at the ELA/ELD SMC level, a roll-call vote was taken on the submissions. The ELA/ELD SMC placed some programs on a consent list of programs that had been recommended without dissent or critical public comment. The SMC recommended all programs on the consent list with one roll-call vote. The remaining programs (those not on a consent list) received individual roll-call votes. The motion was stated in the affirmative in each case. A majority vote from the ELA/ELD SMC was required for any program to be recommended to the full IQC for adoption.

On September 25, 2015, the full IQC also discussed programs in depth. Again, some programs were placed on the consent list, and all programs on consent were recommended with one roll-call vote. The remaining programs (those not on a consent list) received individual roll-call votes. The motion was stated in the affirmative in each case. The recommendation for each program was to recommend the program with edits and corrections, social content citations, and approved publisher-submitted errata (printing errors). Nine Commissioners were required to vote in the affirmative to recommend any program.

The IQC recommended 25 of the 27 submitted programs for adoption. The IQC recommendations matched the recommendations of the IMR/CRE panels. The IQC's adoption recommendations to the SBE are included in this report and will be presented to the SBE at its meeting on November 4–5, 2015, for action.

Bill 97. More information about the LCFF can be found on the CDE Web site at <http://www.cde.ca.gov/fq/aa/lc/>.

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have standards-aligned textbooks or basic instructional materials in English language arts, mathematics, science, and history–social science for all students in kindergarten through grade twelve to use in class and to take home. Since the state instructional materials funds have been incorporated into LCFF, there is no financial penalty for failing to meet the sufficiency requirement, but this may change with future legislation.

Publisher	Program Title	Grade Level(s)
Houghton Mifflin Harcourt	<i>Houghton Mifflin Harcourt California Journeys-Collections ©2017</i>	K–6
Houghton Mifflin Harcourt	<i>Houghton Mifflin Harcourt California Collections ©2017</i>	6–8
McGraw-Hill School Education	<i>Reading Wonders</i>	K–6
McGraw-Hill School Education	<i>StudySync</i>	6–8
National Geographic Learning/Cengage Learning	<i>Reach for Reading</i>	K–6
The College Board – SpringBoard	<i>SpringBoard, English Language Arts & English Language Development</i>	7–8

Program 3 Basic Biliteracy

Publisher	Program Title	Grade Level(s)
Benchmark Education Company	<i>Benchmark Adelante</i>	K–6
McGraw-Hill School Education	<i>Lectura Maravillas</i>	K–6

Program 4 Intensive Intervention

Publisher	Program Title	Grade Level(s)
McGraw-Hill School Education	<i>FLEX Literacy</i>	4–8
National Geographic	<i>Inside</i>	4–8

Program 2 Basic ELA/ELD

Publisher	Program Title	Grade Level(s)
Amplify Education, Inc.	<i>Core Knowledge Language Arts with Language Studio: California Edition (CKLA/LS CA)</i>	K–5
The College Board – SpringBoard	<i>SpringBoard, English Language Arts & English Language Development</i>	6

Amplify Education, Inc., *Core Knowledge Language Arts, K–5*

Program Summary:

Core Knowledge Language Arts (Program 2) includes: Program Guide (PG), Unit/Domain (U), Lesson (L), Teacher Guide (TG), Flip Book (FB), Big Book (BB), Decodable Student Reader (SR), Picture Reader (PR), Activity Book (AB), Online Assessment and Remediation Guide (ARG), Online Resource Rubrics (ORR), Online Contrastive Language Chart (OCLC).

Recommendation:

Core Knowledge Language Arts with Language Studio (Program 2) is not recommended for adoption because the program does not include content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, does not meet all identified standards in Criterion 1 fully, and does not meet all the Criteria in Category 1.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program does not support teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and does not cover all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

Amplify Education, Inc., *Amplify ELA: CA Edition and Amplify ELD: CA Edition, 6–8*

Program Summary:

Amplify ELA: CA Edition and Amplify ELD: CA Edition (Program 2) include a teacher license, student licenses, and print materials, including: CA Edition Teacher Program Guide; Non-Digital Resource Guides (ELA and ELD); Basic Virtual Library; Premium Virtual Library; Burst Reading License; mCLASS Beacon CA Editions; The World of Lexia; and Classroom Poster Set.

Recommendation:

Amplify ELA: CA Edition and Amplify ELD: CA Edition (Program 2) are recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, all identified standards in Criterion 2 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and

Benchmark Education, *Benchmark Advance*, K–6

Program Summary:

Benchmark Advance (Program 2) includes: Teachers Resource System (TRS), Leveled Text Teacher’s Guides, Readers Theater Handbook, Language Mini-Lesson Handbook, Texts for Close Reading (TCR).

Recommendation:

Benchmark Advance (Program 2) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, all identified standards in Criterion 2 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

Houghton Mifflin Harcourt, *Houghton Mifflin Harcourt California Journeys* ©2017, K–5

Program Summary:

Houghton Mifflin Harcourt California Journeys (Program 2) includes: Teacher’s Edition (TE); Student Book (SB); Language Workshop Teacher’s Guide (LW); HMH Decoding Power: Intensive Reading Instruction (DP); California Quick Start Pacing Guide (QSPG); Transitional Kindergarten Teacher’s Guide (TKTG); Blend-It Books (BIB); Common Core Writing Handbook Teacher’s Guide (CCWH TG); Literacy and Language Guide (LLG); Weekly Tests (WT); Benchmark and Unit Tests (BU); Language Workshop Assessment Handbook (LWAH); ELL Teacher’s Handbook (ELL TH); Language Support Card (LSC); Welcome to Kindergarten (WTK); Decoding Power (DP); Standards-Based Assessment Resource (SBAR); Channel One; FYI Site; Professional Development for Literacy (PDFL); Interactive Whiteboard Lessons (IWB); Student eBook; myWriteSmart; Stream to Stream to Start.

