

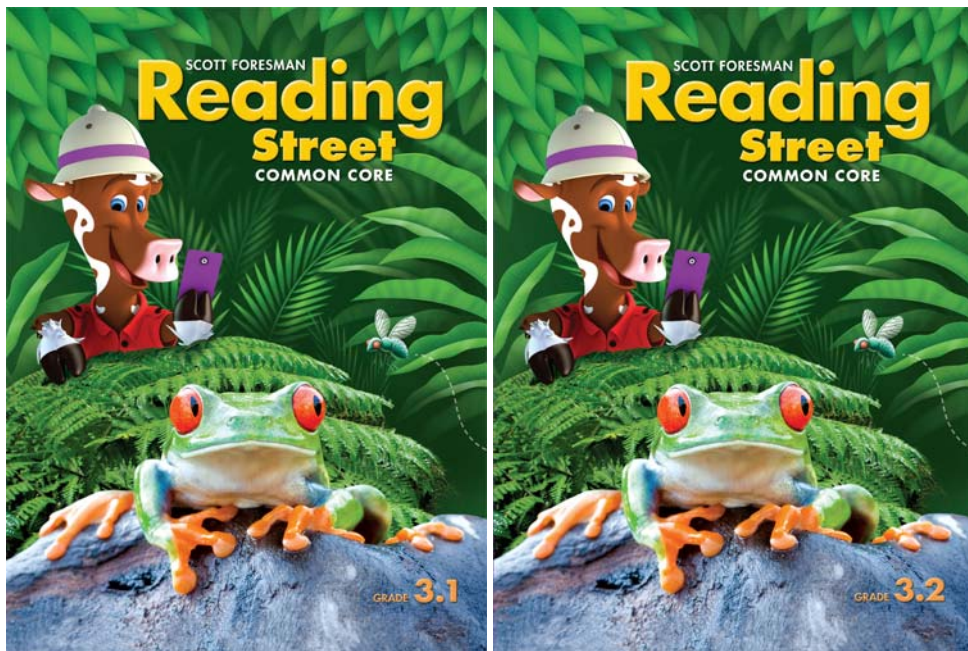
A Correlation of

**Scott Foresman
Reading Street**

© 2013

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 3**

**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 3			
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’s Edition, SG=Small Group, UR=Unit Review, WP=Writing Process			
Standards Alignment Evaluation Rubric			
No Alignment (N) – ELA/Literacy content as described in the Standards is 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. 2	CCSS ELA/Literacy Grade 3		
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. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE 1: 24, 46, 61, 78, 114, 165, 184, 237, 256, 290, 304, 326, 409, 424, 473, 492 SE 2: 24, 172, 194, 212, 246, 258-259, 280, 310, 350, 420, 465, 486, 520 TE 1: 24a, 24–25, 28–29, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38e–38f, 38–39, 39a, 40–41, 41a, 42–43, 43a, 44–45, 45a, 46–47, 60a, 60–61, 68–69, 69a, 70–71, 71a, 74–75, 75a, 76–77, 77a, 78–79, 82–83, 83a, 89l–89m, SG•19, SG•20, SG•29, SG•30, SG•32, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106e–106f, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 114–115, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 164a, 168–169, 169a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176e–176f, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 184–185, 193h, 193l–193m, SG•67, SG•68, SG•77, SG•78, UR•18–UR•19, UR•22–UR•23, UR•28–UR•29, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 2: 236a, 236–237, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 256–257, 265i, 265l–265m, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 276–277, 277a, 278–279, 279a, 280–281, 281a, 282e–282f, 282–283, 283a, 284–285, 285a, 286–287, 287a, 288–289, 289a, 290–291, 299h, SG•36, SG•40, SG•41, SG•43, SG•44, SG•47, 304a, 304–305, 312–313, 313a, 314–315, 315a, 316–317, 317a, 322–323, 323a, 326–327, 327a, 330–331, 331a, SG•51, SG•52, SG•53, SG•56, SG•57, SG•58, SG•61, SG•62, SG•63, 358–359, 359a, 360–361, 361a, SG•74, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43 TE 3: 408a, 408–409, 412–413, 414–415, 415a, 416–417, 417a, 418e, 418–419, 419a, 420–421, 421a, 422–423, 423a, 424–425, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 437h, 437l, SG•18, SG•19, SG•24, SG•25, SG•28, SG•29, 464–465, 465a, 472a, 472–473, 477a, 478–479, 479a, 482–483, 483a, 484–485, 485a, 486e–486f, 486–487, 487a, 488–489, 489a, 490–491, 492–493, 501h–501i, 501l, SG•51, SG•52, SG•56–SG•57, SG•61, SG•62, UR•19, UR•21, UR•22–UR•23, UR•39, UR•41, UR•42–UR•43 TE 4: 24a, 24–25, 53l–53m, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•28, SG•29, 160–161, 161a, 162–163, 163a, 164–165, 165a, 166–167, 167a, 168e–168f, 168–169, 169a, 170–171, 171a, 172–173, 173a, SG•67, SG•69, SG•72, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53	

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

		<p>TE 5: 194a, 194–195, 200–201, 201a, 202–203, 203a, 204–205, 205a, 206e–206f, 206–207, 207a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 221h, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•13, SG•14, SG•16, 232–233, 233a, 234–235, 235a, 236–237, 237a, 238–239, 239a, 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, SG•20, 258a, 258–259, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 272e–272f, 272–273, 273a, 274–275, 275a, 276–277, 277a, 278–279, 279a, 280–281, 281a, 287h, 287i, 287l–287m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•45, SG•46, SG•47, 298–299, 299a, 300–301, 301a, 302–303, 303a, 304e–304f, 304–305, 305a, 306–307, 307a, 308–309, 309a, 310–311, 311a, 319h, 319l–319m, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 350–351, 351a, 359l–359m, SG•66, SG•67, SG•68, SG•71, SG•72, SG•73, SG•74, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 6: 404–405, 405a, 406–407, 407a, 408–409, 409a, 410–411, 411a, 412e–412f, 412–413, 413a, 414–415, 415a, 418–419, 419a, 420–421, 421a, 429h, SG•19, SG•24, SG•29, 464a, 464–465, 470–471, 471a, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478e–478f, 478–479, 479a, 480–481, 481a, 482–483, 483a, 484–485, 485a, 486–487, 487a, SG•51, SG•52, SG•55, SG•56, SG•59, SG•61, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 520–521, 521a, 526–527, 527a, 531h, 531l–531m, SG•67, SG•69, SG•72, SG•74, SG•77, SG•78, SG•79, UR•18–UR•19, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>	
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>SE 1: 24, 46, 60, 78, 83, 87, 114, 164, 184, 256, 290, 326, 330–331, 358, 424, 428–435, 492</p> <p>SE 2: 83, 172, 181, 195, 212, 246, 350, 464–465, 486, 520, 529</p> <p>TE 1: 24a, 24–25, 38e–38f, 44–45, 46–47, 47a, 55l–55m, SG•13, 60a, 64–65, 65a, 72e–72f, 76–77, 77a, 78–79, 79a, 82g–82h, 82–83, 83a, 85a, 87a, SG•20, SG•25, SG•26, SG•31, 98–99, 99a, 112–113, 113a, 114–115, 115a, 164a, 172–173, 176e–176f, 183a, 184–185, 185a, SG•73, SG•78, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•22–UR•23</p> <p>TE 2: 248e–248f, 257a, 282e–282f, 288–289, 289a, 304a, 304–305, 318e–318f, 324–325, 326–327, 327a, 330g–330h, 330–331, 331a, SG•52, SG•53, SG•57, SG•58, SG•63, 358g–358h, 358–359, 359a, 360–361, 361a</p> <p>TE 3: 422–423, 424–425, 428g–428h, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 492–493, 493a, UR•22–UR•23</p> <p>TE 4: 24a, 24–25, 80g–80h, 80–81, 81a, 82–83, 83a, SG•21, SG•26, SG•31, 158–159, 159a, 168e–168f, 170–171, 171a, 172–173, 173a, 176g, 176–177, 177a, 178–179, 179a, 180–181, 181a, SG•68, SG•73, SG•74, SG•77, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>	

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

		<p>TE 5: 194a, 194–195, 206e–206f, 210–211, 212–213, 213a, 232–233, 233a, 238e–238f, 244–245, 245a, 246–247, 247a, 253h, 253l–253m, 272e–272f, 280–281, 291b, 304e–304f, 304–305, 305a, 308–309, 309a, 310–311, 311a, 340e–340f, 348–349, 350–351, 351a, UR•18–UR•19, UR•22–UR•23</p> <p>TE 6: 408–409, 409a, 412e–412f, 416–417, 417a, 418–419, 419a, SG•20, SG•25, SG•30, 433a–433b, 464a, 464–465, 474–475, 475a, 478e–478f, 478–479, 479a, 484–485, 485a, 486–487, 487a, 493h, 493l–493m, SG•62, 502–503, 503a, 510–511, 511a, 512e–512f, 514–515, 515a, 520–521, 521a, 528–529, 529a, SG•73, SG•77, UR•38–UR•39, UR•42–UR•43</p>	
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SE 1: 24, 46, 60–61, 114, 184, 408–409, 424, 435, 473 SE 2: 24, 80, 179, 181, 212, 259, 420, 465, 486, 527</p> <p>TE 1: 24a, 24–25, 30–31, 34–35, 35a, 38–39, 40–41, 41a, 42–43, 44–45, 45a, 46–47, 55h, 55l–55m, SG•3, SG•4, SG•8, SG•14, 60a, 66–67, 67a, 69a, 72e, 72–73, 73a, 74–75, 76–77, 84–85, 85a, 86–87, 87a, 89h, SG•24, SG•26, 102–103, 106e–106f, 110–111, 114–115, 121h, 121l–121m, SG•35, SG•36, SG•41, SG•46, 164a, 170–171, 172–173, 174–175, 176e–176f, 180–181, 184–185, 185a, SG•72, SG•78, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p> <p>TE 2: 236a, 236–237, 248–249, 254–255, 255a, 265l–265m, SG•19, SG•24, SG•25, SG•30, 276–277, 277a, 280–281, 281a, 282–283, 286–287, 287a, 289a, 290–291, SG•40, SG•43, 316–317, 333d–333e, SG•56, SG•57, SG•69, UR•28–UR•29, UR•38–UR•39</p> <p>TE 3: 408a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418e–418f, 418–419, 419a, 422–423, 423a, 424–425, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 437h–437i, 437l, SG•20, SG•21, 472a, 478–479, 480–481, 484–485, 485a, 490–491, UR•18–UR•19, UR•21, UR•22–UR•23</p> <p>TE 4: 80g–80h, 80–81, 81a, SG•35, SG•38, SG•39, SG•45, 119b, 160–161, 161a, 162–163, 163a, 164–165, 165a, 166–167, 167a, 168–169, 169a, 176–177, 177a, 178–179, 179a, 180–181, 181a</p> <p>TE 5: 200–201, 201a, 202–203, 203a, 204–205, 205a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 234–235, 235a, 236–237, 238e–238f, 238–239, 239a, 240–241, 241a, 244–245, 245a, SG•19, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, 258a, 258–259, 266–267, 267a, 268–269, 270–271, 272e–272f, 273a, 274–275, 276–277, 278–279, 287h, 287l–287m, SG•35, SG•36, SG•40, SG•41, SG•42, SG•46, 291b, 298–299, 299a, 302–303, 303a, 304–305, 305a, 306–307, 307a, 319i, 330–331, 331a, 332–333, 333a, 334–335, 335a, 340e, 340–341, 341a, 342–343, 343a, 344–345, 345a, 359l, UR•8–UR•9, UR•11, UR•12–UR•13, UR•21, UR•31, UR•38–UR•39, UR•42–UR•43, UR•48–UR•49</p> <p>TE 6: 406–407, 407a, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418–419, 419a, 464a, 464–465, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478–479, 479a, 480–481, 481a, 482–483, 483a, 486–487, 487a, SG•51, SG•55, SG•56, SG•61, 500d, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 520–521, 521a, 524–525, 525a, 526–527, 527a, 528–529, 529a, SG•67, SG•68, SG•72, SG•73, SG•74, SG•78, UR•19, UR•21, UR•42–UR•43</p>	

