

Acknowledgments

Fifteen California educators selected from 200 applicants were appointed in 1996 by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and confirmed by the California State Board of Education to serve on the Curriculum Framework and Criteria Committee for English–Language Arts and English as a Second Language. More than half of the diverse group taught students in kindergarten through grade twelve. Other members were school principals, a coordinating field librarian, a reading specialist, county office curriculum coordinators, and university educators.

After more than a year of intensive meetings and writing focused on creating a comprehensive and balanced document, the committee produced a preliminary draft. During the summer of 1997, that draft underwent an in-depth review and evaluation by a prominent California reading researcher to ensure that it was grounded in relevant research and practice. Simultaneously, the newly developed English–language arts content standards were being finalized by the Commission for the Establishment of Academic Content and Performance Standards. In addition, new legislation was enacted that called for all frameworks to be fully aligned with the corresponding content standards. Adoption of the standards by the State Board and the new legislation

required that the preliminary draft of the framework be revised to reflect a new focus on the implementation of the standards and the instruction students must receive to meet those standards successfully.

An invitation to bid was issued to obtain assistance in reshaping the preliminary draft to meet the new criteria. The draft was submitted to new writers, who then created a draft for field review that was aligned with the English–language arts content standards and contained an instructional context for those standards. More than 2,000 copies of the draft framework were distributed to educators and other experts across the state and nation during the field review process in June and July 1998. The Curriculum Commission held two public hearings to receive feedback on the draft in July and August 1998 and directed the writers and Department of Education staff to make necessary revisions. The State Board conducted two public hearings on the framework in fall 1998 and adopted the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* in December 1998.

The principal writers of the framework were:

Edward J. Kame'enui, University of Oregon, Eugene

Deborah C. Simmons, University of Oregon, Eugene

The following members of the Subject-Matter Committee for English–Language Arts and English as a Second Language were responsible for overseeing the development of the framework:

Chair

Lillian Vega Castaneda, California State University, San Marcos

Vice-Chair

Marilyn Astore, Sacramento County Office of Education

Members

Patrice Abarca, Los Angeles Unified School District

Eleanor Brown, San Juan Unified School District

Ken Dotson, Turlock Joint Elementary School District

Lisa Jeffery, Los Angeles Unified School District

Susan Stickel, Elk Grove Unified School District

Jean Williams (Retired), Fresno Unified School District

The work of the Subject-Matter Committee was greatly supported by the State Board of Education liaisons:

Kathryn Dronenburg

Marion Joseph

The other members of the Curriculum Commission were:

Kirk Ankeney (Chair, 1998), San Diego City Unified School District

Roy Anthony, Grossmont Union High School District

Michele Garside, Laguna Salada Union Elementary School District

Viken Hovsepian, Glendale Unified School District

Joseph Nation, San Rafael

Richard Schwartz, Torrance Unified School District

Barbara Smith, San Rafael City Elementary and High School Districts

Sheri Willebrand, Ventura Unified School District

The Curriculum Commission benefited from the work of the Curriculum Framework and Criteria Committee for English–Language Arts and English as a Second Language. The committee members were:

Kathy Allen, Palos Verdes Peninsula Unified School District

Gladys Frantz, San Francisco Unified School District

Magdalena Ruz Gonzalez, Pacific Oaks College

Dewey Hall, Rowland Unified School District

Carol Jago, Santa Monica-Malibu Unified School District

Nancy Kotowski, Monterey County Office of Education

Kathy Marin, Whittier City School District

Jo Anne Polite, Los Angeles Unified School District

Marilyn Robertson, Los Angeles Unified School District

John Shefelbine, California State University, Sacramento

George Sheridan, Black Oak Mine Unified School District

Takako Suzuki, Los Angeles Unified School District

Jerry Treadway, San Diego State University, Framework Committee Chair

Sharon Ulanoff, California State University, San Marcos

Kami Winding, New Haven Unified School District

The writer for the committee was **Lisa Ray Kelly**, Ukiah.

California Department of Education staff members who contributed to developing the framework were:

Sonia Hernandez, Deputy Superintendent, Curriculum and Instructional Leadership Branch

Catherine Barkett, Administrator, Curriculum Frameworks and Instructional Resources Office

Christine Bridges, Analyst, Curriculum Frameworks and Instructional Resources Office

Nancy Brynelson, Consultant, Reading and Mathematics Policy and Leadership Office

Wendy Harris, Assistant Superintendent and Director, Elementary Division

Diane Levin, Language Arts Consultant, Curriculum Frameworks and Instructional Resources Office

Christine Rodrigues, Consultant, Curriculum Frameworks and Instructional Resources Office

Nancy Sullivan, Administrator, Education Technology Office

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