

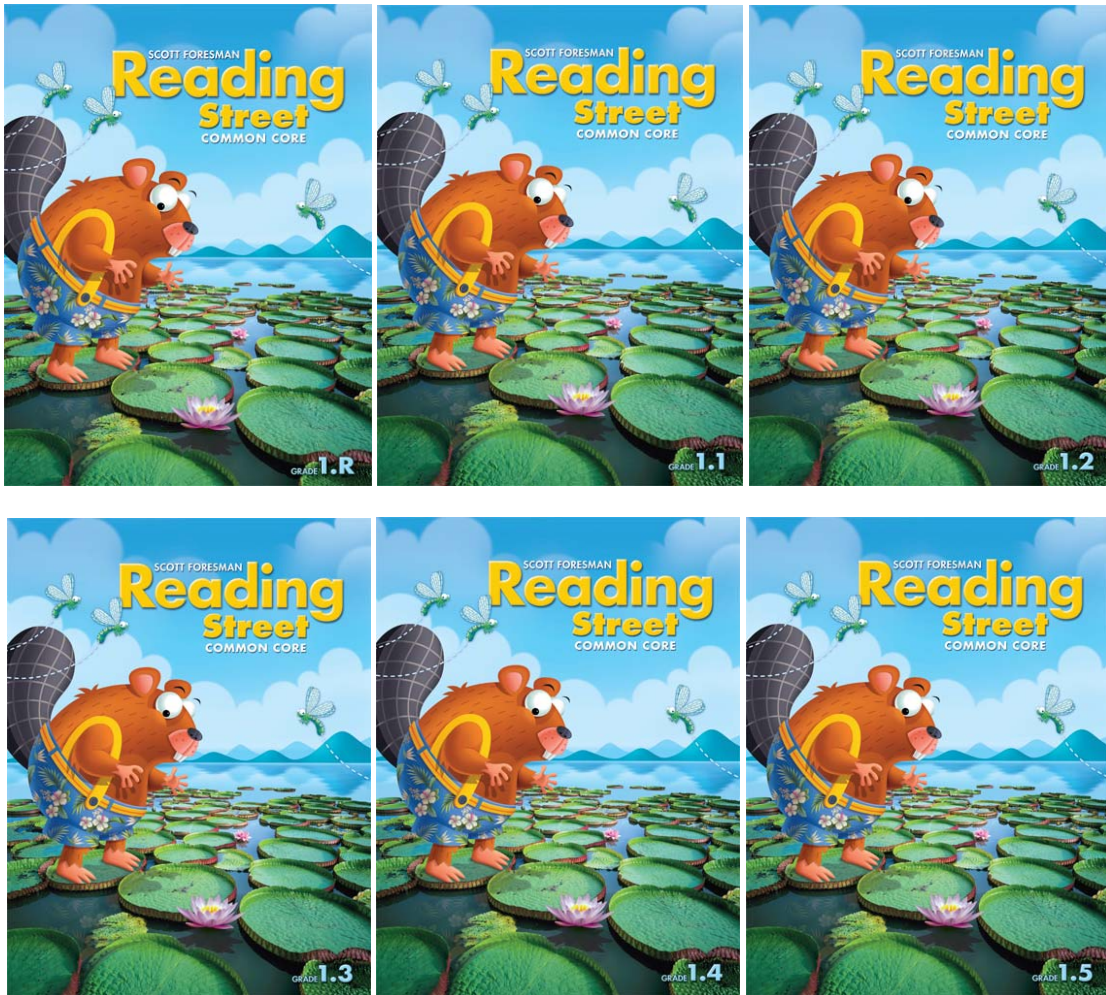
A Correlation of

**Scott Foresman
Reading Street**

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to the

CCSS ELA/Literacy Standards



**EVALUATION INSTRUMENT FOR
THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle
K-5 ELA/Literacy
CCSS ELA/Literacy Standards
Alignment (Tool 1)—Reading: Literature, Grade 1**

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

CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Literature, Grade 1			
Title of Textbook and Publisher <u>Scott Foresman Reading Street, Savvas Learning Company</u>			
Date of Copyright <u>2013</u>			
Key: SE=Student Edition, TE=Teacher Edition, EI=Envision It!, My Skills Buddy			
Standards Alignment Evaluation Rubric			
<u>No Alignment (N)</u> – ELA/Literacy content as described in the Standards is not found.			
<u>Marginal Alignment (M)</u> – ELA/Literacy content as described in the Standards is barely or partially addressed.			
<u>Acceptable Alignment (A)</u> – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.			
<u>High Alignment (H)</u> – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.			
CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1		
Reading Literature (RL)	Reading Literature (RL)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Key Ideas and Details	Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	SE R: EI•13, 28, 54, 80, 106, 132, 158 SE 1: 30, 58, 84, 112, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 81, 115, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 120, 232 TE R: 18–19, 24–25, 27a, 28–29a, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 54–55, 70–71, 72–73, 78–79, 79a, 80–81, 81a, 96a, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 106–107, 122–123, 124–125, 126–127, 128–129, 131a, 132–133, 133a, 148–149, 152–153, 156–157, 157a, 159a, 162i, 162–163 TE 1: 20b, 20–21, 22–23, 24–25, 28–29, 29a, 30–31, 37b–37c, 57a, 58–59, 63a, 74–75, 76–77, 82–83, 83a, 84–85, 93b–96c, 117a, 125a, 132–133, 134–135, 136–137, 137a, 138–139, 145b–145c, 151a TE 2: 32–33, 33a, 33b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 66–67, 83a, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 127a, 128–129, 199a TE 3: 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33a, 33b, 34h, 34–35, 49a–49b, 52b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 74–75a, 80–81, 83b, 83c, 110–111, 112–113, 114–115, 115a, 123a–123b, 126b, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 143h, 155a, 187a–187b, 190b, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208–209, 214–215 TE 4: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c TE 5: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SE R: 28, 54, 80, 106, 132, 145e, 158 SE 1: 30, 58, 84, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 232</p> <p>TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a TE 1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a TE 2: 34–35a, 66–67a, 128–129a TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a TE 4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a TE 5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p>	
<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>SE R: 28, 33, 137 SE 1: 30, 58, 117 SE 4: 83–85 SE 5: 40, 45, 83–87</p> <p>TE R: 15d–15e, 15q, 17c, 18a, 20–21, 22–23, 27a, 28–29, 32–33, 39d–39e, 41a, 43d, 44a, 46–47, 48–49, 53a, 54–55, 65d–65e, 67a, 70a, 70–71, 72–73, 76–77, 79a, 80–81, 95c, 96a–96b, 98–99, 104–105, 105a, 106–107, 117d–117e, 119a, 128–129, 132, 136–137, 143d–143e, 152–153 TE 1: 17a–17b, 22–23, 24–25, 28–29, 29a–29b, 30h, 30–31, 35a, 37b, 43a–43b, 46b, 48–49, 52–53, 56–57, 58h, 58–59, 65c, 71a–71b, 74b, 74–75, 76–77, 78–79, 80–81, 84h, 116i, 117, 119c, 128b, 130–131, 132–133, 134–135, 136–137, 137a, 138h TE 2: 17a, 20b, 24–25, 26–27, 28–29, 33a, 33b, 34–35, 49a, 54–55, 60–61, 62–63, 64–65, 65a, 65b, 66h, 67a, 109a, 112b, 114–115, 118–119, 120–121, 122–123, 124–125, 127a, 128h, 128–129, 137c TE 3: 17a–17b, 28–29, 30–31, 33b, 34–35a, 43b, 43c, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 73b, 74h, 74–75a, 112–113, 114–115, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141a–141b, 142h, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 208h TE 4: 17a, 22–23, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 40–41, 43a, 57a, 64–65, 66–67, 68–69, 70–71, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162b, 164–165, 166–167, 170–171, 174–175, 176–177, 178–179, 181a, 182h, 189b–189c, 195a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 214–215, 216–217, 218h, 227b–227c TE 5: 17a, 22–23, 26–27, 30–31, 32–33, 36–37, 38–39, 39a, 40–41, 41a, 44i, 44–45, 46–47, 51b, 57a–57b, 62–63, 64–65, 68–69, 74–75, 76–77, 77b, 82i, 82–83, 84–85, 86–87, 87a, 89c, 207a–207b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 231a, 232h</p>	
<p>Craft and Structure</p>	<p>Craft and Structure</p>		
<p>4. Ask and answer questions about unknown words in a text.</p>	<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>SE 3: 213 SE 4: 224 SE 5: 80–81, 239</p> <p>TE 1: 17a, 137b TE 3: 73d–73e, 115a, 198–199, 212i–213, 217c TE 4: 43a, 113b, 168–169, 217a, 222–223, 224–225 TE 5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239</p>	