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

Craft and Structure	Craft and Structure		
<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>TE 1: 50a–50b, 96d, 107a, 121h, 166d, 193i TE 2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 364–365, 365a, 366–367, 367a TE 3: 514–515, 515a TE 4: 92c–92d, SG•34, SG•35, SG•39, SG•44, SG•45, 156d, 165a, 183i TE 5: 236–237, 239a, 260d, 265a, 284g–284h, SG•45, 326d, 339a, 346–347, 359i TE 6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>	
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p>SE 1: 165, 194–195, 364–365, 424, 462–465, 539 SE 2: 185, 285, 361, 533 TE 1: 36–37, 164a, 194–195, 195a, 196–197, 197a, UR•52–UR•53 TE 2: 224–225, 310–311, 364–365, 365a TE 3: 410d, 412–413, 413a, 418e–418f, 420–421, 421a, 422–423, 423a, 437h–437i, 462g–462h, 462–463, 463a, 464–465, 482–483, 483a, 510–511, 511a, 518e–518f, 538–539, 539a, 540–541, 541a, UR•18–UR•19, UR•21 TE 4: 184–185, 185a, 186–187, 187a TE 5: 259e–259f, 284g–284h, 284–285, 285a, 360–361, 361a, 362–363, 363a TE 6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>	
<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>SE1: 46, 184 SE 2: 246, 528 TE 1: 46–47, 176e, 176–177, 184–185 TE 2: SG•20, SG•34, SG•39, SG•44, 304a, 304–305, 326–327 TE 3: 428h, 486e TE 4: 26d, 176–177, 177a TE 5: 228d, 253i, 342–343i TE 6: 478–479, 479a, 528–529, 529a</p>	
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas		
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>SE1: 78, 326 SE 2: 200, 420, 486 TE 1: 32–33, 72e, 78–79, 102–103, 168–169 TE 2: 243a, 246–247, 250–251, 282–283, 283a, 284–285, 313a, 316–317, 326–327, UR•18–UR•19 TE 3: 476–477, 477a, 480–481, 486e, 490–491, 516–517, UR•38, UR•42 TE 4: 178–179, 179a, 180–181, 181a TE 5: 198–199, SG•8, 200–201, 231a, 238e–238f, 262–263, 263a, 265a, 266–267, 296–297, 328–329, 336–337, UR•29 TE 6: 402–403, 403a, 420–421, 421a, 468–469, 469a, 472–473, 473a, 476–477, 477a, 478–479, 479a, 482–483, 483a</p>	
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>SE1: 114, 424, 429, 432 SE 2: 172, 180, 420, 520 TE 1: 114–115 TE 3: 432–433, 433a, 462–463, 463a TE 4: 177a, 181a TE 6: 486–487</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		
<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>SE 1: 61, 82, 88, 194, 331, 358, 364, 428, 462, 538 SE 2: 80, 184, 194, 284, 360, 532</p> <p>TE 1: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, 44–45, 45a, 46–47, 47a, 60–61, 64–65, 65a, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89j–89k, 89l–89m, 98–99, 99a, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 193l–193m, 194–195, 195a, 196–197, 197a</p> <p>TE 2: 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 274–275, 275a, 280–281, 281a, 288–289, 289a, 308–309, 309a, 310–311, 311a, 312–313, 313a, 314–315, 315a, 316–317, 317a, 318–319, 319a, 320–321, 321a, 322–323, 323a, 324–325, 325a, 330g–330h, 330–331, 331a, 358g–358h, 358–359, 359a, 360–361, 361a, 364–365, 365a, 366–367, 367a</p> <p>TE 3: 428g–428h, 428–429, 429a, 437l–437m, 462–463, 463a, 476–477, 477a, 486e–486f, 501l–501m, 538–539, 539a, 540–541, 541a, UR•38–UR•39</p> <p>TE 4: 53l–53m, 80–81, 81a, 82–83, 83a, 158–159, 159a, 166–167, 167a, 170–171, 171a, 176g–176h, 176–177, 177a, 184–185, 185a, 186–187, 187a</p> <p>TE 5: 194a, 194–195, 198–199, 199a, 221j–221k, 230–231, 231a, 253j–253k, 253l–253m, 262–263, 263a, 264–265, 265a, 268–269, 269a, 270–271, 271a, 274–275, 275a, 276–277, 277a, 280–281, 281a, 284–285, 285a, 287j–287k, 287l–287m, 296–297, 297a, 302–303, 303a, 310–311, 311a, 319l–319m, 328–329, 329a, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340d, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 360–361, 361a, 362–363, 363a, UR•12–UR•13</p> <p>TE 6: 402–403, 403a, 410–411, 411a, 412e–412f, 418–419, 419a, 468–469, 469a, 476–477, 477a, 484–485, 485a, 502–503, 503a, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 524–525, 525a, 526–527, 527a, 528–529, 529a, 532–533, 533a, 534–535, 535a</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Literature from grade 2 to grade 3.

Students in Grade 2 and Grade 3 *Reading Street* are introduced to a variety of literature, from folk tales to fairy tales to tall tales to legends, fables, poems, realistic fiction, and drama. The Grade 2 and Grade 3 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 Grade 2 and Grade 3 but throughout the program.

In both Grade 2 and Grade 3, 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 Grade 2 and Grade 3, reflecting the vertical progression of the Common Core State Standards, Grade 2 and Grade 3 students progress from simpler to more complex skills. For example, in Grade 2, students are asked to describe characters’ responses to major events and challenges in a story, for example, how characters feel about an event and how they react to a situation (SE G2.1 pages EI•14–EI•15; TE G2 U1 pages 25a–25b, 28–29, 38–39, 40–41, 51b). In Grade 3, students progress from describing characters’ responses to explaining how characters’ actions contribute to the events in a story (SE G3.1 pages EI•12–EI•13, 24, 46; TE G3 U1 pages 24a, 34–35, 35a, 38–39, 40–41, 41a, 44–45, 45a, 46–47).

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: Informational Texts, Grade 3			
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’s Edition, SG=Small Group, UR=Unit Review, WP=Writing Process			
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. 2	CCSS ELA/Literacy Grade 3		
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		
<p>1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>SE 1: 51-53, 94, 127, 150, 204, 222, 270, 354, 375, 394, 443, 458 SE 2: 42, 76, 91, 106, 121, 140, 155, 217-219, 227, 250, 293, 325, 371, 386, 399, 452, 499</p> <p>TE 1: 50–51, 51a, 53a, SG•5, SG•10, 94a, SG•37, SG•42, SG•44, SG•47, 126a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140e–140f, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 150–151, 154–155, 155a, 156–157, 157a, 159h, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•62, SG•63, SG•66, SG•70, SG•71, SG•76, SG•79 SG•47, 333l–333m, 346–347, 348–349, 350e–350f, 352–353, 353a, 354–355, SG•72, SG•73, SG•76, SG•77, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 3: 374a, 374–375, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 403h–403i, 403l–403m, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 442a, 442–443, 446–447, 448–449, 449a, 450–451, 452e–452f, 452–453, 453a, 454–455, 456–457, 457a, 458–459, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 497a, 499a, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•63, SG•64, 516–517, 517a, 520–521, 521a, 522–523, 523a, 528–529, 529a, SG•68, SG•69, SG•71, SG•72, SG•74, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33</p> <p>TE 4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36e–36f, 36–37, 37a, 38–39, 42–43, 43a, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53h, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 60d, 66–67, 67a, 74–75, 75a, 76–77, 77a, 85j–85k, 90a, 90–91, 97a, 100e–100f, 100–101, 101a, 106–107, 107a, 110g–110h, 110–111, 111a, 112–113, 113a, 115l–115m, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, 120a, 120–121, 126–127, 127a, 128–129, 129a, 130–131, 131a, 132–133, 133a, 140–141, 141a, 146–147, 147a, 149h, 149l–149m, SG•50, SG•51, SG•54, SG•55, SG•56, SG•60, SG•62, 154a, 154–155, 183l–183m, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p>TE 5: 216g–216h, 216–217, 217a, 218–219, 219a, 221l–221m, SG•5, SG•10, SG•11, SG•12, SG•15, 226a, 226–227, 250–251, 251a, SG•22, SG•23, SG•27, SG•32, SG•38, SG•39, 292a, 292–293, SG•54, SG•55, SG•58, SG•64, 324a–324-325</p>	

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

		<p>TE 6: 370a, 370–371, 374–375, 375a, 376–377, 377a, 378–379, 379a, 380–381, 381a, 382e–382f, 382–383, 383a, 384–385, 385a, 386–387, 387a, 393l–393m, SG•3, SG•4, SG•7, SG•8, SG•11, SG•12, SG•13, SG•14, SG•15, 398a, 398–399, 424–425, 425a, 426–427, 427a, 429l–429m, SG•28, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 452–453, 453a, 459l, 490–491, 491a, 498a, 498–499, SG•66, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•28–UR•29, UR•31</p>	
<p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>SE 1: 51-52, 119, 150, 204-205, 222, 270, 338-339, 354, 375, 394 SE 2: 42, 58-59, 76, 106, 110, 140, 216, 226, 292, 315, 386, 426, 434-435, 452, 498</p> <p>TE 1: 51a, 118–119, 119a, 150–151 TE 2: 204a, 204–205, 210–211, 211a, 212–213, 216e–216f, 218–219, 219a, 220–221, 221a, 222–223, 223a, 228–229, 229a, 231h, 231l–231m, SG•5, SG•9, SG•14, SG•18, 270a, 270–271, 294–295, 295a, 299l–299m, 333l–333m, 338a, 338–339, 344–345, 348–349, 350e–350f, 352–353, 354–355, 363h, 363l–363m, SG•67, SG•68, SG•72, SG•78, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•52–UR•53 TE 3: 374a, 374–375, 382–383, 383a, 384–385, 385a, 388e–388f, 388–389, 389a, 394–395, 458–459, 526–527, 527a, UR•12–UR•13 TE 4: 36e–36f, 42–43, 43a, SG•7, SG•9, SG•12, 58a, 58–59, 64–65, 65a, 66–67, 67a, 68–69, 69a, 72–73, 73a, 74–75, 75a, 76–77, 77a, SG•20, 106–107, 107a, 110–111, 111a, 132e–132f, 134–135, 135a, 138–139, 139a, 140–141, 141a, 173c, SG•66, SG•70, UR•8–UR•9, UR•10–UR•11, UR•12, UR•22 TE 5: 216–217, 217a, 226a, 226–227, 250–251, 251a, 292a, 292–293, SG•50, SG•55, SG•60, 314–315 TE 6: 381d–381e, 382e–382f, 386–387, 387a, 424g–424h, 426–427, 427a, SG•26, 434a, 440–441, 445a, 446e–446f, 453a, SG•34, SG•35, SG•36, SG•39, SG•40, SG•42, SG•45, SG•46, SG•47, 498a, 498–499, UR•31, UR•32–UR•33</p>	
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>SE 1: 94, 118-119, 150, 227, 507 SE 2: 41, 154, 398-399</p> <p>TE 1: 53a, 94a, 118–119, 126a, 136–137, 138–139, 140e, 142–143, 143a, 144–145, 150–151, 154–155, 155a, 156–157, 157a, SG•70, SG•71, SG•75, SG•80, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 TE 2: 216e–216f, 226–227, 227a, 228–229, 229a TE 3: 382–383, 383a, 388–389, 389a, 400–401, 401a, SG•2, SG•6, SG•7, SG•12, SG•13, 506a, 506–507, 512–513, 513a, 518e, 520–521, 521a, 524–525, 525a, 537h, 537l–537m, SG•78, UR•48–UR•49, UR•51, UR•52–UR•53 TE 4: 28–29, 29a, 40–41, 41a, SG•14, 74–75, 75a, 90a, 90–91, 96–97, 98–99, 99a, 100e–100f, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 110–111, 111a, 112–113, 113a, 115h, 115l–115m, SG•36, SG•40, SG•41, SG•46, 132e–132f, 132–133, 133a, 136–137, 137a, 144–145, 145a, SG•53, SG•57, 154a, 154–155, UR•12, UR•29, UR•31, UR•32–UR•33, UR•42–UR•43 TE 5: 218–219, 219a, 221l–221m, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77 TE 6: 370a, 370–371, 382–383, 383a, SG•3, SG•7, SG•9, SG•12, SG•14, 398a, 398–399, 429l–429m, SG•18, SG•21, SG•23, SG•26</p>	

