A Correlation of

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Reading Street

Grade 5, ©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 3-5

CCSS ELA/Literacy Publishers' Criteria Analysis (Tool 2): Grades 3-5

Title of Textbook and Publisher _____Scott Foresman Reading Street Pearson Education, Inc._____ **Date of Copyright** _____2013_____ **Grade Level(s)** ___5___

For additional information about each category included below, refer to the *Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12* (http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf), the PARCC Model Content Frameworks for ELA/Literacy (http://www.parcconline.org/parcc-content-frameworks), Appendix A (http://www.corestandards.org/assets/Appendix_A.pdf), and Appendix B (http://www.corestandards.org/assets/Appendix_B.pdf).

	(To be completed by publisher)		*(To be completed by committee)*
1. Text Selection	a. Reading selections align with the complexity requirements* outlined in the standards and the appendices, providing all students (including those who are behind) with extensive opportunities to encounter grade-level complex texts.	b. Reading selections represent a balance of text types (across text collections and the entire text) and include specifically identified text types (e.g., myths); reading selections span many genres, cultures, and eras, exhibit exceptional thought and craft, are worth reading and re-reading for meaning or gaining knowledge, and can be used for addressing multiple standards across the strands.	**Alignment Evaluation and Comments**
Describe how criteria is met, providing evidence (with page numbers, if applicable)	**How was grade-level text complexity determined and how were texts selected?** Selections for *Reading Street* Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. 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 5 main selection *Red Kayak* are Lexile score 800, average sentence length 10.97 words, and word frequency 3.52. Together with the qualitative considerations, these measures made this selection appropriate for Grade 5. The program also includes *Reading Street Sleuth* selections. Each concept-related *Sleuth* selection follows appropriate Lexile scores for the grade level. **What was done to ensure a variety of text lengths and types are included in the materials?** For each week, *Reading Street* offers a main selection and a shorter paired selection on the same topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most main selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The selections range from ten to thirty 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 5 Student Edition 5.1 pp. 294–307 and 312–315 for the poetry selection *The Midnight Ride of Paul Revere* and its paired selection "The Heroic Paul Revere," a short drama. The program's *Reading Street Sleuth* selections include fiction and nonfiction selections. Each *Sleuth* selection is two pages with text, illustrations, and text-based questions.	*Percentage of texts per text type:* **Grade 5** **Literature** ___48___% **What type of literature is included** (e.g., adventure stories, myths, poetry, plays, realistic fiction, etc.)? Among the genres for Grade 5 literary selections are drama, fiction, folk tale, historical fiction, humorous fiction, legend, myth, novel, poetry, realistic fiction, and tall tale. **Informational texts** ___52___% **What type of informational texts are included** (e.g., autobiographies, science articles, charts, etc.)? Genres for Grade 5 informational texts include autobiography, biography, how-to text, e-mail and online selections, literary nonfiction, persuasive text, and science and social studies expository texts. *Percentage of texts per publication type:* **Grade 5** **Commissioned** ___23___% **Permissioned** ___67___% **Public Domain** ___10___% Among the contributors of commissioned pieces for *Reading Street* are well-known and award-winning authors. For example, for Grade 5 playwright Lydia R. Diamond wrote the original drama *The Stormi Giovanni Club,* and author Ron Fridell contributed an autobiographical sketch and the expository text *The Truth About Austin's Amazing Bats.* Commissioned selections by these and other authors provide rich reading experiences for students.	☐ Acceptable ☐ Not Acceptable * **Verify the text complexity of at least two included texts.**

