

A Correlation of

**Scott Foresman
Reading Street**

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to the

CCSS ELA/Literacy Standards



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

**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 5

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

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!; 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. 4	CCSS ELA/Literacy Grade 5		
Reading Literature (RL)	Reading Literature (RL)	(To be completed by publisher) Chapters and/or page #s	Committee Standards Alignment Evaluation
Key Ideas and Details	Key Ideas and Details		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SE 1: 42, 74, 100, 194, 250, 278, 308, 344 SE 2: 38, 68, 126, 220, 274, 394, 424, 458 TE 1: 21c, 22–23, 28–29, 29a, 30–31, 31a, 34c–34d, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64–65, 65a, 66c–66d, 66–67, 67a, 68–69, 72–73, 73a, 74–75, 75a, 81h, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 83c, 84–85, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a, SG•36, SG•37, SG•40, SG•41, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33 TE 2: 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c–190d, 192–193, 193a, 194–195, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, 238–239, 239a, 240–241, 241a, 242–243, 243a, 244c–244d, 244–245, 245a, 246–247, 247a, 248–249, 249a, 250–251, 251a, 254–255, 255a, 257h, SG•35, SG•37, SG•39, SG•40, SG•44, SG•45, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 274–275, 275a, 276–277, 277a, 278–279, 279a, 282–283, 283a, 287h, SG•50, SG•51, SG•52, SG•55, SG•56, SG•60, 298–299, 299a, 302c–302d, 302–303, 303a, 304–305, 305a, 306–307, 308–309, 312–313, 313a, 314–315, 315a, 317h, 317l–317m, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41, UR•42–UR•43, UR•48–UR•49, UR•51, UR•52–UR•53 TE 3: 332–333, 333a, 334–335, 335a, 336–337, 337a, 338c–338d, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 348c–348d, 348–349, 349a, 350–351, 351a, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, SG•18, SG•19, SG•20, SG•21, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 425a–425b, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13 TE 4: 21c–23, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34c–34d, 34–35, 35a, 38–39, 39a, 45h, 45l–45m, SG•3, SG•4, SG•8, SG•13, SG•14, 47c, 53a, 54–55, 56–57, 57a, 58–59, 60–61, 62c–62d, 62–63, 64–65, 65a, 66–67, 68–69, 75l, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 105c, 106–107, 108d, 114–115, 115a, 116–117, 117a, 118c–118d, 118–119, 119a, 120–121, 121a, 126–127, 135h, 135l–135m, SG•50, SG•54, SG•60, 161l–161m, 162–163, 163a, 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•38–UR•39, UR•40–UR•41, UR•42–UR•43	

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		<p>TE 5: 169c, 170–171, 176–177, 177a, 180–181, 181a, 182c–182d, 182–183, 183a, 184–185, 185a, 186–187, 187a, 188–189, 189a, 197h, 197l–197m, SG•3, SG•4, SG•8, SG•13, SG•14, 220–221, 221a, 222–223, 223a, 224–225, 225a, SG•34, SG•35, SG•38, SG•39, SG•45, 264–265, 265a, 266–267, 267a, 270–271, 271a, 272–273, 273a, 283h, SG•51, SG•52, SG•56, SG•61, SG•62, 306c–306d, 306–307, 307a, 311l–311m, SG•66, SG•70, SG•76, UR•12–UR•13, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 6: SG•2, SG•6, SG•7, SG•12, 374d, 378–379, 379a, 380–381, 381a, 382–383, 383a, 384c–384d, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 395a, 398–399, 399a, 401h–401i, 401l–401m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, 438d, 442–443, 443a, 446–447, 447a, 448–449, 452–453, 453a, 454–455, 455a, 456–457, 458–459, SG•67, SG•68, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>	
<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>SE 1: 74, 84, 100, 299, 303, 334, 340–341, 344</p> <p>SE 2: 35, 220, 274, 307–308, 394</p> <p>TE 1: 40–41, 41a, 49l–49m, 51c, 52–53, 53e–53f, 65–65, 66c–66d, 70–71, 71a, 72–73, 73a, 74–75, 75a, 83c, 84–85, 88–89, 89a, 94–95, 95a, 96c–96d, 96–97, 97a, 100–101, 101a, 109h, 109l–109m, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p> <p>TE 2: 190c–190d, 192–193, 193a, 194–195a, 198–199, 199a, SG•2, SG•6, SG•7, SG•9, SG•12, SG•14, 250–251, 251a, SG•36, SG•44, SG•46, 272c–272d, 272–273, 273a, 274–275, 275a, 277a, 278–279, 279a, 282–283, 283a, 284–285, 285a, SG•50, SG•53, SG•55, SG•57, SG•60, SG•61, SG•62, 296–297, 297a, 302–303, 303a, 308–309, 309a, 317l–317m, 318–319, 319a, SG•78, SG•79</p> <p>TE 3: 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, SG•9, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, SG•20, SG•21, SG•24, SG•25, SG•30, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127, UR•38–UR•39, UR•42–UR•43</p> <p>TE 4: 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, SG•9, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, SG•20, SG•21, SG•24, SG•25, SG•30, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127, UR•38–UR•39, UR•42–UR•43</p> <p>TE 5: 169c, 170–171, 182c–182d, 184–185, 185a, 186–187, 187a, 188–189, 189a, 197h, 197l–197m, SG•14, 220c–220d, 220–221, 221a, 222–222, 223a, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 262–263, 263a, 266–267, 267a, 268–269, 269a, 270c–270d, 272–273, 273a, 274–275, 278c–278d, 278–279, 279a, 280–281, 281a, SG•51, SG•57, SG•61, SG•64, 307a, 308–309, 309a, SG•69, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•40–UR•41, UR•42–UR•43</p> <p>TE 6: SG•2, SG•6, SG•7, 380–381, 381a, 388–389, 389a, 392–393, 393a, 394–395, 395a, SG•45, SG•46, 448–449, 450c–450d, 452–453, 454–455, 455a, 456–457, 457a, 458–459, 459a, 467l–467m, SG•78, UR•48–UR•49, UR•51, UR•52–UR•53</p>	