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

Craft and Structure	Craft and Structure		
<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>TE 1: 127a, 128d, 154a–154b, 159a, SG•50, SG•55, SG•60 TE 2: 347a, 350–351, 351a TE 3: 375a, SG•34, SG•35, SG•38, SG•39, 496g, 496–497, 497a, 499a, 532a–532b, UR•10–UR•11 TE 4: 46g–46h, 126–127, 127a TE 6: SG•26, SG•31, 453b, 456g–456h, 456–457, 457a, 459h, SG•34, SG•35, UR•9</p>	
<p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>SE 1: 154–155, 188–191, 222, 227–228, 294, 339, 354, 398, 443, 497, 534 SE 2: 58, 76, 144–147, 216, 218–219, 251, 314–317, 354–357, 391, 452, 491 TE 1: 154g–154h, 154–155, 155a, 188g–188h, 188–189, 189a, 190–191, 191a, SG•69, SG•74 TE 2: 215b, 216e, 222–223, 223c, 226g–226h, 226–227, 227a, 228–229, 229a, SG•10, 260–261, 261a, 294–295, 295a, SG•37, 327c, 338a, 338–339, 342–343, 343a, 344–345, 349a, 350e–350f, 354–355 TE 3: 378–379, 379a, 395c, 398–399, 399a, 400–401, 401a, 442a, 442–443, 456–457, SG•46, SG•47, 496g–496h, 496–497, 497a, 498–499, SG•63, 532g–532h, 532–533, 533a, 534–535, 535a, UR•28 TE 4: 50–51, 51a, SG•10, SG•11, 58a, 58–59, 60d, 64–65, 65a, 70e–70f, 70–71, 71a, 76–77, 77a, SG•28, SG•29, SG•30, SG•31, 99b, 100e–100f, 107c, 144g–144h, 144–145, 145a, 146–147, 147a, SG•53, SG•58, SG•63, UR•22–UR•23 TE 5: 213c, 216–217, 217a, 218–219, 250g–250h, 250–251, 251a, 271b, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, 339b, 351c, 354g–354h, 354–355, 355a, 356–357, 357a, 359b, SG•79 TE 6: 390g–390h, 390–391, 391a, 411b, 424g–424h, 424–425, 425a, SG•21, 445b, 452–453, 453a, 487c, 490g–490h, 490–491, 491a, SG•53, SG•58</p>	
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>SE 2: 42, 112, 324–325, 386 TE 1: SG•34, SG•39, SG•44 TE 2: SG•23, SG•28, 346–347 TE 3: 380–381, 381a, 448–449 TE 4: 42–43, 43a, 46g–46h, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53i, SG•4, SG•5, SG•15, 68–69, 69a, 76–77, 77a, 90a, 90–91, 96–97, 100e–100f, 100–101, 101a, 106–107, 107a, 110g–110h, 110–111, 111a, 112–113, 113a, SG•47, 126–127, 127a, 128–129, 129a, 140–141, 141a, UR•32–UR•33, UR•38–UR•39 TE 5: SG•34, SG•39, SG•44, 324a, 324–325, 359h TE 6: 386–387, SG•18, SG•23, SG•28</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		
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>SE 1: 150, 155, 228, 399, 442-443, 458 SE 2: 58-59, 76, 113, 217-219, 314-315, 424-425, 434-435, 452 TE 1: 50-51, 51a, 52-53a, 57a-57b, 130-131, 131a, 132-133, 133a, 137a, 138-139, 139a, 150-151, 154-155, 155a, 190-191, 191a TE 2: 208-209a, 218-219a, 226g-226h, 226-227, 227a, 228-229, 229a, 262-263, 263a, 291c, 343a, 345a, 349b TE 3: 398-399, 399a, 400-401, 401a, 442a, 442-443, 452e, 452-453, 453a, 454-455, 455a, 456-457, 458-459, 467h, 467l, 510-511, 511a, 529c, 534-535, 535a, UR•28-UR•29, UR•31, UR•32-UR•33 TE 4: 40-41, 41a, 48-49, 49a, 50-51, 51a, SG•11, 58a, 58-59, 62-63, 63a, 66-67, 67a, 68-69, 69a, 70e-70f, 72-73, 73a, 74-75, 75a, 76-77, 77c, 85h, 85l-85m, SG•20, SG•24, SG•25, SG•28, SG•29, SG•30, 100-101, 101a, 104-105, 105a, 110-111, 111a, 112-113, 125a, 132f, 138-139, 139a, 141c, UR•18-UR•19, UR•20-UR•21, UR•22-UR•23 TE 5: 216-217, 217a, 218-219, 228b, 247c, 281c, 314g-314h, 314-315, 315a, 316-317, 317a, SG•53 TE 6: 387c, 390-391, 391a, SG•5, SG•10, SG•15, 421c, 424g-424h, 424-425, 425a, 429b, 434a, 434-435, 438-439, 442-443, 443a, 445a, 446e-446f, 446-447, 447a, 450-451, 451a, 452-453, 459h, 459l-459m, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•44, SG•45, SG•46, SG•47, SG•63, UR•28-UR•29, UR•31, UR•32-UR•33</p>	
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>SE 1: 126-127, 338, 354, 374-375, 398-400, 442, 506-507 TE 1: SG•47, 126a, 126-127, 150-151, 159h, 159l-159m, SG•61, UR•38-UR•39, UR•40-UR•41, UR•42-UR•43 TE 2: 338a, 338-339, 348-349, 354-355, SG•66, UR•52 TE 3: 374a, 374-375, 378-379, 379a, 380-381, 381a, 384-385, 385a, 388e-388f, 388-389, 389a, 390-391, 391a, 392-393, 393a, 394-395, 398g-398h, 398-399, 399a, 400-401, 401a, 403h-403i, 403l-403m, 442a, 442-443, 451a, 506a, 506-507, 512-513, 513a, 514-515, 537h, UR•8-UR•9, UR•10-UR•11, UR•12-UR•13, UR•32-UR•33, UR•48-UR•49, UR•52-UR•53 TE 4: 100-101, 101a, 102-103, 103a, 112-113, 113a, 120a, 120-121, 126-127, 127a, 134-135, 135a, UR•8-UR•9, UR•10-UR•11, UR•12 TE 5: 218-219, 219a TE 6: 376-377, 377a, 393h, 426-427, 427a, SG•31</p>	
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>SE 1: 53, 119, 296 SE 2: 51, 106, 113, 391 TE 1: 52-53, 118-119, 119a TE 2: 228-229, 229a, 260-261, 261a, 262-263, 263a, 296-297, SG•21, SG•26, SG•31, 296-297, 297a TE 4: 46-47, 50-51, 51a, SG•10, 104-105, 112-113, 113a, 138-139 TE 5: 216g, 251a, 354g, 355a, 356-357, 357a TE 6: 425a, 457a</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		
<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>SE 1: 50, 127, 154, 188, 226, 260, 294, 398</p> <p>TE 1: 50–51, 51a, 118g–118h, SG•48, 130–131, 131a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 154–155, 155a, 156–157, 157a, 159l–159m, 188–189, 189a, 190–191, 191a</p> <p>TE 2: 204a, 204–205, 208–209, 209a, 210–211, 211a, 220–221, 221a, 226–227, 227a, 228–229, 229a, 260–261, 261a, 262–263, 263a, 294g–294h, 294–295, 295a, 296–297, 297a, 333l–333m, 338–339, 340–341, 342–343, 348–349, 349a, 352–353, 353a, 363l–363m</p> <p>TE 3: 378–379, 379a, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 398g–398h, 398–399, 399a, 446–447, 510–511, 511a, 516–517, 517a, 526–527, 527a, 532–533, 533a</p> <p>TE 4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 46–47, 47a, 62–63, 63a, 124–125, 125a, 132e–132f, 138–139, 139a, 146–147, 147a</p> <p>TE 5: 216–217, 217a, 218–219, 219a, 250g–250h, 250–251, 251a, SG•34, SG•38, SG•39, 319j–319k, 354–355, 355a, 356–357, 357a</p> <p>TE 6: 374–375, 375a, 380–381, 381a, 384–385, 385a, 424g–424h, 438–439, 439a, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 456–457, 457a, 459j–459k, 459l–459m, SG•66, SG•71, SG•76</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Informational Texts from grade 2 to grade 3.

Students in Grade 2 and Grade 3 *Reading Street* are introduced to a variety of informational texts, from expository texts to procedural texts to magazine articles to biographies, autobiographies, and online sources. The Grade 2 and Grade 3 informational text selections in the Student Editions 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 Grade 2 and Grade 3 but throughout the program.

In both Grade 2 and Grade 3, 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 Grade 2 and Grade 3, reflecting the vertical progression of the Common Core State Standards, Grade 2 and Grade 3 students progress from simpler to more complex skills. For example, in Grade 2, students are asked to identify the main topic of an entire text as well as the main focus of paragraphs within the text (SE G2.1 pages EI•11, 72; TE G2 U1 pages 57a–57b, 64–65, 66–67, 68–69, 72–73, 76–77, 78–79). In Grade 3, students are asked to determine the main idea of a text and to recount the key details and how they support the main idea (SE G3.1 pages EI•9, 204, 222; TE G3 U2 pages 204a, 210–211, 211a, 218–219, 219a, 222–223).

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 3				
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’s Edition, SG=Small Group, UR=Unit Review, WP=Writing Process				
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. 2	CCSS ELA/Literacy Grade 3			
Reading Foundational Skills (RF)	Reading Foundational Skills (RF)	<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. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. 	SE 1: 166, 406, 470, 508-509 SE 2: 88, 118, 152, 462, 466-467, 492 TE 1: 166e TE 3: 406a, 406–407, 407a–407b, 409c, 410c, 418c–418d, 425e, 437c, 437i, 437o, 470a, 470–471, 471a–471b, 473c, 474c, 486c–486d, 496f, 501i, 508e, 508–509, 532c–532d, UR•24, UR•44 TE 4: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100d, 110f, 115i, 118a, 118–119, 119a–119b, 131c, 132c, 144c, 144e–144f, 149c, 149i, 176c, UR•34, UR•44 TE 5: UR•54 TE 6: 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 490f, 492–493, 493a, 493h–493i, 524c, UR•10–UR•11, UR•40–UR•41, UR•43, UR•44		
	<ul style="list-style-type: none"> b. Decode words with common Latin suffixes. 	TE 3: 470a, 470–471, 532c TE 4: 118a, 118–119, 122c, 132c, 176c, 176e–176f, UR•44 TE 5: 322a, 322–323, 323a–323b, 325c, 326c, 339c, 340c–340d, 351e, 354f, 359c, 359i, UR•54 TE 6: 390c, 432a, 432–433, 433a–433b, 436c, 446c–446d, 456f, 459i, 490c–490d, UR•34		
	<ul style="list-style-type: none"> c. Decode multisyllable words. 	SE 1: 22, 202, 234, 268 TE 1: 22a, 22–23, 23a–23b, 25c, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 82c–82d, 92a, 92–93, 93a–93b, 106c–106d, 118c–118d, 118e–118f, 176c–176d, UR•14 TE 2: 202a, 202–203, 203a–203b, 206c, 226c–226d, 226e–226f, 234a, 234–235, 238c, 248c–248d, 260d, 260e, 268–269, 330d TE 3: 440a, 444c, 462d TE 4: 22a–22-23, 46d, 152a, 152–153, 153a–153b, 156c, 168c–168d, 183i, UR•54 TE 5: 192a, 192–193, 193a–193b, 196c, 206c, 216c–216d, 216e–216f, 250c–250d, 257a–257b, 260c, 284c–284d, 284e–284f, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f TE 6: 396a, 396–397, 397a–397b, 412c–412d, 424c–424d, 432a, 432–433, 433a–433b, 436c, 456c–456d, 456f, 490c–490d, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c–524d		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