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2. Organization	**a. Materials are organized as described in the PARCC Model Content Frameworks for ELA/Literacy: Several collections of complex texts, each composed of an extended anchor text and several shorter, related texts, for reading in ELA and other content areas; texts collections create opportunities for students to gain a sense of bodies of literature and/or build and refine a body of knowledge through texts read within and across grade levels.**	**b. The materials are focused on the reading selections and avoid features and activities that distract from or are not based on text; reading strategies work in service of reading comprehension, rather than being the organizational focus.**
		Alignment Evaluation and Comments
Describe how criteria is met, providing evidence (with page numbers, if applicable)	*Reading Street* provides literacy instruction that integrates reading, writing, speaking and listening, and language throughout every lesson. The main reading selection serves as the core of each lesson. In the Grade 5 Student Edition, a lesson opens with a concept that is the focus of the reading selection. This is followed by lesson and context pages for comprehension tools and vocabulary development. 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 Edition provides 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. See, for example, Grade 5 Student Edition 5.1 pp. 202–229 and Teacher's Edition Unit 2 pp. 202j–229q.	*Reading Street* integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, 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. In the Student Editions, sidebar notes and questions for the first reading selection of each unit and all paired selections help students comprehend the text and genres. See, for example, Grade 5 Student Edition 5.1 pp. 182–193 and 198–199. (Also see the response to question 2.a.)
		☐ Acceptable ☐ Not Acceptable

3. Questions and Tasks	a. A majority of questions and tasks in teacher and student editions are text-dependent, requiring students to comprehend and analyze each text, cite evidence, and make valid inferences from the text before leading to evaluation, comparison, and synthesis of texts within the grade.	b. Any questions or tasks before, during, or after reading are not overly broad and do not preempt or replace the need to read and understand the text.	Alignment Evaluation and Comments
Describe how criteria is met, providing evidence (with page numbers, if applicable)	The questions for the main and paired selections in the Student and Teacher's Editions are text-based questions. *Percentage of questions by type:* (percentages provided for the main selections and the paired selections for a representative unit) **Grade 5** **Text-dependent** ___84.5___ **%** *(Comprehension necessary; directly connected to the standards)* **Text-related** ___15.3___ **%** *(General or extension questions, text-to-self and text-to-world connection questions, or question starters/prompts that can be asked about any text)* **Decontextualized** ___0.2___ **%** *(Writing prompts or journal questions not related to a reading text)* **How do materials encourage re-reading and comparison and synthesis of texts?** *Reading Street* Teacher's Editions provide a read-and-reread strategy for each main selection. In the 1st Read**,** 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. The Small Group lessons for the *Sleuth* selections encourage reading and rereading to promote and extend understanding. See the weekly Day 1 and Day 5 On-Level, Strategic Intervention, and Advanced SG pages in any Teacher's Edition.	*Reading Street* questions and tasks are designed to complement and enhance the text, which is the focal point of instruction. Before-reading lessons in the Grade 5 Student Edition present comprehension and vocabulary tools that are taught in conjunction with short selections and applied in the main selection. During-reading questions provided in the Teacher's Edition include the 1st Read/Access Text questions, which explore the content of the selections, and the 2nd Read/Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text. In the Student Edition, the main selection is followed by the post-reading Think Critically questions about the selection and the Let's Write It! pages with a writing activity and conventions hint. The paired selection pages include annotations with questions for understanding the selection and Reading Across Texts and Writing Across Texts prompts that relate back to the main selection. Let's Learn It! pages with fluency, vocabulary, and speaking and listening or media literacy activities follow the paired selection.	☐ Acceptable ☐ Not Acceptable

