

SECTION 1: PROGRAM DESCRIPTION

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

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>1. The criteria call for basic programs to be designed for use by the classroom teacher as the comprehensive curriculum that will ensure that all students, including English learners, master the English–language arts content standards. The basic program must provide instructional materials that are designed to foster <i>universal access</i>, which means the basic program curriculum is accessible to all students.</p> <p>Criterion #2 applies to Program 1.</p>	<p>Reading Street Comprehensive Curriculum: Weekly Teacher’s Editions Planners, all grades: 1.4: 132d-132e 3.3: 312d-312e</p> <p>Universal Access: Weekly Teacher’s Editions Universal Access for Group Time, all grades 1.4: 80f-80g 3.4: 78f-78g</p> <p>• Extra Support Teaching Guides K–3</p>	<p>Reading Street Universal Access: Teacher’s Editions Adjust on the Fly all grades: Extra Support K.3: 25 2.2: 33e</p> <p>Advanced 1.2: 110a 3.2: 175a</p> <p>English Learners K.3: 34, 155 1.2: 15r 2.3: 340-341 3.2: 175c, 201c</p>			

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	Primary	Supporting	Y	N	
	<ul style="list-style-type: none"> English Learner Teaching Guides K–3 Advanced Teaching Guides K–3 <p>Language Central See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				
24. The Reading/Language Arts–English-Language Development Basic Program includes all content and the four additional instructional elements required in the Reading/Language Arts Basic Program as well as the additional required one hour of daily English-language development instruction.	<p>Language Central See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				
25. The Reading/Language Arts–English-Language Development Basic Program shall be evaluated for alignment with the following materials: a. Educational content review based on this	<p>Reading Street a. See this Criteria Map, Section I</p>				

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<p>program description</p> <p>b. Criteria (all categories) in Section II</p> <p>c. Appendix 9-B, “History–Social Science and Science Content Standards, Kindergarten through Grade Three”</p> <p>d. Appendix 9-C, Table 1, “Curriculum Content: Kindergarten Through Grade Three,” and Table 2, “Curriculum Content: Grades Four Through Eight”</p> <p>e. <i>English–Language Arts Content Standards for California Public Schools</i></p> <p>f. <i>Reading/Language Arts Framework for California Public Schools</i></p>	<p>b. See this Criteria Map, Section II</p> <p>c. See Standards Maps for History-Social Science and Science</p> <p>d. See ELA Standards Maps</p> <p>e. See ELA Standards Maps</p> <p>f. See ELA Standards Maps and all sections of this Criteria Map.</p> <p>Language Central</p> <p>a. See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				

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	<p>b. See this criteria map, Section II. c–f. See ELA/ELD standards correlation matrices (K–3).</p>				
<p>3. This basic program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the <i>Reading/Language Arts Framework</i>, be based on research [as defined in <i>Education Code</i> Section 44757.5(j)], and provide instructional content for 180 days of instruction for the following minimal daily time periods:</p> <ul style="list-style-type: none"> a. 1 hour in kindergarten b. 2.5 hours in grades one through three c. 2 hours in grades four, five and six d. At least 1 and up to 2 hours in grades six, seven, and eight 	<p>Reading Street See Teacher’s Editions: 36 weekly lessons per grade = 180 days</p> <p>Minimal Daily Time Periods, see recommended times on Teacher’s Editions Planners, all grades: K.1: 350-351 1.2: 70d-70e 2.3: 390d-</p>	<p>Reading Street Minimal Daily Time Periods time lessons—clocks 1.6: 16l-17f 2.3: 414l-415e</p>			

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	Primary	Supporting	Y	N	
	390e 3.3: 312d-312e Language Central See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.				
4. The basic program curriculum in kindergarten through grade eight provides comprehensive guidance for teachers in providing effective, efficient, explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in all skills and strategies at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , and the criteria in this chapter.	Reading Street See other areas of this Criteria Map, all Sections and Standards Map correlations. Language Central See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction)				

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	program descriptions.				
<p><i>Additional Required Instructional Elements in the Basic Programs</i></p> <p>5. Basic programs must include four additional elements:</p> <ul style="list-style-type: none"> a. Extra Support for Struggling Readers b. Extra Support for English Learners c. Intensive Vocabulary Instructional Support d. Reading Intervention Kit 	<p>Reading Street</p> <ul style="list-style-type: none"> a. See Extra Support Teaching Guide b. See English Learner Teaching Guide c. See Intensive Vocabulary Development Kit d. See Reading Intervention Kit 	<p>Reading Street</p> <p>Teacher’s Editions Adjust on the Fly, K-3:</p> <p>K.3: 25, 34, 155</p> <p>1.2: 15r, 110a</p> <p>2.2: 33e</p> <p>3.2: 175a, 175c, 201c</p> <p>Teacher’s Editions Universal Access for Group Time, K-3:</p> <p>1.4: 80f-80g</p> <p>3.4: 78f-78g</p>			
<p><i>Extra Support for Struggling Readers, Kindergarten Through Grade Eight</i></p> <p>6. The purpose of these materials is to provide guidance for teachers and support for students to allow students to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit</p>	<p>Reading Street</p> <p>Extra Support Teaching Guides provided at every grade, K-3.</p> <ul style="list-style-type: none"> a. K: EX288- 	<p>Reading Street</p> <p>Universal Access boxes in the Teacher’s Editions, K-3.</p> <ul style="list-style-type: none"> a. K.5: 288 b. 			

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<p>instruction for struggling readers (any student experiencing difficulty learning to read; may include students who use African American vernacular English, English learners, and students with disabilities). Instructional materials for struggling readers must be standards-aligned, assessment-based programs that lead to mastery of all the English–language arts content standards. These materials can be used to ensure that students will be successful in the basic program curriculum.</p> <p>Support materials for struggling readers must provide:</p> <ul style="list-style-type: none"> a. Thirty minutes of additional instructional materials daily b. Teacher edition and student materials that reinforce and extend the regular classroom/basic program daily lessons c. Additional opportunities for checking students’ understanding d. Instruction to increase background knowledge, prerequisite skills, and concepts e. Additional opportunities for vocabulary development f. Additional practice in the key skills and strategies taught in the lesson 	<p>297 b. 1: EX21 c. 2: EX31 d. 3: EX38 e. K: EX42 f. 1: EX61 g. 2: EX91 h. 3: EX79 i. Instructional support for students who use African American vernacular English is embedded in instruction with an emphasis on language conventions and production. 3: EX97</p>	<p>1.R: 35k c. 2.1: 78n d. 3.1: 108l e. K.1: 176 f. 1.R: 95l g. 2.2: 195b h. 3.2: 203a i. 3.2: 199o</p>			

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<p>g. Opportunities to reteach material already taught in the lesson</p> <p>h. Opportunities to preteach material that will be taught in the lesson</p> <p>i. Additional instructional support for students who use African American vernacular English and who may also have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar</p>					
<p><i>Extra Support for English Learners, Kindergarten Through Grade Eight</i></p> <p>7. Instructional materials for English learners provide support for students to allow them to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for English learners. Instructional materials must be standards-aligned, assessment-based programs leading to mastery of all the English–language arts content standards. These extra-support instructional materials are specifically designed daily lessons for teachers to preteach concepts, and for teachers to help students to develop background knowledge, build academic</p>	<p>Reading Street In addition to the point-of-use support in the core/basic Teacher’s Editions, the Grades K–3 English Learners Teaching Guides, Grades 1-3 English Language Support components, Grades K-3 EL Posters,</p>				

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vocabulary, and develop critical technical skills. It is essential for students who are simultaneously learning English and reading/language arts content to have additional time for instruction and for practice to master grade-level content standards.	and Grades 1-3 EL Readers were developed for the purpose of providing the English Learner (EL) extra support. These components provide additional daily EL instruction (EL Teaching Guide) and practice (ELS, EL Posters, EL Readers) that extend the appropriate instructional emphases of the skills taught in the core/basic lessons. This instruction				

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	Primary	Supporting	Y	N	
	falls within four main strands of instruction, in daily lessons: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. EL Teaching Guide K to 5: v-EL2				
<p>8. Support materials for English learners must provide:</p> <ul style="list-style-type: none"> a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels b. Thirty minutes of additional instructional materials daily c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily lessons d. Materials that help teachers teach English 	<p>Reading Street</p> <ul style="list-style-type: none"> a. All appropriate instruction is leveled. See EL Teaching Guide 1.2: EL219 K.2: EL124 b. 30 minutes of additional instructional material is provided for multiple daily 	<p>Reading Street</p> <ul style="list-style-type: none"> a. EL Teaching Guide 3.5: EL375 b. 1.2: EL190-191 c. K.2: EL116-117 d. 3.2: EL111-113 			

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	Primary	Supporting	Y	N	
learners to master the English–language Arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.	skills and strategies, allowing the teaching professional to tailor content to students' needs. K.2: EL130-131 2.3: EL232-233 c. Appropriate daily instructional emphases were identified and focused-on in the English Learner Teaching Guide and English Language Support (and other "student materials"). 1.4: EL363-365 2.4: EL298-				

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	Primary	Supporting	Y	N	
	300 d. Lesson content and pedagogy are standards-driven to scaffold success in areas critical to ELs, including: Oral Language, Word Work, Reading and Comprehension, and Language Conventions and Writing. See EL TG K.5: EL296-297 1.4: EL395-397				
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including: a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and	Reading Street See EL Teaching Guide a. Newcomer and beginning	Reading Street a. EL Teaching Guide K.6: EL366 b. 1.2: EL224			

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<p>understanding instructions (essential for newcomers)</p> <p>b. Language skills that are transferable from students’ primary language to English and nontransferable skills</p> <p>c. Acquisition of academic vocabulary</p> <p>d. Phonological, morphological, syntactical, and semantic structures of English</p>	<p>level survival vocabulary and language support is provided throughout the lessons.</p> <p>1.2: EL225 3.3: EL237</p> <p>b. Transfer and non-transfer notes are provided throughout the lessons, as appropriate. 3.4: EL297 2.2: EL148</p> <p>c. Academic Vocabulary, as well as Academic Language and Science and Social Studies Vocabulary noted and defined throughout the EL Teacher’s</p>	<p>c. 2.3: EL189</p> <p>d. 2.1: EL35 3.1: EL22 3.1: EL37 2.3: EL222</p>			

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	Primary	Supporting	Y	N	
	Guide lessons. 1.R: EL9 K.2: EL130 d. K.5: EL304 1.1: EL75 1.2: EL222 2.6: EL463 1.1: EL99 K.1: EL5 2.5: EL387 3.2: EL127				
10. The materials provide additional support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards: a. Phonologically based spelling b. Listening and speaking comprehension c. Organization and delivery of oral communication d. Speaking applications e. Academic language f. Vocabulary and concept development g. Sentence structure h. Grammar	Reading Street a. EL Teaching Guide 1.1: EL94 K.6: EL394 b. 3.3: EL252 1.1: EL111. See also EL Posters. c. 3.4: EL288 2.2: EL168. See also EL Posters. d. 2.4: EL355 1.2: 228 See also EL	Reading Street a. 2.4: EL327 b. K.2: EL143 c. 1.2: EL219 d. K.3: EL156 e. 3.1: EL35-36 f. 2.4: EL314 g. 1.1: EL109 h. 1.1: EL131			