	<p>d. Read grade-appropriate irregularly spelled words.</p>	<p>SE 1: 440, 504 SE 2: 22</p> <p>TE 1: 23a–23b, 38c–38d, 50e–50f, 59a–59b, 72c–72d, 82e–82f, 93a–93b, 106c–106d, 118e–118f, 125a–125b, 140c–140d, 154e–154f, 163a–163b, 176c–176d, 188e–188f TE 2: 203a–203b, 216c–216d, 226e–226f, 294e–294f, 303a–303b, 318c–318d, 330e, 337a–337b, 350c–350d, 358e–358f TE 3: 373a, 388c–388d, 398c–398d, 398e–398f, 407a–407b, 418c, 428c–428d, 428e–428f, 441a–441b, 443c, 451c, 452c, 462e–462f, 471a–471b, 496c–496d, 496e–496f, 504a, 504–505, 505a–505b, 507c, 508c, 517c, 518c, 532e–532f, 537c, 537i, UR•34, UR•54 TE 4: 22a–22-23, 23a–23b, 25c, 26c, 36c–36d, 46d, 46e, 57a–57b, 70c–70d, 80c–80d, 80e–80f, 89a–89b, 100c–100d, 110e–110f, 119a–119b, 132d, 144d, 144e, 153a–153b, 168c, 176e–176f TE 5: 193a–193b, 206c–206d, 216d, 216e–216f, 225a, 238d, 250d, 250e, 257a–257b, 272c–272d, 284e–284f, 291a–291b, 294c, 304d, 314d, 314f, 323a–323b, 340c, 354c–354d, 354e–354f TE 6: 369a–369b, 382d, 390e–390f, 397a–397b, 424d, 424e–424f, 433a–433b, 446c–446d, 456c–456d, 456e–456f, 463a–463b, 490d, 490f, 497a–497b, 524e–524f</p>	
<p>Fluency</p>	<p>Fluency</p>		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p><i>Align materials to the lettered items below.</i></p>	
<p>a. Read grade-level text with purpose and understanding.</p>	<p>a. Read grade-level text with purpose and understanding.</p>	<p>SE 1: See all the main and paired selections. For specific fluency activities, see 54, 88, 158, 230, 264, 332, 362, 436, 500 SE 2: See all the main and paired selections. For specific fluency activities, see 52, 252, 318, 392, 458, 530</p> <p>TE 1: 38d, 47b, 54–55, 55j–55k, 82f, 88–89, 89j–89k, 125a–125b, 128e, 128–129, 140d, 154e, 158–159, 159j–159k, SG•52, 163a–163b, 176d, 188f, 193j–193k TE 2: 230–231, 257b, 260f, 264–265, 265j–265k, 267a–267b, 291b, 296–297, 297a, 299j–299k, SG•34, SG•35, SG•44, 327b, 330f, 332–333, 333j–333k, 350e–350f, 362–363, 363j–363k, UR•13 TE 3: 395b, 398e–398f, 403j–403k, 412–413, 413a, 418e–418f, 428e–428f, 436–437, 437j, 441a–441b, 459b, 467k, 467m, 500–501, 501j, 501i TE 4: 23a–23b, 46e–46f, 52–53, 53j–53k, 62–63, 63a, 64–65, 65a, 77b, 79b–79c, 85j–85k, 94–95, 95a, 98–99, 99a, 100e–100f, 107b, 107d, 115j–115k, 118a, 118–119, 124–125, 125a, 141b, 147a TE 5: 221j–221k, 231a, 252–253, 257a–257b, 260–261, 272d, 287l–287m, 318–319, 323a–323b TE 6: 369a–369b, 429l–429m, 497a–497b, 512d, 524f, 531j–531k</p>	
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SE 1: 54, 88, 120, 194, 230, 298, 402, 500, 538 SE 2: 114, 182, 184, 220, 252, 286, 360, 392, 458, 492, 530, 532</p> <p>TE 1: 24–25, 26d, 26e, 26–27, 47b, 50d, 50e–50f, 54–55, 55j–55k, 79b, 88–89, 89j–89k, 94–95, 96–97, 115b, 120–121, 121j–121k, SG•43, 128–129, 151b, 154e, 159j–159k, 185b, 188e–188f, 192–193, 193j–193k, 194–195, 195a, 196–197, 197a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43 TE 2: 203a–203b, 206e, 206–207, 226e–226f, 230–231, 248d, 260f, 265j–265k, 270–271, 298–299, 330f, 355b, 362–363, 364–365, 367a, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53 TE 3: 374a, 374–375, 376e, 376–377, 395b, 402–403, 403a, 403j–403k, 444e, 444–445, 459b, 466–467, 472–473, 474–475, 486d, 493b, 500–501, 501j, 506–507, 508–509, 529b, 536–537, 538–539, 539a, 540–541, 541a, UR•32–UR•33, UR•43</p>	

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

		<p>TE 4: 23a–23b, 36c–36d, 43b, 46e–46f, 53j–53k, 79b–79c, 90a, 90–91, 92e, 92–93, 114–115, 115b, 148–149, 154a, 154–155, 156–157, 173b, 176d, 176e–176f, 182–183, 183j–183k, 184–185, 185a, 186–187, 187a, UR•52–UR•53</p> <p>TE 5: 194–195, 196–197, 206d, 213b, 220–221, 221j–221k, 226–227, 228–229, 238d, 247b, 250f, 252–253, 253j–253k, 258–259, 260–261, 272d, 281b, 284d, 284f, 286–287, 287j–287k, 292–293, 294–295, 304d, 311b, 318–319, 323a–323b, 324–325, 326–327, 351b, 358–359, 359j–359k, 360–361, 361a, 362–363, 363a, UR•13, UR•23, UR•33, UR•43</p> <p>TE 6: 370–371, 372–373, 387b, 392–393, 393j–393k, 398–399, 400–401, 412d, 421b, 428–429, 429j–429k, 434–435, 436e, 436–437, 446c–446d, 453b, 458–459, 459j–459k, 459l–459m, 463a–463b, 464–465, 466–467, 487b, 492–493, 493j–493k, 498–499, 500–501, 512d, 521b, 524f, 530–531, 531a, 531j–531k, 532–533, 533a, 534–535, 535a, UR•13, UR•23, UR•33, UR•43, UR•53</p>	
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 26, 54, 206, 230, 238, 306, 332, 340, 362</p> <p>SE 2: 26, 196, 228</p> <p>TE 1: 26–27, 36–37, 54–55, 55a, SG•9, 161a, UR•10–UR•11, UR•12–UR•13</p> <p>TE 2: 204–205, 205a, 206e, 206–207, 230–231, SG•9, SG•14, 238e, 238–239, 246–247, 306e, 306–307, 330f, 332–333, SG•52, SG•57, SG•62, 340e, 363a</p> <p>TE 3: 398e–398f, 440–441, 444c, 444e, 444–445, 462c, 474e, 482–483, 483a</p> <p>TE 4: 26e, 26–27, 30–31, 31a, 55a–55b, 80e–80f, 110e–110f, 115j–115k, 115l–115m</p> <p>TE 5: 196–197, 224–225, 225a–225b, 228c, 228e, 228–229, 236–237, 238c–238d, 242–243, 243a, 250e–250f, 253h, 253i, 314f, UR•20–UR•21, UR•23, UR•24</p> <p>TE 6: 424e–424f, 456e–456f, 500e, 500–501, 512d, 524e–524f, UR•50–UR•51, UR•53</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Foundational Skills from grade 2 to grade 3.

Phonological awareness, phonics, word recognition, and fluency are central components in Grade 2 *Reading Street*. After Unit 3, the focus is on phonics, word recognition, and fluency. Students demonstrate the phonics and word analysis skills they have learned as they distinguish long and short vowels when reading one-syllable words (SE G2.1 page 56; TE G2 U1 pages 55a, 56, 58c, 80c), learn more spelling-sound correspondences for vowel sounds (SE G2.2 pages 86, 156; TE G2 U4 pages 86a, 87, 90c, 110c, 118c, 156a, 157, 160c, 178c, 186c), and use common prefixes and suffixes (SE G2.2 pages 192, 224; TE G2 U5 pages 192a, 193, 196c, 212c, 220c, 224a, 225, 228c, 248c, 254c) and what they know about long vowels (SE G2.1 pages 318, 352; TE G2 U2 pages 317a, 318, 320c, 336c, 344c, U3 pages 351a, 352, 354c, 372c, 380c) to decode two-syllable words. Students practice using these foundational skills to read grade-level texts with accuracy, fluency, and understanding (SE G2.1 page 182; TE G2 U1 pages 154c, 156h, 173b, 174f, 174h, 178f, 181a, 183a).

Phonics, word recognition, and fluency are also central components in Grade 3 *Reading Street*. Students review and apply the spelling-sound correspondences they learned in earlier grades, such as vowel digraphs and diphthongs and consonant blends and patterns (SE G3.1 pages 124, 162, 302, 504; TE G3 U1 pages 124a, 124–125, 128c, 162a, 162–163, 166c, U2 pages 302a, 302–303, 306c, U3 pages 504a, 504–505, 508c), and learn more complex spelling-sound correspondences, such as the letters for the schwa sound and the vowel patterns *ei*, *igh* (SE G3.2 pages 290, 396; TE G3 U5 pages 290a, 290–291, 294c, U6 pages 396a, 396–397, 400c). Students expand their word analysis skills as they focus on recognizing and using syllable patterns (SE G3.1 page 202, G3.2 page 432; TE G3 U2 pages 202a, 202–203, 206c, U6 pages 432a, 432–433, 436c) and prefixes, suffixes, and their meanings (SE G3.1 pages 406, 470; TE G3 U3 pages 406a, 406–407, 410c, 470a, 470–471, 474c) to help them decode multisyllable words. Students practice using all the foundational skills they have learned as they continue to read grade-level texts with accuracy, fluency, and understanding (SE G3.1 page 230; TE G3 U2 pages 203b, 204–205, 206–207, 216d, 223b, 226f, 230–231).

**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 3				
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’s Edition, SG=Small Group, UR=Unit Review, WP=Writing Process				
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. 2	CCSS ELA/Literacy Grade 3			
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			
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.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	<i>Align materials to the lettered items below.</i>		
	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	SE 1: 292-293 SE 2: 44-45, 214-215, 352-353 TE 2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q TE 4: 25e–25f, 35d–35e, 44–45, 45a, WP•2–WP•3, WP•4–WP•5 TE 5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7		
	b. Provide reasons that support the opinion.	SE 1: 292-293 SE 2: 44-45, 214-215 TE 2: 256–257, 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q, SG•54, SG•59, SG•64 TE 4: 35d–35e, 44–45, 45a, 45b–45c, WP•2–WP•3 TE 5: 195e–195f, 205e, 214–215, 215a, 215b, 339d–339e, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8		
	c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	SE 2: 44-45, 352-353 TE 2: 299d TE 3: 437d TE 4: 44–45, 53d–53e TE 5: 352–353, 353a, WP•10		
	d. Provide a concluding statement or section.	SE 2: 44, 352 TE 2: 299d–299e TE 4: 44–45, 45b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7		
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<i>Align materials to the lettered items below.</i>		
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	SE 1: 116, 152, 356, 460, 494, 530 SE 2: 108, 312, 454 TE 1: 105d–105e, 116–117, 117a, 139d–139e, 151c, 152–153, 153a, SG•61, SG•63 TE 2: 265b, 317d–317e, 329a, 339e–339f, 349d–349e, 356–357, 357b–357c, WP•4, WP•5		

