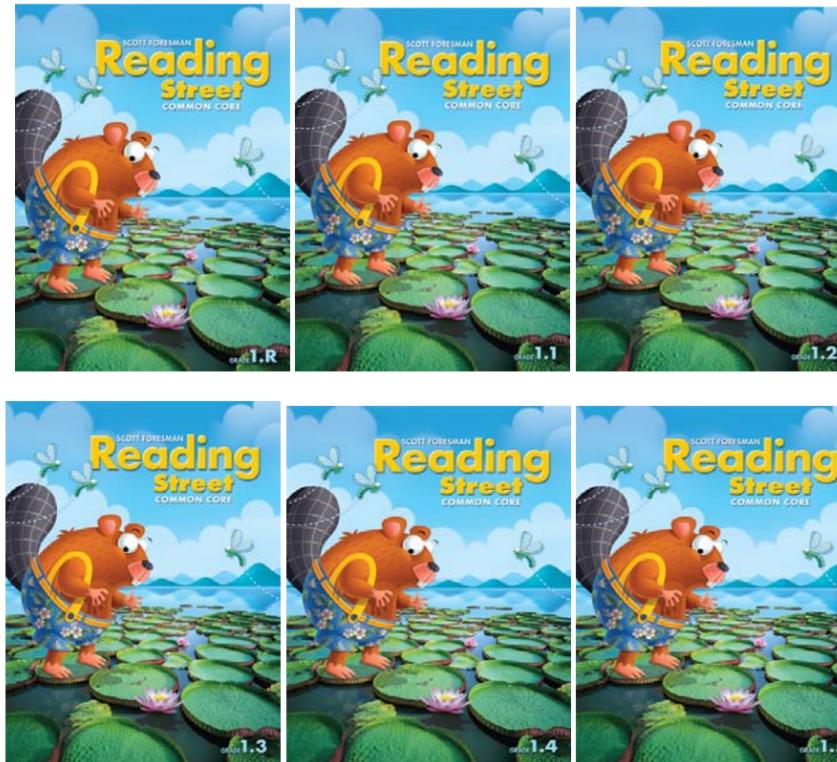


A Correlation of  
**Scott Foresman  
Reading Street**  
Grade 1, ©2013  
to the  
**CCSS ELA/Literacy Publisher's Criteria Analysis**



**EVALUATION INSTRUMENT FOR  
THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle  
K-5 ELA/Literacy  
CCSS ELA/Literacy Publishers'  
Criteria Analysis (Tool 2)—Grades K-2**

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA**  
**2012-2013 Louisiana State Textbook Adoption Cycle**  
**K-5 ELA/Literacy**

CCSS ELA/Literacy Publishers' Criteria Analysis (Tool 2): Grades K-2

**Title of Textbook and Publisher** Scott Foresman Reading Street, Pearson Education, Inc.      **Date of Copyright** 2013      **Grade Level(s)** 1

For further information about each category included below, refer to the *Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2* ([http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)), Appendix A ([http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)), and Appendix B ([http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)).