Recommendation:

Houghton Mifflin Harcourt California Journeys (Program 2) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, all identified standards in Criterion 2 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described for in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Houghton Mifflin Harcourt, *Houghton Mifflin Harcourt California Collections* ©2017, 6–8

Program Summary:

Houghton Mifflin Harcourt California Collections (Program 2) includes: Student Edition (SE); Teacher Edition (TE); Close Reader Student Edition (CR SE); Close Reader Teacher Edition (CR TE); Interactive Lessons: Writing, Speaking & Listening (IL); California Standards Support and Enrichment (SSE); Language Workshop (LW); HMH Decoding Power: Intensive Reading Instruction (DP); California Quick Start Pacing Guide (QSPG); Performance Assessment Student Edition (PASE); Interactive Whiteboard Lessons (IWB); Online Version/ebook.

Recommendation:

Houghton Mifflin Harcourt California Collections (Program 2) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

McGraw-Hill School Education, *Reading Wonders*, K–6

Program Summary:

Reading Wonders (Program 2) includes: Reading/Writing Workshop, Literature Anthology, Leveled Readers, Close Reading Companion, Your Turn Practice Book, Workstation Activity Cards, Decodable Readers, Teacher's Editions (TE)
<http://www.connected.mcgraw-hill.com>: Resources, Language Development Practice, Companion Worktext, ELD Teacher's Edition, Language Development Practice, Language Development Cards, Oral Language Cards, ELD Assessments, My Language Book, Visual Vocabulary Cards.

Recommendation:

Reading Wonders (Program 2) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, all identified standards in Criterion 2 fully, and meets all the Criteria in Category 1 with strengths in Categories 2-5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the "Edits and Corrections" section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and

McGraw-Hill School Education, *StudySync*, 6–8

Program Summary:

StudySync (Program 1) includes: <http://www.connected.mcgraw-hill.com> (includes Thematic Units, Engrade for *StudySync*), Reading/Writing Workshop, Literature Anthology, Leveled Readers, Close Reading Companion, Your Turn Practice Book, Workstation Activity Cards, Decodable Readers, Teacher Editions, <http://www.connected.mcgraw-hill.com> : Resources.

Recommendation:

StudySync (Program 1) is recommended for adoption. The program includes content specified in the CA CCSS for ELA, meets all identified standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials allow teachers to teach the content efficiently and effectively, while providing structure for what students should learn each year.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students, so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction. They are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

McGraw-Hill School Education, *Lectura Maravillas*, K–6

Program Summary:

Lectura Maravillas (Program 3) includes: Emerging (Em), Expanding (Ex), Bridging (Br), connected.mcgraw-hill.com. Taller de lectura y escritura (RWW), Superlibro de literatura (BB), Libros por nivel, Guía de lectura atenta (CRC), Tu turno Cuaderno de práctica (YTPB), Tarjetas de lectura interactiva en voz alta, TARJETAS: Cuéntalo otra vez, Tarjetas de vocabulario visual, Tarjetas de palabras de uso frecuente, Tarjetas de actividades, Tarjetas de fotos , Tarjetas armapalabras, Tarjetas de actividades niveladas, Libros descodificables, Guía del maestro (TE), Exámenes de Unidad (UA), Evaluaciones de Referencia, Maravillas Online Data Dashboard: Evaluaciones, Desarrollo profesional: Lecciones modelo: Collaborative Discussions Video, Rutina de instrucción: Collaborative Conversations, Time for Kids (TFK), www.connected.mcgraw-hill: Recursos, website recursos > espacio de investigación, phonemic awareness (PA), Wonders for ELD TE.

Recommendation:

Lectura Maravillas (Program 3) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, all identified standards in Criterion 2 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials do provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

National Geographic/Cengage Learning, *Reaching for Reading*, K–6

Program Summary:

Reach for Reading (Program 2) includes: Teacher Edition (TE), Student Edition (SE), Big Charts (BC), Critical Reading Series (CRS), Informational Readers (IR), Designated ELD Support (DES), Assessment Handbook (AHB), NGReach.com (Website), Teamwork Activities (TA), Academic Talk Flip Chart (ATFC), Reach into Phonics Foundations Teachers Guide (TG), Practice Master (PM), Learning Stations (LS). Additional acronyms are: Shared Reading (SR), Best Practices (BP), Research Project (RP), Writing Project (WP), Phonics (P), Comprehension (C), Daily Grammar (DG), Academic Talk (AT), Multi-Level Strategies (MLS), Small Group (SG), Resources (R).

Recommendation:

Reach for Reading (Program 2) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type, meets all identified standards in Criterion 1 fully, all identified standards in Criterion 2 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and CA ELD Standards (as appropriate to the program type), and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and

**Pearson Education, Inc., p.a. Scott Foresman and Prentice Hall, CA
*Pearson System of Courses, K–8***

Program Summary:

CA Pearson System of Courses (Program 1) includes: Student Application (SA), Teacher Guide (TG), Teacher Support (TS).

Recommendation:

CA Pearson System of Courses (Program 1) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA, meets all identified standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the CA CCSS for ELA and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials allow teachers to teach the content efficiently and effectively, while providing structure for what students should learn each year.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students, so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction. They are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

The College Board-Springboard, *SpringBoard ELA*, Grades 7–8

Program Summary:

SpringBoard ELA (Program 1) includes: SpringBoard English Language Arts Student Edition (ELA SE), SpringBoard English Language Arts Teacher Edition (ELA TE), English Language Development Teacher Edition (ELD TE), SpringBoard Writing Workshop with Grammar Activities Student Edition (WWGA SE), SpringBoard Writing Workshop with Grammar Activities Teacher Edition (WWGA TE), SpringBoard Close Reading Workshop Student Edition (CRW SE), SpringBoard Close Reading Workshop Teacher Edition (CRE TE), SpringBoard Digital Teacher Resources (SBD TR), SpringBoard Digital Assessment (SBD A).