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<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>SE 1: 29, 178, 188, 191, 194, 232, 238, 250 SE 2: 43, 73, 133, 281, 372–373, 394, 399</p> <p>TE 1: 21c, 22–23, 42–43, 43a, 49h–49i, 130–131, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13</p> <p>TE 2: 177c, 182–183, 183a, 188–189, 189a, 194–195, 195a, 198–199, 199a, 201h, 201i–201m, SG•2, SG•6, SG•7, SG•12, SG•15, 231c, 238–239, 239a, 246–247, 247a, 250–251, 257h, 257i–257m, SG•39, SG•44, G•46, 269a, 272c, SG•50, SG•55, SG•60, SG•62, 296–297, 297a, 298–299, 299a, 304–305, 305a, UR•8–UR•9, UR•11, UR•12, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41</p> <p>TE 3: 336–337, 337a, SG•3, SG•8, SG•9, 382c, 382–383, 383a, 385a, SG•18, SG•22, SG•23, SG•28, UR•8–UR•9</p> <p>TE 4: 28–29, 29a, 30–31, 31a, 60–61, 118–119, 122–123, SG•50, SG•52, SG•55, SG•60, SG•62, UR•19</p> <p>TE 5: 169c, 170–171, 176–177a, 178–179a, 188–189, 189a, SG•9, 220–221, 221a, 222–223, 223a, 224–225, 225a, 255a, 264–265, 265a, 278–279, 279a, 280–281, 281a, SG•66, SG•71, SG•76, SG•80, UR•8–UR•9</p> <p>TE 6: 371c, 374d, 378–379, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, 390–391, 391a, 394–395, 395a, 401h, 401i–401m, SG•46, 442–443, 446–447, 447a, SG•77, UR•28–UR•29, UR•31, UR•32</p>	
<p>Craft and Structure</p>	<p>Craft and Structure</p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>SE 1: 170–171, 318–319, 442–443, 474–475 SE 2: 42–43, 162–163, 164–165, 312–313, 468–469, 471</p> <p>TE 1: 53a, 54d, 68–69, 69a, 81i, 86d, 90–91, 91a, 92–93, 93a, 169h–169i, 170–171, 171a</p> <p>TE 2: 180e, 190–191, 191a, 231a–231b, 234d, 266–267, 267a, 273a, 287h, SG•52, SG•57, SG•62, 302c, 302–303, 303a, 304–305, 317h–317i, 318–319, 319a, 320–321, 321a, SG•66, SG•67, SG•72, SG•73, SG•77, SG•78, UR•10–UR•11, UR•40–UR•41, UR•51</p> <p>TE 3: 328c–328d, 442c–442d, 442–443, 443a, 444–445, 445a, SG•63, 474–475, 475a, 476–477, 477a</p> <p>TE 4: 23a, 42c–42d, 42–43, 43a, 62c, 75h, 162–163, 163a, 164–165, 165a</p> <p>TE 5: 171e–171f, SG•4, SG•14, SG•26, 283i, SG•53, 312–313, SG•74</p> <p>TE 6: 373a, 386–387, SG•40, SG•41, 406d, 433h–433i, 468–469, 469a, 470–471, 471a, SG•66, SG•67, SG•72, SG•73, SG•77</p>	
<p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>SE 1: 312–315 SE 2: 126, 280–281</p> <p>TE 1: 32–33, 33a, 34–35, 35a, 38–39, 39a, 40–41, 41a, SG•2, SG•3, SG•4, SG•5, SG•24, SG•25, 170–171, 171a</p> <p>TE 2: 231c, 233e–233f, 242–243, 248–249, 249a, 252–253, 253a, 254–255, 255a, 278–279, 279a, 280–281, 281a, 298–299, 299a, 312c–312d, 312–313, 313a, 314–315, 315a, 318–319, 319a</p> <p>TE 3: 327e–327f, 338–339, 339a, 342–343, 343a, 353p, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, SG•53, UR•8–UR•9</p> <p>TE 4: 42c–42d, 42–43, 43a, 105c, 106–107, 110–111, 111a, 112–113, 118–119, 119a, 120–121, 121a, 122–123, 123a, 126–127, SG•51, SG•56, SG•61, 162–163, 163a, 164–165, 165a, UR•41</p> <p>TE 5: 278c–278d, 278–279, 279a, 280–281, 281a, SG•52, SG•58, SG•63, 312–313, 313a, 314–315, 315a</p> <p>TE 6: 371c, 382–383, 383a, 392–393, 393a, 401i, 452–453, 453a, 467h, 467i–467m, 468–469, 469a, UR•32–UR•33</p>	

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<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>SE 1: 29, 100, 194, 308 SE 2: 68, 225, 309</p> <p>TE 1: 24c–24d, 28–29, 29a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 49h–49i, 172–173, 173a, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77</p> <p>TE 2: 184–185, 185a, SG•36, 262d, 287i, 315a, 317a, 320–321, 321a</p> <p>TE 3: 328c–328d, 342–343, 343a, 348c–348d, 348–349, 349a, 350–351, 351a, 358c–358d, 383a, 385a, 387i</p> <p>TE 4: 42–43, 43a, 62–63, 63a, 66–67, 67a, UR•16–UR•17</p> <p>TE 5: 182–183, 183a, SG•14, 264–265, 265a, 270–271, 271a, 272–273, 273a, 274–275, 275a, 307a, 308–309, 309a, SG•66, SG•71, SG•76, UR•38–UR•39</p> <p>TE 6: 438d, 444–445, 467i</p>	
<p>Integration of Knowledge and Ideas</p>		<p>Integration of Knowledge and Ideas</p>	
<p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>SE 1: 81, 201 SE 2: 197, 255, 467</p> <p>TE 2: 244c–244d, 257a, SG•34, SG•39, SG•44, SG•61</p> <p>TE 3: 420–421, 421a, SG•48, SG•53, SG•58, SG•63</p> <p>TE 4: 36–37, 37a, SG•10</p> <p>TE 5: 174–175, 196–197, 197a, SG•26, 254–255, SG•74</p> <p>TE 6: 384–385, 385a, 442–443, 445a, 454–455, 466–467</p>	
<p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>SE 1: 250, 254–255, 278, 282–285 SE 2: 281, 398–399</p> <p>TE 1: 40–41, 41a, 72–73</p> <p>TE 2: 231c, 254c–254d, 254–255, 255a, 278–279, 279a, 284–285, 285a, UR•31, UR•41</p> <p>TE 3: 382c, 385a, 477a</p> <p>TE 5: UR•40–UR•41, UR•45</p> <p>TE 6: 394–395, 398c–398d, 399a, UR•29, UR•31</p>	
<p>Range of Reading and Level of Text Complexity</p>		<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 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 4–5 text complexity band independently and proficiently.</p>	<p>SE 1: 23, 28–42, 48, 52, 55, 80 SE 2: 26–37, 174–187, 262–273</p> <p>TE 1: 21c, 22–23, 26–27, 27a, 56–57, 57a, 72–73, 73a, 88–89, 89a, 96–97, 97a, 117a, 147a, 170–171, 171a, 172–173, 173a, SG•66, SG•67, SG•76, SG•77, UR•18–UR•19</p> <p>TE 2: 177c, 182–183, 183a, 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c–190d, 192–193, 193a, 198c–198d, 198–199, 199a, 236–237, 237a, 251c, 254c–254d, 254–255, 255a, SG•34, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 272–273, 273a, 274–275, 275a, 276–277, 277a, 282c–282d, 282–283, 283a, 284–285, 285a, SG•50, SG•54, SG•55, SG•59, SG•60, 294–295, 295a, 296–297, 297a, 298–299, 299a, 300–301, 301a, 302–303, 303a, 312c–312d, 312–313, 313a, 314–315, 315a, 318–319, 319a, SG•67</p> <p>TE 3: 330–331, 331a, 382–383, 383a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 442–443, 443a</p> <p>TE 4: 21c, 22–23, 26–27, 27a, 32–33, 33a, 36–37, 37a, 47c, 48–49, 59a, 60–61, 62–63, 63a, 64–65, 65a, 66–67, 67a, 75h–75i, 75k, 110–111, 111a, 116–117, 117a, 124–125, 125a, SG•54, SG•55, 162–163, 163a, 164–165, 165a, UR•8–UR•9</p> <p>TE 5: 169c, 170–171, 174–175, 175a, 180–181, 181a, 186–187, 187a, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 306c–306d, 306–307, 307a, 312–313, 313a, 314–315, 315a</p> <p>TE 6: 371c, 376–377, 377a, 382–383, 383a, 392–393, 393a, 398c–398d, 398–399, 399a, 440–441, 441a, 448–449, 449a, 456–457, 457a, 468–469, 469a</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Literature from grade 4 to grade 5.