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	Primary	Supporting	Y	N	
	Posters. e. 1.1: EL156-157 2.1: EL19 f. K.2: EL123-124 3.2: EL162 g. 2.1: EL43 3.1: EL5 h. 3.3: EL237 2.4: EL345				
<i>Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three</i> 11. Support materials provide additional vocabulary development (beyond vocabulary instruction in the basic program) for students in kindergarten through grade three who require extra support in this area. These instructional materials are intended to be an addition to the regular vocabulary lessons described in the basic program descriptions and Criteria Category 1. The purpose of these materials is to increase the oral vocabulary of students with limited vocabulary, which may include English learners, students with disabilities, struggling readers, and students who use African American	Reading Street Intensive Vocabulary Development Kits, K–3.	Reading Street Intensive Vocabulary Development Teaching Guides, Overview: K-3: v (blind folio)			

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	Primary	Supporting	Y	N	
vernacular English.					
12. These materials must build students' oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words (beyond students' reading vocabulary), and allowing ample opportunities for students to discuss word meanings and use new words.	Reading Street Intensive Vocabulary Development Teaching Guide, daily instructional routine: 1: 2-9, 242-249 3: 2-11, 62-71	Reading Street Picture It! for Vocabulary Development: 1: 1-3, 91-93 3: 1-4, 21-23 Intensive Vocabulary Development Worktext: 1: 1-5, 151-155 3: 1-5, 31-35			
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.	Reading Street Intensive Vocabulary Development Teaching Guide: K-2: 290–291 3: 362–363				

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14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	<p>Reading Street Intensive Vocabulary Development Teaching Guide: K-2: 290–291 3: 362–363</p> <p>Research and sources used: Isabel Beck: <i>Bringing Words to Life</i> Andrew Biemiller: <i>Words Worth Teaching and Where They Came From</i> Robert Marzano: <i>A List of Essential Words by Grade Level</i></p>	<p>Reading Street Additional Source: American Heritage Word Frequency List</p>			

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	Primary	Supporting	Y	N	
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.	Reading Street Read Alouds for Vocabulary Development: K: 1-3 1: 141-142 2: 7-12 3: 26-28 Intensive Vocabulary Development Teaching Guide: K: 10-17, 1: 242-249 2: 18-25 3: 62-71	Reading Street Big Books K: Fix It Duck 1: Digby Takes Charge Read Aloud Anthology: K: 3-4 1: 92-93 2: 72-74 3: 47-51			
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes: a. Weekly lesson plans for daily instruction b. Weekly lesson plans that include instruction in eight to ten words per week in kindergarten, ten to 12 words per week in grades one and two, and 15 to 18 words per	Reading Street Intensive Vocabulary Development Teaching Guide: a. K-3: v (blind folio) b.	Reading Street Intensive Vocabulary Development Teaching Guide: a. and b.: K: 10-17, 194-201			

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week in grade three	K-2: 290–291 3: 362–363	1: 2-9, 242-249 2: 18-25, 122-129 3: 2-11, 62-71			
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	Reading Street Core program concepts (themes): K.1: Cooperation—Working Together 1.5: Great Ideas—Clever Solutions 2.1: Exploration—Exploring Nature 3.2: Solutions—How Animals Solve Problems Vocabulary Kit links: Read Alouds for	Reading Street Big Books K.1: <i>Fix It Duck</i> 1: <i>Digby Takes Charge</i> Read Aloud Anthology: K.1: 3-4 1: 92-93 2: 16-17 3: 47-51			

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	Primary	Supporting	Y	N	
	Vocabulary Development: K: 4-5 1: 141-142 2: 7-12 3: 26-28				
18. Intensive vocabulary lessons must include the following: a. Development of students’ listening and speaking vocabulary b. Instruction in words that are beyond students’ reading vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction	Reading Street a. See Intensive Vocabulary Development Teaching Guides: K: 10-17, 194-201 1: 2-9, 242-249 2: 18-25, 122-129 3: 2-11, 62-71 b. Words slightly above grade level, using Marzano’s List of Essential Words by Grade Level as the primary source.				

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	Primary	Supporting	Y	N	
	<p>c. See Intensive Vocabulary Development Teaching Guides: K: 10-17 1: 242-249 2: 18-25 3: 62-71</p>				
<p>19. Materials contain weekly lesson plans that include:</p> <ul style="list-style-type: none"> a. Multiple readings by the teacher of one or two narrative or interesting expository texts with emphasis on developing oral vocabulary and opportunities for students to hear, use, reflect on, and discuss the meanings of the target words b. Weekly oral pre- and post-assessments on new words c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words using language that is known by students d. Opportunities for students to use words in individual and group responses over time and in different contexts e. Suggestions for periodic review and extended use of the words beyond the 	<p>Reading Street a. See Read Alouds for Vocabulary Development Narrative: K: 7-9 1: 17-19 2: 36-38 3: 41-43 Expository: K: 10-11 1: 15-16 2: 31-32 3: 38-40 b. See Intensive Vocabulary Development Teaching Guide: K: 194, 196, 198, 200,</p>				

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	Primary	Supporting	Y	N	
instructional time	201 1: 242, 244, 246, 248-249 2: 18, 20, 22, 24-25, 3: 18, 20, 22, 24-25, 128-129 c. See Read Alouds for Vocabulary Development Narrative: K: 7-9 1: 17-10 2: 16-18 3: 32-34 d. See Intensive Vocabulary Development Teaching Guide K: 10, 13-17 1: 3, 7-9, 2: 18, 19, 24, 25 3: 3, 5, 10, 11, e. See Intensive Vocabulary Development Teaching Guide				

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	K: 17, 201 1: 9, 249 2: 25, 129 3: 21, 71 Teacher's Editions Concept Talk, the first page of each day's instruction, K-3: 1.5: 18a 3.3: 388l				
<p><i>Reading Intervention Kit, Grades One Through Three</i></p> <p>20. The reading intervention kit is a classroom kit that provides sets of strategic intervention materials, one set for each of the five key technical skill domains of beginning reading, for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students in grades one through three who need reteaching and practice in one or more of the technical skill domains. In particular, the lessons in the kit provide targeted instruction in one or more of the English–language arts content standards taught in a previous grade(s) that may not have been mastered. The instructional strategies</p>	<p>Reading Street See the Table of Contents and Overview pages of the Intervention Kit Teaching Guides: Phonemic Awareness Teaching Guide: iii-v, vi-vii. Phonics and Decoding</p>	<p>Reading Street Phonemic Awareness Teaching Guide: 2-3, 8-9, 22-23, 102-103, 160-161, 176-177 Phonics and Decoding Teaching Guide: 14-15, 83-84, 116-117, 164-166, 236-238</p>			

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incorporated in these sets of materials should be consistent with those used in the basic program.	Teaching Guide: iii-v, vi-vii. Fluency Teaching Guide: iii-v, vi-vii Vocabulary Teaching Guide: iii-v, vi-vii Comprehension Teaching Guide: iii-v, vi-vii	Fluency Teaching Guide: 2-3, 26-27, 96-97, 112-113, 174-175 Vocabulary Teaching Guide: 6, 11, 13-15, 37, 46, 66, 80, 100-101, 146-147, 190-191 Comprehension Teaching Guide: 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 190-191, 240-241, 260-261			
21. The kit includes teacher and student editions that provide materials for instruction in the following beginning technical skills in reading as defined by the English–language arts content standards in kindergarten through grade three: a. Phonemic awareness and phonological	Reading Street See the Table of Contents and Overview pages of the	Reading Street Individual lesson pages: b. Phonics and Decoding			

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awareness b. Phonics and decoding c. Oral reading fluency d. Vocabulary (including those words taught in grades one through three of the basic program) e. Reading comprehension skills	Intervention Kit Teaching Guides: a. Phonemic Awareness Teaching Guide iii-v, vi-vii b. Phonics and Decoding Teaching Guide iii-v, vi-vii c. Fluency Teaching Guide iii-v, vi-vii d. Vocabulary Teaching Guide iii-v, vi-vii e. Comprehension Teaching Guide iii-v, vi-vii	Teaching Guide: 14-15, 83-84, 116-117, 164-166, 236-238 c. Fluency Teaching Guide: 2-3, 26-27, 96-97, 112-113, 174-175 d. Vocabulary Teaching Guide: 6, 11, 13-15, 37, 46, 66, 80, 100-101, 146-147, 190-191 e. Comprehension Teaching Guide: 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 190-191, 240-241, 260-261			

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22. The kit contains five sets of technical skills materials. Each set of materials includes a minimum of 90 lessons, each lasting 15 minutes, that are designed for explicit, sequential, and systematic instruction. Each set also provides a periodic progress-monitoring assessment for determining attainment of the skill or skills taught.	<p>Reading Street See the Table of Contents, Overview, and Assessment pages for the Intervention Kit Teaching Guides</p> <p>Phonemic Awareness Teaching Guide: iii-v, vi-vii, 187-208</p> <p>Phonics and Decoding Teaching Guide: iii-v, vi-vii, 317-340</p> <p>Fluency Teaching Guide iii-v, vi-vii, 191-215</p>	<p>Reading Street See individual lessons: Phonemic Awareness Teaching Guide: 2-3, 8-9, 22-23, 102-103, 160-161, 176-177</p> <p>Phonics and Decoding Teaching Guide: 14-15, 83-84, 116-117, 164-166, 236-238</p> <p>Fluency Teaching Guide 2-3, 26-27, 96-97, 112-113, 174-175</p> <p>Vocabulary Teaching Guide 6, 11,</p>			

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	Vocabulary Teaching Guide iii-v, vi-vii, 203-258	13-15, 37, 46, 66, 80, 100-101, 146-147, 190-191			
	Comprehension Teaching Guide iii-v, vi-vii, 265-301	Comprehension Teaching Guide: 8-9, 26-27, 78-79, 93-94, 108-109, 145-146, 190-191, 240-241, 260-261			
23. The same classroom kit for grades one through three is acceptable. Note: Criterion statements #24 & 25 appear at the beginning of Program Description section (after #1)	Reading Street Intervention Kit Placement Tests, Interpreting the Results: 6, 8, 12, 14.	Reading Street Intervention Kit Placement Tests, Phonics and Decoding Scoring Sheet: 16 Comprehension Scoring Sheet: 18			
26. The additional one hour of English-language development instruction, kindergarten through grade eight, shall be evaluated for alignment with the following materials:	Language Central a-c. See ELA/ELD standards				