Recommendation:

SpringBoard ELA (Program 1) for Grades 7–8 is recommended for adoption because the program includes content as specified in the CA CCSS for ELA, meets all identified standards in Criterion 1 fully, and meets all the Criteria in Category 1, with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed in this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The Grade 7–8 levels of the program support teaching to the CA CCSS for ELA, and cover all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

McGraw-Hill School Education, *Flex Literacy*, 4–8

Program Summary:

FLEX Literacy (Program 4) includes: Elementary System (ELEM), Secondary System (SEC), Student Interactive Reader (SIR), Print Experience Teacher Edition (PTE), Project Experience Guides (PG), Implementation Guide (IG), Differentiated Instruction Resources (DIR), Tradebook Library (TBL), online Student Digital Experience (DX), FLEXWorks online teacher tool (FW), online Professional Learning Environment (PLE), Assessment Resources (AR), Secondary Program Guide (SPG), online Digital Sampler (DS), online Teacher Edition (TE).

Recommendation:

FLEX Literacy (Program 4) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA, meets all identified subset of standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the subset of CA CCSS for ELA identified in Appendix 12-B: Matrix 1, and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the Standards.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, implementing strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for students so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

**Pearson Education Inc., p.a. Scott Foresman and Prentice Hall, CA
Pearson iLit, 4–8**

Program Summary:

CA Pearson iLit (Program 4) includes: Student Application (SA); Teacher Application (TA).

Recommendation:

CA Pearson iLit (Program 4) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA, meets all identified subset of standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the subset of CA CCSS for ELA identified in Appendix 12-B: Matrix 1, and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the CA CCSS for ELA.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, implementing strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for students so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

HMH Intervention Solutions (formerly Scholastic, Inc.), *California Read 180 Universal System, 4–8*

Program Summary:

California Read 180 Universal System (Program 4) includes: Getting Started (GS), Workshop (WS), Whole-Group Lesson (WG), Small-Group Lesson (SG), Back Matter (BM), Interim Performance Task (IPT), End-of-Year Performance Task (EYPT), Reading Comprehension (RC), Language & Convention (L), Writing (W), Speaking & Listening (SL), Foundational Reading Guide (FRG), Resources for Differentiating Instruction (RDI).

Recommendation:

California Read 180 Universal System (Program 4) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA, meets all identified subset of standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5. Edits and corrections required as a condition of adoption are listed on the last page of this document under the “Edits and Corrections” section.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the subset of CA CCSS for ELA identified in Appendix 12-B: Matrix 1, and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the CA CCSS for ELA.

Criteria Category 3: Assessment

The instructional materials do provide teachers with assistance in using assessments for planning instruction, implementing strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for students so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

Voyager Sopris Learning, *Language! Live California, 4–8*

Program Summary:

Language! Live California (Program 4) includes: Level 1 Word Training (L1WT), Level 2 Word Training (L2WT), Unit (U), Lesson (L), Independent Read (IR), Tutorial (T), Plural – es tutorial (-es), Suffix –ous (-ous), Check for Understanding (CU), Review (R), Decoding Activities (DA), Blend and Read Words (BRW), Read Phrases and Sentences (RPS), Listen and Identify (LI), Sort (S), Sentence Completion (SC), Word Radiator (WR), Read Sentences (RS), Column Matching (CM), Key Concept Quiz (KCQ), Word Association Wall (WAW), Word Construction (WC), Word Generator (WG), Big Word Strategy (BWS), Confusing Words (CW), Phrase Selection (PS), Encoding Activities (EA), Phoneme Grapheme Mapping (PGM), Syllabification (SY), Build a Word Family (BWF), Sentence Dictation (SD), Read Phrases and Sentences (RPS), Sentence Completion with Spelling (SCS), Word Building (WB), Shuffle (S), Word Generator (WG), Adding Suffixes (AS), Goals 1,2,or 3 (G#), Fluency Check (FC), Startup Unit (SU), Program Guide (PG), Teacher Edition Level 1(TEL1), Teacher Edition Level 2 (TEL2), Online Word Training Level 1 (OWTL1), Online Word Training Level 2 (OWTL2), Writing Project: Thematic Literature (WPTL), Handwriting Supplement (HS), Content Mastery Conjunction (CMC), Student Edition Level 1 (SEL1), Student Edition Level 2 (SEL2), Teacher Dashboard: Tools: Research Foundation (TDTRF), Teacher Dashboard: Tools: Course Resources: Text Training: Writing Supplements (TDTCR).

Recommendation:

Language! Live California (Program 4) is recommended for adoption because the program includes content as specified in the CA CCSS for ELA, meets all identified subset of standards in Criterion 1 fully, and meets all the Criteria in Category 1 with strengths in Categories 2–5.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program supports teaching to the subset of CA CCSS for ELA identified in Appendix 12-B: Matrix 1, and covers all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the CA CCSS for ELA.

Criteria Category 3: Assessment

The instructional materials do provide teachers with assistance in using assessments for planning instruction, implementing strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for students so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach students the CA CCSS for ELA.

Programs Not Adopted by the State Board of Education

Basic Grade-Level Programs

Amplify Education, Inc., *Core Knowledge Language Arts, K–5*

Program Summary:

Core Knowledge Language Arts (Program 1) includes: Program Guide (PG), Unit/Domain (U), Lesson (L), Teacher Guide (TG), Flip Book (FB), Big Book (BB), Decodable Student Reader (SR), Picture Reader (PR), Activity Book (AB), Online Assessment and Remediation Guide (ARG), Online Resource Rubrics (ORR), Online Contrastive Language Chart (OCLC).