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Students in Grade 4 and Grade 5 *Reading Street* are introduced to a variety of literature, from tall tales to myths to poems to realistic fiction, historical fiction, drama, and novels. The Grade 4 and Grade 5 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 4 and Grade 5 but throughout the program.

In both Grade 4 and Grade 5, 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 4 and Grade 5, reflecting the vertical progression of the Common Core State Standards, Grade 4 and Grade 5 students progress from simpler to more complex skills. For example, in Grade 4, students are asked to describe a character, setting, or event in a story in depth, using specific text details (SE G4.1 pages EI•11, 80, 100; TE G4 U1 pages 79c, 90–91, 91a, 96–97, 97a, 100–101). In Grade 5, students progress from describing a character, setting, or event in a story to comparing and contrasting two or more characters, settings, or events, using specific text details (SE G5.1 pages EI•6, 178, 194; TE G5 U2 pages 177c, 188–189, 194–195, 199a, 201h).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Informational Texts, Grade 5

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

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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. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 52, 130, 378, 412, 438, 464 SE 2: 94, 152, 200–201, 246, 260, 336, 360</p> <p>TE 1: SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 51c, 52–53, 78c–78d, 78–79, 79a, 81l–81m, 111c, 112–113, 116–117, 117a, 118–119, 119a, 122–123, 123a, 130–131, 134c–134d, 134–135, 135a, 139h, 139l–139m, 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, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164–165, 165a, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: 203c, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 220–221, 221a, 229h, 229l–229m, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•27, SG•29, SG•30, SG•32, 259c, 260–261, 287l–287m, 289c, 292d, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21, UR•22–UR•23</p> <p>435a, 438–439, 439a, 439c, SG•50, SG•51, SG•52, SG•54, SG•55, SG•56, SG•57, SG•60, 449c, 450–451, 452d, 454–455, 455a, 456–457, 457a, 458–459, 459a, 459b, 460c–460d, 460–461, 461a, 464–465, 465a, 471a, 473h–473i, 473l–473m, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•76, SG•77, UR•18–U•19, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 4: SG•2, SG•7, SG•12, 73a, SG•18, SG•22, SG•23, SG•28, SG•32, 77c, 78–79, 84–85, 86–87, 88–89, 90c–90d, 91a, 92–93, 93a, 94–95, 103l–103m, SG•34, SG•35, SG•37, SG•38, SG•39, SG•40, SG•44, SG•45, SG•47, SG•63, 137c, 138–139, 144–145, 146–147, 148c–148d, 148–149, 150–151, 152–153, 158–159, 159a, 161h, SG•67, SG•68, SG•69, SG•71, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 5: 192–193, 193a, SG•2, SG•5, SG•6, SG•7, SG•12, 199c, 200–201, 208–209, 209a, 210–211, 211a, 212c–212d, 212–213, 213a, 214–215, 215a, 216–217, 217a, SG•19, SG•20, SG•22, SG•24, SG•27, SG•28, SG•31, SG•32, 229c, 236–237, 238–239, 240–241, 241a, 242–243, 243a, 244–245, 246–247, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•47, SG•48, 257c, 258–259, 260–261, SG•50, SG•54, SG•60, 285c, 286–287, 292–293, 293a, 294–295, 295a, 296–296, 297a, 298c–298d, 298–299, 299a, 300–301, 301a, 302–303, 311h, 311l–311m, SG•67, SG•68, SG•72, SG•77, SG•79,</p>	

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		<p>UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 6: 319c, 322d, 326–327, 327a, 328–329, 329a, 330c–330d, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 340–341, 341a, 343h–343i, 343l–343m, SG•3, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, SG•15, 345c, 354–355, 356c, 358–359, 359a, 360–361, 361a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•29, SG•30, SG•31, SG•34, SG•39, SG•44, 403c, 406e, 410–411, 411a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418c–418d, 418–419, 419a, 424–425, 425a, 433h–433i, 433l–433m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 435c, SG•66, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>	
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>SE 1: 52, 327, 356, 363, 369, 372, 378, 412, 426–427, 438, 464 SE 2: 94, 246, 258, 302, 336, 346, 360 TE 1: SG•6, SG•7, 51c, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 126c–126d, 139l–139m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 160–161, 161a TE 2: SG•18, SG•22, SG•24, SG•66, SG•70, SG•71, SG•76 TE 3: 325c, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 355c, 362–363, 366–367, 368–369, 369a, 372c, 372–373, 378–379, 387h, 387l–387m, SG•18, SG•19, SG•21, SG•22, SG•23, SG•25, SG•28, SG•30, SG•31, SG•32, 398–399, 399a, 404–405, 405a, 410–411, 411a, 421a, 423l–423m, SG•40, SG•41, 425c, 426–427, 434c–434d, 436–437, 438–439, 439a, 447h, 447l–447m, SG•50, SG•52, SG•55, SG•57, SG•60, SG•64, 449c, 458–459, 459a, 460c–460d, 464–465, 465a, 471a, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•76, SG•77, SG•78, SG•79, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43, UR•52 TE 4: SG•18, SG•22, SG•23, SG•28, 77c, 78–79, 86–87, 87a, 90c–90d, 94–95, 98c–98d, 98–99, 99a, SG•34, SG•36, SG•37, SG•39, SG•41, SG•44, UR•32–UR•33 TE 5: 192c–192d, SG•2, SG•12, 214–215, 215a, 217d, SG•20, SG•23, SG•25, 244–245, SG•40, SG•41, SG•44, SG•45, 257c, 258–259, 274–275, 275a, SG•50, SG•55, SG•60, 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, SG•67, SG•73, SG•77 TE 6: 319c, 330–331, 331a, 336–337, 337a, SG•4, SG•5, 345c, 346–347, 352–353, 356c–356d, 356–357, 360–361, 361a, 366–367, 367a, 369h, 369l–369m, SG•24, SG•25, SG•34, SG•39, SG•44, SG•48, 403c, 412–413, 413a, 414–415, 415a, 416–417, 417a, 420–421, 421a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 463a, 465a, SG•76, UR•12–UR•13, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•42–UR•43</p>	
<p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>SE 1: 130, 137, 220, 384, 438 SE 2: 94, 101, 246, 367, 424 TE 1: 46c–46d, 104c–104d, 122–123, 123a, 130–131, 136–137, 141c–141d, 150–151, 151a, 154c–154d, 154–155, 155a, 169l–169m, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 2: 210–211, 211a, 212–213, 213a, 214c–214d, 216–217, 217a, 220–221, SG•19, SG•22, SG•24, SG•28, 289c, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21</p>	