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

		<p>TE 3: 394–395, 395a, 443e–443f, 451d–451e, 460–461, 461a, 467p–467q, 473e–473f, 494–495, 495a, 495b–495c, 501b, 501d–501e, 507e–507f, 517d–517e, 529d, 530–531, 531b, 537b, 537d–537e, WP•4, WP•5, WP•6, WP•7, WP•10</p> <p>TE 4: 76–77, 77a, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 173c, 175b–175c</p> <p>TE 5: 287b, 293e–293f, 312–313, 313a, SG•53</p> <p>TE 6: 435e–435f, SG•48, 531b, UR•25, WP•6</p>	
	<p>b. Develop the topic with facts, definitions, and details.</p>	<p>SE 1: 114, 116, 150, 184, 290, 326, 354, 356, 424, 458, 492, 494, 530</p> <p>SE 2: 42, 76, 106, 108, 140, 172, 212, 246, 310, 312, 386, 420, 452, 454, 520</p> <p>TE 1: 114–115, 116–117, 117a, 139d–139e</p> <p>TE 2: 265b, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357b–357c, 363d–363e, WP•4, WP•5, WP•6, WP•7</p> <p>TE 3: 394–395, 395a, 403b, 409a–409b, 424–425, 443e–443f, 458–459, 461b–461c, SG•46, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501b, 507e–507f, 517d–517e, 530–531, 531a, 531b, 537d–537e, SG•77, WP•2–WP•3, WP•4, WP•5, WP•10</p> <p>TE 4: 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173</p> <p>TE 5: 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b</p> <p>TE 6: 371e–371f, 386–387, 445d–445e, 455b–455c, SG•44, SG•45, 493b, 531b, UR•15, UR•25, WP•4, WP•5</p>	
	<p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>	<p>SE 1: 530</p> <p>TE 2: 339e–339f, 356–357, 363d–363e, WP•2, WP•6, WP•7</p> <p>TE 3: 507e–507f, 530–531, 531b–531c, 537d–537e, WP•7, WP•8, WP•10</p> <p>TE 6: 459d, UR•35, WP•7</p>	
	<p>d. Provide a concluding statement or section.</p>	<p>SE 1: 530</p> <p>TE 2: WP•6</p> <p>TE 3: 501d, 530–531, 531a, 537d, WP•8, WP•10</p> <p>TE 4: 115d–115e</p> <p>TE 6: 459d</p>	
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><i>Align materials to the lettered items below</i></p>	
	<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>SE 1: 48, 80, 87, 186, 258, 361, 396, 426</p> <p>SE 2: 78, 83, 142, 174, 248, 488, 522</p> <p>TE 1: 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187, 187a, WP•2–WP•3, WP•4, WP•5</p> <p>TE 2: 247d–247e, 258–259, 259a, SG•48, 360–361, 361a, 363b</p> <p>TE 3: 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c</p> <p>TE 4: 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 85p–85q, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a</p> <p>TE 5: 227e–227f, 237d–237e, 248–249, 249a, 253d, 271d–271e</p> <p>TE 6: 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e</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 dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>SE 1: 80, 186, 258, 328, 396, 426 SE 2: 78, 108, 488, 522</p> <p>TE 1: 49b–49c, 80–81, 81a, 153b–153c, 159d–159e, 186–187, 187a, WP•6, WP•7 TE 2: 258–259, 259a, 265d–265e, SG•48, 305e–305f, 328–329, 329a TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 426–427, 427b–427c TE 4: 78–79, 79a, 79b–79c, 149d–149e TE 5: 237d–237e, 248–249, 249a, 271e, 283b–283c TE 6: 465e–465f, 488–489, 489a, 489b–489c, 493d–493e, 522–523, 523a, 523b–523c, 531d–531e</p>	
	<p>c. Use temporal words and phrases to signal event order.</p>	<p>SE 2: 174</p> <p>TE 2: 247d–247e TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q TE 4: 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c TE 5: 227e–227f</p>	
	<p>d. Provide a sense of closure.</p>	<p>SE 1: 80, 87, 258 SE 2: 78, 522</p> <p>TE 1: 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87 TE 2: 258–259, 259a TE 3: 417d–417e TE 4: 53d, 69d–69e, 78–79, 82–83, 83a TE 6: 531p–531q</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. 2	CCSS ELA/Literacy Grade 3		
Writing (W), cont.	Writing (W), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Production and Distribution of Writing	Production and Distribution of Writing		
4. (Begins in grade 3)	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE 2: 422 TE 1: 37d–37e, 49a, 55p–55q, SG•2, SG•6, SG•7, 80–81, 81a, 95e–95f, 105d–105e, 114–115, 115a, 116–117, 117a, 117b–117c, 150–151, 151a, SG•54, SG•63, 175d–175e, 184–185, 185a, 186–187, 187a, SG•70, SG•75, SG•80 TE 2: 224–225, 225a, 231d–231e, 247d–247e, 281d–281e, 317d–317e, 326–327, 328–329, 329a, 329b–329c, 356–357, 357a, 363d–363e, 363p–363q TE 3: 426–427, 427a, 451d–451e, 495b–495c, 537b, SG•70, SG•75, SG•80, WP•4, WP•5 TE 4: 35d–35e, 53b, SG•14, SG•15, 121e–121f, 131d–131e, 140–141, 141a, 142–143, 143a, 143b, 149d–149e, 174–175, 175a TE 5: 205d–205e, 259e–259f, 271d–271e, 282–283, 283a, 287b, 303d–303e, 313b–313c, 319d–319e, 339d–339e, SG•54, SG•59, SG•64 TE 6: 388–389, 389a, 411d–411e, 422–423, 423a, 423b–423c, SG•21, SG•22, SG•27, SG•32, 477d–477e, 486–487, 487a, 489b–489c, 520–521, 521a, 531b, 531d–531e, 531p–531q, SG•69	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)	SE 1: 224 TE 1: 25b, 25e–25f, 37d–37e, 47d, 55b, 55d–55e, 55p–55q, 79d, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 159d–159e, 159p–159q, 165e–165f, 185d, 193p–193q, SG•79, WP•6, WP•7, WP•8, WP•9 TE 2: 205e–205f, 215d–215e, 223d, 224–225, 225a, 231p–231q, SG•12, 247d–247e, 257d, 259b–259c, 265d–265e, 265p–265q, 299d–299e, 299p–299q, 333d–333e, 333p–333q, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 TE 3: 375e–375f, 437d–437e, 437p–437q, 461b–461c, 467d–467e, 467p–467q, 501d–501e, 517d–517e, 537p–537q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 TE 4: 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, 85p–85q, 115d–115e, 149e, 149p–149q, 175b–175c, 183p–183q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 5: 213d, 221d–221e, 221p–221q, 247d, 253p–253q, 281d, 282–283, 283a, 287d–287e, 287p–287q, SG•38, SG•48, 303d–303e, 319d–319e, 319p–319q, 359d–359e, 359p–359q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 TE 6: 393d–393e, 393p–393q, 429d–429e, 429p–429q, 459d–459e, 459p–459q, SG•39, SG•43, SG•48, 487d, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531p–531q, WP•3, WP•7, WP•8	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	SE 1: 260 TE 1: 55b, 71b, SG•30, SG•31, 121b, SG•46, SG•47, 159b, SG•61, SG•63, 185c, 185d, 193b, WP•6, WP•7, WP•8, WP•9, WP•10 TE 2: 231b, 260g–260h, 265b, 299b, WP•9, WP•10 TE 3: 403p–403q, 532g–532h, 534–535, 535a, WP•8, WP•9, WP•10 TE 4: 53b, SG•15, 144g–144h, 149b, WP•10 TE 5: 253b, 287b, 319b, 319p–319q, WP•9, WP•10 TE 6: 393b, 429b, 459b, 531b, WP•9, WP•10	

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

Research to Build and Present Knowledge	Research to Build and Present Knowledge		
<p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>SE 1: 55, 231</p> <p>TE 1: 55a, SG•12, SG•13, SG•14, SG•15, SG•16, 71b, 95b, SG•44, SG•45, SG•46, SG•47, 127b, 139b, 151d, 159b, 159n, 175b, 191a, SG•78, SG•79</p> <p>TE 2: 205b, 215b, 230–231, 231a, SG•14, 237b, 247b, 257d, SG•30, SG•31, 271b, SG•44, 305b, SG•62, 339b, 349b, 355d, SG•76</p> <p>TE 3: 375b, 387b, 417b, 443b, 451b, 459c, 473b, 493c, 496g–496h, 499a, SG•60, SG•61, 507b, 517b</p> <p>TE 4: 25b, 35b, 43d, 53b, SG•12, SG•14, 91b, 121b, 131b, 141d, 149n, SG•62, SG•63, 155b, SG•70, SG•71, SG•75, SG•80</p> <p>TE 5: 195b, 205b, SG•6, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 227b, 237b, 247d, SG•28, SG•29, SG•30, SG•31, 259b, 271b, 281d, 287b, SG•44, SG•45, SG•46, SG•47, 293b, 303b, 311d, SG•60, SG•61, 325b, SG•70, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80</p> <p>TE 6: 371b, 387d, SG•12, 399b, 421d, SG•29, 435b, 453d, SG•44, SG•45, SG•46, SG•47, 465b, 477b, 487d, SG•60, SG•61, 499b, 511b, SG•71, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p>	
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>SE 1: 46, 78, 114, 150, 184, 222, 256, 290, 326, 354, 394, 424, 458, 492, 528</p> <p>SE 2: 42, 76, 106, 172, 212, 246, 280, 310, 350, 386, 388, 420, 452, 486, 520</p> <p>TE 1: 37b, 46–47, 55b, SG•13, 78–79, 89b, 105b, 114–115, 115d, 121b, SG•38, SG•43, SG•45, 127e–127f, 139b, 139d–139e, 150–151, 151d, 159b, 165b, 175b, 185d, 193b, WP•4, WP•5</p> <p>TE 2: 215b, 222–223, SG•13, SG•15, 247b, 255–256, 281b, 290–291, 291c, 291d, 299b, SG•45, 317b, 326–327, 327d, 333b, SG•62, SG•63, 349b, 349d–349e, 354–355, 355c, 355d, 363b, SG•78</p> <p>TE 3: 387b, 394–395, 395a, 403b, 417b, 424–425, 425a, 425d, 437b, SG•28, SG•29, SG•30, SG•31, 443b, 458–459, 459a, 459c, 459d, 467b, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 485b, 485d–485e, 492–493, 493a, 493c, 493d, 517b, 517d–517e, 528–529, 529d</p> <p>TE 4: 25e–25f, 35b, 35d–35e, 42–43, 43d, 53b, 69b, 76–77, 77d, 85b, 107c, 107d, 115b, 121b, 131b, 131d–131e, 141d, 149b, SG•62, 167b, 172–173, 173a, 173d, 183b</p> <p>TE 5: 205b, 212–213, 213a, 227b, 227e–227f, 237b, 246–247, 247a, SG•22, SG•23, SG•26, SG•27, SG•32, 271b, 287b, SG•39, SG•47, 303b, 310–311, 311c, 311d, SG•61, SG•62, 351c, 351d</p> <p>TE 6: 371e–371f, 381b, 381d–381e, 386–387, 387d, 388–389, 389a, 389b–389c, 393d–393e, SG•12, SG•16, 411b, 420–421, 421d, 445b, 452–453, 453a, 453d, 477b, 486–487, 487d, 520–521, 521a, 521c, 521d, 531b, WP•2–WP•3, WP•4, WP•5</p>	

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

Range of Writing	Range of Writing			
10. (Begins in grade 3)	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE 1: 48, 80 TE 1: 25b, 25e–25f, 47d, 48–49, 49a, 53a, 55d–55e, 55p–55q, SG•6, SG•7, SG•12, SG•13, SG•16, 61b, 61e–61f, 78–79, 79a, 80–81, 81a, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 121b, 121p–121q, 159n, 159p–159q, SG•54, 165b, 175d–175e, 187b–187c, 193d–193e, 193p–193q TE 2: 222–223, 223a, 237e–237f, 247d–247e, 256–257, 259b–259c, 265d–265e, 265p–265q, SG•30, 299b, 299p–299q, SG•37, 326–327, 328–329, 329a, 329b–329c, 333b, 333p–333q, 339e–339f, 356–357, 363p–363q, 367a, SG•79, UR•25, UR•35, UR•45, UR•55 TE 3: 375b, 375e–375f, 403p–403q, 507e–507f, 517d–517e, 537b, 541a TE 4: 42–43, 43a, 44–45, 45a, 45b–45c, 53d–53e, SG•6, SG•7, SG•14, SG•15, 140–141, 141a, 142–143, 143a, SG•59, 172–173, 173a, 183p–183q TE 5: 195e–195f, 205d–205e, 219a, SG•5, SG•10, SG•11, 227b, 227e–227f, 248–249, 249a, 253b, 253d–253e, 253p–253q, SG•26, SG•27, 271d–271e, 283b–283c, 285a, 287b, 287d–287e, SG•38, SG•48, 310–311, 311a, 311d, 313b–313c, 319b, 319p–319q, SG•54, SG•59, 359p–359q, UR•15, UR•25, UR•35, UR•45, UR•55 TE 6: 393b, 393d–393e, SG•11, 421d, 422–423, 423a, 423b–423c, 429b, 429p–429q, 459p–459q, 493p–493q, 511d–511e, 520–521, 521a, 523b–523c, 531b, 531d–531e, 531p–531q, SG•69, SG•75, UR•35		

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Writing from grade 2 to grade 3.

In *Reading Street*, students in Grade 2 and Grade 3 write every day. The writing strand in Grade 2 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 2, students learn about the key features of a biography and examine a model biography. The writing prompt asks them to write a short biography about a person who worked for change. Students choose a person and decide what important ideas they want to tell about the person. After they read and evaluate a student’s biography in their Student Edition, they draft their biographies. They then revise by deleting sentences that do not focus on the person. Finally, they edit their drafts, looking for errors in grammar and mechanics; make final drafts, and present them to the class (SE G2.1 pages 242–243; TE G2 U2 pages 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i).