Recommendation:

Core Knowledge Language Arts (Program 1) is not recommended for adoption because the program does not include content as specified in the CA CCSS for ELA, does not meet all identified standards in Criterion 1 fully, and does not meet all the Criteria in Category 1.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The program does not support teaching to the CA CCSS, and does not cover all of the evaluation criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA and, when appropriate, the CA ELD Standards, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

The College Board-Springboard, *SpringBoard ELA*, Grade 6

Program Summary:

SpringBoard ELA (Program 1) includes: SpringBoard English Language Arts Student Edition (ELA SE), SpringBoard English Language Arts Teacher Edition (ELA TE), English Language Development Teacher Edition (ELD TE), SpringBoard Writing Workshop with Grammar Activities Student Edition (WWGA SE), SpringBoard Writing Workshop with Grammar Activities Teacher Edition (WWGA TE), SpringBoard Close Reading Workshop Student Edition (CRW SE), SpringBoard Close Reading Workshop Teacher Edition (CRE TE), SpringBoard Digital Teacher Resources (SBD TR), SpringBoard Digital Assessment (SBD A).

Recommendation:

Although *SpringBoard ELA* (Program 1) includes content as specified in the CA CCSS for ELA and meets all identified standards in Category 2, Criterion 1 fully, with strengths in Categories 2–5, Grade 6 is not recommended by the Instructional Quality Commission (IQC) for adoption because the materials do not meet all the Criteria in Category 1.

Criteria Category 1: ELA/ELD Content/Alignment with Standards

The IQC determined that the materials, with evidence supplied by the publisher, do not fully meet all the Criteria in Category 1.

Criteria Category 2: Program Organization

The organization and design of the instructional materials provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively.

Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.

Criteria Category 4: Universal Access

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described in the CA CCSS for ELA, and provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA.

Criteria Category 5: Instructional Planning and Teacher Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA.

and ensure opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards.

publishers should recognize how the structure of the *ELA/ELD Framework* organizes the topic of curriculum and instruction into a discussion of the standards for ELA and ELD around five themes: meaning making, language development, effective expression, content knowledge, and foundational skills. The framework supports content which can be delivered to build the skills of creativity and innovation, critical thinking and problem solving, collaboration, communication, and construction and new understanding of knowledge across content areas.

It is the intent of the SBE that these criteria be seen as neutral on the format of instructional materials. Print-based, digital, and interactive online programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may 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. All authors listed in the instructional program are held responsible for the content. 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.

near grade level. Publishers may submit any combination of grade levels in this program category although no partial grade levels may be submitted.

Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD)

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category although no partial grade levels may be submitted.

The criteria for the evaluation of English language arts and English language development instructional resources for kindergarten through grade eight are organized into five categories:

1. **English Language Arts and English Language Development Content/Alignment with the Standards.** Instructional materials include content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type. Programs must meet all identified standards fully for the appropriate program type to be eligible for adoption.
2. **Program Organization.** Instructional materials support instruction and learning of the standards and include such features as the organization and design of the programs and standards; chapter, unit, and lesson overviews; and glossaries.
3. **Assessment.** Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.
4. **Universal Access.** Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of English language arts, and students who speak African American English (AAE).
5. **Instructional Planning and Teacher Support.** Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.

Materials that fail to meet the criteria in Category 1: English Language Arts and English Language Development Content/Alignment with the Standards will not be considered suitable for adoption. All criteria statements in Category 1 that are appropriate for that program type must be met for a program to be adopted. The criteria for Category 1 must be met in the core materials or via the primary means of instruction rather than in ancillary components. In addition, programs must have strengths in each of categories 2 through 5 to be suitable for adoption.

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

All programs must include the following features, as appropriate for program type.

1. Instructional materials as defined in *EC* Section 60010(h) are designed to ensure that all students master each of the CA CCSS for ELA as adopted by the State Board of Education August 2, 2010, and modified March 13, 2013. Submissions for Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy must demonstrate alignment with all CA CCSS for ELA. Program 4 Intensive Intervention ELA and Program 5 Specialized ELD must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 1 for Program 4 Intensive Intervention ELA and Appendix 12-B: Matrix 2 for Program 5 Specialized ELD submissions.
2. Instructional materials for Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD are aligned to the CA ELD Standards as adopted by the State Board of Education November 7, 2012. Submissions must demonstrate alignment with all of the CA ELD Standards indicated on the appropriate standards maps.

- c. Allow all students opportunities to encounter grade-level complex text.
 - d. Include shorter, challenging texts that allow for close reading and re-reading regularly at each grade.
 - e. Provide novels, plays, poetry, and other extended full-length texts for close reading opportunities and broader and enriching literary opportunities.
 - f. Provide materials that appeal to students' interests while developing their knowledge base within and across grade levels.
 - g. Provide an organized independent reading program as outlined in the *ELA/ELD Framework*.
10. Materials include effective, research-based instruction for all aspects of foundational reading skills, providing explicit, sequential, linguistically logical, and systematic practice and instruction, assessment opportunities, and diagnostic support in the following Reading Standards for Foundational Skills, kindergarten through grade five of the CA CCSS for ELA: print concepts, phonological awareness, phonics and word recognition, and fluency. Further details are outlined in the *ELA/ELD Framework* and Appendix A of the CCSS, including but not limited to, the explicit teaching of decoding, including the speech sounds of English orthography, instruction in the nature of the speech sound system, and instruction in letter formation as well as letter naming and alphabetic order.
11. Appropriate to the grade levels, materials provide effective, research-based instruction in reading fluency, including oral reading fluency, and the skills of word recognition, accuracy, pacing, rate, and prosody. Programs offer research-based teaching strategies and varied opportunities to engage with different text types for improving student fluency, including but not limited to decodable text.
12. As part of a complete curriculum that includes a variety of text, instructional materials for foundational skills include sufficient pre-decodable and decodable text at the early stages of reading instruction to allow students to develop automaticity and practice fluency. For greater clarification, see *ELA/ELD Framework*, Chapter 3, Phonics and Word Recognition section, pp. 34–42. (Sufficiency of pre-decodable and decodable texts refers only to available instructional materials and does not define class instruction. Instruction should be based on student needs.)
- a. Those materials designated as decodable must have text with at least 75–80 percent of the words consisting solely of previously taught letter–sound and spelling–sound correspondences and in which 20–25 percent of the words consist of previously taught high-frequency irregularly spelled words and story or content words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound–spellings may be paired in one decodable book or reading passage.
 - b. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.
 - c. Sufficient is defined as follows:
 - (1) Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus).
 - (2) Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.
 - (3) First grade—Two books per sound–spelling, totaling a minimum of