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		<p>TE 3: 325c, 353i, 353l–353m, SG•2, SG•3, SG•6, SG•7, SG•13, SG•16, 370–371, SG•20, SG•21, SG•24, SG•25, SG•30, SG•31, 384–385, 394–395, 395a, 406–407, 407a, 423h, 423l–423m, SG•44, SG•45, 425c, 426–427, 430–431, 431a, 434c–434d, 434–435, 435a, 438–439, 439a, SG•52, SG•62, SG•68, SG•72, SG•73, SG•74, SG•75, SG•78, SG•79, UR•28–UR•29, UR•32–UR•33, UR•51</p> <p>TE 4: SG•2, SG•7, SG•12, SG•18, SG•22, SG•23, SG•28, 84–85, 85a, 88–89, 94–95, 95a, 98–99, 99a, 100–101, 101a, SG•34, SG•35, SG•39, SG•41, SG•44, SG•46, 144–145, 146–147, SG•67, SG•77</p> <p>TE 5: 192–193, 193a, 194–195, 195a, SG•2, SG•12, 208–209, 209a, 220c–220d, 246–247, SG•36, SG•46, 257c, 258–259, 274–275, 275a, 283h, 283l–283m</p> <p>TE 6: 340c–340d, 354–355, 357a, 364–365, 365a, 366–367, 367a, SG•18, SG•19, SG•23, SG•28, 408–409, 409a, 410–411, 411a, 412–413, 413a, 418–419, 419a, 422–423, 423a, 424–425, 433l–433m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 435c, SG•66, SG•70, SG•71, SG•76, SG•79, UR•8–UR•9, UR•40–UR•41</p>	
Craft and Structure	Craft and Structure		
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 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 5 topic or subject area</i>.</p>	<p>TE 1: 23a–23b, 24c, 24–25, SG•10, SG•11, SG•26, SG•27, 86e, 113a, 114e, 114–115, 136–137, 137a, 143a</p> <p>TE 2: 205a, 206e, 214–215, 215a, SG•20, SG•25, SG•28, SG•29, SG•30, 262e, 291a, 292e</p> <p>TE 3: 357a, 358e, 369a, 387l–387m, 391a, 392e, 403a, 413b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•44, SG•45, 427a, 428d, 428e, 428–429, 447l–447m, SG•51, SG•55, SG•61, 449a–449b, 451a, 452e, 469a, 471a, SG•74–SG•75</p> <p>TE 4: 49a, 50e, 50–51, 79a, 80e, 80–81, 91a, 108e, 108–109, 139a, 140e, 140–141, 145a, SG•68, SG•73, SG•78</p> <p>TE 5: 171a, 201a, 202c–202d, 202e, 202–203, 227h–227i, 231a, 232c–232d, SG•40, SG•41, 259a, 260e, 260–261, 287a, 288e, 288–289</p> <p>TE 6: 321a, 322e, 341a, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, 347a, 348e, 350–351, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, 374e, 395c, 405a, 406e, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, 437a, 438e</p>	
<p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>SE 1: 79, 137, 199, 255, 284–285, 315, 351, 385, 421, 445</p> <p>SE 2: 43, 73, 101, 133, 195, 225, 281, 309, 341, 367, 399, 465</p> <p>TE 1: SG•20, SG•21, 78–79, 136–137, 141c–141d, 158–159, 159a, UR•52–UR•53</p> <p>TE 2: 203c, 213a, 224–225, 225a, 254–255, 280–281, 281a, 284–285, 314–315</p> <p>TE 3: 350–351, 357a, 358c–358d, 389c, 395a, 396–397, 410–411, SG•36, SG•37, SG•42, SG•46, 420–421, 425c, 426–427, SG•51, SG•60, SG•76, SG•77, SG•78, SG•79, UR•42</p> <p>TE 4: 72–73, 98c–98d, 98–99, 99a, 100–101, 101a, 132–133, 156–157, 157a, 158–159, 159a</p> <p>TE 5: 194–195, SG•10, 224–225, 280–281, 283l–283m, 308–309, SG•78</p> <p>TE 6: 340–341, 345c, 360–361, 365a, 366–367, 367a, 398–399, 428c–428d, 463a, 464–465, 465a, UR•18–UR•19, UR•22–UR•23</p>	
<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>SE 1: 137, 315, 385, 421, 445</p> <p>SE 2: 73, 101, 133, 195, 309, 367, 430–431, 465</p> <p>TE 1: 124–125, 125a, 128–129, 129a, 167a</p> <p>TE 2: SG•22, SG•27, SG•32, SG•66, SG•70, SG•71, SG•76</p> <p>TE 3: 420–421, 444–445, 445a</p>	

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		<p>TE 5: UR•18–UR•19</p> <p>TE 6: 330–331, 366–367, 430–431, 431a</p>	
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas		
<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>SE 2: 101, 133, 195, 225, 281, 309, 341, 465</p> <p>TE 1: 78c–78d, 78–79, 79a, 126–127, 127a, 139l–139m</p> <p>TE 2: 195c, 221c, 224–225, 225a, 226–227, 227a, SG•22, SG•26, SG•31, 279c, 291b</p> <p>TE 3: 345c, 379c, 413c, 416c, 416–417, 417a, 439c, 456–457, 457a, 465c, 468c–468d, 468–469, 469a, 470–471, 471a, 473h–473i, 473l–473m, SG•74–SG•75</p> <p>TE 4: 39c, SG•12, 69c, 92–93, 95c, 98–99, 99a, 100–101, 103l–103m, SG•42, 132–133, 153c, 156c–156d, 156–157, 157a, 158–159, 159a, SG•69, SG•74, SG•79, UR•28–UR•29</p> <p>TE 5: SG•2, SG•12, 194–195, 199c, 200–201, 206–207, 207a, 227h, 227l–227m, SG•20, SG•23, SG•28, SG•32, 238–239, 247c, 250c–250d, 250–251, 251a, 252–253, 253a, SG•42, 275c, 280–281, 308–309, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49</p> <p>TE 6: 337c, 340–341, 364c–364d, 365a, 395c, 425c, 428c–428d, 428–429, 429a, 430–431, 431a, SG•52, SG•53, SG•62, SG•63, 459c, 464–465, SG•69</p>	
<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>SE 1: 132–133, 162–163, 356–357, 378, 380–381, 412, 426–427, 438, 466–467</p> <p>SE 2: 72–73, 94, 130–131, 336, 346–347, 360</p> <p>TE 1: 46–47, 47a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 104–105, 105a, 106–107, 107a, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•44, SG•45, 120–121, 121a, 126–627, 127a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 148–149, 149a, 152–153, 153a</p> <p>TE 2: SG•18, SG•23, SG•29, 287l–287m, SG•66, SG•70, SG•71, SG•76</p> <p>TE 3: SG•2, SG•3, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, 362–363, 363a, 375a, 376–377, SG•30, SG•31, 408–409, 410–411, 419a, 420–421, 421a, SG•36, SG•37, 432–433, 436–437, 437a, 460–461, 461a, SG•68, UR•39</p> <p>TE 4: 72c, 72–73, 73a, 90–91, 91a, 92–93, 130c–130d, 130–131, 131a, 132–133, 133a, SG•53, SG•63, SG•66, SG•71, SG•76, UR•48–UR•49</p> <p>TE 5: 194–195, 195a, SG•2, SG•7, SG•12, 206–207, 207a, 212c–212d, 212–213, 213a, SG•18, SG•29, 229c, 238–239, 242c, 242–243, 246–247, 255h, 255l–255m, 285c, 286–287, 292–293, 293a, 296–297, 297a, 298c–298d, 298–299, 299a, 302–303, 311h, 311l–311m, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 6: 332–333, 333a, 334–335, 335a, SG•4, SG•5, SG•14, SG•15, 358–359, SG•20, SG•34, SG•39, SG•44, 416–417, 417a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•21, UR•38–UR•39</p>	
<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE 1: 46–47, 79, 107, 131, 137, 162, 167, 197, 227, 251, 279, 303, 315, 351, 385, 421, 445, 471</p> <p>SE 2: 43, 73, 101, 133, 195, 225, 253, 309, 341, 367, 399, 425, 431, 465</p> <p>TE 1: 46–47, 47a, 72–73, 78–79, 79a, 106–107, 128–129, 129a, 130–131, 136–137, 137a</p> <p>TE 2: 195c, 201b, 224–225, 225a, 226–227, 227a, UR•20–UR•21</p> <p>TE 3: 345c, 350–351, SG•30, SG•31, 445a, SG•59, 462–463, UR•41</p> <p>TE 4: 72–73, 100–101, 132–133, 133a, 152–153</p>	

