

**ADDENDUM TO THE 2002
READING LANGUAGE ARTS/
ENGLISH LANGUAGE
DEVELOPMENT
STATE BOARD OF EDUCATION
ADOPTION REPORT**

**2005 Follow-up Adoption in
Reading Language Arts/
English Language Development**

ACKNOWLEDGMENTS

Members of the Curriculum Commission who provided leadership throughout the planning and implementation of the 2005 Follow-Up Adoption Process:

Norma Baker, Chair, Curriculum Commission, 2005; Director, Elementary Instruction, Los Angeles Unified School District

Julie Maravilla, Chair, Reading Language Arts/ English Language Development Subject Matter Committee, 2005; Literacy Coach Coordinator, Local District 2, Los Angeles Unified School District

Other Members of the Curriculum Commission who provided leadership in conducting the 2005 Follow-Up Adoptions Reading Language Arts/ English Language Development:

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ADOPTION PROCESS

State Board of Education Public Hearing and Action:

On November 9, 2004, the State Board of Education (SBE) approved the *2005 Follow-Up Adoption Schedule of Significant Events*, establishing the 2005 Follow-Up Adoption in Reading Language Arts/ English Language Development (RLA/ELD). The 2005 Follow-Up Adoption process culminated at the SBE meeting on September 7, 2005, in preparation for the meeting, members of the SBE had the opportunity to review the submission personally. The SBE received a recommendation from the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) regarding each submission. The members of the Curriculum Commission reviewed the submissions personally, considered public testimony, and reviewed the reports of findings provided by the Instructional Materials Advisory Panel (IMAP) and Content Review Panel (CRP) members.

Prior to taking action, the SBE held a public hearing during which individuals could address the recommendations of the Curriculum Commission and the merits of the submissions.

Pursuant to *Education Code* Section 60200(d), the SBE found, taking into account the totality of the information received, that each instructional materials submission that was rejected did not adequately meet the criteria for adoption.

Appointment and Training of Reviewers:

At the March 9-10, 2005, SBE meeting, the SBE approved the appointment of CRP members, and IMAP members to review instructional materials for the 2005 Follow-Up Adoption. On March 16-18, 2005, CRP and IMAP members received training in the evaluation criteria, content standards, and legal and social compliance. Five CRPs and thirty-one IMAPs were trained for RLA/ELD.

Review by IMAP/CRP Members and Commissioners:

During the month of April, IMAP, CRP, and Curriculum Commissioners received sets of materials that were assigned to each panel to review and evaluate according to the evaluation criteria. Panel members and Commissioners conducted their independent review of materials in April, May, and June 2005.

Deliberations:

Deliberations for the 2005 Follow-Up Adoption in RLA/ELD were held June 13-15, 2005. Four IMAP/CRP panels for RLA/ELD met at 1500 Capitol Mall, Sacramento, to conduct deliberations and produce reports of findings for each of the six programs submitted for review and adoption.

Legal and Social Compliance Review:

Legal and social compliance review for the 2005 Follow-Up Adoption in RLA/ELD was conducted both by the three Learning Resource Display Centers (LRDCs) which regularly conduct out-of-cycle legal and social compliance reviews, as well as by the IMAP/CRP panel members. On June 29, 2005, a Curriculum Commissioner and

California Department of Education (CDE) staff reviewed legal and social compliance citations submitted by IMAP/CRP members, compared the citations to those processed through the LRDCs and submitted citations to publishers for response. Four citations were sent forward to RLA/ELD publishers.

July 15, 2005, Curriculum Commission Meeting:

At the July 15, 2005, Curriculum Commission meeting, the Commissioners reviewed the IMAP/CRP Reports of Findings for each of the submitted programs, held two public hearings; one during the Subject Matter Committee (SMC) meeting, and one during the full Commission meeting, and took action on the six programs submitted for review and adoption.

Edits and Corrections Meeting:

An edits and corrections meeting was scheduled for October 2005. Publishers presented their edits as recommended by the IMAP/CRP members, and Curriculum Commissioners. A memorandum memorializing the meeting and confirming agreement regarding edits and corrections was sent to each affected publisher. Subsequently, publishers were informed of slight changes needed to comply with the provisions of statute, regulation, and State Board policy related to test preparation.

Public Comment:

Instructional materials submitted for adoption were displayed for public review and comment, beginning in April 2005, at twenty-two LRDCs located around the state. The general public was given an opportunity to provide written comments through August 2005.

Publishers' Responsibilities if Adopted:

According to the provisions of *Education Code* Section 60061, and the *California Code of Regulations*, Title 5, publishers are required to follow guidelines of the "Most Favored Nation Clause" which ensures that publishers furnish the instructional materials in California at the same price or at the lowest price offered in other states. In addition, publishers are required to fill a textbook order within sixty days of the date of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a school district, the school district may assess as damages an amount up to five hundred dollars for each working day the order is delayed beyond sixty calendar days.