- topics and texts, as specified by the grade-level standards, and include speaking and listening prompts, questions, and evaluation tools to strengthen students' listening skills and their ability to respond to and challenge follow-up responses and evidence.
21. For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide guidance for differentiated instruction by teachers to support success for all students in reading, writing, speaking, listening, and language in the basic program. The differentiated instruction is embedded as part of the basic program and includes the following:
 - a. Teacher edition and student materials that reinforce and extend the regular classroom curriculum and instruction in all strands.
 - b. Instruction to increase background knowledge and prerequisite skills.
 - c. Additional opportunities for the teacher to preteach planned content, to check for students' understanding, to reteach materials already taught, and for students to practice key skills and strategies.
 - d. Additional support in areas where students are likely to have difficulty, including phonological based spelling; listening and reading comprehension; organization and delivery of oral communication; speaking and writing applications; academic language; sentence structure and syntax; and the knowledge of language and its conventions.
 22. For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide a reading intervention supplement for grades kindergarten through grade six. The instructional strategies should be consistent with those used in the basic program and include the following:
 - a. *Intervention materials for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students who need reteaching and practice in one or more of the four identified key foundational skills that are part of the Reading Standards: Foundational Skills in the CA CCSS for ELA: (1) print concepts; (2) phonological awareness; (3) phonics and word recognition; and (4) fluency.*
 - b. *Grade-related foundational skills materials are designed for explicit, sequential, and systematic instruction and include periodic progress-monitoring assessments for determining attainment of the skill or skills taught.*
 - c. *For kindergarten through grade three, each grade-related set of materials will be distinct, building on the previous grade-related instruction. As a result, there will be four sets of grade-related supplement reading intervention materials: a. kindergarten; b. first grade with kindergarten materials; c. second grade with first grade and kindergarten materials; and d. third grade with second, first, and kindergarten materials.*
 - d. One set of materials for grades four through six, which includes foundational standards from grades two through five.
 23. In Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD, the ELD instructional materials:
 - a. Should refer to and address the guidance provided in the CA ELD Standards.
 - b. Should refer to and address the guidance provided in the *ELA/ELD Framework*, Chapter 2, Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment, Figure 2.23 "Essential Features of Designated ELD Instruction."
 - c. Should address differentiation of the Emerging, Expanding, and Bridging levels of

- b. Curriculum-embedded, diagnostic, and progress-monitoring assessments with guidance for teachers that support students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. The design goal is for students to gain two grade levels for each year of instruction.
 - c. Multiple levels and points of entry and exit to appropriately address the skill levels and ELA content knowledge of students in grades four through eight and assist in transitioning into a basic program.
 - d. Opportunities for students to increase academic achievement through the integration of all strands: reading, writing, speaking and listening, and language.
 - e. Teacher and student materials provide explicit, sequential, linguistically logical, and systematic instruction, practice, applications, and support in areas where students are likely to have difficulty, including: concepts of print; the alphabetic principles; phonological awareness; phonics; word analysis skills; oral reading fluency; vocabulary and morphology; the knowledge of language and its conventions; listening and reading comprehension; sentence structure and syntax; and production of the different writing types.
26. Program 5 Specialized ELD materials provide an intensive, accelerated pathway to support the needs of English learners, including those at risk of becoming or who are long-term English learners, whose academic performance is below grade level and whose language proficiency precludes them from performing at grade level in English language arts. The program should be used during a designated ELD period of time and is not intended to serve as ELA instructional time. The program should include clear instructional plans and tools for students entering and transitioning out of the Specialized ELD program. The materials include the following:
- a. Alignment with CA CCSS for ELA and CA ELD Standards identified in Appendix 12-B: Matrix 2, Program 5 – Specialized ELD, Grades Four Through Eight.
 - b. Curriculum-embedded assessments with guidance for teachers that support students who are at risk of becoming or who are long-term English learners to progress rapidly to grade-level proficiency in English literacy within 12–18 months.
 - c. Multiple levels and points of entry and exit to appropriately address the English proficiency levels of students in grades four through eight.
 - d. Instruction that integrates all strands: reading, writing, speaking and listening, and language.
 - e. Teacher and student materials support the needs of students who are at risk of becoming or who are long-term English learners in moving to grade-level proficiency in English literacy and include: development of academic language; organization and delivery of oral communication; development of reading fluency and comprehension; consistent instructional routines; and support of active student engagement.
 - f. Teacher materials provide instructional guidance for understanding text structure, close reading, evaluating language choices, and utilizing texts from other content areas consistent with the CA CCSS for Literacy in History/Social Studies, Science and Technical Subjects.
 - g. Materials can be submitted for a range of at least two consecutive grade levels within the 4–8 grade span (e.g., grades 4–5, 4–6, 6–8, 7–8).

- b. Direct teaching and inquiry-based instruction.
 - c. Teacher and student example texts are used for modeling with the intent of fostering independent student work.
 - d. Guided and independent practice and application with corrective feedback during all phases of instruction and practice.
 - e. Guidance on implementation of units of instruction, curriculum guides, thematic units, or flexible methods for pacing of instruction.
 - f. Preteaching and reteaching as needed.
 - g. Students, and student(s) and teachers, to engage in collaborative conversations and discussions, including student language and behaviors.
 - h. Connecting instruction of standards across the strands.
 - i. Student interaction and engagement in text.
 - j. Research and project-based learning.
13. A list of the grade-level standards is included in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards.
 14. Teacher materials and student materials, as appropriate to the grade-level standards, contain an overview of the chapters; clearly identify the ELA/ELD concepts; and include tables of contents, indexes, and glossaries that contain important ELA/ELD terms.
 15. Support materials are an integral part of the instructional program and are clearly aligned with the standards.
 16. In Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy Program, the grade-level CA CCSS for ELA and CA ELD Standards shall be explicitly stated in the student materials as appropriate to the program types.
 17. In order to meet the needs of students, Program 4 Intensive Intervention ELA materials shall be flexible enough to be a temporary intensive intervention program or support a basic program.