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<p>a. <i>English–Language Arts Content Standards</i></p> <p>b. <i>English–Language Development Standards</i></p> <p>c. Appendix 9-A: Matrix 3, “English–Language Development Instruction, Kindergarten Through Grade Eight”</p>	correlation matrices (K–3).				
<p>27. The English-language development (ELD) instructional materials are consistent with and connected to the basic program and aligned to the <i>English–Language Arts (ELA) Content Standards, English–Language Development (ELD) Standards, and Reading/Language Arts Framework</i>. Materials shall demonstrate alignment to the ELA and ELD standards through the State Board of Education-approved correlation matrices developed under Senate Bill 1113. (See the ELA/ELD Standards Correlation Matrices on the CDE Web site at http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp.) For additional guidance, see the “Universal Access” sections under “English Learners” for each grade in Chapters 3 and 4.</p>	<p>Language Central See ELA/ELD standards correlation matrices (K–3).</p>				
<p>28. ELD instructional materials must include the following features:</p> <p>a. Lessons address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language</p>	<p>Language Central a. See <i>Language Central</i> TE daily Leveled</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>proficiency at appropriate grade levels.</p> <p>b. Teacher edition and student materials are focused and efficient to ensure English learners acquire proficiency in English as quickly and effectively as possible.</p> <p>c. Additional ELD instructional support is given to English learners (beyond the basic program) for one hour daily.</p> <p>d. The one hour of daily instruction may be presented in smaller segments or lessons. For example, programs may provide daily instruction that includes two to four lessons that total one hour per day.</p>	<p>Support sections.</p> <p><i>Language Central</i></p> <p>2 TE: Leveled Support 146</p> <p>b–d. See <i>Reading Street</i> and <i>Language Central</i> (additional hour of ELD instruction) program descriptions.</p>				
<p>29. The ELD materials are designed to ensure students’ mastery of the English–language arts content standards and include the following features:</p> <p>a. Instructional materials are connected to, and consistent with, the unit or theme of the basic program.</p> <p>b. Materials include instruction, practice, review, and application that lead to students’ acquisition of English.</p> <p>c. Instructional materials will allow opportunities for students to read, write, and discuss expository text.</p>	<p>Language Central</p> <p>a–b. See <i>Reading Street</i> and <i>Language Central</i> program descriptions.</p> <p><i>Language Central</i> represents additional hour of ELD instruction.</p> <p>c. See <i>Language</i></p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<i>Central</i> TE Day 1 passages and Day 5 Produce Language. <i>Language Central</i> 1 TE: 125 1 TE: Produce Language 129				
30. These ELD materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty, including: <ul style="list-style-type: none"> a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology e. Grammar and usage f. Listening and reading comprehension g. Sentence structure (aligned with narratives, reading passages, and writing assignments) h. Speaking and writing 	Language Central a. K TE: Phonemic Awareness 100 1 TE: Word Workshop 81a b. 1 TE: Fluency Focus 119a c. 1 TE: Word Workshop 113a				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	2 TE: Word Workshop 189a 3 TE: Work Workshop 37a d. 1 TE: Oral Vocabulary Routine, Build English Language 80, 1 Word Cards 93–98 e. 3 SE/TE: Grammar 156 f. 2 SE/TE: Comprehension 133/Picture It PI•8 g. 1 SE/TE: Language Workshop 184 h. See <i>Language Central</i> TE Day 1–5 Daily Table Talk and Produce				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language sections: 3 TE Daily Table Talk, Produce Language 106-111 3 TE Weekly Practice 106c-106d				
31. ELD materials provide formal linguistic instruction, practice, and opportunities for application, including: a. Survival vocabulary and language, including but not limited to obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Skills that are transferable from students' primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English e. Oral language development	Language Central a. K-2 Newcomer: SE 1-11, 32-35 b. K-2 Newcomer SE: 1-11, 32-35 b. 1 TE Transfer and Misconceptions: 106c-106d; 2 TE Transfer and Misconceptions: 98c - 98d c. 3 TE: 100-101 d. K-2 Newcomer				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	SE: 60–63; PB: 5, 17; TE PB5; 2 TE: 189a and 189b e. 3 SE Talk About It: 63; 3 TE Daily Table Talk: 63				
32. The ELD teacher’s guide shall include the following: a. Background information for teachers regarding the various profiles of English learners, including but not limited to newly arrived, long-term, older learners b. Flexible grouping options c. Language transfer issues d. Appropriate strategies for English learners	Language Central a. K–3 TE: EL Profiles xiv-xv b. 3 TE: Leveled Support, Language Workshop 76; 3 TE: Weekly Practice 74c c. 3 TE: Weekly Practice (Base Words and Endings) 36c d. 2 TE: Leveled Support 122				