(To be completed by publisher)		(To be completed by committee)
<b>1. Reading Foundations</b>	<b>a. Materials promote explicit and systematic instruction, diagnostic support, and distributed practice for all aspects of foundational reading.</b>	<b>b. Materials focus on fluency (with emergent-reader texts in grade K and grade-level texts in grades 1-2) and the consolidation of reading foundational skills as students are learning them.</b>
<p>Describe how criteria is met, providing evidence (with page numbers, if applicable)</p>	<p><i>Reading Street</i> provides literacy instruction that integrates reading, writing, speaking and listening, and language throughout every lesson. Each grade level is organized into six units. For each unit, a grade-level concept is presented in the context of weekly concepts. This structure is followed from Grade K to Grade 6. In Grade 1 Student Editions, a weekly lesson opens with a concept that is the focus of the reading selection. This is followed by a Let's Listen for... page for phonemic awareness and phonics and I Can Read pages. The main reading selection, with text-based questions, is then presented. A writing activity, the paired reading selection, and activities for vocabulary, fluency, and listening and speaking or media literacy follow the main selection. The Teacher's Editions provide support for reinforcing foundational skills, text-based questions, a concept-related research project, a writing project, a speaking and listening activity, and language support including spelling and grammar instruction throughout the week. Baseline Group Tests help identify where students are to help the teacher make initial grouping decisions and to differentiate instruction. Information from Weekly Assessments and Unit Benchmark Assessments can be used to inform regrouping decisions at the end of each unit. Corrective Feedback and Monitor Progress features throughout every lesson provide strategies for addressing needs.</p> <p><b>How do the materials allow for flexibility to meet the needs of all students learning to read?</b></p> <p>The program offers a variety of activities and materials to accommodate the needs of individual students. In the Grade 1 Teacher's Editions, Access for All pages at the beginning of each lesson identify ways to structure the weekly lessons for students at different ability levels. Access for All side notes are included throughout the weekly lessons. Small Group pages provide options for accommodating instruction to on-level, strategic intervention, and advanced ability levels. To help accommodate individual needs at Grade 1, the program offers Concept Literacy, Strategic Intervention, On-Level, and Advanced readers and ELL and ELD readers for every lesson. See the Access for All spread in Grade 1 Teacher's Edition Unit 3 pp. 44f-44g.</p>	<p>At Grade 1, Unit R includes late emergent selections. Other Grade 1 units have grade-level main and paired selections. Fluency activities are included for the decodable readers and main selections, as well as a short selection used for assessment. See, for example, Grade 1 Student Edition Unit 3 p. 83 and Teacher's Edition Unit 3 pp. 48c, 51c, 75b, 81a, and 83d and 83f.</p> <p>Foundational skills are central components of <i>Reading Street</i> lessons. Print concepts, phonemic awareness, phonics and word recognition, vocabulary, and fluency are developed and reinforced in Kindergarten and Grade 1. See, for example, Grade 1 Student Edition Unit 1 pp. 46-47, 48-49, 50-51, and 83 and Teacher's Edition Unit 1 pp. 46-47, 47a, and 48-48c.</p> <p><b>How do the materials ensure that the reading foundational skills lay the foundation for students to achieve competence in reading comprehension and serve as components of a comprehensive reading program focused on developing proficient and independent readers?</b></p> <p>In Grade 1, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend literature and informational texts. The foundational skills are presented, reinforced, and applied to reading selections including the Decodable Readers and main selections throughout the week in the daily lesson plans. The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts with many opportunities to read and apply the concepts. Foundational skills together with comprehension tools developed in the program enable students to comprehend texts at different levels of understanding so that they become proficient, independent readers.</p>
		<p style="text-align: center;"><b>Alignment Evaluation and Comments</b></p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Not Acceptable</p>

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CCSS ELA/Literacy Publishers' Criteria Analysis (Tool 2): Grades K-2			
2. Range and Quality of Texts	a. Reading selections (read-aloud selections in grades K-1) align with the complexity requirements* outlined in the standards and the appendices; reading selections for teaching students to read facilitate accurate, confident, and independent reading.	b. Reading selections (read-aloud selections in grades K-1) represent a balance of literature and informational texts, are high-quality, authentic texts worth reading and re-reading (across multiple days and lessons), and can be used for addressing multiple standards across the strands.	Alignment Evaluation and Comments
<p>Describe how criteria is met, providing evidence (with page numbers, if applicable)</p>	<p><b>How was grade-level text complexity determined and how were texts selected?</b>            In Grade 1, Unit R Selections were developed to build and reinforce foundational skills. Selections in Grade 1 (Units 1–5) Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. The quantitative criteria used were Lexile scores, average sentence length, and word frequency. Together with these quantitative criteria, qualitative and reader-task criteria, such as levels of meaning, text structure, language clarity and conventions, appropriateness of concepts, and reading purpose and task, were assessed to place selections within and across grade levels.            For example, quantitative measures for the Grade 1 main selection <i>Mole and the Baby Bird</i> are average Lexile score 360, sentence length 6.78 words, and word frequency 3.65. Together with the qualitative considerations, these measures made this selection appropriate for Grade 1.</p> <p><b>What was done to ensure a variety of text lengths and types are included in the materials?</b>            At Grade 1, <i>Reading Street</i> Student Editions offer a main selection and a shorter paired selection for each week. A rich variety of literary and informational texts were chosen for these selections. The lengths of the main selections vary, ranging from ten to more than twenty pages. The paired selections are shorter works that range from two to six pages. Most are a different genre from that of the main selection.            For examples of text variety and length, see Grade 1 Student Edition Unit 1 pp. 52–73 for the animal fantasy <i>Ruby in Her Own Time</i> and its paired selection “The Ugly Duckling,” a fairy tale.            The program’s <i>Reading Street Sleuth</i> component in Grade 1 includes a fiction or nonfiction selection for each week. Each <i>Sleuth</i> selection is two pages with text, illustrations, and text-based questions.</p> <p><b>How do the reading selections reflect the different uses of text in a K-2 classroom (e.g., read aloud, read along, and small-group instruction)?</b>            The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Decodable Readers that children can read aloud, and the main and paired selections that can be used for reading along and aloud. Small Group pages in the Teacher’s Edition accommodate On-Level, Strategic Intervention, and Advanced instruction with the Decodable Readers, main selections, and <i>Sleuth</i> selections. The program also includes a Read Aloud Anthology (Grade 1) and Big Books (Grade 1) with high-interest literature and informational texts. See, for example, Grade 1 Teacher’s Edition Unit 3 pp. 48b–48c, 49a–49b, 50a, 51b–51c, 52b–52c, 78a, 78–79, 80–81, 81a, and SG•19–SG•34.</p>	<p><i>Percentage of texts per text type:</i></p> <p style="text-align: center;"><b>Grade 1</b></p> <p><b>Literature</b>                    <u>56</u> %  <b>What type of literature is included</b> (e.g., adventure stories, nursery rhymes, poetry, plays, realistic fiction, etc.)?            Among the genres for literary selections for Grade 1 are animal fantasy, drama, fable, fairy tale, fiction, folk tale, poetry, realistic fiction, and sing-along.</p> <p><b>Informational texts</b>       <u>44</u> %  <b>What type of informational texts are included</b> (e.g., autobiographies, graphs, charts, magazine articles, etc.)?            Genres for Grade 1 include autobiography, biography, how-to article, literary nonfiction, photo essay, procedural text, recipe, and science and social studies expository and informational texts.</p> <p><i>Percentage of texts per publication type:</i></p> <p style="text-align: center;"><b>Grade 1</b></p> <p><b>Commissioned</b>            <u>56</u> %  <b>Permissioned</b>             <u>33</u> %  <b>Public Domain</b>           <u>11</u> %</p> <p>Well-known and award-winning children’s authors wrote many of the commissioned pieces. For example, Rosemary Wells contributed an original story featuring her beloved character Max for the program. Susan Stevens Crummel and her sister, Janet Stevens, wrote and illustrated several original stories, and Eric Kimmel wrote the fictional selection <i>The Circle</i> specifically for the program. Commissioned selections by these and other children’s authors provide rich reading experiences for students.</p>	<p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Not Acceptable</p> <p style="text-align: right;">* Verify the text complexity of at least two included texts.</p>