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

<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>SE 1: 116–117, 168–169 SE 3: 78–81, 110–115, 212–215 SE 5: 45</p> <p>TE R: 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169 TE 1: 90–91, 116i, 116–117 TE 2: 127a, 137c TE 3: 38i, 105b, 173a, 215c TE 4: 109a, 143a TE 5: 44i, 201c, 231b</p>	
<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>6. Identify who is telling the story at various points in a text.</p>	<p>TE 1: 22–23 TE 2: 58–59 TE 3: 73b, 143b, 207a, 207b, 209b, 212i TE 4: 36–37, 45b, 62–63, 109b, 219b TE 5: 121b</p>	
<p>Integration of Knowledge and Ideas</p>	<p>Integration of Knowledge and Ideas</p>		
<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>SE R: 32–33 SE 1: 62–63 SE 3: 76, 79–81, 142 SE 5: 82–85</p> <p>TE R: 15d–15e, 20–21, 22–23, 32–33, 32i, 39d–39e, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 65d, 70–71, 72–73, 78–79, 79a, 98–99, 122–123, 148a, 148–149, 150–151, 152–153, 156–157, 157a, 162i</p> <p>TE 1: 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137</p> <p>TE 2: 20–21, 22–23, 24–25, 28–29, 52–53, 58–59, 60–61, 62–63, 65b, 112b, 112–113, 116–117, 120–121, 124–125, 127a</p> <p>TE 3: 20–21, 26–27, 30–31, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 76–77a, 78i, 78–79, 112–113, 114–115, 115a, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205</p> <p>TE 4: 20–21, 26–27, 28–29, 30–31, 32–33, 36–37, 38–39, 40–41, 43a, 66–67, 68–69, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162–163, 166–167, 170–171, 172–173, 174–175, 176–177, 178–179, 181a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a</p> <p>TE 5: 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a, 84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a</p>	
<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>SE 1: 35, 58, 91, 117, 143, 169 SE 2: 41, 65b SE 3: 74, 81, 115 SE 4: 85 SE 5: 49, 87</p> <p>TE 1: 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a TE 2: 40–41, 65b, 201b TE 3: 49a–49b, 64–65, 68–69, 73a, 78–79, 80–81, 115a, 141a–141b, 208h TE 4: 77a, 82–83, 84–85 TE 5: 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p>	

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

Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	SE 1: 37, 65, 93 TE R: 18b, 29a, 32i, 44b, 70b, 122b, 133a, 148b, 162i TE 1: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 34–35, 36–37a, 46c, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62i, 62–63a, 64–65a, 74c, 85b, 91a, 92–93a, 116i, 128c, 168i, 168–169, 171c TE 2: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 52b, 198i TE 3: 20c, 52c, 74h, 126c, 190c, 212i–213, 214–215, 217c TE 4: 20c, 60c, 113b, 128c, 198c, 222i, 222–223, 224–225 TE 5: 20c, 60c, 236i, 236–237, 238–239	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Literature from kindergarten to grade 1.

Students in Kindergarten and Grade 1 *Reading Street* are introduced to a variety of literature, from animal fantasies to fairy tales to fables to realistic fiction to poems. The Kindergarten literature selections in Big Books and Trade Books and the Grade 1 literature selections in the Student Edition are supported by instruction, activities, and questions in the Teacher’s Editions. The text-dependent and text-specific questions that accompany the main selections require students to find and cite evidence from the text in their responses. The two sequences of questions, which they answer during multiple readings of each main selection, lay the foundation for the close, critical reading students will do not only in Kindergarten and Grade 1 but throughout the program.

In both Kindergarten and Grade 1, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend literature. However, just as the selections and instructional materials increase in appropriate text and concept complexity across and between Kindergarten and Grade 1, reflecting the vertical progression of the Common Core State Standards, Kindergarten and Grade 1 students progress from simpler to more complex skills. For example, in Kindergarten, students are asked to identify the characters, settings, and major plot events in a story (MSB GK U1 pages 14–15; TE GK U1 pages 26–27, 65, 67, 128–129, 161, 165, 224–225, 264, 265). In Grade 1, students progress from identifying to describing the characters, settings, and major plot events in a story in more detail and depth, for example, telling about the characters’ feelings and motivations or explaining the effect of the setting on the characters or events (SE G1 U1 pages EI•4–EI•5; TE G1 U1 pages 17a–17b, 22–23, 24–25, 43a–43b, 52–53, 56–57).

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2012-2013 Louisiana State Textbook Adoption Cycle
K-5 ELA/Literacy

CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Informational Text, Grade 1			
Title of Textbook and Publisher <u>Scott Foresman Reading Street, Savvas Learning Company</u>			
Date of Copyright <u>2013</u>			
Key: SE=Student Edition, TE=Teacher Edition, EI=Envision It!, My Skills Buddy			
Standards Alignment Evaluation Rubric			
<u>No Alignment (N)</u> – ELA/Literacy content as described in the Standards was not found.			
<u>Marginal Alignment (M)</u> – ELA/Literacy content as described in the Standards is barely or partially addressed.			
<u>Acceptable Alignment (A)</u> – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.			
<u>High Alignment (H)</u> – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.			
CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1		
Reading Informational Texts (RI)	Reading Informational Texts (RI)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Key Ideas and Details	Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	SE R: 58, 137 SE 1: 112, 164 SE 2: EI•13, 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194 SE 3: 39–41, 106, 147, 174 SE 4: 110, 114–117, 144 SE 5: 124–127, 156, 194 TE R: 84–85, 136i, 136–137 TE 1: 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165 TE 2: 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 TE 3: 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175 TE 4: 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a TE 5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>2. Identify the main topic and retell key details of a text.</p>	<p>SE 1: 112, 164 SE 2: 96, 135, 160, 194 SE 4: 110, 144 SE 5: 120, 156, 163, 194</p> <p>TE 1: 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 165a TE 2: 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a TE 3: 38–39, 105a, 175a TE 4: 93a, 98–99, 100–101, 102–103, 104–105, 108–109, 110h, 110–111, 111a, 119b, 130–131, 132–133, 134–135, 140–141, 144–145a, 153b TE 5: 102–103, 108–109, 119a, 121a, 135a–135b, 138b–138c, 142–143, 146–147, 150–151, 152–153, 154–155, 156–157a, 160i, 160–161, 162–163, 165b–165c, 188–189, 194h, 194–195, 195a</p>	
<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SE 1: 143 SE 2: EI•4, 194</p> <p>TE 1: 142–143 TE 2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a TE 3: 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c TE 4: 104–105, 108–109, 109a, 132–133, 136–137, 144h TE 5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185</p>	
<p>Craft and Structure</p>	<p>Craft and Structure</p>		
<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>TE 2: 72–73, 74–75, 178b TE 3: 92b TE 4: 128b, 134–135, 138–139, 140–141 TE 5: 112–113, 178–179, 186–187, 188–189, 190–191</p>	
<p>5. Identify the front cover, back cover, and title page of a book.</p>	<p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>SE R: 85 SE 1: 88–91 SE 2: 164–167 SE 3: 178–179 SE 5: 194, 198–199</p> <p>TE R: 31b, 57b, 58i, 84i, 85 TE 1: 33c, 83g, 87c, 88i, 88–91, 154b TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p>	
<p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>SE R: 58–59, 110–111 SE 1: 88–91, 142–143 SE 2: 72–73 SE 5: 162, 198–199</p> <p>TE R: 58–59, 110i, 110–111 TE 1: 88i, 88–91, 93c, 110–111, 142i, 160–161 TE 2: 70i, 70–71, 72–73, 74–75, 94–95 TE 3: 96–97, 98–99, 149c TE 4: 96–99, 119c, 138–139, 148i, 148–149 TE 5: 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p>	