The writing strand in Grade 3 also follows the steps of a writing process across the five Days and at the end of the Unit. Each time, students plan, draft, revise, edit, and present their own writing in a specific opinion, informative/explanatory, or narrative writing form. For example, in Unit 3, Week 4, students learn about writing a news article. The writing prompt asks them to write a news article about an event in their town or neighborhood. Students look for key features in model news articles. They choose a topic; answer the questions *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* about the topic; and write a first draft. Then they revise their drafts by combining sentences to better show how ideas are related. Finally, they edit their drafts and present them to the class (SE G3.1 pages 494–495; TE G3 U3 pages 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q). Students in Grade 3 follow the same writing process steps as students in Grade 2. However, third graders are expected to write longer pieces using an organizational structure that shows they understand the purpose of the kind of writing they are doing.

In addition, as in Grades 1 and 2, the research and inquiry strand in Grade 3 requires students to conduct over the course of each Week a short research project tied to that Week’s concept. For example, in Unit 3, Week 4, students first write inquiry questions about the topic of endangered animals. Then they gather information about the topic from print and digital encyclopedias. After taking notes and organizing the information, students write an informational article and read it aloud to a small group (TE G3 U3 pages 473b, 485b, 493d, 501b, 501n).

**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 3

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

Date of Copyright 2013

Key: SE=Student Edition, TE=Teacher’s Edition, SG=Small Group, UR=Unit Review, WP=Writing Process

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. 2	CCSS ELA/Literacy Grade 3		
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>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>1a. SE 1: 55, 89, 159, 193, 231, 299, 363, 437, 501, 537 SE 2: 53, 115, 183, 287, 319, 359, 393, 459, 531</p> <p>TE 1: 54–55, 88–89, 89n, SG•32, 158–159, 159n, 192–193, 193a, 193n TE 2: 230–231, 265n, 272a–272b, 298–299, 299a, 299n, 333a, 333n, SG•64, 340a–340b, 350a–350b, 362–363, 363a TE 3: 403a, 403n, 410a–410b, 418a–418b, 428a–428b, 436–437, 437n, 452a–452b, 462a–462b, 467n, 500–501, 501n, 508a–508b, 536–537, 537n TE 4: 52–53, 53a, 53n, 55a–55b, 60a–60b, 85n, 89a–89b, 114–115, 115a, 115n, 132a–132b, 144a–144b, 182–183, 183a, SG•80 TE 5: 286–287, 287n, 318–319, SG•64, 358–359 TE 6: 392–393, 393n, 424a–424b, 424e–424f, 429n, 458–459, 459n, 530–531, 531n</p> <p>1b. SE 1: 89, 159, 193, 231, 265, 299, 363, 437, 501, 537 SE 2: 53, 85, 115, 149, 183, 221, 286, 319, 359, 393, 429, 459, 493, 531</p> <p>TE 1: 55a, 89a, 89n, 121n, 159a, SG•64, 193n, SG•66, SG•75, SG•76, SG•80 TE 2: 206a, 230–231a, 265n, 299a, 299n, 333n, SG•64, 363n TE 3: 436–437, 437a, 437n, 474a–474b, 500–501, 536–537a, 537n TE 4: 52–53, 53a, 53n, 84–85, 114–115, 115a, SG•48, 148–149a, 149n, 182–183a, 183n TE 5: 196a–196b, 220–221, 253n, SG•32, 286–287, 287a, 287n, SG•48, 318–319a, 319n, SG•64, 358–359 TE 6: 392–393a, 393n, 428–429, 429a, 429n, 458–459, 459n, 492–493a, 493n, 530–531, 531n</p> <p>1c. SE 1: 20, 90, 200, 299, 333, 370, 404, 468, 502 SE 2: 20, 54, 86, 116, 149, 150, 190, 222, 254, 288, 320, 366, 394, 429, 430, 458, 460, 494</p> <p>TE 1: 20–21, 55n, 62a–62b, 72a–72b, 89n, 90–91, SG•59, 176a–176b, 193n, SG•76 TE 2: 200–201, 265n, 282a–282b, 294a–294b, 298–299, SG•34, SG•48, 332–333, 333n, SG•64, 358a–358b, SG•70 TE 3: 370–371, 388a–388b, 398a–398b, 402–403, 403a, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, SG•28, SG•29, 404–405, 452a–452b, 462a–462b, SG•34, SG•35, SG•39, 469a, 486a–486b, 496a–496b, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, 502–503, 518a–518b, SG•71</p>	

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

		<p>TE 4: 20–21, 46a–46b, 54–55, 55a–55b, 70a–70b, 80a–80b, 87a–87b, 100a–100b, 110a–110b, 116–117, 118a, 118–119, 121a–121b, 122a–122b, 132a–132b, 132–133, 144a–144b, 150–151, 182–183, 183a</p> <p>TE 5: 190–191, 196a–196b, 222–223, 253n, 254–255, 255a–255b, 260a–260b, 288–289, 320–321, 340b</p> <p>TE 6: 366–367, 367a–367b, 372a–372b, 382a–382b, 394–395, 428–429, 430–431, 458–459, 459a, 459n, 460–461, 494–495, 495a–495b, 531n, UR•12–UR•13</p> <p>1d. SE 1: 160, 266, 334, 438, 458</p> <p>TE 1: 160–161, 176a–176b TE 2: 266–267, 272a–272b, 282a–282b, 294a–294b, 299a, SG•43, 306a–306b, 318a–318b, 333n, 334–335, 340a–340b, 350a–350b, 358a–358b, SG•75 TE 3: 395d–395e, 438–439 TE 4: 117a–117b, 121a–121b, 122a–122b, SG•54, SG•55, SG•59 TE 5: 227a, 250a–250b, 260a–260b, 294a–294b, 340a–340b TE 6: 459a, 459n, UR•19</p>	
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE 1: 363, 403, 467, 537 SE 2: 221, 493</p> <p>TE 2: 362–363, 363a TE 3: 371a, 402–403, 403a, 405a, 439a, 503a TE 4: 24a, 24–25, 115a TE 6: 395a, 431a, 461a, 492–493, 495a</p>	
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SE 1: 89, 159, 193, 232, 265, 300, 458, 501, 537 SE 2: 53, 85, 115, 149, 183, 287, 319, 359 393, 429, 459</p> <p>TE 1: 55n, 88–89, 158–159, 159a, 159n, 192–193, 193a, 193n TE 2: 231a, 232–233, 264–265, 299n, 300–301, 333a, 333n TE 3: 403n–403o, 437n, 467n, 501n, 536–537 TE 4: 52–53, 53a, 53n, 84–85, 85n, 89a–89b, 114–115, 115a, 115n, 149n, 182–183 TE 5: 253n, 255a–255b, 286–287, 287n TE 6: 392–393, 428–429, 429n, 458–459, 459a, 459n, SG•48, 531n, SG•75, SG•80</p>	
<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>		
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>SE 1: 54, 89, 120, 158, 192, 230, 264, 299, 362, 402, 437, 467, 500, 536 SE 2: 52, 84, 148, 183, 221, 252, 286, 318, 358, 392, 428, 459, 492, 521, 530</p> <p>TE 1: 54–55, 55a, 55n, 79a, 88–89, 89n, 115a, 120–121, 121a, 121n, SG•48, 158–159, 159a, 159n, 192–193, 193a, 193n, SG•67, SG•70, SG•71, SG•75, SG•80 TE 2: 230–231, 231a, 231n, SG•16, 257a, 264–265, 265a, 265n, SG•32, 282e–282f, 291a, 198, 298–299, 299a, 299n, SG•48, 333n, SG•64, 350e–350f, 355a, 362–363, 363a, 363n, 363q, SG•80 TE 3: 388e–388f, 395a, 402–403, 403a, 403n–403o, SG•16, 407a–407b, 425a, 428g–428h, 436–437, 437j, 437n, SG•32, 452e–452f, 467n, SG•48, 500–501, 501a, 501n, SG•64, 518e–518f, 528–529, 529a, 536–537, 537a, 537n, SG•80 TE 4: 52–53, 53a, 53n, SG•16, 55a–55b, 84–85, 85a, SG•32, 89a–89b, 115n, 140–141, 141a, 149a, 149n, SG•64, 173a, 182–183, 183n TE 5: 221n, SG•16, 238e–238f, 246–247, 247a, 252–253, 253a, 253n, SG•18, SG•22, SG•23, SG•28, SG•29, SG•32, 281a, 286–287, 287a, 287n, SG•41, SG•48, 304e–304f, 311a, 319a, 319n, SG•64, –, 359a, 359n, SG•80</p>	

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

		<p>TE 6: 387a, 392–393, 393a, 393n, SG•16, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, SG•32, 446e–446f, 458–459, 459n, SG•48, 478e–478f, 486–487, 487a, 492–493, 493a, 493n, SG•64, 520–521, 521a, 530–531, 531a, 531n, SG•80, UR•9</p>	
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SE 2: 52</p> <p>TE 3: 373b, 407b, 441b, 471b, 505b</p> <p>TE 4: 53q, 85a, 85q</p> <p>TE 6: 369b, 397b, 433b, 463b, 497b</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. 2	CCSS ELA/Literacy Grade 3		
Speaking and Listening (SL), cont.	Speaking and Listening (SL), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>SE 1: 55, 89, 193, 265, 299, 363, 403, 466, 501 SE 2: 53, 114, 183, 221, 287, 359 TE 1: 54–55, 55a, 55n, 88–89, 159a, 192–193, 193a TE 2: 264–265, 265a, 298–299, 299a, SG•51, SG•53, SG•55, SG•58, SG•61, 362–363 TE 3: 402–403, 466–467, 467a, 500–501 TE 4: 52–53, 55a–55b, 59c, 60a–60b, 114–115, 115a, 149n, 182–183 TE 6: 530–531, 531a, 531n</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Speaking and Listening from grade 2 to grade 3.

Students in Grade 2 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 strengthening the skills students need to be good speakers and listeners. The program also contains read-alouds that ask students to listen, ask and answer questions, recount key ideas, and link their comments to others’. For example, in Unit 1, Week 5, students listen to an informational text the teacher reads aloud, answer questions about facts and details in the text, construct and discuss a web of facts and details, and draw and label a picture to share with the class. Students also learn how to use the traits of a good speaker to read a character’s lines in a play and then practice reading and listening to characters’ lines in small groups (SE G2.1 pages EI•6, 183; TE G2 U1 pages 155a–155b, 181e, 183a).

Students in Grade 3 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 and discussions throughout the Week. The listening and speaking strand in *Reading Street* offers activities that help students continue to practice the habits and develop the abilities of good speakers and listeners in a variety of situations, including book review, drama, panel discussion, interview, commercial, weather forecast, and talk show. For example, in Unit 2, Week 2, students write and present a persuasive speech about why someone should read the main selection. In Unit 3, Week 5, students prepare and give an oral report that answers a question about an animal in the main selection. In Unit 6, Week 1, students write and make an announcement about the unveiling of a new sculpture in their community. Each Week the Student Edition and the Teacher’s Edition offer tips to help speakers make effective presentations and to help listeners be good audience members (SE G3.1 pages 265, 537, G3.2 page 393; TE G3 U2 page 265a, U3 page 537a, U6 page 393a).