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<b>CCSS ELA/Literacy Publishers' Criteria Analysis (Tool 2): Grades K-2</b>			
<b>3. Organization</b>	<b>a. Materials include collections of related texts linked in meaningful ways to content area learning and provide opportunities for all students to comprehend complex texts while building a sense of bodies of literature and a body of knowledge.</b>	<b>b. Reading selections are centrally located within the materials; surrounding materials and information are kept at a minimum, and only included when necessary; suggested reading strategies work in service of comprehension, rather than being the focus.</b>	<b>Alignment Evaluation and Comments</b>
<p>Describe how criteria is met, providing evidence (with page numbers, if applicable)</p>	<p>As students progress through the program, the level of text complexity increases, as do the concepts developed. Selections are organized in concept-related units, focusing on important science and social studies concepts. In the Student Edition for Grade 1, the main and paired selections relate to science and social studies concepts. <i>Sleuth</i> selections provide additional concept-related reading opportunities. To help accommodate individual needs, Grade 1 materials include Concept Literacy, Strategic Intervention, On-Level, and Advanced readers and ELL and ELD readers for every lesson. On-Level, Strategic Intervention, and Advanced Small Group lessons in the Teacher's Editions help meet the needs of all students.</p>	<p><i>Reading Street</i> integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections in Grade 1 Student Editions, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. Think Critically questions for the main selection and sidebar notes and questions for all paired selections help students comprehend the text and genres. Text-based questions are provided in the Teacher's Editions to foster and extend understanding. Each Week includes Small Group pages that provide support for Small Group presentations of reading selections, See, for example, Grade 1 Student Edition Unit 3 pp. 52–74 and 78–81 and Teacher's Edition Unit 1 52b–73a and SG•19–SG•34.</p>	<p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Not Acceptable</p>

