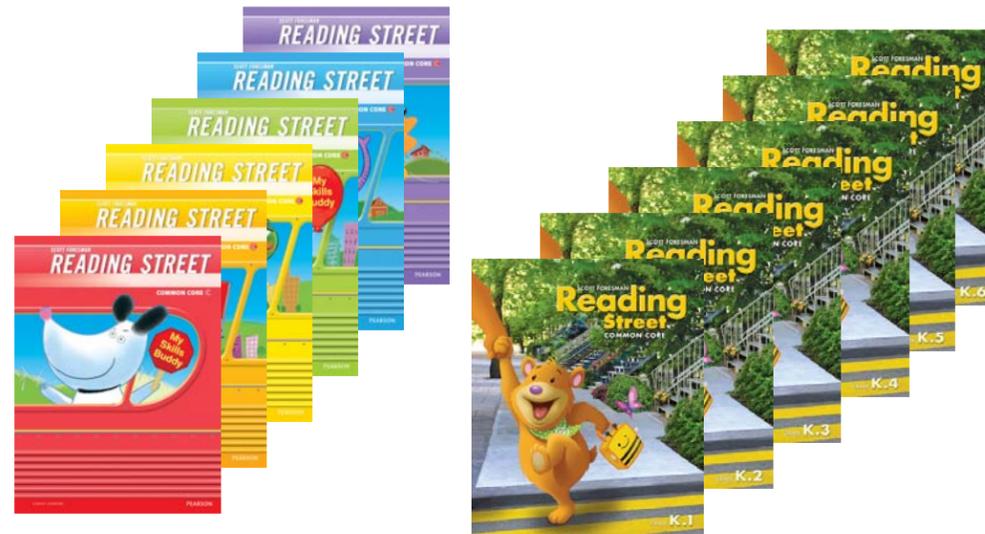


A Correlation of
**Scott Foresman
Reading Street**
Kindergarten, ©2013
to the
CCSS ELA/Literacy Publisher's Criteria Analysis



**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)** K

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), Appendix A (http://www.corestandards.org/assets/Appendix_A.pdf), and Appendix B (http://www.corestandards.org/assets/Appendix_B.pdf).

<i>(To be completed by publisher)</i>		<i>(To be completed by committee)</i>
1. Reading Foundations	a. Materials promote explicit and systematic instruction, diagnostic support, and distributed practice for all aspects of foundational reading.	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.
<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. At Kindergarten, the Teacher's Edition provides weekly lessons that develop foundational skills and comprehension tools and applies them through emergent readers and trade and big book selections. It also includes writing and language instruction. 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>How do the materials allow for flexibility to meet the needs of all students learning to read?</p> <p>The program offers a variety of activities and materials to accommodate the needs of individual students. In the Kindergarten 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. The Kindergarten materials include Concept Literacy Readers, Listen to Me Readers, and Independent Readers that provide differing levels of complexity to meet student needs. See the Access for All spread in Kindergarten Teacher's Edition Unit 2 pp. 512-513.</p>	<p>Emergent readers in Kindergarten include the Student Reader, Decodable Readers, and Get Set, Roll! Readers.</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. See, for example, Kindergarten Teacher's Edition Unit 2 pp. 316-317, 318-319, 321, 322-323, 354-355, and 390.</p> <p>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?</p> <p>In Kindergarten, 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><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Not Acceptable</p>