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

Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>SE R: 58–59, 84–85, 110–111, 136–137 SE 1: 88–91 SE 2: 70–75, 100–101, 164–167 SE 3: 146–147 SE 4: 48–49, 148–149, 150–151 SE 5: 124–125, 126–127, 160–163, 198–199</p> <p>TE R: 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137 TE 1: 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159 TE 2: 43c, 70i, 70–75, 86b, 90–91, 92–93, 94–95, 95g, 100i, 100–101, 101a, 103c, 146–147, 159a, 159b, 164i, 164–165, 178–179, 182–183, 186–187, 190–191, 193a, 195a TE 3: 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c TE 4: 48i, 48–49, 49a, 51c, 100–101, 102–103, 106–107, 108–109, 109a, 109g, 114–115, 116–117, 132–133, 136–137, 138–139, 140–141, 143a, 148i, 148–149, 150–151, 153c, 185b, 221b TE 5: 98–99, 102–103, 119a, 119b, 123b, 124i, 124–125, 126–127, 129c, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 155a, 155b, 160i, 160–161, 162–163, 165c, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 193a, 198i, 198–199, 199a</p>	
<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>8. Identify the reasons an author gives to support points in a text.</p>	<p>SE 1: 164 SE 2: 75, 96, 160</p> <p>TE 1: 164, 171b TE 2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>	
<p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>SE 1: 91 SE 2: 135, 167, 199 SE 3: 41, 105b, 115, 215 SE 4: 117 SE 5: 162–163</p> <p>TE 1: 90–91, 163b TE 2: 132i, 134–135, 164i, 166–167, 198–199, 199a TE 3: 115a, 147a TE 4: 116–117 TE 5: 162–163, 190–191</p>	
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>SE R: 58–59, 84–85 SE 1: 102–111, 154–163 SE 2: 86–95, 146–159, 178–193 SE 3: 92–105, 158–173 SE 4: 96–109, 128–143 SE 5: 98–119, 138–155, 174–193</p> <p>TE R: 58i, 84i TE 1: 102c, 102–111, 154b–154c, 154–163, 164h TE 2: 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193 TE 3: 92c, 92–105, 149c, 158c, 158–173 TE 4: 96c, 96–109, 128c, 128–143 TE 5: 98c, 98–119, 138c, 138–155, 174–193</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Informational Text from kindergarten to grade 1.

Students in Kindergarten and Grade 1 *Reading Street* are introduced to a variety of informational texts, from expository texts to autobiographies to photo essays to magazine articles to procedural texts. The Kindergarten informational text selections in Big Books and Trade Books and the Grade 1 informational text selections in the Student Edition are supported by instruction, activities, and questions in the Teacher’s Editions. The text-dependent and text-specific questions that accompany the main selections require students to find and cite evidence from the text in their responses. The two sequences of questions, which they answer during multiple

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

readings of each main selection, lay the foundation for the close, critical reading students will do not only in Kindergarten and Grade 1 but throughout the program.

In both Kindergarten and Grade 1, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend informational texts, including how to determine the meanings of academic and domain-specific vocabulary. However, just as the selections and instructional materials increase in appropriate text and concept complexity across and between Kindergarten and Grade 1, reflecting the vertical progression of the Common Core State Standards, Kindergarten and Grade 1 students progress from simpler to more complex skills. For example, in Kindergarten, students are asked to identify the main topic and retell the key details of a text with prompting and support (MSB GK U6 pages 54–55, 67; TE GK U6 pages 224–225, 242, 258, 259, 260, 261, 264, 265). In Grade 1, students are asked to identify the main topic and retell the key details, but without prompting or support. Students know what the terms *main topic* and *key details* mean, and they are able not only to identify both but also to explain the relationship between them (SE G1 U5 page EI•4; TE G1 U5 pages 135a–135b, 138c, 142–143, 144–145, 146–147).

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

CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Foundational Skills, Grade 1			
Title of Textbook and Publisher <u>Scott Foresman Reading Street, Savvas Learning Company</u>			
Date of Copyright <u>2013</u>			
Key: SE=Student Edition, TE=Teacher Edition, EI=Envision It!, MSB=My Skills Buddy			
Standards Alignment Evaluation Rubric No Alignment (N) – ELA/Literacy content as described in the Standards was not found. Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed. Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content. High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.			
CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1		
Reading Foundational Skills (RF)	Reading Foundational Skills (RF)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Print Concepts	Print Concepts		
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c TE 1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g TE 5: 17c, 49c	
Phonological Awareness	Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p style="text-align: center;"><i>Align materials to the lettered items below.</i></p> SE 1: 14 SE 2: 46, 80, 106, 140, 172 SE 4: 14, 54 TE 1: 14–15, 15a TE 2: 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c TE 4: 14–15, 15a, 54–55, 55a SE R: 68, 116, 120, 142 SE 1: 14, 40, 68, 122, 124, 148 SE 3: 18, 46, 86, 188 SE 4: 14, 54, 90, 122, 156, 192 SE 5: 14, 96, 204 TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p TE 1: 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d TE 2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c TE 3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c TE 4: 14–15, 15a, 18c–18d, 54–55, 58c, 78c, 86c, 90–91, 91a, 94c, 110c, 118c, 122–123, 123a, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c TE 5: 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c	

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

	<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>SE R: 14–15, 16–17, 38–39, 64–65, 90–91, 116–117, 120–121, 142–143 SE 1: 14, 40, 68, 96, 122, 148 SE 2: 14, 46, 80, 140, 172 SE 3: 86, 120, 152, 184 SE 4: 14, 54, 90, 156, 192 SE 5: 92</p> <p>TE R: 14–15, 15a, 15m, 16d, 16q–16r, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 144d TE 1: 14–15, 15a, 18c–18d, 34c–34d, 40–41, 41a, 62c–62d, 68–69, 69a, 72c–72d, 84c–84d, 88c–88d, 92c, 100c–100d, 122–123, 123a, 126c–126d, 126–127a, 142c–142d, 144c, 149a, 152d, 168c–168d, 170c TE 2: 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d TE 3: 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c TE 4: 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c TE 5: 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>	
	<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>SE 1: 40 SE 2: 14, 106 SE 3: 14, 86, 152, 184 SE 4: 14, 90, 122, 156, 192 SE 5: 14, 54, 92, 132, 168, 204</p> <p>TE R: 16p, 42p, 68p, 94p, 146p, 162d TE 1: 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d TE 2: 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c TE 3: 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c TE 4: 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c TE 5: 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>	