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4. Questions and Tasks	a. A majority of the questions and tasks in teacher and student editions are text-dependent, requiring students first to comprehend each text and base their answers on the text and then to compare and/or synthesize texts within the grade; any questions or tasks before reading do not preempt or replace the text.	b. Writing tasks are prominent and varied and include research tasks (as required by the standards), allowing students to demonstrate knowledge and insight gained from experiences, texts, and imagination.	Alignment Evaluation and Comments
Describe how criteria is met, providing evidence (with page numbers, if applicable)	<p><i>Percentage of questions by type:</i> (percentages provided for the main selections and the paired selections for a unit)</p> <p style="text-align: center;"><b>Grade 1</b></p> <p><b>Text-dependent</b>    <u>  82  </u> %  <i>(Comprehension necessary, directly connected to the standards)</i></p> <p><b>Text-related</b>        <u>  16.5  </u> %  <i>(General questions, such as extension questions, text-to-self and text-to-world connection questions, or question starters/prompts that can be asked about any text)</i></p> <p><b>Decontextualized</b>    <u>  1.5  </u> %  <i>(Writing prompts or journal questions not related to a reading text)</i></p> <p><b>How do materials encourage re-reading and comparison and synthesis of texts?</b>  <i>Reading Street</i> Teacher’s Editions at all levels provide a read-and-reread strategy for each main selection. In the 1st Read at Grade 1, students respond to questions that help them understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. Many questions including those labeled “Reread Challenging Text” direct students to reread text. The Look Back and Write question and often other questions on the Student Edition Think Critically page require students to reread text. At the end of each paired selection are Reading Across Texts and Writing Across Texts prompts that provide opportunities for comparison and synthesis.</p> <p>The Small Group lessons for the <i>Sleuth</i> selections in Grade 1 encourage reading and rereading to promote and extend understanding. See the weekly Days 4 and 5 On-Level, Strategic Intervention, and Advanced SG pages in any Teacher’s Edition.</p>	<p>Writing is an integral part of <i>Reading Street</i> lessons at all grade levels. Throughout the program, students write in a variety of genres for different purposes. On-demand and extended writing as well as research projects are included in all lessons in Grade 1. The Student Editions include Think Critically pages with Look Back and Write questions and paired selections with Writing Across Texts prompts. Every week’s 5-Day writing lesson plan in the Teacher’s Editions involves students in quick-write opportunities and in developing thinking and writing strategies as they work through the writing process along with the Student Edition Let’s Write It! pages. In each 5-Day lesson plan, the Research and Inquiry projects involve collecting, organizing, writing, and presenting research findings. More extensive research is required in a number of Unit Writing Process lessons. For the last Writing Process lesson, students write a research report.</p>	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable

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<b>CCSS ELA/Literacy Publishers' Criteria Analysis (Tool 2): Grades K-2</b>			
<b>5. Academic Vocabulary</b>	<b>a. Materials develop academic vocabulary prevalent in complex texts across varied contexts and contents throughout reading, writing, listening, and speaking instruction.</b>	<b>b. Vocabulary tasks encourage students to engage in word play.</b>	<b>Alignment Evaluation and Comments</b>
Describe how criteria is met, providing evidence (with page numbers, if applicable)	<i>Reading Street</i> provides a systematic approach to concept and selection-based vocabulary development. Amazing Words are concept words related to the week's selection. The Selection Vocabulary words are words that students need to understand the reading selection. In Grade 1 Teacher's Editions, specific vocabulary activities develop Selection Vocabulary as well as strategies for determining the meanings of words students encounter as they read. Varied tasks engage students in using academic vocabulary as they read, write, and listen and speak. See, for example, Grade 1 Teacher's Edition Unit 1 pp. 45a–45b, 50a–50b, 52a, 5–59, 64–65, 74a–74b, 74g, 78b, 82a–82b, and 83b.	At all grade levels of <i>Reading Street</i> , students participate in a variety of vocabulary tasks including word play. See, for example, Grade 1 Teacher's Edition Unit 2 p. 178a (make up riddles).	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable

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<b>6. Transparent Research and Practice Base</b>	<b>a. Materials explain principles of reading acquisition, and there is a clear and documented research base. This evidence is offered to the teacher in clear, concise prose at appropriate points in the instructional materials.</b>	<b>Alignment Evaluation and Comments</b>
Describe how criteria is met, providing evidence (with page numbers, if applicable)	<i>Reading Street</i> is a research-based program that identifies principles of reading acquisition as it discusses research in its component <i>Common Core 101</i> for each grade level. "Research into Practice on Reading Street" is the section of this guide that shows the teacher the structure of a daily lesson as it discusses research-based findings. Earlier editions of the <i>Reading Street</i> program have been used successfully throughout the country. The 2013 edition of the program has been created to show how the materials address the Common Core State Standards for each grade. The 2013 edition is derived from the 2011 CCSS edition of <i>Reading Street</i> , which has been used in classrooms for two years and has now been updated to align even more closely with the Common Core State Standards Criteria.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
<b>Additional committee comments/notes</b>		