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		<p>TE 5: 194–195, 195a, SG•27, 250c–250d, 252–253, 253a, SG•48, 308–309, UR•35</p> <p>TE 6: 340–341, 343b, 424–425, 425d, 428–429, 429a, 431a, SG•52, SG•53, SG•62, SG•63, 463a, 464–465, 465a</p>	
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 4–5 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 4–5 text complexity band independently and proficiently.</p>	<p>SE 1: 116–129, 208–221, 430–437, 454–463</p> <p>SE 2: 82–93, 142–151, 204–215, 290–301, 324–335, 350–359, 408–423</p> <p>TE 1: 46–47, 47a, 78–79, 79a, 104–105, 105a, 111c, 112–113, 116–117, 117a, 118–119, 119a, 128–129, 129a, 134c–134d, 134–135, 135a, 146–147, 147a, 158–159, 159a, 164c–164d, 166–167, 167a</p> <p>TE 2: 203c, 206e, 208–209, 209a, 210–211, 211a, 218–219, 219a, 224–225, 225a, 226–227, 227a, 251c, 259c, 260–261, 289c</p> <p>TE 3: SG•12, SG•13, 360–361, 389c, 390–391, 394–395, 395a, 412–413, 413a, 416c–416d, 416–417, 417a, 425c, 426–427, 430–431, 431a, SG•51, SG•54, SG•61, 454–455, 455a, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77</p> <p>TE 4: SG•2, SG•6, SG•12, 72–73, SG•28, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89a, 90–91, 91a, 92–93, 93a, 98–99, 99a, 100–101, 101a, 103h, 103j–103k, 103l–103m, SG•34, SG•35, SG•38, SG•39, SG•44, 130c–130d, 130–131, 131a, 132–133, 138–139, 142–143, 143a, 144–145, 146–147, 147a, 148–149, 149a, 150–151, 151a, 156–157, 157a, 158–159, 159a, SG•66, SG•70, SG•71, SG•76, UR•28–UR•29</p> <p>TE 5: 192c–192d, SG•2, SG•3, 199c, 200–201, 204–205, 205a, 206–207, 207a, 208–209, 209a, 210–211, 211a, 214–215, 215a, SG•18, SG•28, 229c, 230–231, 234–235, 235a, 236–237, 238–239, 239a, 240–241, 241a, 242–243, 244–245, 245a, 250–251, 251a, 252–253, 253a, SG•50, SG•55, SG•60, 285c, 286–287, 290–291, 291a</p> <p>TE 6: 324–325, 325a, 328–329, 329a, 334–335, 335a, 340–341, 341a, 350–351, 351a, 395c, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 420–421, 421a, 422–423, 423a, 428–429, 429a, 430–431, 431a, SG•60, SG•61, 435c, 462c–462d, 462–463, 463a, 464–465, 465a, 467j–467k</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Informational Texts from grade 4 to grade 5.

Students in Grade 4 and Grade 5 *Reading Street* are introduced to a variety of informational texts, from expository texts to procedural texts to persuasive texts to biographies, autobiographies, online sources, and literary nonfiction. The Grade 4 and Grade 5 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 4 and Grade 5 but throughout the program.

In both Grade 4 and Grade 5, 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 4 and Grade 5, reflecting the vertical progression of the Common Core State Standards, Grade 4 and Grade 5 students progress from simpler to more complex skills. For example, in Grade 4, students are asked to determine the main idea of a text, recount the key details, tell how they support the main idea, and summarize the text (SE G4.1 pages EI•12, 140, 156; TE G4 U1 pages 139c, 146–147, 147a, 156–157, 157a). In Grade 5, students are asked to determine two or more main ideas of a text, recount the key details, tell how they support the main ideas, and summarize the text (SE G5.1 pages EI•12, 356; TE G5 U3 pages 355c, 368–369, 372–373, 373a).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Foundational Skills, Grade 5			
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; EI=Envision It!; 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. 4	CCSS ELA/Literacy Grade 5		
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. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	SE 1: 234–235, 256, 292–293, 316, 358–359, 386, 452–453, 472 SE 2: 24–25, 44, 140–141, 160, 172–173, 196, 288–289, 310, 348–349, 368, 374–375, 400 TE 1: 24c, 24e, 24–25, 48–49, 49a, 49h–49i, 54c–54d, 81i, 144c, 169i TE 2: 180c–180d, 201i, 206c–206d, 218–219, 229i, 262c–262d, 287i, 291a, 292c–292d, 292e, 308–309, 317a, 317h–317i, UR•50–UR•51, UR•53 TE 3: 369a, 392c–392d, 423h–423i, 428c–428d, 447i, 452c–452d, 452e, 473h–473i, 473j–473k, UR•20–UR•21, UR•30–UR•31 TE 4: 24c–24d, 24e, 24–25, 34c, 44–45, 45a, 45h–45i, 50c, 80c–80d, 103i, 135i, 147c, UR•10–UR•11, UR•13 TE 5: 172e, 172–173, 259a, 288c–288d, 288e, 288–289, 294–295, 295a, 310–311, 311h, 311i, UR•50–UR•51, UR•53 TE 6: 321c, 348c–348d, 348e, 353a, 358–359, 369a, 369h–369i, 406c–406d, 433i, 438c–438d, 467i, UR•20–UR•21, UR•23, UR•44	
Fluency	Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	<i>Align materials to the lettered items below.</i>	
		SE 1: See all the main and paired selections. For specific fluency activities, see pp. 48, 80, 108, 138, 168, 200, 228, 256, 286, 316, 352, 386, 422, 446, 472 SE 2: See all the main and paired selections. For specific fluency activities, see pp. 44, 74, 102, 134, 160, 196, 226, 254, 282, 310, 342, 368, 400, 432, 466 TE 1: SG•34, SG•35, SG•42, SG•43, 139j–139k, 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, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79 TE 2: SG•2, SG•6, SG•12, 229j–229k, SG•18, SG•22, SG•23, SG•27, SG•32, 232–233, SG•34, SG•40, 259c, 260–261, 262e, 262–263, 279b, 287j–287k, SG•50, SG•54, SG•55, SG•59, SG•60, SG•64, SG•66, SG•72, SG•73, UR•43 TE 3: 353l–353m, 387l–387m, 390–391, 392e, 392–393, 413b, 423j–423k, SG•40, SG•41 TE 4: SG•2, SG•5, SG•10, SG•12, 47c, 48–49, 56–57, 75m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, 103j–103k, SG•34, SG•43, SG•44, SG•45, SG•50, SG•53, SG•57, SG•59, SG•60, SG•63, 161j–161k, SG•66, SG•75, SG•76	