SECTION II: CRITERIA

Category 1: Alignment with English–Language Arts Content Standards

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

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Instructional materials as defined in <i>Education Code</i> Section 60010(h) are designed to ensure that all students master each of the English–language arts content standards.	Reading Street See K-3 ELA Standards Maps. Language Central See ELA/ELD standards correlation matrices (K–3).				
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	Reading Street See K-3 ELA Standards Maps. Language Central See ELA/ELD standards correlation matrices (K–3).				
3. Instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.	Reading Street See K-3 ELA Standards Maps.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central See ELA/ELD standards correlation matrices (K–3).				
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code</i> Section 44757.5(j).	Reading Street The program is based on current research, as defined by the Education Code, drawing from the National Reading Panel report and research conducted by the author team.				
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	Reading Street See K-3 ELA Standards Maps. Language Central Sufficient instructional time is allotted and instruction builds from				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	week to week 1 TE: Language Workshop 32, Build Comprehension, Wrap Up (Compare and Contrast) 33 1 TE: Language Workshop 94, Build Comprehension, Wrap Up 95 1 TE Language Workshop 178, Build Comprehension, Wrap Up 179				
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under “Writing”).	Reading Street Teacher’s Editions: 1.1: 17c-17d 1.3: 121a 2.1: 133c-133d 2.4: 85a, 112f Language Central See <i>Language Central 2</i> TE Day 1–5 Daily Table Talk, Produce Language 162–				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	167, Wrap Up 167; 2 TE: Weekly Practice Answers 162c–162d				
7. <i>The English–Language Arts Content Standards and Reading/Language Arts Framework</i> form the basis of the instructional materials. Extraneous materials not aligned to these content standards must be minimal and not detract from instruction.	Reading Street and Language Central make every effort to focus strictly on the ELA and ELD content standards.				
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.	Reading Street and Language Central Every effort has been made to keep instruction focused and avoid extraneous material.				
9. Instructional materials use proper grammar and spelling (<i>Education Code Section 60045</i>).	Reading Street and Language Central Every effort has been made to use proper grammar and spelling in the materials.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.	Reading Street and Language Central Materials have undergone fact checking and careful editing.				
11. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.	Reading Street Only actual program authors are named. Language Central 2 TE: About the Program xv 1 TE: About the Program xv				
12. Publishers must indicate in teacher materials all program components necessary to address all English–language arts content standards for each grade level.	Reading Street Teacher's Editions, Day at a Glance Materials in all grades: K.3: 354 2.3: 352l	Reading Street Teacher's Editions, the first volume of each grade: v (blind folio)			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Language Central 2 TE: About the Program x–xi</p>				
<p>Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following program areas: <i>Phonemic Awareness</i> 13. Instructional materials for kindergarten through grade two must be taught comprehensively and as a sequence of skills in the grade levels as described in the English–language arts content standards.</p>	<p>Reading Street Skills Overview Teacher’s Editions pages. 2.2: 162a-162b 2.3: 302a-302b</p> <p>Phonemic Awareness Teacher’s Editions pages. 2.2: 244n 2.3: 390n</p> <p>Language Central K TE: Phonemic Awareness 106 1 TE: Weekly Planner R6b, R12b, R18b, R24b, R30b, R36b, 30b, 36b, 42b, 48b, 54b, 62b, 68b, 74b, 80b, 86b, 92b, 100b, 106b, 112b, 118b,</p>	<p>Reading Street Skills Overview; 2.4: 22a-22b</p> <p>Phonemic Awareness 2.4: 52n</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	124b, 130b, 138b, 144b, 150b, 156b, 162b, 168b, 176b, 182b, 188b, 194b, 200b, 206b				
<i>Phonics and Decoding</i> 14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.	Reading Street Skills Overview Teacher's Editions pages: 1.1: 14a-14b 1.2: 14a-14b 1.3: 14a-14b 1.4: 14a-14b 1.5: 14a-14b Language Central 1 TE: Word Workshop 189a	Reading Street All grade 1 examples are listed in primary.			
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	Reading Street Build or Blend Word sections of the Teacher's Editions. 2.1: 124c 2.2: 218p See also Grade K Blend Words.	Reading Street 2.4: 56o			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 1 TE: Make It Interactive 93a				
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	Reading Street Build or Blend Word sections of the Teacher's Editions. 1.1: 36p 1.3: 76f 1.4: 80p For K, see the Practice Stations found in Teacher's Editions. K.4: 148 K.6: 146	Reading Street Additional Practice in grades 1-3, see Phonics and Decoding in Teaching Guide of the Intervention Kits: 188-189 For additional help in K using Elkonin Boxes, see the Phonics Activity Mats Package.			
<i>Oral Reading Fluency and Word Attack Skills</i> 17. Instructional materials emphasize oral reading decoding fluency and the skills of word recognition, reading accuracy, and prosody. Programs offer strategies for increasing oral fluency rates with adequate daily materials of increasing difficulty.	Reading Street Decodable Book pages, Fluency, Fluent Word Reading Routines, and Monitor Progress pages in Teacher's Editions. 1.1: 16r-16s,	Reading Street 1.2: 16r-16s, 20d, 39a,40g 1.3: 74r-74s, 78f, 95b; 96g 1.5: 116r -116s, 120d, 141a, 142g Reading Materials:			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	20d,33b, 34g 1.2: 70r-70s, 74f, 87b, 88g 1.4: 104r -104s, 108d, 129a, 130g Reading Materials: 1.1: 20-29 1.2: 74-83 1.4: 108-123 Language Central 2 TE: Fluency Focus 111b	1.2: 20-33 1.3: 78-91 1.5: 120-135			
18.Oral reading materials include instruction in word reading, practice on increasingly difficult passages, and assessments on this instruction and practice in grades one through six and grades six through eight (as needed).	Reading Street See Fluency and Check Fluency pages in Teacher’s Editions. 3.1: 56p, 81a 3.3: 366p, 387b 3.5: 216p, 243b See Monitor Progress pages in the Teacher’s Editions, including Fluency and	Reading Street See Fluency and Check Fluency pages in TE. 3.2: 174p, 199a 3.4: 26p, 51b 3.6: 332p, 361a See Monitor Progress pages in the TE, including Fluency and Comprehension, with Weekly and			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Comprehension, with Weekly and Unit Tests. 3.1: 81o 3.3: 387p 3.5: 243p See story selections in TE: 3.1: 64-65 3.3: 374-375 3.5: 224-225 Language Central 2 TE: Page 125b; 1 Progress Monitoring Assessment (PMA) STB4: 2-6; 1 PMA TM: T1-T5;	Unit Tests. 3.2: 199o 3.4: 51p 3.6: 361o See story selections in TE: 3.2: 184-185 3.4: 36-37 3.6: 342-343			
19. Student materials include opportunities for daily oral reading fluency practice	Reading Street For daily references to fluency at every grade, see Teacher's Editions, e.g., 1.3: 16r-16s, 18g-18h, 35a, 39a, 40g	Reading Street See CA Fresh Reads for Fluency and Comprehension. Teacher's Editions: 2.2: 191f The 90 Content Readers at each grade can also			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 2 SE: Vocabulary in Context 125	be used.			
<i>Decodable Books</i> 20. Sufficient pre-decodable and decodable texts are included at the early stages of reading instruction to allow students to develop automaticity and practice fluency. Those materials in the program designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.	Reading Street All grades, K-3, have pre-decodable and/or decodable books that are 75-80% decodable and have 100% potential for accuracy. Each book uses only previously taught high-frequency words and focuses on the phonics element of the week.				
21. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.	Reading Street See last page of each Decodable Book				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>22. <i>Sufficient</i> is defined as follows:</p> <ul style="list-style-type: none"> a. Kindergarten–At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus). b. Kindergarten–Approximately 20 decodable books, integrated with the sequence of instruction. c. First grade–Two books per sound-spelling totaling a minimum of 8,000 words of decodable text over the course of a year. d. Second grade–Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. (e. Applies to intervention programs) 	<p>Reading Street</p> <ul style="list-style-type: none"> a. K: 18 pre-decodable books with high-frequency words and rebuses b. K: 36 decodable books, 1 per week for each phonics skill c. 1: 151 decodable books, 4+ per week, 2 for each phonics skill. d. 2: 60 decodable books, 2 per week for each phonics skill 				
<p><i>Spelling</i></p> <p>23. Instructional materials link spelling with decoding as reciprocal skills. Spelling lessons are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the English–language arts content standards. Spelling</p>	<p>Reading Street Skills Overview pages for each unit on individual Phonics and Word Analysis pages in Teacher’s</p>	<p>Reading Street 3.5:190q</p> <p>Additional supporting material found in the Quick Notes sidebars of Spelling</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
rules are explicitly taught with practice focused on patterns of words and sound-letter associations.	<p>Editions. 3.1: 24a-24b 3.2: 172a-172b 3.3: 310a-310b 3.4: 24a-24b 3.5: 162a-162b 3.6: 308a-308b</p> <p>Language Central 1 TE: Word Workshop 25b; 2 TE: Word Workshop 157a</p>	<p>Teacher's Editions pages. 3.3: 366n</p>			
<p><i>Vocabulary</i></p> <p>24. The program provides direct, explicit, and systematic instruction and opportunities for student practice and application in key vocabulary connected to reading and writing instruction, including academic vocabulary from the history–social science and science content standards that are addressed in the basic program.</p>	<p>Reading Street See Oral Vocabulary Teacher's Editions pages. 3.3: 366m, 370b, 378b, 386b, 387i</p> <p>Reading/Writing is found on Writing (Daily) and Comprehension (or Quick Notes) Teacher's Edition pages.</p>	<p>Reading Street Systematic Instruction with practice. 3.1:108m, 112b, 124b, 136b, 139i</p> <p>Vocabulary connected to reading and writing. 3.1:113a-113b, 123d, 124d</p> <p>Academic vocabulary including</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	3.3: 366r, 376-377, 377d, 387d, 387r History-Social Science and Science vocabulary in the Teacher’s Editions. 3.3: 386-387, 387v Language Central 3 SE/TE: 56–57	History-Social Science and Science 3.1: 136-139			
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.	Reading Street See Skills Overview and Monitor Progress pages in Teacher’s Editions. K.2: viii-ix; x-xi K.4: viii-ix; x-xi Language Central 2 TE: 28a–28b 2 TE/SE: 28 K TE: 228a–228b	Reading Street K.3: viii-ix, x-xi			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	<p>Reading Street See Academic Language found under Quick Notes. Student materials are found in Practice Books, Charts, Posters, and Transparencies, see Teacher's Editions pages. K.1: 222, 246, 262, 271 (Practice Book 37, 39, Poster 2) K.4: 152, 176, 190, 199 (Practice Book 27, 29, Poster 8)</p> <p>Language Central 1 Word Cards (WC): 9, 6, 11, 12, 16; K-2 Newcomer SE: 52–55; 3 TE: Build Concept Vocabulary,</p>	<p>Reading Street K.6: 82, 106, 120, 129 (Practice Book 17, 19, Poster 5)</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Leveled Support 81				
27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.	<p>Reading Street See Amazing Words pages in Teacher's Editions. 1.2: 90m, 90t, 92b, 94a, 94b, 112b, 116a, 116b, 117c</p> <p>Language Central Vocabulary is applied throughout week in Produce Language and in context on non-vocabulary days, such as Day 3. For example, the word <i>cowboy</i>: 2 TE/SE: 200, 201, 201b, 202, 203, 204, 205</p>	<p>Reading Street Also see High Frequency Words in Teacher's Editions. 1.3: 44–45, 45e, 46e, 46h, 70f, 72c, 72d, 72e</p>			
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	<p>Reading Street See Get Online! Homework, and More Practice sections in the Teacher's</p>	<p>Reading Street 2.5: 176-177. 201a (Practice Book 2.2: 84)</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Editions and Teaching Guides Amazing Words sections (EL, EX, A, or AW pages), 2.2: 244h-244i, 244p (Practice Book 2.1:105), 244q; 247A, (Practice Book 2.1:107) 246-247 (EL146-148, EX100), 268b (AW-4)</p> <p>Language Central 3 SE/TE: 61</p>				
<p>29. The program provides instruction designed to foster students' word consciousness and self-monitoring in attending to unknown words.</p>	<p>Reading Street See Strategic Reading, Monitor and Clarify, Strategy Self-Check in Teacher's Editions. 2.1:167b, 168-169, 172-173, 18-183, 186-187</p> <p>Language Central 1 TE: Leveled</p>	<p>Reading Street See also Strategic Reading, Word Meaning, Vocabulary Skill in the Teacher's Editions. 2.5:196e, 196-197, 240-241, 242-243, 253a</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Support 81				
<p>30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following areas:</p> <ul style="list-style-type: none"> a. Classification of grade-appropriate words into categories b. Word-learning strategies c. Word meaning, including the relationship and association of words to other words <p>In addition, in grade two, the materials provide instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words</p>	<p>Reading Street a. See Vocabulary Skill lessons on classifying in the Teacher's Editions. 1.1: 95b, 115b 1.2: 35b, 111b 1.5: 109b b. See Word Work lessons on Suffixes in the Teacher's Editions. 1.4: 162o–162p, 162r–162s, 164c, 166d, 192c 1.5: 118e–118f, 118g–118h, 120f, 142c See also Research: Pictionary and Vocabulary Skill: Dictionary/Glossary or Context Clues in the Teacher's Editions. 1.R: 57d 1.1: 77f 1.3: 141b 1.4:</p>	<p>Reading Street a. See Listening Comprehension, Skills in Context, TTW for Classify/Categorize in Teacher's Editions. 1.3: 75a–75b, 86–87, 88–89, 92a, 92–93, 112–113, 121a–121b, 126–127, 140a, 140–141 1.4: 64–65 b. See Word Work lessons on Compound Words in TE. 1.3: 44e–44f, 44g–44h, 46f, 72c 1.4: 132o–132p, 132r–132s, 134c, 136d, 160c c. See Vocabulary Skill: Antonyms in the Teacher's Editions. 1.1: 135b 1.2: 165b</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	45b, 125, 157b 1.5: 201b c. See Vocabulary Skills: Synonyms or Compound Words in Teacher's Editions. 1.3: 69b 1.4: 73h, 99b 1.5: 41b,169b 2.1: 71a, 99a Language Central a. K TE: Introduce Category Words 16; 2 SE/TE: 191 b. 1 TE: Leveled Support, Corrective Feedback 189 c. 3 TE: 209a	1.3: 35b 1.4: 187b See Word Work in Teacher's Editions. 2.5: 174n-174o			