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

CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1			
Reading Foundational Skills (RF), cont.	Reading Foundational Skills (RF), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation	
Phonics and Word Recognition	Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Align materials to the lettered items below.</i>		
	a. Know the spelling-sound correspondences for common consonant digraphs.	SE 1: 18, 126 SE 2: 16, 84 SE 3: 48 TE 1: 30d, 30e, 37d–37e, 62d, 62g, 126–127a TE 2: 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d TE 3: 47a, 48, 48a, 48b–48c, 51d, 74d, 110g		
	b. Decode regularly spelled one-syllable words.	SE R: 16, 42, 66, 68, 92, 94, 118, 120, 144 SE 1: 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152 SE 2: 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174 SE 3: 16, 18, 48, 90, 124, 154 SE 4: 16, 56, 92, 94, 124, 126, 160, 196 SE 5: 94, 96, 134, 170, 208 TE R: 16, 17a–17b, 32g–32h, 42–43a, 43b–43c, 66e–66f, 66, 66g, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 74–75, 92, 94r, 94, 95a–95b, 113b, 118e–118f, 118, 120e–120f, 120, 121a–121b, 144, 146, 146g, 147a–147b, 154–155, 162g–162h TE 1: 16–16a, 16b–16c, 18–19a, 19b–19c, 19d, 34e–34f, 36c–36d, 37d–37e, 42–42a, 42b–42c, 44–45a, 45b–45c, 58e, 65d–65e, 68–69, 69a, 70–70a, 70b–70c, 72d, 72–73a, 73b–73c, 84d, 88e–88f, 92c, 93d–93e, 98, 98b–98c, 119d–119e, 124–124a, 124b–124c, 126–127a, 127b–127c, 127d, 142e–142f, 145d–145e, 150a, 150b–150c, 152–153a, 153b–153c, 153d, 164e, 170c, 171d–171e TE 2: 16–16a, 16c, 18d, 18–19a, 19b–19c, 19d, 38c, 38e–38f, 38g, 42c, 43d, 48a, 48b–48c, 51a, 51b–51c, 51d, 66d, 70e–70f, 77d, 82–82a, 82b–82c, 84–85a, 85d, 100e–100f, 108–108a, 108b–108c, 110–111a, 111b–111c, 111d, 128e, 132e–132f, 142–142a, 142b–142c, 144–145a, 145b–45c, 174–174a, 174b–174c, 177b–177c, 177d, 198e–198f TE 3: 16b–16c, 18–19a, 19b–19c, 19d, 38e–38f, 43d–43e, 48–48a, 48b–48c, 51d, 78e–78f, 83d–83e, 110e–110f, 117d–117e, 142e, 146e–146f, 149d–149f, 154–154a, 154b–154c, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 188–189a, 189b–189c, 212d, 212e–212f, 217d–217e TE 4: 16b–16c, 18–19a, 19b–19c, 48e–48f, 51d–51e, 56b–56c, 59b–59c, 59d, 82e–82f, 87d–87e, 92–92a, 92b–92c, 94c–94d, 94–95a, 95b–95c, 114e–114f, 119d–119e, 124b–124c, 126–127a, 127b–127c, 148e–148f, 153d–153e, 158b–158c, 186e–186f, 196–197a, 198a, 222e–222f, 226c TE 5: 16–16a, 19d, 40d–40e, 44e–44f, 51d–51e, 56–56a, 56b–56c, 78d–78e, 82d, 82e–82f, 82g, 89d–89e, 94–94a, 94b–94c, 97d, 124d, 124e–124f, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236e–236f, 236g		

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

	<p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p>	<p>SE 2: 48, 50, 82, 108, 111, 142, 174, 176 SE 4: 16, 56, 92, 94, 124 SE 5: 56</p> <p>TE 2: 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d TE 4: 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g TE 5: 44g, 56–56a, 78d, 78e</p>	
	<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>SE 2: 176</p> <p>TE R: 68d, 136d, 146d TE 1: 112c TE 2: 176c, 176d, 176, 177a, 200c TE 3: 110c, 146c, 178c TE 4: 148c, 152c, 186c, 188c, 222c, 226c TE 5: 58d, 58–59a, 96c</p>	
	<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>SE 2: 176 SE 3: 50 SE 4: 194 SE 5: 18, 58, 172</p> <p>TE 2: 176d, 176–177a, 177b–177c, 194e, 198e–198f, 200c, 201d, 201e TE 3: 38d, 50–51a, 51b–51c, 74d TE 4: 194–194a, 194b–194c TE 5: 18c–18d, 18–19a, 19b–19c, 40e, 44e–44f, 50c, 58c–58d, 58–59a, 59b–59c, 59d, 78c–78d, 78e, 82d, 82e–82f, 88c, 124d, 124g, 172–173a, 173b–173c, 236d</p>	
	<p>f. Read words with inflectional endings.</p>	<p>SE 1: 98, 100 SE 2: 144 SE 3: 88, 91, 122, 125, 186, 189 SE 4: 58 SE 5: 96</p> <p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d TE 2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g TE 3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>	

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

	<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>SE R: 17, 41, 43, 69, 93, 95, 119, 121, 145, 147 SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150-151, 152-153</p> <p>TE R: 16h, 17a-17b, 17, 32f, 32g-32h, 35b, 41, 42h, 43b-43c, 43, 58f, 58g-58h, 61b, 67, 68h, 69a-69b, 69, 84f, 84g-84h, 87b, 93, 94h, 95a-95b, 95, 110g-110h, 113b, 119, 120h, 121a-121b, 121, 130-131, 136f, 136g-136h, 139b, 145, 146h, 147a-147b, 147, 162f, 162g-162h, 165b</p> <p>TE 1: 16b-16c, 17, 19b-19c, 30g, 34e-34f, 37b, 37d-37e, 42b-42c, 43, 45b-45c, 45, 58g, 62e-62f, 65b, 65e, 70b-70c, 71, 73, 84g, 88e-88f, 93b, 93d-93e, 99, 101, 112g, 119b, 119d-119e, 124b-124c, 125, 127, 138g, 145d-145e, 151, 153, 164g, 168e-168f, 171b, 171d-171e</p> <p>TE 2: 16b-16c, 17, 19b-19c, 19, 34g, 38f, 43b, 43d, 48b-48c, 51b-51c, 51, 66g, 70e-70f, 77b, 77d, 82b-82c, 83, 85, 96g, 100e-100f, 100g, 103b, 103d, 108c, 108d, 111b-111c, 111, 128g, 132f, 132g, 137b, 137d, 142b-142c, 142d-143, 145b-145c, 145, 154-155, 156-157, 160g, 164g, 169b, 169d-169e, 174b-174c, 175, 177b-177c, 194g, 198e-198f, 198g-198h, 201b, 201d-201e</p> <p>TE 3: 16b-16c, 17, 19b-19c, 19, 34g, 38g, 43b, 43d-43e, 48b-48c, 49, 51b-51c, 51, 52a, 74g, 78e-78f, 78g, 83b, 83d-83e, 88b-88c, 89, 91b-91c, 106g, 110e-110f, 117b, 117d-117e, 122b-122c, 123, 125b-125c, 125, 142g, 146e-146f, 146g, 149b, 149d-149f, 154b-154c, 155, 157b-157c, 157, 178e-178f, 181b, 181d-181f, 186b-186c, 186d, 189b-189c, 189, 208g, 212e-212f, 212g, 217b, 217d-217f</p> <p>TE 4: 16b-16c, 17, 19b-19c, 19, 44g, 48e-48f, 48g, 51b, 51d-51e, 56b-56c, 57, 59b-59c, 78g, 82e-82f, 82g, 87b, 87d-87e, 92c, 93, 95b-95c, 95, 110g, 114e-114f, 119b, 119d-119e, 124b-124c, 125, 127b-127c, 144g, 148e-148f, 148g, 153b, 153d-153e, 158b-158c, 159, 161b-161c, 161, 182e, 182g, 186e-186f, 186g, 189b, 189d-189e, 194b-194c, 197b-197c, 197, 218g, 222f, 222g, 227b, 227d-227e</p> <p>TE 5: 16b-16c, 17, 19b-19c, 19, 40g, 44e-44f, 44g, 51b, 51d-51e, 56b-56c, 57, 59c, 59, 78g, 82e-82f, 89b, 89d-89e, 94b-94c, 95, 97b-97c, 97, 120e, 120g, 124e-124f, 129b, 129d-129e, 134b-134c, 135, 137b-137c, 137, 156e, 156g, 160e-160f, 165b, 165d-165e, 170b-170c, 171, 173b-173c, 173, 194e, 194g, 198f, 201b, 201d-201e, 206b-206c, 207, 209b-209c, 209, 232e, 232g, 236e-36f, 241b, 241d-241e</p>	
<p align="center">Fluency</p>	<p align="center">Fluency</p>	<p align="center"><i>Align materials to the lettered items below.</i></p>	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p>TE R: 18a, 27a, 44a, 53a, 70a-79a, 96a-105a, 122a-131a, 148a, 157b</p> <p>TE 1: 20b-29a, 46b-57a, 74-83a, 102b-111a, 128b-137a, 154b-163a</p> <p>TE 2: 20b-33a, 52b-65a, 86b-95a, 112b-127a, 146b-159a, 178b-193a</p> <p>TE 3: 20b-33a, 52b-73a, 92b-105a, 126b-141a, 158b-173a, 190b-207a</p> <p>TE 4: 20b-43a, 60b-77a, 96b-109a, 128b-143a, 162b-181a, 198b-217a</p> <p>TE 5: 20b-39a, 60b-77a, 98b-119a, 138b-155a, 174b-193a, 210b-231a</p>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