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		<p>TE 5: 250c–250d, 255l–255m, 283l–283m, UR•8–UR•9 TE 6: SG•2, SG•3, SG•8, SG•9, 369l–369m, SG•18, SG•19, SG•24, SG•25, SG•34, SG•35, SG•40, SG•41, 404–405, 433j–433k, 433l–433m, SG•50, SG•51, SG•56, SG•57, 467j–467k, SG•66, SG•67, SG•72, SG•73</p>	
<p>b. Read grade-level prose and poetry 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: 48, 80, 108, 138, 168 SE 2: 74, 102, 134, 196, 226, 254, 310, 342, 400, 466</p> <p>TE 1: 21c, 22–23, 24e, 24–25, 43b–43c, 48–49, 49a, 49j–49k, 51c, 52–53, 54e, 54–55, 75b, 80–81, 81j–81k, 83c, 86–87, 101b, 108–109, 109j–109k, 138–139, 139j–139k, 169j–169k, 170–171, 171a, 172–173, 173a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33</p> <p>TE 2: 178–179, 180–181, 195b, 200–201, 201j–201k, 204–205, 206–207, 221b, 228–229, 229j–229k, 234–235, 251b, 256–257, 257j–257k, 260–261, 262–263, 279b, 286–287, SG•52, 290–291, 292–293, 309b, 316–317, 317j–317k, 318–319, 319a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 3: 324–325, 326–327, 328–329, 345b, 352–353, 353j–353k, 355c, 357a, 358–359, 379b, 386–387, 387j–387k, 389c, 390–391, 413b, 426–427, 439b, 446–447, 447j–447k, 449c, 450–451, 452e, 452–453, 465b, 466–467, 472–473, 473j–473k, 474–475, 475a, 477a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53</p> <p>TE 4: 39b, 44–45, 45a, SG•5, SG•10, SG•15, 48–49, 50–51, 53a, 69b, 74–75, 75k, 77c, 78–79, 80e, 80–81, 95b, 102–103, 103j–103k, 106–107, 108–109, 127b, 134–135, 135j–135k, 137c, 138–139, 140–141, 153b, 160–161, 161j–161k, 162–163, 163a, 164–165, 165a, UR•13, UR•23, UR•33, UR•43</p> <p>TE 5: 169c, 170–171, 172e, 172–173, 189b, 196–197, 197a, 197j–197k, 200–201, 202–203, 217b, 226–227, 227j–227k, 229c, 230–231, 232e, 232–233, 247b, 254–255, 255j–255k, 255l–255m, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 310–311, 311j–311k, UR•13, UR•23, UR•43, UR•53</p> <p>TE 6: 320–321, 322–323, 337b, 342–343, 343j–343k, 346–347, 348–349, 361b, 368–369, 372–373, 374–375, 395b, 400–401, 401j–401k, 404–405, 406e, 406–407, 425b, 432–433, 433j–433k, 436–437, 438e, 438–439, 459b, 466–467, UR•13, 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: 22–23, 24–25, 48, 54–55, 86e, 114c, 114–115, 138, 144–145, 180–181, 200, 260–261, 262–263, 328–329, 392–393, 422, 428–429, 446</p> <p>SE 2: 50–51, 74, 80–81, 102, 108–109, 134, 232–233, 254, 260–261, 282, 406–407, 432, 438–439, 466</p> <p>TE 1: 24e, 24–25, 48–49, 49a, 49h–49i, 54c–55d, 86e, 101b, 109h, 114c, 139j–139k</p> <p>TE 2: 180–181, 180e, 200–201, 262e, 266–267, 267a, 273a</p> <p>TE 3: 328–329, 353j–353k, 392–393, 422–423, 428–429, 432–433, 433a, 447j–447k, 447l–447m, UR•41, UR•43</p> <p>TE 4: 49a, 55a, 75l–75m, 80–81, 102–103, 108–109, 134–135, 145a, UR•30–UR•31, UR•33</p> <p>TE 5: 229c, 230–231, 232e, 232–233, 254–255, 255a, 255j–255k, 260–261, 268–269, 269a, 270c–270d, 282–283, UR•40–UR•41, UR•42–UR•43</p> <p>TE 6: 406–407, 428–429, 429a, 432–433, 433a, 438e, 467a</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Foundational Skills from grade 4 to grade 5.

In Grade 4 *Reading Street*, students practice applying all the letter-sound correspondences they have learned in earlier grades as they decode words. Students expand and strengthen the word analysis skills that help them read multisyllabic words accurately. They learn additional affixes and their meanings, for example, the suffixes *-ist*, *-ism*, *-ous*, *-able*, and *-ible* (TE G4 U4 pages 24c–24d, 51i, U5 pages 204c–204d, 227i). They learn to recognize and use Spanish, Latin, French, and German word origins (TE G4 U2 pages 200c–200d, 227i, U3 pages 320c–320d, 343i, U5 pages 176c–176d, 199i, 292c–292d, 315i) and Greek and Latin prefixes and roots (TE G4 U3 pages 348c–348d, 371i, 406c–406d, 429i, U4 pages 116c–116d, 139i, 144c–144d, 165i, U6 pages 326c–326d, 349i, 354c–354d, 381i). They study words with a shared root or base word to understand how the words are related (TE G4 U1 pages 142c–142d, 165i, U3 pages 376c–376d, 401i, U5 pages

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232c–232d, 255i, U6 pages 418c–418d, 443i). In Grade 4, students use these foundational skills as they read grade-level texts with accuracy, fluency, and understanding (SE G4.1 page 44; TE G4 U1 pages 22–23, 24–25, 39b, 44–45).