31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for student practice and application in the	Reading Street a. See Build Vocabulary pages in Teacher's Editions:	Reading Street a. 3.3: 313c, 389c, 417c b. 3.2: 175b, 227b, 255b			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>following areas:</p> <p>a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations</p> <p>b. Word meaning including the relationship and association of words to other words</p> <p>c. Phonological, morphological, syntactical, and semantic structures of English</p> <p>d. Identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases, beginning in grade eight</p> <p>e. Key academic vocabulary with grade-level expectations</p> <p>f. Use of new and previously taught academic vocabulary in reading, writing, listening, and speaking activities and multiple exposures to key academic</p>	<p>3.2: 175c, 227c, 255c 3.4: 79c, 80-81 b. See Selection Vocabulary pages in Teacher's Editions: 3.3: 313b, 389b, 417b c. See Word Strategy pages in Teacher's Editions. 3.4: 78n-78o, 82c, 90c d. <i>Pearson California Reading Street</i> covers grades K-5 e. See Skills Overview pages Amazing Words section of Teacher's Editions. 3.3: 310a-310b f. Multiple exposure is found on Build Vocabulary, Selection Vocabulary, Daily Writing,</p>	<p>c. 3.2: 282n-282q d. <i>Pearson California Reading Street</i> covers grades K-5 e. 3.2: 172a-172b f. 3.5: 271b, 271c, 272-273, 275b, 287e, 288d, 297b-298, 303i, 303j, 303l, 307b g. 3.3: 328-329, 396-397, 434-435</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>vocabulary through periodic review and distributed practice of previously taught academic words through guided practice, independent practice, and application (with teacher feedback)</p> <p>g. Word-learning strategies and skills</p>	<p>Think, Talk and Write, Check Vocabulary, Review and Reread, and Monitor Progress pages in Teacher's Editions. 3.4: 53b,53c, 54-55, 57b, 65e, 71b-72, 74d, 77i, 77j, 77l, 77o</p> <p>g. See Word Meaning and Decoding Words sections in Teacher's Editions. 3.2:184-185, 186-187, 232-233, 262-263, 270-271</p> <p>Language Central</p> <p>a. 3 TE: 95a 3 SE/TE: Words Handbook W1-W4</p> <p>b. 1 TE: Build English Language 30</p> <p>c. 2 TE: 175a;</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>3 SE/TE: 90</p> <p>d. 3 TE: Build English Language 112</p> <p>e. 3 SE/TE: 184</p> <p>f. Vocabulary is applied throughout week in Produce Language and in context on non-vocabulary days, such as Day 4. For example, the word: <i>community</i></p> <p>g. 2 SE/TE: 22, 23, 26, 27</p>				
<p><i>Expository Texts and Reading Selections</i></p> <p>32. In the interest of promoting the efficiency of instruction for kindergarten through grade three, content standards in history–social science and science (Appendix 9-B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students or that</p>	<p>Reading Street For K, see Big Books or Trade Books, for grades 1-3 see Student Edition's. For History-Social Science Student Edition's: K.3: Big Book <i>Then and Now</i> 2.2: 196-211</p>	<p>Reading Street History-Social Science: K.3: Big Book <i>George Washington Visits</i> 2.6: 120-135 Science: K.6: Big Book <i>Flowers</i> 2.3: 418-438</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
students read.	<p>For Science Student Edition's: K.6: <i>Trade Book Ants and Their Nests</i> 2.4: 88-105</p> <p>Language Central See <i>Reading Street</i> and <i>Language Central</i> standards map correlation (K-3).</p>				
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history–social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates education principles and concepts for the environment that are consistent with grade-level standards and the unit/ theme design,	<p>Reading Street For K, see Big Books or Trade Books, for grades 1-3 see Student Editions. K.4: Big Book <i>If You Could go to Antarctica</i> 3.1: 114-133</p> <p>Vocabulary Skills see Teacher's Editions.</p>	<p>Reading Street K.6: Big Book <i>Building Beavers</i> 3.3: 422-435</p> <p>Comprehension, writing, and vocabulary standards: K.6: 162, 168-169,170 3.3: 430d-435a, 417b-417c, 429d-429e</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
as required in <i>Public Resources Code</i> Section 71301(d)(1).	K.2: 300, 321-322, 308 3.1: 133a, 109b, 135-135b History-Social Science, Science, or Math standards see Teacher's Editions. K.2: 309 3.1: 136-139 Language Central 3 SE: "Life of a Star" 101	History-Social Science, Science, or Math K.6: 202 3.3: 440-441			
34. Reading selections, both those read to students and those that students read, are of high quality and are interesting, motivational, multicultural, and age-appropriate for students.	Reading Street See following stories in Student Editions; also see Table of Contents all grades in Teacher's Editions. K.1: Big Book <i>Violet's Music</i> 1.2: 20-33 2.3: 264-382 3.1: 32-49	Reading Street K.5: Big Book <i>Messenger, Messenger</i> 1.4: 136-155 2.5: 180-193 3.5: 276-297			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Language Central 3 SE: "Earth's Tallest Peak" 127, "Moving to a New Culture" 165</p>				
<p><i>Writing</i> 35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.</p>	<p>Reading Street See Writing lesson in Student Editions, Teacher's Editions. 3.1: 59b-59c, 69d-69e, 77-77b, 81b-81c, 81p-81q</p> <p>Language Central See <i>Language Central</i> TE Day 1–5 Produce Language sections: 2 SE/TE: 61, 61b, 63, 64, 65</p>	<p>Reading Street See Writing lesson Student Editions, Teacher's Editions. 3.2: 285b-285c, 295d-295e, 301-301b, 305b-305c, 309c-309d</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
36. Instructional materials include high-quality literature and informational text at all grade levels that serve as strong models of writing and reinforce the reciprocal relationship between reading, vocabulary, and writing as well as listening and speaking.	Reading Street See selections in Student Editions, Teacher's Editions. 1.2: 94l, 94–109, 109a, 110a, 110–111	Reading Street See selections in Student Editions, Teacher's Editions. 1.4: 20l, 20–43, 43a, 44a, 44–45			
37. Teacher editions and student materials are aligned with the specific types of writing required by the standards at each grade level, including descriptive writing, narrative, responses to literature, persuasive compositions, research reports, technical documents, and documents related to career development, as appropriate to grade level. When specific genres appear at multiple grade levels, the expectations, direct instruction, and assignments progress in breadth, depth, and sophistication as specified by grade-level standards.	Reading Street See Standards Maps. See Writing lessons in Student Editions, Teacher's Editions. 2.4: 85b–85c, 105c–105d, 107b–107c, 111b–111c, 112, 112-113–113a Language Central 3 SE/TE: Genre Focus 145b, Transparencies	Reading Street See Standards Maps. See Writing lessons in Student Editions, Teacher's Editions. 2.6: 447a–447b, 465d–465e, 467b, 471b–471c, 472, 472-473–473b			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	9–19; 3 SE/TE: 149				
38. Instructional materials provide strategies for teachers to develop students' academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.	Reading Street See Vocabulary lesson in the Teacher's Editions. 2.4: 83b-85 Language Central 1 TE/SE: 92–93	Reading Street See Vocabulary lesson in the Teacher's Editions. 2.6: 353b-355			
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to such terms as narrative, exposition, and persuasion. Instruction in academic vocabulary will also include literary terms such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.	Reading Street 1.1: 17c–17d, 18–19, 19a–19b, 20g, 22–23, 224–25, 31c–31d, 33c–33d, 34f, 34–35, 35a Language Central 1 TE: Academic Language 36a–36b, Transparencies 9–19; 1 TE: 39	Reading Street 1.4: 81c–81d, 82–83, 83a–83b, 84g, 96–97, 99c–99d, 101c–101d, 102f, 102–103, 103a			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts, related to these two reciprocal reading and writing elements of lessons, that support students as they actively use the academic language associated with the genre being studied.	Reading Street 2.2: 275d–275d, 293d–295e, 295b–295c, 299b–299c; 300–301a	Reading Street 2.4: 117b–117c, 135d–135e, 137b–137c, 141b–141c, 142-143–143a			
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.	Reading Street 1.2: 73b, 85c, 87d, 89a	Reading Street 1.4: 19b, 45c, 47d, 49a			
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.	Reading Street G3 CA Unit Tests, Teacher's Manual: T7 G3 CA Unit 1 Student Test: 13	Reading Street G3 CA Unit Tests, Teacher's Manual: T7 G3 CA Unit 2 Student Test: 13			
43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and	Reading Street See Language Arts/Writing Lessons in	Reading Street See Language Arts/Writing Lessons			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>application appropriate to grade-level content standards and include:</p> <ul style="list-style-type: none"> a. Sentence fluency b. Sentence variety c. Paragraph and essay structure, organization, and coherence d. Word choice 	<p>Student Editions, Teacher's Editions, Grammar and Writing Practice Book.</p> <ul style="list-style-type: none"> a. 1.1: 73d, 77b–77c b. 2.5: 315c, 319b–319c, 320, 320–321 2: Grammar and Writing Practice Book: 170-171 c. 3.6: 438-439b; CR19, CR43 d. K.6: 88, 100, 124, 132 	<p>Student Editions, Teacher's Editions, Grammar and Writing Practice Book.</p> <ul style="list-style-type: none"> a. 1.4: 45d, 47c–47d b. G2 Grammar and Writing Practice Book: 113–116 c. 3.4: 45-45b 3: Grammar and Writing Practice Book: 181 d. K.6: 183 			
<p>44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:</p> <ul style="list-style-type: none"> a. Instruction in a full range of text structures, including writing to describe and explain objects, events, and 	<p>Reading Street See Standards Maps.</p> <p>See Writing lessons in Student Editions, Teacher's Editions.</p> <ul style="list-style-type: none"> a. 	<p>Reading Street See Standards Maps.</p> <p>See Writing lessons in Student Editions, Teacher's Editions.</p> <ul style="list-style-type: none"> a. 			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>experiences</p> <p>b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material</p> <p>c. Instruction and practice in writing technical documents and documents related to career development, as appropriate to grade level</p> <p>d. Instruction in the components and unique features of each writing application</p> <p>e. Instruction in the use of grade-appropriate, standards-aligned rubrics for each application</p> <p>f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials</p> <p>g. Scaffolding that leads students into independent grade-level writing through timely and explicit feedback</p> <p>h. Guidance for students through frequent opportunities to review progress using</p>	<p>K.3 369, 372, 404</p> <p>b.</p> <p>3.1: CR18-CR19, CR30-CR3, CR42-CR43, CR54-CR55, CR66-CR67</p> <p>c.</p> <p>2.3: 333c–333d, 353c–353d, 355b–355c, 357c–357d, 358–359a</p> <p>d.</p> <p>1.1: 81c–81d</p> <p>e.</p> <p>3.6: 331r</p> <p>f.</p> <p>1.2: 85c, 88–89</p> <p>g.</p> <p>2.5: 263c, 283d, 285b, 289c, 291a</p> <p>h.</p> <p>1.2: 145d, 167d, 168–169, 169a</p> <p>i.</p> <p>1.4 103a</p>	<p>K.4 23</p> <p>b.</p> <p>3.6: 389b-389c, 401c-401d, 411-411b, 413c-413d, 413q-413r</p> <p>c.</p> <p>2.5: CR18–CR19, CR30–CR31, CR42–CR43, CR54–CR55, CR66–CR67</p> <p>d.</p> <p>1.2: 71c–71d</p> <p>e.</p> <p>3.5: 307d</p> <p>f.</p> <p>1.1: 31c, 34–35</p> <p>g.</p> <p>2.4: CR19, CR31, CR43, CR55, CR67</p> <p>h.</p> <p>1.1: 17d, 33d, 34–35, 35a</p> <p>2.4: CR67</p> <p>3.3: 415q</p> <p>i.</p> <p>1.1 139a</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>application-specific rubrics</p> <p>i. Assessment of students' ability to meet the grade-level writing application standards, using application-specific prompts</p>					
<p>45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.</p>	<p>Reading Street See Student Editions, Teacher's Editions. 2.5: 265c–283d, 266–283, 285e Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions.</p>	<p>Reading Street See Student Editions, Teacher's Editions. 2.5: 284, 284g</p>			
<p>46. Instructional materials include direct, explicit, and systematic instruction and opportunities for student practice of the written and oral English language conventions, comprehension skills, and literary response and analysis at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i>.</p>	<p>Reading Street See Standards Maps. See Student Editions, Teacher's Editions. 1.1: 17e, 19c, 31e, 33e, 34–35, 101a–101b, 101f, 110–111, 114a, 114–115,</p>	<p>Reading Street See Standards Maps. See Student Editions, Teacher's Editions. 1.1: 56f, 118f 1.2: 40f 116f, 91a–91b, 91c–91d, 91f, 93a–93b, 96–97, 102–103, 106–</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	115f, 117a, 118e 1.2: 42f 1.3: 72f 1.4: 78f Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions and ELA/ELD correlation matrices (K–3).	107, 110a, 110–111, 111c–111d, 111f, 115b–115c, 115e, 116e, 116f, 117b 1.3: 40f, 144f 1.4: 48f 1.5: 51e, 53c, 73e, 79e, 80–81			
47. Instructional materials include direct, explicit, and systematic instruction, student practice, and application in identifying and using comprehension skills at the appropriate grade level as defined in the <i>English–Language Arts Content Standards</i> .	Reading Street See Standards Maps. 2.5: PI•2, 295a, 296–297, 297c–313a, 314e, 314g Language Central <i>Reading Street</i> and <i>Language Central</i> program descriptions and ELA/ELD correlation	Reading Street See Standards Maps. See Practice Books. 2: Practice Book (Book 2): 117, 118, 121			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	matrices (K–3).				
48. Instructional materials include direct, explicit, and systematic instruction; student practice; and identification of the structural features of literature and expository materials and use of literary elements of text at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> .	<p>Reading Street See Standards Maps.</p> <p>See Student Editions, Teacher’s Editions. 1.5: 20l, 20–21, 24–25, 28–29, 36–37, 38–39, 40a, 40–41, 48f</p> <p>Language Central <i>Reading Street and Language Central</i> program descriptions and ELA/ELD correlation matrices (K–3).</p>	<p>Reading Street See Standards Maps.</p> <p>See Student Editions, Teacher’s Editions. 1.4: 84g, 96–97, 100g</p>			
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	<p>Reading Street See Writing Lessons in Student Editions, Teacher’s Editions 2.5: 142–143 2.5: 200-201</p>	<p>Reading Street See Writing Transparencies 2: Writing Transparency 19C 2: Writing Transparency 21C</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
50. The program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.	<p>Reading Street See Writing Lessons and Think, Talk, and Write in Student Editions, Teacher’s Editions. 3.6: 365b-365c, 375d-375e, 381b-382, 383-383b, 385c-385d, 385q-385r</p> <p>Language Central 3 SE/TE: Produce Language 29</p>	<p>Reading Street See Writing Lessons and Think, Talk, and Write in Student Editions, Teacher’s Editions. 3.2: 285b-285c, 295d-295e, 299a-300, 301-301b, 305b-305c, 309c-309d</p>			
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.	<p>Reading Street See: Writing lesson in the Teacher’s Editions. K.6: 156-158, 168-170, 183-184, 192-193, 200-201</p>	<p>Reading Street See: Writing lesson in the Teacher’s Editions. K.6: 156</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 1 TE: Produce Language 177b, 179, 180, 181				