	<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Appropriate Phrasing: SE 1: 65, 145, 171 SE 2: 77, 103, 169 SE 3: 83, 117 SE 5: 51, 89, 241</p> <p>Expression and Intonation: SE 3: 149, 181, 217 SE 4: 51, 119, 153, 227</p> <p>TE 1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a TE 2: 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a TE 3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a TE 4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a TE 5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>	
	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165</p> <p>TE 1: 50–51 TE 2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 196–197, 206–207 TE 3: 26–27, 190a, 194–195 TE 4: 20b, 24–25, 68–69, 128a, 136–137, 153a TE 5: 66–67, 112–113, 138a, 165a, 178–179</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Foundational Skills from kindergarten to grade 1 and then from the beginning until the end of grade 1.

Print concepts, phonological awareness, phonics and word recognition, and fluency are central components in Kindergarten *Reading Street*. In Unit 1, students review all the letters of the alphabet in order (MSB GK U1 page 16; TE GK U1 pages 20–21, 36–37, 54–55); focus on identifying rhyming words, syllables, and initial sounds in words (MSB GK U1 pages 12–13, 32–33, 72–73; TE GK U1 pages 18–19, 120–121, 338–339); and begin acquiring the academic vocabulary and high-frequency words they will need to read (MSB GK U1 page 28; TE GK U1 pages 23, 47, 92, 135, 153, 179, 221). Students also learn about basic concepts of print, such as directionality and word spacing, as they work with a variety of literary and informational texts (MSB GK U1 pages 78–85, Kindergarten Student Reader K.1.4, Get Set, Roll! Reader 4; TE GK U1 pages 344–345, 360–361, 395). Near the end of Unit 1, students learn about the letter-sound correspondence *Mm/m/* (MSB GK U1 pages 96, 98; TE GK U1 pages 430–431, 446–447, 462–463, 507). By the end of Unit 6, they have learned letter-sound correspondences for all the consonants and vowels and practiced using these skills to decode words (MSB GK U6 page 116; TE GK U6 pages 516–517, 532–533, 550–551) as they begin to read texts with fluency and understanding.

Print concepts, phonological awareness, phonics and word recognition, and fluency continue to be central components in Grade 1 *Reading Street*. In Unit R, students review and apply the spelling-sound correspondences for consonants and vowels that they learned in Kindergarten (SE G1 UR page 16; TE G1 UR pages 15a, 15b, 15n, 15o, 16e, 16f, 16q, 16r, 16); isolate, segment, and blend phonemes in words (SE G1 UR pages 14–15; TE G1 UR pages 14–15, 15m, 16d, 16p); review the high-frequency words they learned in Kindergarten (SE G1 UR page 17; TE G1 UR pages 16h, 17, 32f); acquire new vocabulary (TE G1 UR pages 13a–13b, 15k, 16b, 16n); and focus on print concepts (TE G1 UR pages 15l, 16c, 16o, 32c). In Units 1–5, students continue to acquire new academic vocabulary and high-frequency words (SE G1 U1 pages 17, 19; TE G1 U1 pages 13a–13b, 17, 18b, 19, 20a, 30b, 30g) and to identify sequences of phonemes in words (TE G1 U1 pages 18c, 44c, 72c, 100c, 126c). Students also expand their phonics and word analysis skills by moving on to more complex sound-letter correspondences such as consonant digraphs and long vowels (SE G1 U2 pages 16, 48, 84, 174; TE G1 U2 pages 15a, 16, 42c, 47a, 48, 76c, 84d, 84, 102c, 173c, 174, 200c) and using endings and syllables to read words (SE G1 U1 pages 98, 100, U2 page 177; TE G1 U1 pages 97a, 98, 100d, 100, 118c, U2 pages 176d, 177, 200c). As they progress from the beginning to the end of Grade 1, students continue to meet and master the reading foundational skills that will increase their ability to read with accuracy, fluency, and understanding.

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

CCSS ELA/Literacy Standards Alignment (Tool 1)—Writing, Grade 1			
Title of Textbook and Publisher <u>Scott Foresman Reading Street, Savvas Learning Company</u>			
Date of Copyright <u>2013</u>			
Key: SE=Student Edition, TE=Teacher Edition, EI=Envision It!, MSB=My Skills Buddy			
Standards Alignment Evaluation Rubric			
No Alignment (N) – ELA/Literacy content as described in the Standards was not found.			
Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed.			
Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.			
High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.			
CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1		
Writing (W)	Writing (W)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Text Types and Purposes	Text Types and Purposes		
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>SE 3: 76–77 SE 4: 184–185 SE 5: 80–81</p> <p>TE 2: 17e, 33d TE 3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i TE 4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p>	
<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>SE 1: 112, 166–167 SE 2: 36–37, 68–69, 98–99, 162–163, 196–197 SE 3: 108–109, 144–145, 176–177 SE 4: 80–81, 112–113, 220–221 SE 5: 80–81, 196–197</p> <p>TE 1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h TE 2: 33d–33e, 36–37a, 41c, 41d, 43h–43i, 49d, 49e, 65d–65e, 68–69, 69a, 75d, 75e, 77h–77i, 83d, 83e, 95d–95e, 98–99, 99a, 101d, 103h–103i, 143d, 143e, 159d–159e, 162–163, 163a, 167c, 167d, 169h–169i, 175d, 175e, 193c–193d, 196–197, 197a, 199d, 199e, 201h–201i TE 3: 89d, 89e, 105d–105e, 108–109a, 115d, 115e, 117h–117i, 123d, 123e, 141c–141d, 144–145a, 147d, 149h–149i, 155d, 155e, 173c–173d, 176–177a, 179d, 179e, 181h–181i TE 4: 57d–57e, 77d–77e, 80–81a, 85c, 85d, 87h–87i, 93d, 93e, 109d–109e, 112–113a, 117c, 117d, 119h–119i, 195d, 195e, 217c–217d, 220–221, 225c, 225d, 227h–227i TE 5: 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>	
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>SE 1: 60–61, 114–115, 132, 140–141 SE 3: 36–37, 210–211 SE 4: 146–147 SE 5: 42–43, 196–197</p> <p>TE 1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i TE 2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i TE 3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d TE 4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e TE 5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>	