In Grade 5 *Reading Street*, students continue to apply their knowledge of letter-sound correspondences to decode multisyllabic words. They review and practice word analysis skills they learned in earlier grades, such as recognizing compound words (TE G5 U1 pages 86c–86d, 109i, U6 pages 322c–322d, 343i) and using the endings *-s*, *-ed*, and *-ing*; the suffix *-ly*; and the prefix *im-* (TE G5 U1 pages 24c–24d, 49i, U4 pages 24c–24d, 45i, U5 pages 172c–172d, 197i). Students continue to expand and strengthen their word analysis skills. They learn more difficult suffixes and prefixes, such as *-ian*, *-ize*, *com-*, *pro-*, and *epi-* (TE G5 U4 pages 50c–50d, 75i, 80c–80d, 103i, 108c–108d, 135i). They increase their knowledge of Greek and Latin roots (TE G5 U1 pages 54c–54d, 81i, U5 pages 232c–232d, 255i). They trace the origins of more words from other languages, such as Spanish, French, and Russian (TE G5 U2 pages 180c–180d, 201i, 206c–206d, 229i, 262c–262d, 287i, U6 pages 348c–348d, 369i). They study word families in which words share a common base word (TE G5 U2 pages 292c–292d, 317i, U6 pages 406c–406d, 433i). They use these word analysis skills to help them recognize, read, and understand words in and out of context. Students apply all the foundational skills they have acquired as they read grade-level texts with ever-increasing accuracy, fluency, understanding, and confidence (SE G5.1 page 48; TE G5 U1 pages 22–23, 24–25, 43b, 48–49).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Writing, Grade 5			
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; EI=Envision It!; 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. 4	CCSS ELA/Literacy Grade 5		
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 on topics or texts, supporting a point of view with reasons and information.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<i>Align materials to the lettered items below.</i>	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	SE 1: 344, 380–381, 414–415, 466–467 SE 2: 188, 276, 336, 394, 424, 426 TE 1: SG•10, SG•11, 85b TE 3: SG•4, SG•5, 371d–371e, 380–381, 381a, 381b, 387d, 387p, 391e–391f, 415a, 415b–415c TE 4: SG•6, SG•11, 133a TE 5: 188–189, 189a, SG•16, 259e–259f, 269d–269e, 276–277, 277a, WP•2–WP•3, WP•4–WP•5 TE 6: SG•38, SG•43, SG•48, 405e–405f, 417d–417e, 426–427, 427a	
b. Provide reasons that are supported by facts and details.	b. Provide logically ordered reasons that are supported by facts and details.	SE 1: 44–45, 132–133, 162–163, 308, 344, 378, 380–381, 412, 414–415, 438, 464, 466–467 SE 2: 38, 68, 94, 126, 152, 246, 276, 302, 360, 458 TE 1: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 3: 357e–357f, 371d–371e, 380–381, 381a, 381b, 387d, 391e–391f, 401d–401e, 415a, 415b–415c, 423d–423e, 427b TE 5: SG•7, SG•11, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, WP•4–WP•5, WP•6–WP•7 TE 6: SG•6, SG•11, SG•16, SG•38, SG•43, SG•48, 417d–417e, 427b–427c, 433d–433e	
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	SE 2: 304–305 TE 1: SG•80 TE 3: 380–381, 381b, 387d, 414–415, 415b–415c, 423d–423e TE 5: WP•6–WP•7 TE 6: 426–427	
d. Provide a concluding statement or section related to the opinion presented.	d. Provide a concluding statement or section related to the opinion presented.	SE 1: 380–381, 466–467 SE 2: 276, 426 TE 1: SG•10–SG•11 TE 3: 415b–415c, 423d–423e TE 5: 269d–269e, 276–277a, 283d–283e, WP•4–WP•5 TE 6: 427a, 427b	

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<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p align="center"><i>Align materials to the lettered items below.</i></p>	
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>SE 1: 44–45, 102–103, 144, 162–163, 440, 466 SE 2: 96, 218, 248, 302, 304</p> <p>TE 1: 44–45, 45b–45c, 85e–85f, 95d–95e, 96–97, 102–103, 103b–103c, 104c–104d, 113e–113f, 132–133, 133a, 143e–143f, 153d–153e TE 3: SG•23, SG•26, SG•27, SG•32, 447b, SG•54, SG•55, SG•59, SG•64, 451e–451f, 466–467, 467a, 467b–467c, WP•2–WP•3, WP•6–WP•7 TE 4: SG•16, 95d, 96–97, 97a, SG•38, SG•43, 139e–139f, 147d–147e, 154–155, UR•15, WP•4–WP•5 TE 5: 201e–201f, 227b, 248–249, 249a, SG•38, SG•42, SG•48, 287e–287f, 297d–297e, 303c, 303d, 304–305, 305a, 305b–305c TE 6: SG•27, SG•32, SG•54, SG•55, SG•59, SG•64, SG•70, SG•71, SG•75, SG•80, WP•6, WP•7</p>	
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>SE 1: 102–103, 132–133, 162, 466 SE 2: 218, 248, 304</p> <p>TE 1: 81b, 95d–95e, 102–103, 109b, 132–133, 133a, 133b–133c, 139p–139q, 153d–153e, 162–163, 163a, 163b–163c, SG•70–SG•71 TE 2: 257b, SG•70, SG•71, SG•75, SG•80 TE 3: SG•22, SG•23, SG•26, SG•27, SG•32, SG•38, SG•39, SG•43, SG•48, 427e–427f, 433d–433e, 440–441, 441a, 441b–441c, 447d–447e, SG•59, SG•64, 466–467, 467b–467c, 473d–473e, WP•4–WP•5, WP•6–WP•7 TE 4: SG•23, SG•26, SG•27, SG•32, 97b–97c, 147d–147e, 161d–161e, WP•4–WP•5 TE 5: 218–219, 219a, 219b–219c, 227b, 231e–231f, 247d, 248–249, 249a, 250c–250d, SG•38, SG•42, SG•43, SG•48, SG•54, SG•59, SG•64, 297d–297e, 311d–311e TE 6: SG•22, SG•23, SG•27, SG•32, SG•54, SG•55, SG•59, SG•64, SG•70, SG•71, SG•75, SG•80, WP•4, WP•5</p>	
<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p>SE 1: 466 SE 2: 304</p> <p>TE 1: 85d, 95c, 101e, 109o, UR•34–UR•35 TE 3: SG•40, SG•41, 433d–433e, 466–467, 467a, WP•6–WP•7 TE 4: WP•6–WP•7 TE 5: 255d–255e, 304–305, 305b–305c TE 6: WP•6–WP•7</p>	
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>SE 1: 206</p> <p>TE 1: 46c–46d, 49d–49e, 133b–133c, 139p–139q TE 2: 206–207, SG•38, SG•43, SG•48 TE 3: 433d–433e, 447d–447e, SG•59, SG•64, 452d, 473d–473e TE 4: 79e–79f, 96–97, 97a, 103d–103e, 154–155, 161d–161e, WP•6, WP•7 TE 5: 227i</p>	
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE 1: 102–103, 132–133, 162–163, 222–223, 380–381, 466–467 SE 2: 96, 248, 276–277, 304, 426–427</p> <p>TE 1: 143e, 162–163, 163a TE 3: SG•22, SG•27, SG•32, 440–441, 451e–451f, 459d, 466–467, 467b, 473d</p>	