Category 2: Program Organization

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

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Scope and sequence align with English–language arts content standards and strands, although within each grade level the standards and the strands do not have to be addressed in a particular order.	<p>Reading Street See the K-8 Scope and Sequence in Welcome Books, K-3: K: 175-187</p> <p>Language Central See ELD/ELA correlation matrix (K–3).</p>				
2. Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.	<p>Reading Street Structure is consistent within and across grades. See Teacher’s Editions: 1.5: 16l-17f 2.3: 414l-415e</p>	<p>Reading Street See Welcome Books, K-3: Routine Cards</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central Weekly Planners reflect clear and consistent daily and weekly lesson plans. SE and TE pages clearly labeled by day. 3 TE: 42a–42b				
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.	Reading Street See Teacher's Editions: 1.5: 16n-16s, 16-17, 17a-17e 2.3: 414n–414p	Reading Street See Teacher's Editions: 1.5: 16l-16m			
4. The instructional design enhances student retention and generalization of what is learned.	Reading Street See Teacher's Editions: K.3: 80-91 1.5: 16l–17f 2.4: 148a-163f 3.5: 178a-185d				
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.	Reading Street See Teacher's Editions: K.5: 390-392 1.5: 16o-16t 2.3: 414o-414p 3.5: 178–183a	Reading Street See Practice Book, Phonics and Spelling Practice Book, and			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions.	Grammar and Writing Practice Books at all grades.			
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.	Reading Street See Student Editions: Picture It! in every volume of the Student Edition: 1: PI•1-PI•7 2: PI•1-PI•13 3: PI•1-PI•13 See Teacher's Editions: 3.3: 391a	Reading Street K: See Picture It! Posters			
7. Materials are organized to provide cumulative or spiraled review of skills or both.	Reading Street See Teacher's Editions: K.3: 249 1.2: 112e 2.4: 78c, CR1-CR34 3.3: CR1-CR34				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
8. Similar and confusing content and strategies are separated.	Reading Street See the program Scope and Sequence in Welcome Books, K-3: K: 175-178 1: 253-265 2: 217-229 3: 205-217				
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.	Reading Street See Teacher's Editions: 1.6: 16l-17f 2.3: 414l-415e				
10. Instructional materials include directions for: a. Direct teaching b. Teacher modeling and demonstration c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice d. Appropriate pacing of lessons e. Preteaching and reteaching as needed	Reading Street a. See Teacher's Editions: K.3: 297 1.1: 17e 3.5: 274e b. See Teacher's Editions: K.4: 97 1.1: 19a-19b 3.2: 260-261 c. See Teacher's	Reading Street c. See Practice Books, K-3 e. See Extra Support Teaching Guides: K: 88 2: 248-249 See English Language Teaching Guides:			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions: K.3: 84-87 1.R: 54n 2.3: 414n-414p 3.5: 178c d. See Teacher's Edition Planners K.1: 350-351 1.2: 70d-70e 2.3: 390d-390e 3.3: 312d-312e e. See Teacher's Edition: K.3: 148, 152 1.1: 101a 2.5: 174o 3.4: 388l, 410 Language Central a. Direct teaching shown in blue type. 3 TE: 36 b. Teacher modeling also shown in blue type. 1 TE: 44 c. Corrective	K: 100-101 1: 140 See Welcome Books, K-3: 1: 132-133, 157 3: 131			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Feedback offered during practice. 2 TE: Corrective Feedback 50 d. 2 TE: 150a–150b e. 3 TE: 144c–144d, 146				
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and varied review).	<p>Reading Street See Teacher’s Editions: K.3: 249 1.2: 112e 2.4: 78c, CR1-CR34 3.3: CR1-CR34</p> <p>Language Central Review occurs daily in Weekly Practice and weekly during the review week. 3 TE: 30c–30d, Review Week Pages 53a–53h</p>	<p>Reading Street See Practice Books, K-3</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.	<p>Reading Street See Student Editions: 3.1: 468-470</p> <p>See Welcome Books, K-3: 2: 232-233</p> <p>The standards also appear individually at point of use in each TE where standards are taught.</p> <p>Language Central 2 SE/TE: 218–223; On-page citations are also included on each day.</p>	<p>Reading Street See Year at a Glance pacing guide for standards-based instruction in the Welcome Books, K-3: K: 192-97</p> <p>See the Student Progress Reports in the Welcome Books, K-3: 1: 282-93</p>			

Category 3: Assessment

The basic programs must provide the following features:

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Guidance on the purpose, administration, scoring, and interpretation of assessments includes: <ul style="list-style-type: none"> a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons) b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester) c. Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language arts 	Reading Street a. Done throughout TEs. Also in Welcome Books, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21 Teacher's Manuals for CA Weekly Tests: pp. v-vi at each grade Teacher's Manuals for CA Fresh Reads for Fluency and Comprehension: pp. v-x at each grade Teacher's Manual for CA Unit Assessments: K: T5-T6 Teacher's Manuals for CA				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Unit Tests: 1: T5-T6 2: T5-T6 3: T5-T6 b. See Welcome Books, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21 Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments: K: T5-T6 Teacher's Manual for CA Quarter, Midyear, and End-of-Year Tests: 1: T5-T7 2: T5-T7 3: T5-T7 c. The recommended diagnostic screening instruments are the Pearson <i>GRADE</i> (Group				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Reading Assessment and Diagnostic Evaluation) for four technical areas, the Pearson Reading Fluency Indicator for fluency, and the CA Diagnostic Screening Assessment for <i>Reading Street</i> for fluency and spelling.</p> <p>See also the CA Diagnostic Screening Assessments CD-ROM in the Welcome Book.</p> <p>See also Welcome Books, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21</p>				

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

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Quarter, Midyear, and End-of-Year Assessments (Grade K) and Student tests and Teacher’s Manuals for CA Quarter, Midyear, and End-of-Year Tests (Grades 1, 2, and 3) c. The recommended diagnostic screening instruments are the Pearson <i>GRADE</i> (Group Reading Assessment and Diagnostic Evaluation) for four technical areas, the Pearson Reading Fluency Indicator for fluency, and the CA Diagnostic Screening Assessment for <i>Reading Street</i> for fluency and spelling.				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See Welcome Books, K-3: K: 24-25 1: 22-23 2: 22-23 3: 20-21				
4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced) are designed to inform teachers of the effectiveness of instruction and of student progress. Progress-monitoring assessments are based on content taught in the unit or theme and, when appropriate, previously taught skills and strategies. (See the progress-monitoring assessment schedules in Chapter 6 for details.)	Reading Street Progress-monitoring assessments every week in the CA Weekly Tests student tests (Grades 1, 2, and 3), with items correlated to the California ELA Standards, and accompanying Teacher's Manuals. Six-week progress-monitoring assessments are CA Unit Assessments (Grade K) and the CA Unit Tests (Grades 1, 2, and 3) student tests, with items correlated to the California ELA Standards, and	Reading Street Individual progress-monitoring assessment every week in Teacher's Editions in the Day 5 Monitor Progress Fluency and Comprehension passages; see, for example: K.1: 65 1.1: 34g 2.1: 50h 3.1: 55o			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	accompanying Teacher's Manuals.				
5. The progress-monitoring assessments must include subtests of a minimum of ten items, including: <ul style="list-style-type: none"> a. Kindergarten–Phoneme awareness (which includes phoneme deletion and substitution and phoneme segmentation), beginning phonics, rapid letter and word naming, upper- and lowercase letter naming, rhyming, matching consonants and sounds, matching short vowel and sounds, high-frequency word reading, and consonant-vowel-consonant (CVC) words b. Grade one–Phonics and word reading, oral reading fluency (starting in the 18th week of instruction and measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing c. Grades two through six–Oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing d. Grades seven through eight–Oral reading fluency (only as needed, 	Reading Street a. The required subtests of ten items each are the Kindergarten quarter 1, midyear, and quarter 3 student tests and are in the Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments (Grade K). b. The required subtests for oral reading fluency (two passages rather than ten) and writing (one prompt rather than ten) and of ten items each in the other specified areas are in the student tests and Teacher's Manual for CA Unit Tests				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing	(Grade 1). c. The required subtests for oral reading fluency (two passages rather than ten) and writing (one prompt rather than ten) and of ten items each in the other specified areas are in the student tests and Teacher's Manuals for CA Unit Tests (Grades 2 and 3).				
6. Summative assessments (once a year for kindergarten and grade one and twice a year for grades two through eight) must be designed to measure whether students have mastered the previously taught content related to the following strands of the English–language arts content standards. The summative assessments must include subtests of a minimum of ten items for the appropriate grade-level strands: a. Word analysis, fluency, and systematic	Reading Street The required subtests of ten items each are in the Kindergarten End-of-Year student test and Teacher's Manual for CA Quarter, Midyear, and End-of-Year Assessments (Grade K). The required				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
vocabulary development b. Reading comprehension c. Literary response and analysis d. Writing strategies e. Writing application f. Written and oral language conventions	summative assessment subtests for oral reading fluency (two passages rather than ten) and writing application (one prompt rather than ten) and of ten items each in the other specified areas are in the Grade 1 End-of-Year student test and Teacher’s Manual in the CA Quarter, Midyear, and End-of-Year Tests. The required summative assessment subtests for oral reading fluency (two passages rather than ten) and writing application (one prompt rather than ten) and of ten items each in the other				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	specified areas are the Midyear and End-of-Year student tests and Teacher's Manuals in the CA Quarter, Midyear, and End-of-Year Tests (Grades 2 and 3).				
7. Diagnostic screening assessments must be designed to identify student instructional needs and inform instruction in the technical skill areas listed below. In most cases these assessments should be normed for age-based or grade-level-based performance. These assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include: <ul style="list-style-type: none"> a. Phonemic awareness b. Phonics and decoding c. Oral reading fluency d. Spelling e. Vocabulary f. Reading comprehension 	Reading Street See the California Diagnostic Screening Assessments CD-ROM in the Welcome Book. Additionally, recommended norm-referenced diagnostic screening assessments are the Pearson <i>GRADE</i> (Group Reading Assessment and Diagnostic Evaluation) and the Pearson Reading Fluency Indicator, which are normed for				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	age-based or grade-level-based performance.				
8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.	Reading Street See Intensive Vocabulary Development Teaching Guide: K: 194, 196, 198, 200, 201 1: 242, 244, 246, 248-249 2: 18, 20, 22, 24-25, 3: 18, 20, 22, 24-25, 128-129				
9. The reading intervention kit for grades one through three includes: a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas b. Progress-monitoring assessments for every ten lessons Criteria statements 10-14 apply to intervention programs.	Reading Street a. See the CA Placement Tests in Intervention Kit. b. See Teacher's Manuals in Intervention Kit. For some skills, assessment is after ten lessons; for some skills, assessment is more frequent.				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>The English-language development instruction, kindergarten through grade eight must provide these features:</p> <p>15. Progress-monitoring assessments for English-language development instruction in Programs 2 and 3 must be designed to provide teachers with information on instructional effectiveness and to monitor student progress at the end of each unit or theme or set of lessons every six to eight weeks. Progress-monitoring assessments are based on content taught in the unit or theme or set of lessons and, when appropriate, previously taught skills and strategies.</p>	<p>Language Central The Progress Monitoring Assessment Unit Tests provide feedback to teachers and grade-level teams about the effectiveness of instruction in meeting student learning goals. For example, see: 2 Progress Monitoring Assessments (PMA) TM: i-xvi, T1-T18; 2 PMA STB1: 2-16</p>				
<p>16. Progress-monitoring assessments for English-language development instruction measure progress in reading, writing, listening, and speaking in English as described in Appendix 9-A, Matrix 3, “English-Language Development Instruction, Kindergarten Through Grade Eight.”</p>	<p>Language Central 1 TE: 44, 50 2 PMA TM: i-xvi; 1 PMA TM: T1-T18; 2 PMA STB2: 2-16</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
17. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned with structured lessons focused on the following reading/language arts skills: <ul style="list-style-type: none"> a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology e. Grammar and usage f. Sentence structure aligned with narratives, reading passages, and writing assignments g. Listening and reading comprehension h. Writing 	Language Central Progress Monitoring Assessments a. K PMA STB1: 4–51; 1 PMA TM: T50–T52; 1 PMA STB1: 15–18 b. 1 PMA TM: T59–T61; 3 PMA TM: T15–T16 c. 1 PMA STB2: 11–12 d. 3 PMA STB1: 12–13; e. 3 PMA STB1: 6–7 f. 2 PMA STB1: 14–16 g. 1 PMA STB4: 2-6; 1 PMA TM: T1–T5 h. 3 PMA STB1: 14–16				