**Summary of
2005 Follow-Up Adoption
Reading Language Arts/English Language Development**
Adopted by the State Board September 7, 2005

These programs are adopted		
PUBLISHER	PROGRAM TITLE	PROGRAM TYPE
Pearson Longman	<i>The Shining Star Program</i>	Grade four through grade eight EL Intervention
Sopris West	<i>Language! (3rd Edition)</i>	Grade four through grade eight Intervention and grades four through grade eight EL Intervention
Voyager Expanded Learning, Inc.	<i>Voyager Passport</i>	Grade four through grade eight Intervention
Wright Group	<i>Fast Track</i>	Grade four through grade eight Intervention
These programs are rejected		
Great Source Education Group	<i>Reading Advantage</i>	Grade four through grade eight Intervention
Pearson Longman	<i>The Shining Star Program</i>	Grade four through grade eight Intervention
Thomson Heinle	<i>Visions</i>	Grade four through grade eight EL Intervention
Voyager Expanded Learning, Inc.	<i>Universal Learning System (ULS)</i>	Kindergarten, grade one, two & three Basic

Special Issues:

Education Code Section 60200(b)(1), added to the *Education Code* in January 2003, following the passage and chaptering of Senate Bill (SB) 1058, established for-fee follow-up adoptions. Significant budget cuts to the California Department of Education (CDE) resulted in the postponement of follow-up adoptions that had been scheduled for 2002-03 and 2003-04. SB 1058 gave the CDE authority to assess publishers and manufacturers of instructional materials a fee to participate in a follow-up adoption and offset the follow-up adoption's costs.

Follow-up adoptions expand the number of adopted programs available to school districts. The follow-up adoptions use the same evaluation criteria as the last primary adoption. Programs adopted under a follow-up adoption are added to the list of materials adopted in the last primary adoption. The follow-up materials list expires at the same time as the primary adoption list. For RLA/ELD, both the 2002 primary adoption list and the 2005 follow-up adoption list will expire June 30, 2008.

Submissions and Recommendations:

For RLA/ELD, both Basic and Intervention programs were submitted for review. Basic programs are designed to provide full instruction in all the standards for a specific grade level. Publishers provided standards maps showing how the program aligned to the standards for the grade level(s). Intervention programs were also reviewed. Publishers of Intervention programs completed Intervention standards maps for their programs. These programs are not grade level specific, but include some standards from grade levels below fourth grade, as well as some standards from upper grade levels. Two types of Intervention programs were submitted. The 4-8 Intervention program is designed as a stand-alone program for students in grades 4-8 who are reading two or more years below grade level. The program is designed to accelerate learning.

At the January 9 -10, 2002, SBE meeting, the SBE completed the 2002 Primary Adoption of K-8 Instructional materials in RLA/ELD by adopting two K-6 Basic programs, four 6-8 Basic programs, and six 4-8 Interventions programs, and a 4-8 EL Intervention program. The Follow-Up Adoption adds two 4-8 EL Intervention programs, and three 4-8 Intervention programs to the list of adopted materials.

**THESE PROGRAMS
ARE ADOPTED**

2005 Follow-Up Adoption – RLA/ELD

Publisher: Pearson Longman

Title of Program: *The Shining Star Program*

Program Type: Grades four through eight EL Intervention

Components

The program consists of five levels. Components of the first level, *Keys to Learning*, include student book, workbook, workbook package, teacher's manual, CD-ROM, two audiocassettes, two audio CDs, transparencies, *ExamView Test Generator*, and *Learning Placement Test*. The second through fifth levels include all of the components listed above. Beginning with the second level, Introductory (Intro) components include *Resources for Teachers*, a video, and *Six Traits of Writing*. The third level, Level A, through the fifth level, Level C, adds *Resources for Students*.

Recommendation

The State Board of Education adopted this program in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission.

Alignment with English-Language Arts Content Standards:

The program addresses all the evaluation criteria in this category.

Program Organization:

The program addresses the evaluation criteria in this category.

Assessment:

The program addresses the evaluation criteria in this category.

Universal Access:

The program addresses the evaluation criteria in this category.

Instructional Planning and Support:

The program addresses the evaluation criteria in this category.