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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>How was grade-level text complexity determined and how were texts selected? For Kindergarten, <i>Reading Street</i> provides a trade book or big book as the main weekly selection and also provides weekly Decodable Reader, Student Reader, and Get Set, Roll! Reader selections. The concept-related selections were chosen and developed to help emergent readers build foundational skills of print awareness, phonics, vocabulary, and fluency and acquire comprehension tools for understanding text.</p> <p>What was done to ensure a variety of text lengths and types are included in the materials? The Kindergarten main selections are literary and informational text trade books and big books of differing lengths. The Student Readers, Decodable Readers, and Get Set, Roll! Readers are each eight pages long. The program's <i>Reading Street Sleuth</i> component includes a fiction or nonfiction selection for each week. The weekly Kindergarten <i>Sleuth</i> selections are one-page read alouds located in the On-Level Small Group pages of the Teacher's Editions.</p> <p>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)? 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 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, Student Readers, Get Set, Roll! Readers, and <i>Sleuth</i> selections. The program also includes a Read Aloud Anthology with high-interest literature and informational texts. See, for example, Kindergarten Teacher's Edition Unit 1 pp. 324–325, 354–355, 356–357, 400, and SG•56–SG•72.</p>	<p><i>Percentage of texts per text type:</i> Grade K</p> <p>Literature <u>56</u> % What type of literature is included (e.g., adventure stories, nursery rhymes, poetry, plays, realistic fiction, etc.)? Among the genres for literary selections are animal fantasy, fable, fairy tale, fantasy, fiction, historical fiction, informational fiction, and realistic fiction.</p> <p>Informational texts <u>44</u> % What type of informational texts are included (e.g., autobiographies, graphs, charts, magazine articles, etc.)? Genres for Kindergarten informational texts include science and social studies nonfiction and expository texts.</p> <p><i>Percentage of texts per publication type:</i> Grade K</p> <p>Commissioned <u>19</u> % Permissioned <u>78</u> % Public Domain <u>3</u> %</p> <p>Well-known and award-winning children's authors wrote many of the commissioned pieces. For example, Rosemary Wells wrote an original story featuring her beloved character Max for the program. Fay Robinson contributed an original nonfiction selection about Antarctica, and Donna Latham Longo wrote a story about students who build a holiday float for a parade. These and other children's authors have contributed authentic literature that helps make the commissioned selections 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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K-5 ELA/Literacy

CCSS ELA/Literacy Publishers' Criteria Analysis (Tool 2): Grades K-2			
3. Organization	<p>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.</p>	<p>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.</p>	Alignment Evaluation and Comments
Describe how criteria is met, providing evidence (with page numbers, if applicable)	<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 Kindergarten, the main selections are trade and big books. These selections are supplemented by Sing with Me charts, Student Readers, Decodable Readers, and Get Set, Roll! Readers. These materials reinforce concepts developed in the main selection and provide practice for developing foundational skills. The program also offers Concept Literacy, Listen to Me, and Independent Readers providing differing levels of complexity to meet student needs.</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 main reading selections in Kindergarten are trade and big books. Foundational skills, writing, listening and speaking, and language skills as well as text-based questions for vocabulary and comprehension are provided in the Teacher's Edition. Each Week includes Small Group pages that provide support for Small Group presentations of reading selections. See, for example, Kindergarten Big Book <i>Bear Snores On</i> and Teacher's Edition Unit 2 pp. 358–373 and SG•56–SG•72.</p>	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
4. Questions and Tasks	<p>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.</p>	<p>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.</p>	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 a representative unit)</p> <p style="text-align: center;">Grade K</p> <p>Text-dependent <u>80</u> % <i>(Comprehension necessary, directly connected to the standards)</i></p> <p>Text-related <u>19.7</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>Decontextualized <u>0.3</u> % <i>(Writing prompts or journal questions not related to a reading text)</i></p> <p>How do materials encourage re-reading and comparison and synthesis of texts? <i>Reading Street</i> Teacher's Editions at all levels provide a read-and-reread strategy for each main selection. For Kindergarten, the first read involves reading the main selection in its entirety to build interest in the text; the second read is used to develop vocabulary, and the third read is used to develop comprehension.</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. In Kindergarten, students write in a different form and on a different topic each day. Week 6 in each Unit offers a five-day writing process lesson that guides students through the steps as they produce a longer piece of writing over a longer time period. See, for example, Teacher's Edition Unit 2 pp. 327, 344, 529, 546, 573, 587, and 601.</p>	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable

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5. Academic Vocabulary	a. Materials develop academic vocabulary prevalent in complex texts across varied contexts and contents throughout reading, writing, listening, and speaking instruction.	b. Vocabulary tasks encourage students to engage in word play.	Alignment Evaluation and Comments
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 Kindergarten, vocabulary is developed in vocabulary lessons and in the second-read questions in the Teacher's Editions. See, for example, Teacher's Edition Unit 2 pp. 315, 330–331, 345, 348–349, 358, 360, 380–381, 390, and 392–393.	At all grade levels of <i>Reading Street</i> , students participate in a variety of vocabulary tasks including word play. See, for example, Kindergarten Teacher's Edition Unit 2 p. 345 (act out words).	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
6. Transparent Research and Practice Base	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.		Alignment Evaluation and Comments
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
Additional committee comments/notes			