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

Production and Distribution of Writing	Production and Distribution of Writing		
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TE R: 28–29, 55a, 81a, 107a, 133a, 159a TE 1: 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c TE 2: 33d–33e, 35a, 36–37, 37a, 41c, 41d–41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d–135e, 161a, 163a, 167c, 167d–167e, 175f, 193c–193d, 194–195, 199e–199f TE 3: 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e TE 4: 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e TE 5: 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE 1: 37i, 65i, 93i, 119i, 145i TE 2: 43i, 77i, 103i, 137i, 169i, 193f TE 3: 43i, 83i, 149i, 181j, 217i TE 4: 87i, 119i, 186i, 186–187, 189i, 227i TE 5: 51i, 89i, 165i, 193f, 241i	
Research to Build and Present Knowledge	Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TE 1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f TE 2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j TE 3: 17f, 73g, 81e, 147f, 217j TE 4: 181f TE 5: 51j	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE 1: 17f, 29g, 33c, 35f, 43f, 57f, 61c, 63f, 65j, 83g, 87c, 91e, 93j, 99f, 111g, 115c, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 163g, 167c, 169f TE 2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f TE 3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c TE 4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c TE 5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Writing from kindergarten to grade 1.

In *Reading Street*, kindergarteners and first graders write every day. The writing strand in Kindergarten asks students to write in a different form and on a different topic each day. For example, in Unit 3, Week 1, students offer an opinion about something they like or dislike, recall facts they learned about baby pandas in the main selection, create a summary of a story, tell how they have changed as they have grown, and recall details from stories they have read (TE GK U3 pages 29, 46, 75, 89, 103). In each writing lesson, students are encouraged to draw, dictate, or write their ideas in the combination that best suits their abilities. Also, writing is generally done as a shared project to provide students with the guidance and support they need as beginning writers. Week 6 in each Unit offers five days of writing process lessons that focus on a specific opinion, informative/explanatory, or narrative writing form and guide students through the steps as they produce a longer piece of writing over a longer time period.

The writing strand in Grade 1 follows the steps of a writing process across the five Days and at the end of the Unit. Students learn the key features of a specific opinion, informative/explanatory, or narrative writing form; examine a model text; and read a writing prompt before they plan, draft, revise, edit, and present their own writing in the form. For example, in Unit 2, Week 1, students learn about the key features of an explanation

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

and examine a model explanation. The writing prompt asks them to write an explanation of a teacher’s job. Students use a T-chart to help them choose a teacher and a web to gather details about that teacher’s job. Before they use the web to draft their explanation, they read and evaluate a student’s explanation in their Student Edition. Then students revise their drafts by adding details to make their explanations clear. Finally, they edit their drafts, looking for mistakes in spelling, punctuation, and capitalization; make final drafts, and present them to the class (SE G1 U2 pages 98–99; TE G1 U2 pages 83d–83e, 95d–95e, 98–99, 99a, 101d–101e, 103h–103i). Unlike kindergarteners, students in Grade 1 are expected to write their ideas and to arrange them in an order that best suits the kind of writing they are doing.

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

CCSS ELA/Literacy Standards Alignment (Tool 1)—Speaking and Listening, Grade 1

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition, TE=Teacher Edition, EI=Envision It!, MSB=My Skills Buddy

Standards Alignment Evaluation Rubric

No Alignment (N) – ELA/Literacy content as described in the Standards was not found.

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High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1		
Speaking and Listening (SL)	Speaking and Listening (SL)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Comprehension and Collaboration	Comprehension and Collaboration		
<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1a. SE R: 34, 60, 112 SE 1: 64, 118 SE 2: 76, 136, 168, 200 SE 3: 12, 82, 180, 216 SE 4: 86, 88 SE 5: 12, 52, 88, 130</p> <p>TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p> <p>1b. SE 1: 118 SE 2: 104, 136 SE 3: 180 SE 5: 88, 90, 164, 166</p> <p>TE R: 15i, 16l TE 1: 115b, 118–119 TE 2: 37b, 104, 131b, 136–137 TE 3: 77b, 82–83, 180–181 TE 4: 51j, 81b TE 5: 81b, 88–89, 90–91, 164–165, 165j, 166–167</p> <p>1c. SE R: EI•13, 138 SE 1: 36 SE 4: EI•13</p> <p>TE R: EI•13, 117i, 138–139, 143i TE 1: 33b, 36–37, 171j TE 2: 43j, 102–103, 137j, 201j TE 3: 43j, 109b, 117j, 149j, 181j, 211b TE 4: 50–51, 153j, 189j, 227j TE 5: 51j, 89j, 128–129, 164–165</p>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SE R: EI•13, 138 SE 1: 36, 170 SE 4: EI•13, 152 SE 5: 164</p> <p>TE R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b</p> <p>TE 1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b</p> <p>TE 2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b</p> <p>TE 3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</p> <p>TE 5: 18a–18b, 40a–40b, 44a–44b, 58a–58b, 78a–78b, 82a–82b, 96a–96b, 120a–120b, 124a–124b, 136a–136b, 156a–156b, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p>	
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SE R: EI•13, 138 SE 1: 36, 118 SE 2: 168 SE 4: EI•13, 188</p> <p>TE R: 42l, 60–61, 117i, 138–139, 143i</p> <p>TE 1: 33b, 65j, 118–119, 145j, 171j</p> <p>TE 2: 37b, 43j, 102–103, 137j, 168–169</p> <p>TE 3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217</p> <p>TE 4: 50–51, 87j, 188–189, 227j</p> <p>TE 5: 89j, 128–129, 241j</p>	
<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>		
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SE R: 91, 164 SE 1: 12, 38, 92, 144, 146, 170 SE 2: 12, 42, 44, 76, 78, 102, 104, 138, 170 SE 3: 42, 44, 116 SE 4: 50, 118, 152, 226 SE 5: 50, 200</p> <p>TE R: 94i, 146l, 164–165</p> <p>TE 1: 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171</p> <p>TE 2: 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170</p> <p>TE 3: 37b, 42–43, 43j, 109b, 116–117, 145b, 211b</p> <p>TE 4: 47b, 50–51, 113b, 118–119, 152–153, 226–227</p> <p>TE 5: 50–51, 200–201, 201j</p>	
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SE 1: 60–61, 91 SE 3: 176–177 SE 5: 200, 240</p> <p>TE 1: 60–61a, 65j, 91, 93j, 119j</p> <p>TE 2: 103j, 169j, 201j</p> <p>TE 3: 43j, 117j, 149j, 177a</p> <p>TE 4: 51j, 119j, 153j, 189j</p> <p>TE 5: 51j, 129j, 165j, 235b, 240–241</p>	

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

<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>SE R: 164 SE 1: 118, 170 SE 3: 180, 216</p> <p>TE R: 15u, 39i, 60–61, 65i, 87d, 164–165 TE 1: 17c–17d, 61b, 64–65, 118–119, 170–171 TE 2: 20–21, 86–87 TE 3: 155d, 180–181, 216–217 TE 4: 119j TE 5: 88–89, 89j, 129j, 235b</p>	
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To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Speaking and Listening from kindergarten to grade 1.

Because most instruction in Kindergarten is done in whole class, small group, or partner situations, students have many opportunities to practice speaking and listening skills throughout each Week, beginning with the concept and vocabulary talk at the beginning of each Day and continuing through the Wrap Up discussion at the end of the Week. *Reading Street* provides a listening and speaking strand with activities that focus specifically on the skills students need to be good speakers and listeners. The program also contains read-alouds that ask students to listen, discuss, ask and answer questions, and express their ideas. For example, in Unit 3, Week 2, students listen to stories the teacher reads aloud and then answer questions about or retell the events in each story’s plot. Students also discuss and retell sequences of events using pictures. Each time, students follow the rules for speaking and listening (MSB GK U3 pages 34–35, 49, 50–51; TE GK U3 pages 126–127, 130, 176–177, 198–199).