2005 Follow-Up Adoption – RLA/ELD

Publisher:	Sopris West
Title of Program:	<i>Language! (3rd Edition) The Comprehensive Literacy Curriculum</i>
Program Type:	Grades four through eight Intervention Grades four through eight EL Intervention

Components

The components of this program include a training kit/teacher resource kit. Included in the kit are teacher's editions (A), student texts (A) *Interactive Text Book A*, CD-ROM *Instructional Planning Tool* (A) *Assessment Content Mastery Book*, *Summative Tests and Progress Indicators*, *Student Placement Booklet and Teacher's Guide*, *Sortegories*, CD-ROM, Books A-C, *Words for Teachers* (A-C), *Letter Cards Books A-C*, *Morpheme for Meaning Cards Books A-C*, *Transparencies Books for A-C*, manipulatives, *Speaking and Listening to the English Language Book and Card Set*, a one-year subscription to the *Online Assessment System*, *Teacher Resource Guide*, and *Degrees of Reading Power BookLink Version*. Additional components include a teacher book set for each level B-C, and student book set for levels B-D.

Recommendation

The State Board of Education adopted this program with minor edits and corrections in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission.

Alignment with English-Language Arts Content Standards:

The program addresses all of the evaluation criteria in this category and is designed to accelerate student grade-level mastery of content standards.

Program Organization:

The program addresses the evaluation criteria in this category.

Assessment:

The program addresses the evaluation criteria in this category.

Universal Access:

The program addresses the evaluation criteria for providing access to high-quality curriculum and instruction to all students.

Instructional Planning and Support:

The program addresses the evaluation criteria for this category.

2005 Follow-Up Adoption – RLA/ELD

Publisher: Voyager Expanded Learning
Title of Program: *Voyager Passport*
Program Type: Grades four through eight Intervention

Components

The components of this program include assessment, *Targeted Word Study, Comprehension and Vocabulary*, fluency, and writing. A student resource pack for each of the levels C-G is included. The student resource pack includes *Fluency Readers, Word Study and Comprehension Book, Student Assessment Book*, writing book, and comprehension book. A teacher's resource kit for each level, C-G, includes two writing book teacher's guides, assessment guide, word study, vocabulary and comprehension teacher's guide, fluency guide, writing book guide, and benchmarks.

Recommendation

The State Board of Education adopted this program with minor edits and corrections in keeping with the recommendations of the Instructional Materials Advisory Panel, Content Review Panel, and Curriculum Development and Supplemental Materials Commission.

Alignment with English-Language Arts Content Standards:

The program addresses all of the evaluation criteria in this category.

Program Organization:

The program addresses the evaluation criteria in this category.

Assessment:

The program addresses the evaluation criteria in this category.

Universal Access:

The program provides access to high-quality curriculum and instruction to all students.

Instructional Planning and Support:

The program meets the evaluation criteria in this category.

2005 Follow-Up Adoption – RLA/ELD

Publisher: Wright Group

Title of Program: *Fast Track Reading*

Program Type: Grades four through eight Intervention

Components

This intervention program consists of three program strands: *Word Work Strand*, *Comprehension Strand*, and *Fluency Strand*. The *Fluency Strand* includes fluency cards and teacher's guides with an audio CD. The *Comprehension Strand* includes teacher's guides and comprehension evaluation teacher's guides (levels 2-7). Also included are magazine anthologies for levels 2-7, 30 chapter books, and a program guide.

Recommendation

The State Board of Education adopted this program with minor edits and corrections in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission.

Alignment with English-Language Arts Content Standards:

The program meets the evaluation criteria in this category.

Program Organization:

The program addresses the evaluation criteria in this category.

Assessment:

The program addresses the evaluation criteria in this category.

Universal Access:

The program addresses the evaluation criteria in this category.

Instructional Planning and Support:

The program addresses the evaluation criteria in this category.

**THESE PROGRAMS
ARE REJECTED**

2005 Follow-Up Adoption – RLA/ELD

Publisher: Great Source

Title of Program: *Reading Advantage*

Program Type: Grades four through eight Intervention

Components

The program consists of four kits labeled A, B, C, and D. All kits include a teacher's edition, word study manual, placement book, and an assessment book. Kit A includes an *Inside Writing Sentences Teacher's Edition*, an *Inside Writing Narrative Teacher Edition*, and an *Inside Writing Descriptions Teacher's Edition*. Kit B includes an *Inside Writing Paragraphs Teacher's Edition*, an *Inside Writing Letters Teacher's Edition*, and an *Inside Writing Responses to Literature Teacher's Edition*. Kit C includes an *Inside Writing Sentences Teacher's Edition*, an *Inside Writing Letters Teacher's Edition*, and an *Inside Writing Expository Essay Teacher's Edition*. Kit D includes an *Inside Writing Paragraphs Teacher's Edition*, an *Inside Writing Research Reports Teacher's Edition*, and an *Inside Writing Persuasive Essays Teacher's Edition*. Additional components of the program include student books for writing and theme Magazine 6-Packs.

Recommendation

The State Board of Education rejected this program in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission. The program does not meet Criteria Category I. It is not fully aligned with the content standards required for a grade four through eight Intervention program.

Alignment with English-Language Arts Content Standards Content:

The program does not include some strands of the content standards. There is insufficient instructional support for the foundational *English-Language Arts Content Standards*.