Criteria Category 3: Assessment

This program provides teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring. Instructional materials must have strengths in these areas to be considered suitable for adoption:

1. All assessments should have content validity to assess all the strands. Assessment should be provided to measure individual student progress over varied durations of time, at regular intervals, and at strategic points of instruction and should include:
 - a. Multiple methods of assessing what students know and are able to do, such as selected response, constructed responses (short answers, constructed response, and extended constructed response), performance tasks, open-ended questions, and technology-enabled and technology-enhanced questions.
 - b. Guidance for making decisions about instructional practices and how to modify instruction so that all students are consistently progressing toward meeting or exceeding the content standards.
 - c. Materials and suggestions to assist the teacher in keeping parents and students informed about student progress.

difficulties, and students who are falling behind in any strand in English language arts. Materials should incorporate recognized principles, concepts, and strategies to meet the needs of students and provide equal access to learning, which could include Universal Design for Learning, Response to Intervention and Instruction, and Multi-tiered Systems of Supports, as outlined in Chapter 9 on Equity and Access, in this framework.

Instructional materials must have strengths in these areas to be considered for adoption.

1. Alignment of both lessons and teacher's editions, as appropriate, with ELD Standards, incorporating strategies to address at every grade level the needs of all English learners pursuant to *EC* Section 60204(b)(1).
2. Incorporation of instructional strategies to address the needs of students with disabilities in both lessons and teacher's edition, as appropriate, at every grade level pursuant to *EC* Section 60204(b)(2).
3. Comprehensive guidance and differentiation strategies, which could include the use of technology, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include:
 - a. How to master linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.
 - b. Suggestions for reinforcing or expanding the curriculum, including preteaching, reteaching, and adapting instruction.
 - c. Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with targeted instructional needs.
 - d. For students who are below grade level, more explicit explanations with ample and additional differentiated support based on student need or other assistance that will help to accelerate student performance to grade level.
 - e. For Program 3 only, how to address learning languages other than English, including cross-linguistic transfer and contrastive analysis of language skills.
4. Materials include support for students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.
5. Suggestions on a variety of ways for students with special instructional needs to access 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). Examples of such accommodations might be (but are not limited to) student use of computers to complete tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.
6. Materials remind teachers to set high expectations for all students and inform teachers of the progression of skill development and concepts to higher grade levels.
7. In Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments, such as suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.

materials, platform neutral.

17. Materials help teachers and students plan collaborative academic discussions based on grade-level topics and texts.

Teacher Support

18. Kindergarten materials include guidance for teachers and administrators to adapt those materials for use in a transitional kindergarten setting, including a combination transitional kindergarten/kindergarten class. Guidance should build on the California preschool learning foundations; address appropriate social and emotional development and language and literacy skills; and the pacing, expectations, and amount of learning that is situated in playful contexts.
19. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children's learning at home. The program should include materials that teachers can use to inform families about the CA CCSS for ELA and the CA ELD Standards, the ELA/ELD Framework, program-embedded assessments, and the degree to which students are mastering the standards.
20. Materials include whole-group, flexible small-group, and individual instructional strategies that promote student responsibility, engagement, and independence.
21. Materials include guidance for teachers to adapt for combination classes of two different grade levels of students.
22. Materials include guidance for teachers in support of students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.
23. Using guidance from the Model School Library Standards for California Public Schools, materials provide information for teachers on the effective use of library and media resources that best complement the standards.
24. The materials contain explanations of the instructional approaches of the program and identify the research-based strategies.
25. The program provides cross-linguistic transfer and contrastive analysis charts 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 five (or more) of the most common languages in California and AAE will be incorporated as appropriate, accentuating transferable and nontransferable skills.
26. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards. All audiovisual, multimedia, and information technology resources include technical support and suggestions for appropriate use.
27. The materials are designed to help teachers identify the reason(s) that students may find demonstrating mastery of a particular skill or concept more challenging than another and point to specific remedies.

Subjects. By high school, the standards recommend that 70 percent of what students read be informational text, but the bulk of that percentage should be carried by non-ELA disciplines that do not study fictional texts. ELA classrooms should focus on literature (stories, drama, and poetry) as well as literary non-fiction. Literary nonfiction, as described on page 72 of the CA CCSS for ELA/Literacy, includes the subgenres of exposition, argument, and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

The standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defined claims, and clear information. The standards expect students to answer questions that depend on their having read the text or texts with care. They also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and details are essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.

3. Regular practice with complex text and academic language

The CA CCSS for ELA/Literacy highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary words: words that appear in a variety of content areas.

Criteria for Material and Tools Aligned to the Standards

In addition to the shifts noted above, the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12* (Publishers' Criteria) have identified some major indicators of quality that instructional resources and tools should exhibit. These areas are summarized below without their full explanation. For fuller explanations, see the Publishers' Criteria at http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf.

- further evaluation or interpretation.
- e. Materials make the text the focus of instruction by avoiding features that distract from the text.
 - f. Materials offer assessment opportunities that genuinely measure progress.

Key Criteria for Academic Vocabulary

1. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

Key Criteria for Writing to Sources and Research

1. Materials portray writing to sources as a key task.
2. Materials focus on forming arguments as well as informative writing.
3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.
4. Students are given extensive practice with short, focused research projects.

Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. Materials provide systematic opportunities for students to read complex text with fluency.
2. Materials help teachers plan substantive academic discussions.
3. Materials use multimedia and technology to deepen attention to evidence and texts.
4. Materials embrace the most significant grammar and language conventions.