Category 4: Universal Access

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

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Universal Access Design Principles All programs must include the following features:</p> <ol style="list-style-type: none"> 1. Instructional materials incorporate: <ol style="list-style-type: none"> a. Optimal opportunities for teachers to scaffold instruction and check for understanding b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate d. Ample background information on key skills and concepts e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it f. Corrective feedback during all phases of 	<p>Reading Street a. See Teacher’s Editions: 1.2: 93e 1.4: 160e b. See Teacher’s Editions: K.1: 18 K.2: 80 c. See the weekly and daily lesson planners and Universal Access pages in the Teacher’s Editions. 2.6: CR4-CR5, CR6-CR7 d. See Build Language</p>	<p>Reading Street a. See the following Grade 1 resources: English Learners Teaching Guide: EL223, EL440 Extra Support Teaching Guide: EX161 Advanced Teaching Guide: A84, A152 b. See the following Grade K</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>instruction, practice, and application</p> <p>g. Emphasis on ample opportunities for the practice and use of vocabulary words to support vocabulary acquisition and language development</p> <p>h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development</p>	<p>pages in the Student Edition and Concept Talk and Concept Wrap Up pages in the Teacher's Editions:</p> <p>3.3: 371a-371b 3.4: 130l e. See Teacher's Editions: 1.1: 40f 1.4: 80p f. See Teacher's Edition: 3.4: 130n-130o, 131c-131d g. See Teacher's Editions: 2.3: 306-307a 2.4: 83b-85 h. See Teacher's Edition: 1.2: 90p 1.4: 52f</p>	<p>resources:</p> <p>English Learners Teaching Guide: EL75, EL88-89, EL90-91</p> <p>EL Poster 8</p> <p>Extra Support Teaching Guide: EX68, EX78</p> <p>Advanced Teaching Guide: A38, A43</p> <p>c. See the following Grade 2 resources:</p> <p>English Learners Teaching Guide: EL544-553</p> <p>Extra Support Teaching Guide: EX358-</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central a–b. See <i>Reading Street and Language Central</i> (additional hour of ELD instruction) program descriptions. c. 1 TE: 36a–36b d. 3 TE: 30–31 e. Regular daily practice in PB: 1 PB: 41–46; Additional Practice at Practice Stations. 3 TE: Weekly Practice Stations 100c–100d f. 1 TE: Corrective Feedback 139; 2 TE:	EX367 Advanced Teaching Guide: A183-187 Welcome to Second Grade Routine Cards (Note: Routine Cards are located at the back of the Welcome Book.) d. See the following Grade 3 resources: English Learners Teaching Guide: EL222-224, EL343-345 EL Poster 20 Extra Support Teaching			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Corrective Feedback 120 g. 1 TE: 169, 170, 173, 168c–168d h. 2 TE: 157	Guide: EX150, EX228 Advanced Teaching Guide: A79 e. See the following Grade 1 resources: English Learners Teaching Guide: EL98, EL395 Extra Support Teaching Guide: EX82, EX269 Advanced Teaching Guide: A138 f. See the following Grade 3 resources: English Learners			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Teaching Guide: EL343-345 Extra Support Teaching Guide: EX229 Advanced Teaching Guide: A118 g. See the following Grade 2 resources: English Learners Teaching Guide: EL190-192, EL311-313 Extra Support Teaching Guide: EX130 Practice Book: 2.1: 149 2.2: 24 Vocabulary			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Transparency 11 h. See the following Grade 1 resources: English Learners Teaching Guide: EL219, EL379 EL Poster 20 Extra Support Teaching Guide: EX159, EX258 Advanced Teaching Guide: A83			
<p><i>All programs should include the following features:</i></p> <p>2. Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</p> <p><i>a. Adequate titles for each selection</i></p> <p><i>b. Introductory subheadings for chapter</i></p>	<p>Reading Street</p> <p>a. See the Table of Contents pages in the Student Editions. 1.2: 10-13 1.4: 10-13</p>	<p>Reading Street</p> <p>a. See Student Editions: 1.1:124-125</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>sections</i></p> <p><i>c. Introductory paragraphs</i></p> <p><i>d. Concluding or summary paragraphs</i></p> <p><i>e. Complete paragraphs including clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)</i></p> <p><i>f. Effective use of typographical aids (e.g., boldface print, italics)</i></p> <p><i>g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps</i></p> <p><i>h. Manageable, not overwhelming, visual and print stimuli</i></p> <p><i>i. Identification and highlighting of important terms</i></p> <p><i>j. List of reading objectives or focus questions at the beginning of each reading selection</i></p> <p><i>k. List of follow-up comprehension and application questions</i></p>	<p>b. See Student Editions: 2.2: 226-227 2.4: 64-65</p> <p>c. See Student Editions: 3.3: 396, 413</p> <p>d. See Student Editions: 3.2: 193 3.3: 435</p> <p>e. See Student Editions: 2.4: 155 2.5: 312 (Paragraph 2)</p> <p>f. See Student Editions: 1.5: 48, 114</p> <p>g. See Student Editions:</p>	<p>b. See Student Editions: 2.1: 60-61</p> <p>c. See Student Editions: 3.3: 424</p> <p>d. See Student Editions: 3.1: 133</p> <p>e. See Student Editions: 2.3: 423 (Paragraph 1)</p> <p>f. See Student Editions: 1.3: 148-149</p> <p>g. See Student Editions: 3.2: 190-191</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	3.1: 138-139 3.2: 196-197 h. See Student Editions: K.3: <i>Little Quack</i> K.5: <i>Messenger: Messenger</i>	h. See Student Editions: K.2: <i>Flowers</i> i. See Student Editions: 3.3: 340-341 j. See Student Editions: 2.6: 450-451 k. See Student Editions: 2.5: 226			
	i. See Student Editions: 3.2: 176-177 3.3: 314-315 j. See Student Editions: 2.5: 180-181, 208-209	k. See Student Edition Think, Talk and Write pages: 2.4: 76 2.5: 314			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central a. 3 SE: 127 b. 3 SE: iii–vii c. 2 SE: 28 d. 3 SE: 89 e. 3 SE: 113 f. 1 SE: 34 g. 1 SE: 115, 2 SE: 56; 3 SE: 152 h. 2 SE: 139 i. 2 TE: 92–93 j. 1 TE: 30 k. 3 TE: 69, 70, 73				
Design Principles for Means of Expression All programs must include: 3. An explanation in the teacher edition that there are a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). The teacher edition may suggest modifications so that students have access to the materials and can demonstrate their competence. Examples of such modifications might be (but are not limited to)	Reading Street See Welcome Books, K-3: 1: 10				

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
student use of computers to complete pencil and paper tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.					
<p>Design Principles for Advanced Learners</p> <p>Basic and primary language programs must include the following features:</p> <p>4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described in the “Universal Access” sections of each grade level in Chapters 3 and 4.</p>	<p>Reading Street See the Advanced Teaching Guides at each grade, K–3.</p>	<p>Reading Street See “Practice Stations” in the Teacher’s Edition at each grade, K–3. See Teacher’s Editions: 3.1: 108j</p>			
5. Materials provide suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.	<p>Reading Street See “Books for Independent Reading” and “Develop the Concept” in the Teacher’s Edition at each grade, K–3. See Teacher’s</p>	<p>Reading Street See also “Meet the Author” in the Student Editions. See Student Editions: 3.6: 448–453</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions: 3.2: 173b, 174c				
6. Materials remind teacher to set high expectations for all students and inform teachers of the connections of skill development and concepts to higher grade levels.	Reading Street See “Effective Classroom Practices” in Welcome books, K–3. 1: 7	Reading Street See Teacher’s Editions at each grade, K–3, for standards connecting to higher grade levels. 1.4: 80q			

Category 5: Instructional Planning and Support

Teacher editions must include the following features:

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

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><i>Instruction.</i> New York: Guilford Press.</p> <p>Moats, L. C. (1995). <i>Spelling: Develop- ment, Disability, and Instruction.</i> Baltimore: York Press.</p> <p>Blachowicz, Camille and Peter J. Fisher. (2002). <i>Teaching Vocabulary in All Classrooms,</i> 2nd ed. Merrill Prentice Hall.</p> <p>Samuels, S.J. (2002) "Reading Fluency: Its Develop-</p>	<p>webs/seman tic maps: 2.1: 52-53, 69f, 71f, 75g, 77d</p> <p>Fluency Teacher's Edition pages: 1.4: 104r- 104s, 125a, 129a, 157a, 159b</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	ment and Assessment ." <i>What Research Has to Say About Reading Instruction</i> , 3 rd ed. International Reading Association. See the Program Description. Language Central See <i>Reading Street</i> and <i>Language Central</i> program descriptions				
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.	Reading Street See unit opener Teacher's Edition pages: 2.1: 22a-23c 2.3: 302a-	Reading Street See the Articulated K-8 Scope and Sequence and Year at a Glance			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	303c 2.5: 172a-173c See weekly Planner Teacher's Edition pages: 2.1: 24a-24k, 52a-52k, 78a-78k, 106a-106k, 132a-132k, CR1-CR9 Language Central 1 TE: 144a-144b	pages in the Welcome books for each grade. 2: 217-229, 234-239			
3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.	Reading Street See Program Description. See Welcome Books, K-3: K: 192-197 1: 270-275 2: 234-239 3: 223-228				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central TE: About the Program viii–xv; 2 TE: 60a–60b				
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.	Reading Street See Skills Overviews, Weekly Planners, and Day at a Glance in Teacher’s Editions: 1.4: 132d-132e 1.5: 14a–14b, 16l 3.3: 310a-310b, 312d-312e				
5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.	Reading Street See “Don’t Wait Until Friday” in the Teacher’s Editions, K-3: 1.3: 74p,				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	76f, 78h, 95b, 96b 2.5: 174o, 179b, 194g, 199a, 200b Language Central 1TE: 93; 3 TE: 44				
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	Reading Street See Day at a Glance and Planner in the Teacher's Editions. 1.2: 90d-90e, 90L Language Central 3 TE: 158a–158b	Reading Street See Teacher's Editions: 1.4: 54a, 50d-50e			
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.	Reading Street Objectives are on the upper corners of all Teacher's Edition pages.	Reading Street See Teacher's Editions: 2.3: 332s See Student Editions: 2.3: 354			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>2.4: 56q 2.6: 382n</p> <p>Standards are at the bottom of student materials in the Student Editions: 2.4: 76 2.6: 384</p> <p>Language Central Objectives are listed at the top left corner of each day. 2 TE: 87a</p>				
8. A list of required materials is provided for each lesson.	<p>Reading Street Day at a Glance section of the Concept Talk Teacher's Edition pages for Grades 1-3; in Grade K, Materials are listed</p>	<p>Reading Street See Teacher's Editions: K.2: 12 1.4: 74a</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	separately. K.4: 312 1.2: 90l Language Central 1 TE: 106a–106b, 106c–106d				
9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.	Reading Street See bottom of each page in the Teacher’s Editions: 3.1: 111b 3.5: 232c	Reading Street See Teacher’s Editions: 3.4: 130q			
10. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children’s learning at home. The program should include materials that teachers can use to inform families about the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , program-embedded assessments, and the degree to which students are mastering the standards.	Reading Street See the weekly Family Times newsletter in the Practice Book of every grade. See Practice Books: K.2: 31-32	Reading Street See the Home/School Connection on every Practice Book page at every grade. See Practice Books: 1.1: 94 See also, the Family			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See also Student Progress Reports in the Welcome Books, K-3: 3: 237-254 Language Central K-2 Newcomer TM: 3	Times section in the Welcome Books, K-3: 2: 240-45			
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	Reading Street See “Universal Access for Group Time” in the Teacher’s Editions at each grade, K-3. See Teacher’s Editions: 2.2: 24f-24g	Reading Street See also the “Universal Access” boxes in the Teacher’s Editions at each grade, K-3. See Teacher’s Editions: 2.3: 355f			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Language Central 2 TE: Leveled Support 139				
12. Materials describe grouping strategies for flexible small-group instruction.	Reading Street See the Welcome to ___ Grade” and “Assessment and Intervention” sections of the Welcome Books, K-3. 1: 8–12, 22–23 Language Central 1 TE: 48c–48d	Reading Street See also the “Universal Access” boxes in the Teacher’s Editions at each grade, K–3. 1.4: 106f			
13. The teacher edition includes guidance for teachers for implementing reading activities that build oral reading fluency.	Reading Street See Routine Reading and Fluency Word Reading pages in Teacher’s Editions:	Reading Street See Teacher’s Editions: K.4: 295 1.5: 138e			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	K.6: 19 1.1: 53a 1.2: 90r-90s Language Central 2 TE: Fluency Focus 29b				
14. The teacher edition indicates how oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).	Reading Street See Fluency pages in the Teacher's Editions. 3.4: 157b Language Central 1 PMA TM: xiv-xvi; 3 PMA TM: T14-T16; 3 TE: Fluency Focus 145b	Reading Street See Teacher's Edition: 3.5: 189a			
15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.	Reading Street See Welcome Books, K-3: 3: 138-139, 140-141	Reading Street See Welcome Books, K-3: 3: 142, 143, 144			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.	<p>Reading Street See the Writing lessons in the Teacher’s Editions. See also Writing Transparencies. 1.1: Writing Transparencies 6A, 6B, 6C</p> <p>See Teacher’s Editions: 1.1: 121d, 137c, 139a</p>	<p>Reading Street See the Writing lessons in the Teacher’s Editions. See also Writing Transparencies. 1.2: Writing Transparencies 9A, 9B, 9C</p> <p>See Teacher’s Editions: 1.1: 71d, 87c, 89a</p>			
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	<p>See Writing lessons in the Teacher’s Editions. 1.4: Graphic Organizer Flip Chart 27 (shown on Teacher’s Edition 1.4:</p>	<p>See the Writing lessons in the Teacher’s Editions. 1.5: Graphic Organizer Flip Chart 22 (shown on Teacher’s Edition 1.5:</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	83b) 1.4: Writing Transparencies 21B, 21C (shown on Teacher's Edition 1.4: 101c, 103a)	93b) 1.5: Writing Transparencies 27B, 27C (shown on Teacher's Edition 1.5: 113b, 115a)			
18. The teacher edition includes strategies for providing timely teacher feedback about student writing and specific information about what has been done well, with suggestions for "next steps."	Reading Street See Student Editions and Teacher's Editions. 2.4: 47b, 53c–53d, 54-55–55a Language Central 2 TE: 115	Reading Street See Student Editions and Teacher's Editions. 2.4: 45g			
19. The teacher edition clearly references, explains, and provides the location of additional instructional materials and program components designed to provide extra support for students who require it (e.g., English learners, students who use African American vernacular English, struggling readers, and students with disabilities).	Reading Street See Universal Access for Group Time, in Teacher's Editions: 1.4: 80f-80g 3.4: 78f-78g	Reading Street See Universal Access references in Teacher's Editions: K.3: 80 1.5: 161 2.3: 413l 3.3: 388l			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to develop and provide additional instruction and sufficient practice of key concepts, skills, and strategies to support English learners and struggling readers.	<p>Reading Street See English Learner Teaching Guides.</p> <p>See Extra Support Teaching Guides.</p>	<p>Reading Street See Universal Access for Group Time in the Teacher's Editions: 1.4: 80f-80g 3.4: 78f-78g</p>			
21. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications to facilitate the program supporting scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African American vernacular English and providing teachers with guidance on scaffolding instruction.	<p>Reading Street See Adjust on the Fly in the Teacher's Editions: K.3: 25, 34, 155 1.2: 15r, 110a 2.2: 33e 2.3: 340-341 3.2: 175a, 175c, 201c</p> <p>Language Central 1 TE:</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Leveled Support 126				
22. The program provides a linguistic, contrastive analysis chart in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and African American vernacular English will be incorporated as appropriate, accentuating transferable and nontransferable skills.	Reading Street See Welcome Books, K-3: K: 126-141 1: 172-187 2: 144-159 3: 146-161 Language Central TE: xviii–xxxiii				
23. The program provides teachers with a cassette, CD-ROM, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.	Reading Street See Modeled Pronunciation Audio CD Language Central <i>Reading Street/Language Central</i> Modeled Pronunciation Audio CD				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
24. The teacher resource materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.	Reading Street See “Meet the Author” in the Student Editions: 3.6: 449–453				
25. High-quality literature, including but not limited to selections reflective of California’s diverse cultural population, is an integral part of language arts instruction at every grade level.	Reading Street For Grade K, see Big Books and Trade Books; for Grades 1-3, see Student Edition reading selections: K.4: Trade Book, “Abuela” 1.5: 178-199 2.3: 394-405 3.5: 250-263	Reading Street For Grade K, see Big Books and Trade Books; for Grades 1-3, see Student Edition reading selections. K.5: Big Book, “Messenger, Messenger” 1.4: 108-123 2.6: 330-343 3.1: 146-160			
26. Materials provide teachers with guidance on the effective use of library resources that best complement the <i>English–Language Arts Content Standards</i> .	Reading Street See Standards Maps.	Reading Street See Standards Maps.			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See Research Skill lesson in Teacher's Editions: 3.2: 281g, 281t; Research Transparency 9	See Research Skill lesson in Teacher's Editions: 3.5: 243g; Research Transparency 23 See Practice Book: 3.2: 102			
27. Materials include instructions for the teacher on salient features of the reading material and suggestions on how to use each reading selection in the lesson or lessons.	Reading Street See Teacher's Editions: 1.5: 84g, 84-97, 98a, 98-99, 99a, 99b, 99d, 99f, 102e, 102f Language Central 2 TE: 162-163	Reading Street See Teacher's Editions: 1.1: 18b, 20b			
28. Teacher and student editions have correlating page numbers.	Reading Street This occurs in Teacher's Editions and	Reading Street This occurs in Teacher's Editions and			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Student Editions across grades: 2.2: 222-235 Language Central All SE/TE page numbers correlate. 1 SE/TE: 54	Student Editions across grades: 2.5: 180-181			
29. Answer keys are provided for all workbooks and other related student activities.	Reading Street See any product with "Teacher's Manual" in the name, e.g., Practice Book Teacher's Manual Language Central Practice Book Answer Key	Reading Street See any product with "Teacher's Manual" in the name, e.g., Phonics and Spelling Practice Book Teacher's Manual			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>Instructional materials should include the following features:</i></p> <p>30. <i>The teacher edition includes a list of books for independent reading that spans at least three grade levels and matches the topics of the units.</i></p>	<p>Reading Street See all unit Teacher's Editions: 2.3: 303a-303b</p>				
<p>31. <i>Reading materials used for in-class work and homework as students progress through the grades are suggested or included to ensure that students read the amount of text specified in the standards at various grade levels.</i></p>	<p>Reading Street See all Student Editions, including a Cumulative Review selection in the Practice Book in Week 6 of every unit.</p> <p>See additional texts: K: Student Readers; Listen-to-Me Readers; Independent Readers; Get Set, Roll! Readers; Pre-</p>	<p>Reading Street Homework, see Teacher's Editions: K.3: 22 1.2: 16r 2.4: 24q</p> <p>See also Practice Stations in Teacher's Editions: 3.4: 26j, 52j</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	decodable & Decodable Books; Take-Home Decodable Books; Take-Home Independent Readers; Take-Home Decodable Story in Practice Book. 1-3: Decodable Books; Content Readers; Advanced Decodable. Selections in the Advanced Teaching Guide; Fresh Reads; Take-Home Decodable Books; Take-Home Content Readers				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
32. <i>Teacher editions suggest reading material for students to read outside of class for at least 20 minutes a day in grade one and 30 minutes a day in grades two and beyond.</i>	Reading Street See every unit Teacher's Edition: 3.3: 311a-311b	Reading Street See the Family Times Newsletter each week. See Practice Book: K.3: 11-12 See Meet the Author each week in Teacher's Editions: 1.2: 34-35 2.4: 45-47			
33. <i>Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.</i>	Reading Street See Content Reader Database Access Pack; provides access to readers to support ELA standards. Language Central 4 TE: Get				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Online! 24a–24b				
34. <i>All informational technology resources include technical support and suggestions for appropriate use.</i>	Reading Street See California Technology Professional Development CD-ROM Language Central All digital resources are fully supported (1-800-882-3030) and suggestions for use are provided in the Teacher's Edition. 1 TE Weekly Practice Pages: 194a–194b				
35. <i>Black-line masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less</i>	Reading Street See Practice				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<i>toner when printing or photocopying.</i>	Books, Phonics and Spelling Practice Book, and Grammar and Writing Practice Books at all grades. All are available online. Language Central 1 PB: 47–52; K-2 Newcomer TM: G01–G05				
<i>36. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.</i>	Reading Street See Teacher’s Editions: 2.5: 174q-174r (Take-Home Decodable Books 41, 42)	Reading Street See Practice Books 2.2: 73, 74 (Family Times Newsletter)	g		

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See Phonics and Spelling Practice Books: 105, 106, 107, 108 Language Central All Practice Book materials can be sent as homework. K-2 Newcomer: TM 3; SE 68-93				