**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 3			
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’s Edition, SG=Small Group, UR=Unit Review, WP=Writing Process			
Standards Alignment Evaluation Rubric <p>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.</p>			
CCSS ELA/Literacy Gr. 2	CCSS ELA/Literacy Grade 3		
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		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p><i>Align materials to the lettered items below.</i></p>	
	<p>b. Form and use regular and irregular plural nouns.</p>	<p>SE 1: 224-225, 258-259, 292-293, 396-397, 494-495, 530-531 SE 2: 44-45, 78-79, 108-109, 214-215, 248-249, 282-283</p> <p>TE 2: 205d, 223e, 224-225, 231c, 231o, SG•6, SG•11, SG•16, 237d, 247c, 257e, 258-259, 265c, 265o, 265p-265q, SG•22, UR•15</p> <p>TE 3: 375d, 387c, 395e, 396-397, 397b-397c, 403c, 403h-403i, 403o, 403p, SG•10, SG•11, 409d, 417c, 425e, 437c, 437o, SG•22, 501p, 507d, 537c, UR•15, UR•25, UR•55</p> <p>TE 4: 25d, 35c, 43e, 44-45, 45a, 53c, 53o, SG•6, SG•11, SG•16, 59d, 69c, 77e, 78-79, 79a, 85c, 85o, 85p-85q, 91d, 99c, 107e, 108-109, 109a, 109b-109c, 115c, 115o, 115p-115q, SG•43, 183d-183e, UR•15, UR•25, UR•35</p> <p>TE 5: 195d, 205c, 213e, 214-215, 221c, 221o, SG•4, 227d, 248-249, 249b-249c, 253p, 259d, 271c, 281e, 282-283, 287c, 287o, 287p, SG•38, SG•43, SG•48, UR•15, UR•35</p> <p>TE 6: 372d</p>	
	<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>SE 1: 58, 258-259, 292-293 SE 2: 22</p> <p>TE 1: 58a, 58-59, 59a-59b, 62c, 72c, 89i TE 2: 237d, 247c, 257e, 265c, 265o, SG•27, 271d, 281c, 291e, 292-293, 293b-293c, 299c, 299o, 299p, SG•38, SG•48, 339d, 349c, 355e, UR•25, UR•35</p> <p>TE 3: 493e TE 4: 22a, 22-23, 23a-23b, 25c-25d, 36c-36d, 53i, 53o, 58a, 58-59, 183d-183e, UR•15</p>	
	<p>d. Form and use regular and irregular verbs.</p>	<p>TE 2: 205d, 215c, 223e, 231o, 247c, 257e, 265c, 265o</p> <p>TE 4: 108-109, 109a</p>	
	<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>SE 1: 426-427, 530-531</p> <p>TE 3: 375d, 387c, 395e, 403o, 426-427, 507d, 517c, 529e, 530-531, 531a, 537c, 537o, SG•70, UR•55</p>	
	<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>SE 1: 396-397, 426-427, 494-495, 530-531 SE 2: 248-249</p> <p>TE 3: 375d, 387c, 396-397, 403h-403i, 403o, 403p, 409d, 417c, 425e, 426-427, 437c, SG•22, SG•32, 473d, 485c, 493e, 494-495, 501c, 501o, 501p, 530-531, SG•54, SG•59, SG•64, UR•25, UR•45</p> <p>TE 5: 248-249, 253e</p>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

	<p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p>SE 1: 48-49, 152-153, 186-187, 460-461 SE 2: 44-45, 78-79, 108-109</p> <p>TE 1: 48-49, 121p-121q, 139c, 152-153, 159o, 165d, 186-187 TE 3: 443d, 451c, 459e, 460-461, 467c, 467o, 467p, SG•38, SG•43, SG•48, UR•35 TE 4: 25d, 35c, 53c, 59d, 69c, 77e, 78-79, 79a, SG•27, 107e, UR•25</p>	
	<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>SE 2: 248-249, 312-313</p> <p>TE 5: 227d, 237c, 247e, 248-249, 253c, 253o, 253p, SG•22, SG•27, SG•32, 293d, 303c, 311e, 312-313, 313a, 319c, 319o, 319p, SG•54, SG•59, SG•64, UR•25, UR•45, WP•6, WP•7</p>	
	<p>h. Use coordinating and subordinating conjunctions.</p>	<p>SE 2: 44-45, 352-353, 454-455</p> <p>TE 3: WP•7, WP•8, WP•9 TE 4: 44-45, 53d, 85d-85e, 108-109, 109a, 109b-109c, 115d-115e TE 5: 325d, 326a, 339c, 351e, 352-353, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55 TE 6: 435d, 445c, 453e, 454-455, 459c, 459d, 459o, SG•38, SG•43, SG•48, UR•35, WP•7</p>	
	<p>i. Produce simple, compound, and complex sentences.</p>	<p>SE 1: 48-49, 80-81, 116-117, 152-153, 186-187 SE 2: 78, 454-455</p> <p>TE 1: 25d, 37c, 47e, 48-49, 55c, 55o, SG•11, 61d, 71c, 79e, 80-81, 81a, 81b-81c, 89c, 89o, SG•21, SG•27, SG•29, SG•31, 95d, 105c, 115e, 116-117, 117a, 121c, 121o, SG•38, SG•42, SG•43, SG•48, 127d, 139c, 151e, 152-153, 153a, 159c, 159o, SG•53, SG•54, SG•59, SG•63, SG•64, 165d, 175c, 185e, 186-187, 193c, 193d-193e, 193o, SG•69, SG•70, SG•75, SG•77, SG•79, SG•80, UR•15, UR•25, UR•45, UR•55 TE 2: 333d-333e, SG•53 TE 3: 395d, 485d-485e, 495a, 495b-495c, 501d-501e, 537p-537q, WP•6, WP•7, WP•8, WP•9 TE 4: SG•10, 78-79, 79a, 85d-85e, 99d-99e, 106-107, 108-109, 109a, 109b-109c, 115d-115e, SG•37, SG•42, SG•45 TE 5: 319d-319e, 353a TE 6: 435d, 445c, 453e, 454-455, 459c, 459d-459e, 459o, SG•38, SG•39, SG•43, SG•48, UR•35, UR•45, WP•7</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p>	<p><i>Align materials to the lettered items below.</i></p> <p>SE 2: 388-389</p> <p>TE 4: 108-109, 109a TE 6: 371d, 371e-371f, 388-389a, 393o, UR•15</p> <p>SE 2: 312-313</p> <p>TE 5: 312-313, 313a TE 6: 465d, 477c, 487e, 493c, 493o, SG•54, SG•59, SG•64</p> <p>SE 2: 523</p> <p>TE 2: 306d TE 3: 427b-427c TE 4: 79b-79c, 85p-85q TE 6: 499d, 511c, 521e, 522-523, 523a, 531c, 531o, SG•70, SG•75, SG•80, UR•55</p>	

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

	<p>d. Form and use possessives.</p>	<p>SE 1: 328-329, 357</p> <p>TE 2: 305d, 317c, 327e, 328–329, 333c, 333o, 333p–333q, SG•54, SG•59, SG•64, 339d, 349c, 355e, 356–357, 363c, 363o, 363p, SG•70, SG•75, SG•80, UR•45, UR•55</p>	
	<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>SE 1: 92</p> <p>TE 1: 47e, 58a, 58–59, 59a–59b, 61c, 62c, 71c, 72c, 79e, 89i, 89o, 92a, 92–93, 95c, 105c, 115e, 121c, 121o, 154c, 185e, UR•24, UR•34</p> <p>TE 3: 395d, 406a, 410c, 418c–418d, 470a, 470–471, 471a–471b, 473c, 474c, 485c, 486c–486d, 493e, 501c, 501i, 501o, UR•44</p> <p>TE 4: 25c, 35c, 43e, 46c, 53c, 53o, 58a, 58–59, 77e, 107e, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 141e, 144c, 144f, 149c, 149o, 149p–149q, UR•14, UR•44</p> <p>TE 5: 227c, 237c, 284c, 325c, 339c, 351e, 359c, 359o, UR•24, UR•54</p> <p>TE 6: 368a, 368–369, 372c, 435c, 459c, 459o, 465c, 477c, 487e, 493c, 524f, UR•34</p>	
	<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>TE 1: 22a, 22–23, 25c, 37c, 47e, 55c, 55i, 55o, 89c, 95c, 124a, 124–125, 127c, 139c, 151e, 154c, 159c, 159o, 162a, 162–163, 165c, 175c, 176c, 185e, 188c, 193c, 193o, UR•14</p> <p>TE 2: 205c, 215c, 223e, 231c, 231o, 234a, 234–235, 237c, 247c, 257e, 260c–260d, 265c, 265o, 271c, 281c, 291e, 294c, 299a, 299c, 299o, 302a, 302–303, 305c, 317c, 327e, 333c, 333o, 339c, 349c, 355e, 363c, 363o, UR•14, UR•24, UR•34, UR•44</p> <p>TE 3: 372a, 372–373, 373a–373b, 375c, 376c, 387c, 388c–388d, 395e, 398c–398d, 403c, 403h–403i, 403o, 406a, 407a–407b, 409c–409d, 417c, 418c–418d, 425e, 428c, 437c, 440a, 443c, 444c, 451c, 452c, 459e, 460–461, 461a, 467c, 467o, 473c, 493e, 496c–496d, 504a, 504–505, 507c, 517c, 518c, 529e, 537c, 537o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>TE 4: 43e, 59c, 69c, 77e, 85c, 85o, 88a, 88–89, 89a–89b, 91c, 92c, 99c, 100c–100d, 100e–100f, 107e, 115c, 115i, 115o, 152a, 152–153, 153a–153b, 155c, 167c, 168c, 173e, 183c, 183o, UR•34, UR•54</p> <p>TE 5: 195c, 205c, 213e, 221c, 221o, 227c, 237c, 253c, 253o, 256a, 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o, UR•14, UR•34, UR•44</p> <p>TE 6: 371c, 381c, 387e, 393c, 393o, 399c, 411c, 421e, 429c, 429o, 435c–435d, 445c, 453e, 459c, 465c, 477c, 487e, 493c, 493o, 499c, 511c, 521e, 531c, 531o, UR•14, UR•24, UR•44, UR•54, WP•9</p>	
	<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TE 2: 223c, 265c, 299a, WP•8</p> <p>TE 3: 403p, 425c, 437p, 501p, 537p</p> <p>TE 4: 53p–53q, 85c</p> <p>TE 6: 429p, 493p, 531p</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. 2	CCSS ELA/Literacy Grade 3		
Language (L), cont.	Language (L), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Knowledge of Language	Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*	<i>Align materials to the lettered items below.</i> SE 1: 48-49, 224-225, 258-259 SE 2: 248-249, 282-283, 422-423, 454-455, 522-523 TE 1: 37d-37e, 48-49, 49a, 49b-49c, 55d-55e, 117b-117c, 152-153, 153a, 153b-153c, 159d-159e TE 2: 206d, 215d, 224-225, 225b, 231d-231e, 231i, 258-259, 259b-259c, 272d, 285a, 299i, 340d, 363i, 364-365, 365a, WP•7 TE 3: 387d-387e, 396-397, 397a, 397b-397c, 403d-403e, 437d-437e, 474d, 501i, 508d, 514-515, 515a, 518-519, 519a, 528-529, 531c, 537i, 538-539, 539a, SG•72 TE 4: 122d, 136-137, 137a, 149d, 149i, 183d-183e TE 5: 196d, 221d-221e, 221i, 237d, 248-249, 249b-249c, 259e, 282-283, 283b-283c, 287d-287e, 319d-319e, UR•49, WP•8 TE 6: 372d, 393i, 404-405, 405a, 411d-411e, 422-423, 423a, 423b-423c, 435e-435f, 445d-445e, 454-455, 455a, 455b-455c, 459p, 466d, 493d-493e, 493i, SG•62, 522-523, 523a, 523b-523c	
	b. Recognize and observe differences between the conventions of spoken and written standard English.		
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>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	<i>Align materials to the lettered items below.</i> SE 1: 26-27, 54, 62-63, 128-129, 158, 206-207, 230, 238-239, 264, 306-307, 332, 340-341, 362, 376-377, 402, 474-475, 500 SE 2: 26-27, 52, 92-93, 114, 122-123, 148, 196-197, 220, 228-229, 252, 294-295, 318, 326-327, 358, 400-401, 428 500-501, 530 TE 1: 26e, 38a, 54-55, 55h, SG•14, 61a, 62e, SG•21, SG•23, SG•25, 95a, 128e, 146-147, 147a, 159a, 158-159, 159h, SG•50, SG•51, SG•52, SG•55, SG•62, SG•67, SG•68, SG•77, SG•78, UR•20-UR•21, UR•22-UR•23, UR•40-UR•41, UR•42-UR•43 TE 2: 205a, 206e, 206-207, 230-231, 238e, 238-239, 246-247, 252-253, 253a, 261a, 265a, 265h, SG•20, SG•25, SG•30, SG•41, SG•46, 306e, 332-333, 333a, 333h, SG•52, 340e, 340-341, 343a, 350-351, 359a, 361a, 362-363, 363a, 363h, SG•68, SG•73, SG•78, UR•10-UR•11, UR•20-UR•21, UR•23, UR•41, UR•50-UR•51, UR•53 TE 3: 371a, 376e, 376-377, 386-387, 392-393, 402-403, 403a, 403h-403i, 405a, 418e-418f, 439a-439b, 440-441, 444e, 446-447, 447a, 454-455, 455a, 473a, 474e, 474-475, 486-487, 487a, 488-489, 489a, 501a, UR•10-UR•11, UR•12-UR•13, UR•40, UR•43 TE 4: 26e, 26-27, 30-31, 31a, 36e-36f, 38-39, 49a, 52-53, 53a, 53h, SG•15, 55a-55b, 91a, 92e, 92-93, 98-99, 99a, 114-115, 115a, 115i, SG•34, SG•35, SG•36, SG•41, SG•46, 117a-117b, 122e, 122-123, 130-131, 131a, 136-137, 137a, 149a, SG•52, SG•57, 183h, SG•73, UR•10-UR•11, UR•13, UR•30-UR•31, UR•33, UR•40-UR•41, UR•43	