Students in Grade 1 also have many opportunities to practice speaking and listening skills. These opportunities are woven into the instruction as the whole class, small groups, and partners participate in collaborative activities throughout the Week. However, just as first graders are expected to do more work on their own, they are expected to know and follow the basic rules for speaking and listening. The listening and speaking strand in *Reading Street* offers activities that help students continue to develop the habits of good speakers and listeners. Read-alouds require students to listen for information, ask and answer questions, and build on others’ comments. For example, in Unit 2, Week 4, students listen to a story the teacher reads aloud and then answer questions about and retell the events in the story using sequence words. Students also learn about speaking and listening rules used in informal conversations and practice these rules while having informal conversations (SE G1 U2 pages EI•5, 136; TE G1 U2 pages 109a–109b, 131b, 136–137).

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

CCSS ELA/Literacy Standards Alignment (Tool 1)—Language, Grade 1

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition, TE=Teacher Edition, EI=Envision It!, MSB=My Skills Buddy

Standards Alignment Evaluation Rubric

No Alignment (N) – ELA/Literacy content as described in the Standards was not found.

Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed.

Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1			
Language (L)	Language (L)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation	
Conventions of Standard English	Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Align materials to the lettered items below.</i>		
	a. Print all upper- and lowercase letters.	SE R: 35, 61, 87, 138-139, 164-165 TE R: 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86–87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138–139a, 143g, 145c, 146e, 146j, 146q, 161c, 164–165a TE 1: 29f, 57e, 65g, 83f, 111f, 137f, 163f TE 2: 33f, 65f, 95f, 127e, 159f, 193e TE 3: 33f, 73f, 105f, 141e, 173e, 207f TE 4: 43e, 77f, 109f, 143e, 181e, 217e TE 5: 39e, 77f, 119f, 155f, 193e, 231f		
	b. Use common, proper, and possessive nouns.	SE R: 16i, 30–31, 56–57 SE 2: 37, 69, 130–131, 163 SE 4: 18 TE R: 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d TE 2: 17c, 33c, 36a, 36–37a, 41b, 43g, 49c, 65c, 68a, 68–69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 163a, 175c, 193b, 196a, 199c, 201g TE 4: 18d		
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	SE R: 30–31, 56–57 SE 2: 163, 197 SE 3: 77, 109 TE R: 15f, 15h, 15r, 15t, 16i, 16k, 30–31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82–83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160–161, 161a, 165d TE 2: 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g TE 3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g		
	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	SE 5: 81, 123, 159, 196–197 TE 5: 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

	<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	<p>SE R: 82–83 SE 3: 37, 77, 109, 145, 177 TE 3: 33c, 36a, 36–37, 41b, 43g, 49c, 73c, 77a, 81b, 83g, 89c, 105c, 108a, 115c, 117g, 123c, 141b, 144a, 145a, 147c, 149g, 149h–149i, 155c, 173b, 176a, 177a, 179c, 181g, 181h–181i</p>	
	<p>f. Use frequently occurring adjectives.</p>	<p>SE R: 60, 134–135, 139 SE 3: 117 SE 4: 47, 81, 113, 147, 152, 185, 221 TE R: 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d TE 3: 92a, 116–117a TE 4: 17c, 43b, 46a, 46–47, 47a, 49c, 51g, 51h–51i, 57c, 77c, 80a, 80–81, 81a, 85b, 87g, 93c, 109c, 112a, 113a, 117b, 119g, 125c, 143b, 146a, 146–147, 147a, 151b, 152–153a, 153g, 159c, 181b, 184a, 185a, 187c, 189g, 195c, 217b, 220a, 220–221a, 225b, 227g</p>	
	<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<p>TE 2: 75e TE 3: 109a, 115e, 117h TE 4: 57c, 77c, 85b TE 5: 77c, 80a, 87c, 89g</p>	
	<p>h. Use determiners (e.g., articles, demonstratives).</p>	<p>SE R: 93 SE 4: 185 TE R: 93 TE 2: 62–63 TE 4: 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b</p>	
	<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p>SE 1.1: 37 SE 5: 235, 240–241 TE 5: 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i</p>	
	<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>SE R: 108, 160–161 SE 1: 86–87, 115, 141, 167 SE 4: 147 SE 5: 43, 197 TE R: 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d TE 1: 43c, 57b, 60a, 63c, 71c, 83c, 83e, 86a, 86–87, 87a, 91b, 93g, 93h, 99c, 111c, 114a, 114–115, 117c, 119g, 125c, 137c, 140a, 140–141a, 143c, 145g, 151c, 163c, 166a, 166–167, 169c, 171g TE 2: 65d–65e, 69a, 131a TE 3: 207d–207e TE 4: 147a, 151c TE 5: 17c, 39b, 42a, 43a, 49c, 51g, 51h–51i, 95c–95d, 95e, 119d–119e, 122–123, 123a, 127c, 127d, 129h–129i, 197a, 201h–201i, 231d–231e</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>Align materials to the lettered items below.</i></p>	
<p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>a. Capitalize dates and names of people.</p>	<p>SE 2: 69, 99, 131 TE 2: 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h</p>	

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

	<p>b. Use end punctuation for sentences.</p>	<p>SE R: 108–109, 161 SE 1: 32–33, 115, 141, 167 SE 5: 234–235</p> <p>TE R: 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d TE 1: 17c–17d, 29c, 32a, 32–33, 35c, 37g, 37h–37i, 99c, 114a, 114–115, 119h, 125c, 137c, 140a, 145g, 145h, 151c, 163c, 166a, 169c, 171g, 171h TE 3: 217h–217i TE 4: 51h–51i, 119h–119i, 189h–189i TE 5: 51h–51i, 235a</p>	
	<p>c. Use commas in dates and to separate single words in a series.</p>	<p>TE 2: 33e, 37a, 99a, 103h, 137h TE 4: 181d, 184–185, 185a</p>	
	<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>TE 1: 16d–17, 19e, 30f, 34h, 36d, 42d, 45e, 58d, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 98d, 101e, 112f, 116h, 118d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d TE 2: 16d–17, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d–83, 85e, 96f, 100h, 102d, 108d–109, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d TE 3: 16d, 19d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 88d, 91e, 106f, 110h, 122d, 125e, 142f, 146h, 148d, 154d, 157e, 174f, 178h, 180d, 186d, 189e, 208f, 212h, 216d TE 4: 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d, 158d, 161e, 182f, 185a, 186h, 188d, 195, 197e, 218f, 222h, 226d TE 5: 16d, 19e, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173e, 194f, 198h, 200d, 206d, 209e, 232f, 236h, 240d</p>	
	<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>TE R: 16r, 32f, 39b–39c, 40e–40f, 40, 42f, 43a, 58f, 65b, 66e, 68f, 68r, 84f, 91b, 92f, 94f, 94r, 110f, 117b–117c, 118f, 120f, 120q–120r, 136f, 143b–143c, 144f, 146f, 146r, 162f TE 1: 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e TE 3: 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e TE 4: 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e TE 5: 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e</p>	