Process for Selection of Instructional Materials

Prior to beginning the instructional materials selection process, the organization and content of the courses should be determined at the local level. As part of the high school graduation requirements, *EC* Section 51225.3 requires three years of English. The University of California (UC) and the California State University (CSU) systems require four years of approved courses for students to enroll as freshmen. In order for an English language arts course to be approved, it must follow submission procedures. The UC Doorways site at <http://www.ucop.edu/doorways/> provides access to “a–g” subject area requirements, including the course list site, the “a–g” guide site, and the online update site.

High school English requirements can also be met in English Language Arts courses integrated with Career Technical Education Standards. For example, the UC Curriculum Integration (UCCI) program develops UC-approved model courses that meet “a-g” requirements by bringing together academic and career technical education standards. For more details about California’s Career Technical Education Standards go to <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>. For more information and a list of the currently approved UCCI model classes, go to <http://ucci.ucop.edu/integrated-courses/ucci-course-catalog.html>.

It is the responsibility of the governing board of an LEA to establish courses of study and to choose the instructional materials appropriate to those courses, according to *EC* Section 60000(c). Once the content of the high school courses have been determined, the process of selecting instructional materials at the district or school level varies. Most districts are guided by a school board-adopted policy or procedure. The process usually begins with the appointment of a committee of educators, including teachers and

Social Content Review

To ensure that instructional materials reflect California’s multicultural society, avoid stereotyping, and contribute to a positive learning environment, instructional materials used in California public schools must comply with the state laws and regulations for social content. Instructional materials must meet *EC* Sections 60040–60045 as well as the SBE guidelines in the *Standards for Evaluating Instructional Materials for Social Content*, 2013 Edition. Instructional materials that are adopted by the SBE meet the social content requirements. The CDE conducts social content reviews of a range of instructional materials and maintains an online, searchable list of the materials that meet the social content requirements. The list of approved instructional materials is on the CDE Social Content Review Web page at <http://www.cde.ca.gov/ci/cr/cf/ap2/search.aspx>.

If an LEA is not purchasing state-adopted instructional materials or materials from the list of approved instructional materials maintained by the CDE, the LEA must complete its own social content review. Information about the review process can be found on the CDE Social Content Review Web page at <http://www.cde.ca.gov/ci/cr/cf/lc.asp>.

Supplemental Instructional Materials

The SBE traditionally adopts only basic instructional materials programs⁷ but has adopted supplemental instructional materials on occasion. LEAs adopt supplemental materials for local use more frequently. Supplemental instructional materials are defined in California *EC* section 60010(l). Supplemental instructional materials are generally designed to serve a specific purpose, such as providing more complete coverage of a topic or subject; meeting the instructional needs of groups of students; or providing current, relevant technology to support interactive learning.

With the adoption of the CA CCSS for ELA/Literacy, there was a demand from the field for instructional materials to help schools transition from the previous standards in English language arts to the CA CCSS for ELA. In response, the CDE conducted a supplemental instructional materials review (SIMR). The SIMR was a two-phase review of supplemental instructional materials that bridge the gap between programs being used by local educational agencies that were aligned to the previous ELA standards and the CA CCSS for ELA. At the recommendation of the CDE, the SBE approved a total of 13 English language arts supplemental instructional programs in November 2012 and January 2013. More information on the supplemental review process and approved materials is available online at <http://www.cde.ca.gov/ci/cr/cf/simrelaprograms.asp>.

Open-Source Electronic Resources (OERs)

Open-Source Electronic Resources (OERs) are free instructional materials and resources available online for teachers and students—and parents. OERs include a range of offerings, from full courses to quizzes, classroom activities, and games. Students may create OERs to fulfill an assignment. Teachers may work together to develop curriculum,

⁷ Programs that are designed for use by students and their teachers as a principal learning resource and that meet in organization and content the basic requirements of a full course of study (generally, one school year in length.)

9. The model lesson/unit demonstrates effective use of the ELR in an instructional setting.

A few of the growing number OER Web sites that support instruction and learning of the CA CCSS for ELA/Literacy and offer high-quality resources for use in the classroom and for professional learning are:

- Readwritethink, <http://www.readwritethink.org/>, a site developed by the International Reading Association and the National Council of Teachers of English that includes classroom resources (e.g., lesson plans, student interactives, book lists) and online professional development opportunities and instructional strategy guides
- EQuIP (Educator Evaluating Quality Instructional Products) , <http://www.achieve.org/EQuIP>, an initiative of the America Diploma Project designed to build the capacity of educators to evaluate and improve the quality of instructional materials and increase the supply of lessons and units aligned to the Common Core State Standards
- Edutopia, <http://www.edutopia.org/>, supported by the George Lucas Foundation to help disseminate replicable, innovative, and evidence-based strategies through supportive resources and connections to other educators
- Teaching Channel, <https://www.teachingchannel.org/>, a library of high-quality videos to help teachers learn new instructional strategies for their own classrooms and reflect on their practices

Accessible Instructional Materials

The CDE Clearinghouse for Specialized Media and Translations (CSMT) provides instructional resources in accessible and meaningful formats to students with disabilities, including students who are deaf and hard of hearing and students with vision impairments, severe orthopedic impairments, or other print disabilities. The CSMT produces accessible versions of textbooks, workbooks, literature books, and assessment books. Specialized instructional materials include braille, large print, audio recordings, digital talking books, electronic files, and American Sign Language Video books. Local assistance funds finance the conversion and production of specialized instructional materials, which are free to schools. The distribution of various specialized media to public schools provides general education curricula to students with disabilities. Information about accessible instructional materials and other instructional resources, including what is available and how to order them, can be found on the CDE CSMT Media Ordering Web page at <http://csmt.cde.ca.gov/>.