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

		<p>TE 5: 191a–191b, 196e, 196–197, 220–221, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•16, 223a, 224a, 228e, 228–229, 236–237, 238a–238b, 247e, 252–253, 253a, SG•19, SG•20, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•32, 255a–255b, 259a, 269a, 272–273, SG•36, SG•41, SG•46, 294e, 294–295, 300–301, 301a, 319a, 319h, SG•57, SG•62, 325a, 326e, 326–327, 334–335, 335a, 346–347, 348–349, 354a–354b, 359a, 359h, SG•66, SG•68, SG•71, SG•73, SG•74, SG•77, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <p>TE 6: SG•4, SG•9, SG•14, 400e, 400–401, 424a–424b, 428–429, 429a, 429h, SG•25, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•68, SG•73, SG•78, UR•10, UR•23, UR•50–UR•51, UR•52</p>	
	<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>SE 1: 508-509, 536 SE 2: 372-373, 392, 466-467, 492</p> <p>TE 1: 166e, 178–179, 179a, 193a, 193h TE 3 406a, 410c, 474c, 486c–486d, 501c, 508e, 508–509, 518–519, 519a, 522–523, 523a, 536–537, 537a, 537h, UR•50–UR•51, UR•53 TE 4: 121c, 122c, 132c–132d, 149i TE 6: 372e, 372–373, 384–385, 385a, 390c, 392–393, 393a, 393h, 462a, 462–463, 466c, 466e, 466–467, 476–477, 478c–478d, 492–493, 493a, 493h, 496a, 496–497, UR•10–UR•11, UR•13, UR•40–UR•41</p>	
	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>SE 1: 166-167, 192, 508-509, 536 SE 2: 372-373, 392, 466-467, 492</p> <p>TE 1: 166e, UR•50–UR•51, UR•52–UR•53 TE 3: 508e, 508–509, 536–537, 537a TE 4: 121c TE 6: 372–373, 392–393, 466–467, 484–485, 492–493, 496a, 496–497, 499c, 512c, UR•54</p>	
	<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>SE 1: 96-97, 120, 410-411, 436, 444-445, 466 SE 2: 60-61, 84, 156, 182, 436-437, 458</p> <p>TE 1: 96–97, 96e, 100–101, 101a, 112–113, 115c, 120–121, 121a, 121h, SG•36, SG•41, UR•30–UR•31, UR•32–UR•33 TE 2: 223c, 265a, SG•44 TE 3: 410e, 410–411, 412–413, 414–415, 419a, 425c, 436–437, 437a, 437h, 437j, 444e, 444–445, 454–455, 455a, 466–467, 467a, 467h, 537h, UR•20, UR•30–UR•31, UR•33 TE 4: 43c, 59a, 60e, 60–61, 70e–70f, 84–85, 85a, SG•20, 156e, 156–157, 168–169, 169a, 183a, 183h, SG•68, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53 TE 5: 265a, 326e, 326–327, 334–335, 335a TE 6: 400e, 400–401, 428–429, 429a, SG•20, 436e, 436–437, 440–441, 441a, 448–449, 449a, 458–459, 459a, 459h, 466e, 466–467, 525a, 531a, UR•30–UR•31, UR•33</p>	
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p align="center"><i>Align materials to the lettered items below.</i></p> <p>TE 2: 225b, 265a, 311a, 315a TE 3: 386–387, 444c, 452–453, 462g, 463a, 464–465, 465a, 467i TE 4: 96–97, 97a, 106–107, 176a–176b TE 5: 283b–283c TE 6: 400d, 412–413, 413a, 416–417, 417a, 436c, 446–447, 447a</p>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle

K-5 ELA/Literacy

	<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>TE 1: 21a–21b, 25a, 26a–26b, 38b, 40–41, 41a, 50b, SG•8, SG•15, 57a–57b, 61a, 62a–62b, 72a–72b, 82a–82b, 95a, SG•40, SG•41, 127a, 127e–127f, 128b, 140a–140b, 154b, SG•55, 161a–161b, 165a, 166b, 177a, 188a–188b TE 3: 371a–371b, 418e, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36 TE 4: 25a, 36–37, 37a, 46a–46b, SG•2, SG•3, SG•8, SG•9, 122d, 175b–175c TE 5: 238a–238b, 260a–260b, 269a, 272b, SG•36, 321a, 326a–326b TE 6: 445d–445e, 499a, 524a–524b, SG•72</p>	
	<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>SE 1: 206-207, 230 SE 2: 196-197, 220 TE 2: 206–207, 230–231, 231a, SG•5 TE 5: 196e, 196–197, 220–221, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, 348–349 TE 6: 500e, 500–501</p>	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>SE 1: 20, 56, 60-61, 90, 94-95, 122, 160, 200, 232, 266, 300, 334, 370, 404, 438, 468, 502 SE 2: 20, 54, 86, 116, 150, 190, 222, 254, 258-259, 288, 320, 366, 394, 430, 460, 494 TE 1: 20–21, 1a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, SG•7, 57a–57b, 61a, 62a–62b, 62d, 72a–72b, 72–73, 73a, 82a–82b, 89i, 90–91, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 122–123, 123a–123b, 128a–128b, 140a–140b, 154a–154b, 160–161, 161a–161b, 165a, 166a–166b, 176a–176b, 188a–188b, SG•71, SG•74, SG•76, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 2: 200–201, 201a–201b, 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 232–233, 233a–233b, 237a, 238a–238b, 248a–248b, 260a–260b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, 266–267, 267a–267b, 271a, 272a–272b, 282a–282b, 294a–294b, SG•34, SG•35, SG•37, SG•39, SG•42, SG•45, SG•47, 300–301, 301a–301b, 306a–306b, 318a–318b, 330a–330b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 334–335, 335a–335b, 339a, 340a–340b, 350a–350b, 358a–358b, SG•66, SG•67, SG•69, SG•71, SG•74, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 3: 370–371, 371a–371b, 376a–376b, 388a–388b, 398a–398b, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•14, SG•15, 404–405, 405a–405b, 409a, 410a–410b, 418a–418b, 428a–428b, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 428–439, 439a–439b, 443a, 444a–444b, 452a–452b, 462a–462b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•43, SG•46, SG•47, 468–469, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 496a–496b, 501h–501i, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 502–503, 503a–503b, 507a, 508a–508b, 518a–518b, 532a–532b, SG•67, SG•69, SG•72, SG•75, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•40–UR•41, UR•42–UR•43, UR•46–UR•47, WP•10 TE 4: 20–21, 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 54–55, 55a–55b, 57a–57b, 60a–60b, 70a–70b, 80a–80b, 86–87, 87a–87b, 91a, 92a–92b, 94–95, 95a, 100a–100b, 110a–110b, 115o, 116–117, 117a–117b, 122a–122b, 132a–132b, 144a–144b, SG•50, SG•51, SG•53, SG•58, SG•63, 151a–151b, 155a, 156a–156b, 168a–168b, 176a–176b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>	

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

		<p>TE 5: 190–191, 191a–191b, 196a–196b, 206a–206b, 216a–216b, 223a–223b, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259a, 260a–260b, 272a–272b, 284a–284b, SG•36, SG•37, SG•39, SG•40, SG•41, 288–289, 289a–289b, 293a, 294a–294b, 294d, 304a–304b, 314a–314b, SG•51, SG•53, SG•55, SG•58, SG•61, SG•63, 321a–321b, 326a–326b, 326d, 340a–340b, 348–349, 354a–354b, 354c–354d, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 6: 366–367, 367a–367b, 371a, 372a–372b, 382a–382b, 390a–390b, SG•3, SG•5, SG•8, 394–395, 395a–395b, 399a, 400a–400b, 400d, 412a–412b, 424a–424b, SG•21, SG•24, SG•26, 430–431, 431a, 435a, 436a–436b, 436c–436d, 446a–446b, 456a–456b, 456g–456h, SG•36, SG•37, 460–461, 461a–461b, 465a, 466a–466b, 478a–478b, 487c, 490a–490b, SG•51, SG•53, SG•56, SG•58, SG•61, SG•63, 494–495, 495a–495b, 500a–500b, 512a–512b, 524a–524b, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>	
--	--	--	--

Note: “Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 [of the CCSS for ELA/Literacy] for a complete list and Appendix A for an example of how these skills develop in sophistication.

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Language from grade 2 to grade 3.

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 Grade 2 demonstrate their command of English grammar/usage, capitalization, punctuation, and spelling conventions in many ways including the following. They learn more about nouns, including collective nouns (TE G2 U2 pages 191c, 207b, 209b) and about pronouns, including reflexive pronouns (TE G2 U5 pages 293b, 313c, 316a). They write and use irregular plural nouns (TE G2 U2 pages 283c, 301c, 303b) and past tense forms of irregular verbs (TE G2 U3 pages 457c, 469b, 471b) correctly. They know when to use adjectives and when to use adverbs (TE G2 U4 pages 59b, 75c, 78a, 125b, 143b, 146a, 159b, 177b, 180a). They learn additional uses for capital letters and commas (TE G2 U2 pages 223c, 239b, 241b, U6 pages 463b, 487c, 490a). They generalize spelling patterns they have learned when they write words (SE G2.1 pages 352, 386, 456; TE G2 U3 pages 354d, 388d, 458d), and they use glossaries and dictionaries to check and correct the words they write (TE G2 U6 pages 395b, 398d, 425h–425i). Students in Grade 2 begin to understand when to use formal and informal English (TE G2 U3 pages 379e, 381a, U5 pages 355e, 357a, U6 pages 389e, 529a). They develop additional strategies they can use to understand words, such as consulting glossaries and dictionaries to determine or clarify the meanings of words (SE G2.2 pages 228, 262; TE G2 U5 pages 228g–229, 248g, 255a, 262g–263). They continue to increase their vocabulary by acquiring words through reading, speaking, and listening (SE G2.1 pages 25, 50; TE G2 U1 pages 22a–22b, 25, 26b, 26e, 26f, 44b, 44g, 48b, 50–51, 51b).

Students in Grade 3 continue to expand their knowledge of English grammar/usage, capitalization, punctuation, and spelling conventions and their ability to use these conventions correctly. They know what abstract nouns (TE G3 U2 pages 205d, 215c, 223c) and coordinating and subordinating conjunctions (TE G3 U5 pages 325d, 339c, 351e) are. They write and use regular and irregular plural nouns (TE G3 U2 pages 237d, 247c, 257e, 271d, 281c, 291e) and regular and irregular verbs (TE G3 U3 pages 437d, 485c, 493e, 507d, 517c, 529e) correctly. They know how to form and when to use comparative and superlative adjectives and adverbs (TE G3 U5 pages 227d, 237c, 293d, 303c). They learn more uses for capital letters and commas (TE G3 U6 pages 371d, 381c, 387e, 465d, 477c, 487e). They use what they have learned about spelling patterns and generalizations when they write words (TE G3 U2 pages 205c, 215c, 223e, U3 pages 473c, 485c, 493e, U6 pages 499c, 511c, 521e). Students at Grade 3 deepen their knowledge of language when they choose words for effect (TE G3 U2 pages 206d, 225b, 231i, 272d, 299i, 340d, 363i, 364–365, 365a, 366–367, 367a) and recognize and follow the different conventions for spoken and written English (SE G3.1 pages 89, 159, G3.2 pages 53, 149, 253; TE G3 U1 pages 89a, 159a, U4 pages 53a, 149a, 253a). Students develop additional strategies they can use to understand words, such as recognizing the differences between words and phrases used literally and those used nonliterally (TE G3 U2 pages 225b, 311a, 315a, U3 pages 386–387, 444c, 452–453, 463a, 464–465, 465a, 467i, U6 pages 400d, 413a, 417a, 436c, 459i). They work to further increase their vocabulary by acquiring conversational, academic, and domain-specific words through listening, speaking, and reading (SE G3.1 pages 206, 230; TE G3 U2 pages 201a–201b, 205a, 206b, 206e, 216b, 226b, 231a, 231g, 231h).

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

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 3.

Reading Street provides literacy instruction that integrates reading, writing, speaking, and listening throughout every lesson in Grade 3. 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 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 G3 U2 pages 276–281a, 282–289a). 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 G3.1 page 290; TE G3 U2 pages 290–291, 291a). As students progress through Grade 3, 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 G3.1 pages 292–293; TE G3 U2 pages 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q). 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 G3 U2 pages 271b, 281b, 291d, 299b, 299n).