Program Organization:

The program meets the criteria in this category.

Assessment:

The program addresses the criteria in this category.

Universal Access:

The program does not provide all the necessary content and pedagogical tools to meet the needs of the intensive student.

Instructional Planning and Support:

This program addresses the evaluation criteria in this category.

2005 Follow-Up Adoption – RLA/ELD

Publisher: Pearson Longman

Title of Program: *The Shining Star Program*

Program Type: Grades four through eight Intervention

Components

The program consists of five levels. Components of the first level, *Keys to Learning*, include a student book, a workbook, a workbook package, a teacher's manual, a CD-ROM, two audiocassettes, two audio CDs, transparencies, *ExamView Test Generator*, and *Learning Placement Test*. The second through fifth levels include all the components listed above. Beginning with the second level, introductory components include *Resources for Teachers*, a video, and *Six Traits of Writing*. The third level, Level A, through the fifth level, Level C, adds *Resources for Students*.

Recommendation

The State Board of Education rejected this program in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission. The program does not meet Criteria Category 4, Universal Access.

Alignment with English-Language Arts Content Standards:

The program addresses the evaluation criteria in this category.

Program Organization:

The program addresses the evaluation criteria in this category.

Assessment:

The program addresses the evaluation criteria in this category.

Universal Access:

The program does not meet the criteria of Universal Access and does not provide the necessary content and pedagogical tools to meet the needs of a full range of students.

Instructional Planning and Support:

The program meets most of the criteria in this category.

2005 Follow-Up Adoption – RLA/ELD

Publisher: Thomson Heinle

Title of Program: *Visions*

Program Type: Grades four through eight EL Intervention

Components

The components of this four-level grade four through eight EL intervention program include a teacher's edition for each level, a *Teacher Resource Book* for each level, a *California Lesson Planner*, *Assessment Program* CD-ROM, transparencies for levels A-C, *California Correlation Reading Intervention Grades 4-8*, *Staff Development Video and Handbook*, a student handbook, an assessment CD-ROM, *Reading Library Mini-Readers*, student books, a student activity book, a student CD-ROM, and an audio CD for building listening/speaking skills and reading fluency.

Recommendation

The State Board of Education rejected this program in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission. The program does not meet evaluation criteria for Category 1, the *English-Language Arts Content Standards* as a stand-alone intervention program for grades four through eight English learners. When considered holistically, it also does not satisfy the evaluation criteria for categories 2 through 5.

Alignment with English-Language Arts Content Standards:

The program does not provide sufficient instruction designed to ensure that students master each of the English language arts standards.

Program Organization:

The program is not arranged for optimal rate of learning and appropriate pacing.

Assessment:

The program does not meet the evaluation criteria for this category.

Universal Access:

The program does not adequately provide access to high-quality curriculum and instruction to all students

Instructional Planning and Support:

The program does not provide a clear road map for teachers to follow when planning instruction.

2005 Follow-Up Adoption – RLA/ELD

Publisher: Voyager Expanded Learning

Title of Program: *Universal Literacy System (ULS)*

Program Type: Kindergarten through grade three Basic

Components

The components of this program include *Home Study Guides* for each unit, 1-6, *Daily Reading Selections* for units 4-6, *Take Home Library Books*, a student resource guide that includes *Word Study Books*, a *Student Assessment Book* and a set of *Take Home Readers*. Some levels include writing and spelling books, magazines, and research projects. Also included is a *Teacher Resource Kit*. The kit includes *Curriculum Guides* for each unit, a *Games Book*, *Classroom Management Guide* and Packet, an audio CD, assessment, cards and card box, *Benchmarks and Read Aloud Vocabulary Books*, a *Vocabulary and Comprehension Teacher's Guide*, manipulative kits, research project books, and a *Universal Literacy Game Kit*. Other components include literature libraries, ELD support lessons, an *ELD Language Acquisition Teacher's Edition*, and *Read Alouds*.

Recommendation

The State Board of Education rejected this program in keeping with the recommendations of the Instructional Materials Advisory Panel, Content Review Panel, and the Curriculum Development and Supplemental Materials Commission. The program does not meet Criteria Category 1 and is not fully aligned with the content standards. When considered holistically, the program only satisfies criteria categories two and three.

Alignment with English-Language Arts Content Standards:

The program missed opportunities to provide explicit, sequential, systematic instruction to satisfy many of the content standards.

Program Organization:

The program meets most of the evaluation criteria in this category.

Assessment:

The program meets most of the evaluation criteria in this category.

Universal Access:

The instructional materials do not guide teachers in providing effective, efficient standards-based instruction to facilitate access for all students to the core curriculum.

Instructional Planning and Support:

Teacher resource guides provide a description of all components but fail to provide a clear road map for teachers to follow when planning for instruction.