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

CCSS ELA/Literacy Gr. K	CCSS ELA/Literacy Grade 1		
Language (L), cont.	Language (L), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	<i>Align materials to the lettered items below.</i>	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	a. Use sentence-level context as a clue to the meaning of a word or phrase.	SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165 TE 2: 146a, 150–151, 168–169a TE 3: 190a, 194–195, 198–199, 206–207, 216–217a TE 4: 44–45, 128a, 152–153a TE 5: 112–113, 138a, 146–147, 164–165a	
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	b. Use frequently occurring affixes as a clue to the meaning of a word.	TE 4: 193a, 195c, 197e TE 5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e	
	c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	SE 1: 98, 100 SE 2: 144 SE 3: 88, 122 TE 1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f TE 2: 144d, 144, 164e–164f TE 3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a TE 4: 114d TE 5: 160d	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<i>Align materials to the lettered items below.</i>	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	SE R: 31, 35, 87, 113, 165 SE 1: 145; 2: 43, 137 SE 4: 119 SE 5: 129 TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a TE 1: 20a, 128a, 132–133, 144–145a TE 2: 20a, 42–43a, 112a, 114–115, 136–137a, 193b TE 3: 105g TE 4: 96a, 108–109, 118–119a TE 5: 98a, 108–109, 128–129a	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	SE R: 35, 61, 61a, 87, 113, 165 SE 1: 145 SE 2: 43, 137 SE 4: 119 TE R: 61, 61a, 87, 112–113a, 164–165a TE 1: 128a, 132–133, 144–145, 145a TE 2: 20a, 43a, 112a, 136–137a TE 3: 105g TE 4: 118–119a	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

<p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>SE R: 12–13, 36–37, 62–63, 88–89, 114–115, 140–141 TE R: 12–13, 13a–13b, 15k, 16b, 16n, 36–37, 37a–37b, 40b, 42b, 42n, 62–63, 63a–63b, 65h, 66b, 68b, 68n, 88–89, 89a–89b, 92b, 94b, 94n, 114–115, 115a–115b, 118b, 120b, 120n, 140–141, 141a–141b, 144b, 146b, 146n TE 1: 13b, 18b, 30b, 34b, 39b, 44b, 58b, 62b, 67b, 72b, 84b, 88b, 95a, 121a–121b, 126b, 138b, 142b, 147a–147b, 152b, 164b, 168b TE 2: 13a–13b, 18b, 34b, 38b, 45a–45b, 50b, 66b, 70b, 79a–79b, 84b, 96b, 100b, 105a–105b, 110b, 128b, 132b, 139a–139b, 144b, 160b, 164b, 171a–171b, 176b, 194b, 198b TE 3: 13a–13b, 18a–18b, 34a–34b, 38a–38b, 45a–45b, 50a–50c, 74a–74b, 78a–78b, 85a–85b, 90a–90b, 106a–106b, 110a–110b, 119a–119b, 124a–124b, 142a–142b, 146a–146b, 151a–151b, 156a–156b, 174a–174b, 178a–178b, 183a–183b, 188a–188b, 208a–208b, 212a–212b TE 4: 13a–13b, 18b, 44b, 48b, 53a–53b, 58b, 78b, 82b, 89a–89b, 94b, 110b, 114b, 121a–121b, 126b, 144b, 148b, 155a–155b, 160b, 182b, 186b, 191a–191b, 196b, 218b, 222b TE 5: 13a–13b, 18b, 40b, 44b, 53a–53b, 58b, 78b, 82b, 91a–91b, 96b, 120b, 124b, 131a–131b, 136b, 156b, 160b, 167a–167b, 172b, 194b, 198b, 203a–203b, 208b, 232b, 236b</p>	
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>TE 1: 29d–29e, 74a, 93a TE 2: 182–183, 184–185 TE 3: 92a, 117a, 132–133 TE 4: 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g TE 5: 20a, 24–25, 30–31</p>	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>TE R: 18a, 44a, 70a, 96a, 122a TE 1: 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b TE 2: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b TE 3: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b TE 4: 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86–87, 94a, 94b, 110a, 110b, 114a–114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200–201, 204–205, 206–207, 208–209, 214–215, 216–217, 218a, 218b, 222a–222b, 227b TE 5: 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a–172b, 194a–194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Language from kindergarten to grade 1.

Reading Street addresses the Common Core State Standards for Language in the Conventions, Vocabulary, and Spelling strands as well as in the Oral Vocabulary, Selection Vocabulary, and High-Frequency Words sections of each Week. Students in Kindergarten are beginning to demonstrate their command of basic English grammar/usage, capitalization, punctuation, and spelling conventions. They recognize nouns and verbs (TE GK U1 pages 438, 455, 540, 557). They produce complete sentences and know that a complete sentence begins with a capital letter and ends with a punctuation mark (TE GK U4 pages 226, 243, 286, 300). They can use their phonics knowledge to spell simple words (TE GK U6 pages 480, 578). Students learn strategies they can use to help them understand words. They relate words to their antonyms and connect words to their use (MSB GK U1 pages 28, 48, 68; TE GK U1 pages 47, 92, 149, 188, U3 pages 445, 486). They also add words to their vocabulary through listening, speaking, and reading (MSB GK U1 pages 17, 28, 48, 57; TE GK U1 pages 17, 23, 33, 39, 47, 51, 83, 92, 95, 149, 188, 221, 237).

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

Students in Grade 1 expand their knowledge of and ability to use English grammar/usage, capitalization, punctuation, and spelling conventions. They recognize common and proper nouns and know which to capitalize (TE G1 U2 pages 17c, 49c, 77g). They write past and present tense verb forms and know how to make subjects and verbs agree (TE G1 U3 pages 49c, 89c, 123c, 155a). They recognize and know how to use more parts of speech, such as pronouns and adverbs (TE G1 U5 pages 57c, 135c, 171c). They know about different kinds of sentences and the end punctuation to use with each kind (TE G1 U1 pages 99c, 125c, 151c, U5 page 17c). They can spell common high-frequency words and use their phonics knowledge to spell unfamiliar words (SE G1 U2 pages 17, 19; TE G1 U2 pages 16d, 17, 19e, 19, 34f). Students develop more strategies they can use to understand words. They look for context clues and sort words into categories (TE G1 U1 pages 128a, 145a, U2 pages 20a, 43a, 146a, 169a, U3 pages 190a, 217a). They continue to increase their vocabulary by acquiring words through reading, speaking, and listening (SE G1 U2 pages 17, 19, 43; TE G1 U2 pages 13a–13b, 17, 18b, 19, 20a, 34b, 34g, 43a).

Also describe how the materials reflect the integration of the Common Core State Standards for English Language Arts and Literacy across the various strands in grade 1.

Reading Street provides literacy instruction that integrates reading, writing, speaking, and listening throughout every lesson in Grade 1. As they read each Week’s main selection and paired selection, students use what they have learned about literary and informational genres (Reading Literature and Informational Texts) and what they have learned about print concepts, phonological awareness, phonics, word recognition, and fluency (Foundational Skills) to read with purpose and understanding. While reading the main selection twice, students answer text-dependent and text-specific questions (Speaking and Listening) (TE G1 U3 pages 20–33). After reading the main selection the second time, students answer additional text-based questions; retell the selection in their own words (Speaking and Listening); and write to a prompt about the text (Writing), using evidence from the text (SE G1 U3 page 34; TE G1 U3 pages 34–35, 35a). As students progress through Grade 1, the texts increase in complexity, as do the questions, activities, and prompts based on the texts.

Students practice the Conventions skills they are learning (Language) by using those skills in the works they create (Writing), such as the product of the Week’s writing process. The writing process lessons, which appear in all five Days, present a specific opinion, informative/explanatory, or narrative writing form; ask students to write about a topic tied to the main selection’s topic using that form (Writing); and encourage them to discuss the steps in the process (Speaking and Listening) (SE G1 U3 pages 36–37; TE G1 U3 pages 17d–17e, 33d–33e, 36–37, 37a, 41c–41d, 43h–43i). A research and inquiry project, which students complete during the course of the week, is also tied to the main selection and asks students not only to create a final product (Writing) but to discuss how they accomplish their work (Speaking and Listening) (TE G1 U3 pages 17f, 33g, 37c, 41e, 43j).