Appendix 12-B: Matrix 1
Program 4: Intensive Intervention English Language Arts,
Grades Four Through Eight

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- or second-grade level as evidenced in a broad set of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: meaning making, language development, effective expression, content knowledge, and foundational skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

Key to Symbols: **c** = Complete Standard Addressed
p = Partial Standard Addressed
NA = Not Applicable

	Standard/Number	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Reading Standards for Literature	Key Ideas & Details	1	NA	NA	c	c	c	c	NA	c
		2	c	NA	c	NA	c	c	NA	c
		3	c	NA	c	NA	c	c	c	c
	Craft & Structure	4	NA	c	c	NA	c	c	c	NA
		5	c	c	c	c	NA	c	c	c
		6	NA	NA	c	c	c	c	NA	c
	Integration of Knowledge & Ideas	7	NA	c	c	c	NA	NA	NA	NA
		8	NA	NA	NA	NA	NA	NA	NA	NA
		9	c	c	NA	c	NA	c	NA	c
	Range of Reading & Level of Complexity	10	c	NA	c	c	c	c	NA	NA
Reading Standards for Informational Text	Key Ideas & Details	1	NA	NA	c	c	c	c	NA	c
		2	c	c	NA	c	NA	c	NA	c
		3	c	NA	c	c	c	c	c	NA

ELD Standard # Expanding and Bridging Levels		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8		
		CCSS for ELA	RI.4.2,8 SL.4.3 L.4.3,6	RI.5. 2,8 SL.5.3 L.5.3,5,6	RI.6.4,8 SL.6.3 L.6.4,6	RI.7.4,8 SL.7.3 L.7.4,6	RI.8.4,8 SL.8.3 L.8.4,6	
	8	Analyzing language choices	PI.4.8.Ex PI.4.8.Br	PI.5.8.Ex PI.5.8.Br	PI.6.8.Ex PI.6.8.Br	PI.7.8.Ex PI.7.8.Br	PI.8.8.Ex PI.8.8.Br	
		Corresponding CA CCSS for ELA	RL.4.4 RI.4.4 L.4.5,6	RL.5.4 RI.5.4 L.5.5,6	RL.6.4 RI.6.4, L.6.5b,c,6	RL.7.4 RI.7.4, L.7.5b,c,6	RL.8.4 RI.8.4, L.8.5b,c,6	
Part I. C. Productive	9	Presenting	PI.4.9.Ex PI.4.9.Br	PI.5.9.Ex PI.5.9.Br	PI.6.9.Ex PI.6.9.Br	PI.7.9.Ex PI.7.9.Br	PI.8.9.Ex PI.8.9.Br	
		Corresponding CA CCSS for ELA	SL.4.4,6 L.4.1,6	SL.5.4,6 L.5.1,6	SL.6.4,6 L.6.1,6	SL.7.4,6 L.7.1,6	SL.8.4-6 L.8.3,6	
	10	Writing	PI.4.10.Ex PI.4.10.Br	PI.5.10.Ex PI.5.10.Br	PI.6.10.Ex PI.6.10.Br	PI.7.10.Ex PI.7.10.Br	PI.8.10.Ex PI.8.10.Br	
		Corresponding CA CCSS for ELA	W.4.1,2a,b,e, 4 L.4.1,3a,c, 6	W.5.1,2a,b,e, 4 L.5.1,3a,b, 6	W.6.1,2.a,b, e,4 L.6.3a,b, 6	W.7.1, 2.a,b,e, 4 L.7.3a, 6	W.8.1, 2a,b,e, 4 L.8.3a, 6	
	11	Supporting Opinions (gr. 4-5) Justifying/arguing (gr. 6-8)	PI.4.11.Ex PI.4.11.Br	PI.5.11.Ex PI.5.11.Br	PI.6.11.Ex PI.6.11.Br	PI.7.11.Ex PI.7.11.Br	PI.8.11.Ex PI.8.11.Br	
		Corresponding CA CCSS for ELA	W.4.1,4,9-10 SL.4.4, 6 L.4.3, 6	W.5.1,4,9- 10 SL.5.4, 6 L.5.3, 6	W.6.1,4,8-10 SL.6.3	W.7.1,4,8- 10 SL.7.3	W.8.1,4,8-10 SL.8.3	
	12	Selecting language resources	PI.4.12.Ex PI.4.12.Br	PI.5.12.Ex PI.5.12.Br	PI.6.12.Ex PI.6.12.Br	PI.7.12.Ex PI.7.12.Br	PI.8.12.Ex PI.8.12.Br	
		Corresponding CA CCSS for ELA	SL.4.4,6 L.4.4-6	SL.5.4,6 L.5.4-6	RL.6.4 RI.6.4 L.6.4a-d, 5a-c,6	RL.7.4 RI.7.4 L.7.4a-d, 5a-c,6	RL.8.4 RI.8.4 L.8.4a-d, 5a-c,6	
	Part II. A. Structuring Cohesive Text	1	Understanding text structure	PII.4.1.Ex PII.4.1.Br	PII.5.1.Ex PII.5.1.Br	PII.6.1.Ex PII.6.1.Br	PII.7.1.Ex PII.7.1.Br	PII.8.1.Ex PII.8.1.Br
			Corresponding CA CCSS for ELA	RL.4.5 RI.4.5 W.4.1-5,10	RL.5.5 RI.5.5 W.5.1-5,10	RL.6.5 RI.6.5 W.6.1-5,10	RL.7.5 RI.7.5 W.7.1-5,10	RL.8.5 RI.8.5 W.8.1-5,10
		2	Understanding cohesion	PII.4.2.Ex PII.4.2.Br	PII.5.2.Ex PII.5.2.Br	PII.6.2.Ex PII.6.2.Br	PII.7.2.Ex PII.7.2.Br	PII.8.2.Ex PII.8.2.Br
			Corresponding CA	RI.4.5 W.4.2c,3c	RL.5.5 RI.5.5	RI.6.5 W.6.2c,3c	RI.7.5 W.7.2c,3c	RI.8.5 W.8.2c,3c

Appendix B: Learning Resources Display Centers (LRDCs)

Learning Resource Display Centers (LRDCs) are sites where instructional materials programs submitted for the 2015 ELA/ELD Adoption are on public display. A list of LRDCs is available on the CDE's LRDC Web page at <http://www.cde.ca.gov/ci/cr/cf/lrdc.asp>. Please call for hours, as staffing varies.