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4. Writing and Research	**a. Materials provide extensive opportunities for students to write in about texts (on-demand and over extended periods), providing evidence drawn from text(s) to support analysis, reflection, or research; writing tasks represent the appropriate distribution of writing modes recommended by the CCSS and the PARCC Model Content Frameworks; materials include targeted instruction in such areas as grammar, conventions, and writing strategies.**	**b. As indicated in the PARCC Model Content Framework for ELA, materials provide opportunities for students to engage in short as well as sustained research projects over the course of the grade related to each collection of texts.**	**Alignment Evaluation and Comments**
Describe how criteria is met, providing evidence (with page numbers, if applicable)	On-demand and extended writing as well as research projects are integral parts of *Reading Street* lessons. The Student Editions have Vocabulary Strategy pages with Words to Write activities, 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 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. Conventions and spelling activities throughout each week provide targeted instruction to help students communicate effectively in writing, and every unit includes a more extensive writing project. See, for example, Grade 5 Student Edition 5.1 pp. 234, 250, 252–253, and 255 and Teacher's Edition Unit 2 pp. 233c, 233d, 233e–233f, 243c, 243d–243e, 251e, 252–253a, 253b–253c, 257c, 257d–257e, 257o, 257p–257q, and WP•1–WP•10.	In each 5-Day lesson plan, the Research and Inquiry projects have students use a variety of digital and print sources in a short research project that investigates the week's selection-related concept. More extensive research is required in a number of Unit Writing Process lessons. The final Writing Process lesson in every grade level is a research report writing project. See, for example, Grade 5 Teacher's Edition Unit 2 pp. 233b, 243b, 251d, 257b, and 257n and Unit 6 pp. WP•1–WP•10.	☐ Acceptable ☐ Not Acceptable
5. Academic Vocabulary	**a. Materials focus on general academic vocabulary that is prevalent in complex texts.**	**b. Materials provide varied contexts for vocabulary learning and varied opportunities for students to apply vocabulary knowledge.**	**Alignment Evaluation and Comments**
Describe how criteria is met, providing evidence (with page numbers, if applicable)	*Reading Street* provides a systematic approach to concept and selection-based vocabulary development. Amazing Words are concept words related to the week's selection. The Amazing Words are Tier 2 and Tier 3 words related to the lesson's concept. The Selection Vocabulary words are mostly Tier 2 words that students need to understand the reading selection.	The Amazing Words are presented in a short context selection on Day 1 and in daily routines on Days 1–5. Selection Vocabulary are presented and reinforced in the lesson plan. The Vocabulary strand presents these words in a short context selection and provides strategies for helping students derive the meanings of the words they encounter as they read. See, for example, Grade 5 Student Edition 5.1 pp. 180–181 and 200 and Teacher's Edition Unit 2 pp. 177a–177b, 179a, 180b, 180e, 180–181, 190b, 190–191, 198b, 200–201, 201a, 201g, and 201h.	☐ Acceptable ☐ Not Acceptable
6. Additional Key Criteria	**a. Materials provide systematic opportunities for students to read complex text with fluency and help teachers plan for and engage students in substantive academic discussions (whole and small group) around grade-level topics and texts.**	**b. Materials use multimedia and technology (including different text formats) in a way that engages students in absorbing or expressing details of a text rather than becoming a distraction or replacement for engaging with a text.**	**Alignment Evaluation and Comments**
Describe how criteria is met, providing evidence (with page numbers, if applicable)	Every lesson of *Reading Street* incorporates fluency practice using a variety of reading selections. In each unit, a grade-appropriate concept is divided into weekly topics and questions that are explored in the Let's Talk About… pages in the Student Edition and accompanying pages in the Teacher's Edition. Text discussion is facilitated by questions on Think Critically pages in the Student Edition and the 1st Read/Access Text questions and 2nd Read/Close Reading questions in the Teacher's Edition. Small Group opportunities are provided for students who would benefit from On-Level, Strategic Intervention, and Advanced instructional support. For representative fluency activities, see Grade 5 Student Edition 5.1 p. 200 and TE Unit 2 pp. 178–179, 180–181, 195b, 201j–201k. For representative topic and text discussion opportunities, see Grade 5 SE Vol. 1 pp. 202–203, 220, and 229 and Teacher's Edition Unit 2 pp. 202j, 202–203, 208–209 through 213a, 214–215 through 219a, and SG•18–SG•32.	Media and technology are used to complement and enhance student understanding. The Concept Talk video provides opportunities to develop understanding of the text-related weekly concept. The AudioText CD can be used in conjunction with the written text to accommodate learning styles and needs. Every unit includes one paired selection that presents content in the context of online resources. Every unit also includes a Media Literacy activity that helps students understand the uses of media. See Media Literacy and paired selection examples: Grade 5 Student Edition 5.1 pp. 201 and 224–227.	☐ Acceptable ☐ Not Acceptable

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Additional committee comments/notes