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CCSS ELA/Literacy Gr. 4	CCSS ELA/Literacy Grade 5		
Writing (W), cont.	Writing (W), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<i>Align materials to the lettered items below.</i>	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE 1: 76–77, 222, 310–311, 346 SE 2: 40, 128, 190, 362, 396 TE 1: 76–77, 81d–81e, WP•4–WP•5 TE 2: SG•6, SG•11, SG•16, 205e–205f, 213d–213e, 222–223a, 233e–233f, 243d–243e, 252–253, 253a, 261e–261f, 271d–271e, 280–281a, 281b–281c, 291e–291f, 301d–301e, 310–311, 311a, 311b–311c, 317d–317e, WP•4, WP•5, WP•6, WP•7 TE 3: 327e–327f, 337d–337e, 346–347, 347a, 353p–353q, 357e–357f TE 4: 23e–23f, 33d–33e, 40–41, 41a, 41b–41c, 61d, 70–71, 71a, 117d–117e, SG•54, SG•59, SG•64 TE 5: 197b, SG•22, SG•27, SG•32, SG•70, SG•75, SG•80 TE 6: 329e–329f, 338–339, 339a, 339b–339c, 343b, 362–363, 363a, 383d–383e, 396–397, 397a, 437e–437f, 449d–449e, 460–461, 461a, 461b	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	SE 1: 47, 196–197, 222, 280–281, 310–311, 346 SE 2: 40–41, 128–129, 338, 362–363, 396–397, 460–461 TE 1: 46–47, 76–77, 77a, SG•38, SG•39, SG•42, SG•43, SG•48, UR•14–UR•15 TE 2: 179e–179f, 189d–189e, 196–197, 197a, 197b–197c, SG•6, SG•11, SG•16, 213d–213e, 222–223, SG•22, SG•27, SG•32, 280–281, 281a, 310–311, 311a, 311b–311c, 317d–317e, WP•6, WP•7 TE 3: 327e–327f, 346–347, 347a, 347b–347c, 353p–353q, SG•4, SG•5 TE 4: 23e–23f, 40–41, 41a, 45d–45e, 107e–107f, 135i, SG•54, SG•59, SG•62, SG•64 TE 5: SG•22, SG•27, SG•32, SG•70, SG•74, SG•80 TE 6: 338–339, 339a, 339b–339c, 343d–343e, 347e–347f, 355d–355e, 363a, 363b–363c, 373e–373f, 383d–383e, 396–397, 397a, 397b–397c, SG•37, 461b	
c. Use a variety of transitional words and phrases to manage the sequence of events.	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TE 1: 23e–23f, 28e–28f, 44–45, 45a, WP•6 TE 2: 213d–213e, 287d–287e TE 3: SG•32 TE 6: 401d–401e, 449d–449e	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE 1: 196–197, 252–253, 280–281, 310–311, 346–347 SE 2: 103, 128–129, 190–191, 255, 283, 396 TE 1: 65d–65e, 76–77, 77a, 77b–77c, 81p–81q, SG•54, SG•55, SG•58, SG•59, SG•64, WP•6–WP•7 TE 2: 189d–189e, 196–197a, 197b–197c, 213d–213e, 222–223a, 223b–223c, SG•22, SG•27, SG•32, 233e–233f, 252–253, 253a, 253b–253c, 271d–271e, 280–281, 281a, 281b–281c, 287d–287e, 301d–301e, 310–311, 311a, 311b–311c, 317d–317e TE 3: 346–347, 347a, SG•6, SG•7, SG•10, SG•11, SG•16, 401d–401e, 440–441, 441a, 441b–441c TE 4: 45d–45e, 49e, 71a, 71b, 107e–107f, 117d–117e, 128–129, 129a, 129b–129c, 135d–135e TE 5: 171e–171f, 181d–181e, 190–191, 191a, 191b–191c, 197d–197e, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, SG•70, SG•75, SG•80 TE 6: 321e–321f, 329e–329f, 338–339, 339a, 339b–339c, 343d–343e, 343i, 347a, 362–363, 363a, 363b, 383d–383e, 396–397, 397a, 397b–397c, 401d–401e, 437e–437f, 449d–449e, 461a, 461b–461c, 467d	

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<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE 1: 222 SE 2: 362–363 TE 1: 76–77, 77a, 81d–81e TE 2: 213d–213e, 222–223, 223a, 280–281, 281a, 281b–281c TE 4: 49e, 71b, 129a TE 6: 383d–383e, 467e</p>	
<p>Production and Distribution of Writing</p>	<p>Production and Distribution of Writing</p>		
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SE 1: 44–45, 76–77, 102–103, 132–133, 162–163, 196–197, 222–223, 252–253, 280–281, 310–311, 346–347, 380–381, 414–415, 440–441, 466–467 SE 2: 40–41, 70–71, 96–97, 128–129, 154–155, 190–191, 218–219, 248–249, 276–277, 304–305, 338–339, 362–363–396–397, 426–427, 460–461 TE 1: 23e–23f, 33d–33e, 44–45, 45a, 53b, 77b–77c, 81d–81e, 85e–85f, 102–103, 103a, 103b–103c, 125d–125e, 139b, SG•54, SG•55, SG•58, SG•59, SG•64, 143e–143f, 153d–153e, 163b–163c, 169b, 169p–169q TE 2: 201d–201e, SG•16, 213d–213e, 223b–223c, SG•32, 243d–243e, 253b–253c, SG•48, 280–281a, 284–285a, SG•80, UR•15, UR•25, UR•35, UR•45, UR•55 TE 3: 337d–337e, 353d–353e, 380–381, 381a, 381b–381c, 387p–387q, SG•30, SG•31, 391e–391f, 414–415, 415a, 415b–415c, 423p–423q, 427e–427f, 440–441, 441a, 447p–447q, SG•53, SG•59, SG•62, 451e–451f, 459d–459e, 465d, 473p–473q, WP•2–WP•3, WP•6–WP•7, WP•10 TE 4: 33d–33e, 40–41a, 41b–41c, 45d–45e, 89d–89e, 96–97, 97a, 97b–97c, 147d–147e, 154–155, 155a, 155b–155c, 161d–161e TE 5: 197p–197q, 218–219, 219a, 219b–219c, 227b, 227d–227e, 241d–241e, 249b, 255d–255e, SG•46, SG•47, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 283p–283q, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, WP•6–WP•7, WP•8–WP•9, WP•10 TE 6: 321e–321f, 339b–339c, SG•16, 355d–355e, 369b, 369d–369e, SG•32, 396–397, 397a, 401a, SG•37, SG•48, 417d–417e, 427a, 427b–427c, SG•64, SG•80</p>	
<p>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 4 on page 29.)</p>	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>	<p>TE 1: 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 65d–65e, 81p–81q, 109d–109e, 139d–139e, 161d, 169d–169e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 2: 189d–189e, 195d, 201d–201e, 201p–201q, 213d–213e, 223b–223c, 224c, 229d–229e, 229p–229q, 243d–243e, 253b–253c, 257d–257e, 257p–257q, 271d–271e, 287d–287e, 287p–287q, 291e–291f, 317p–317q, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9 TE 3: 337d–337e, 345d, 346–347, 347a, 353b, 353d–353e, 381b–381c, 387b, 387d–387e, 387p–387q, 413d–413e, 423b, 423d–423e, 423p–423q, 447d–447e, 447p–447q, 473d–473e, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9 TE 4: 39d, 45d–45e, 45p–45q, 75d–75e, 75p–75q, 89d–89e, 95d, 96–97, 97a, 103d–103e, 103p–103q, 117d–117e, 135d–135e, 135p–135q, 139e–139f, 147d–147e, 154–155, 155a, 155b–155c, 161p–161q, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 5: 181d–181e, 191b–191c, 197b, 197d–197e, 197p–197q, 227d–227e, 227p–227q, 255d–255e, 255p–255q, 277b–277c, 283d–283e, 283p–283q, 303c, 311d–311e, 311p–311q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9, WP•10 TE 6: 329e–329f, 337d, 343d–343e, 343p–343q, 369e, 369p–369q, 395d, 401d–401e, 401p–401q, 427b–427c, 433p–433q, 459d, 467d–467e, 467p–467q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p>	

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<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>TE 1: 33b–33c, 49b–49c, 139b, WP•8, WP•9, WP•10 TE 2: 201b, 229b, 287b, 317b, WP•8, WP•9, WP•10 TE 3: 353b, 401b, 423b–423c, SG•60, SG•63, SG•69, SG•76, SG•77, SG•78, SG•79, WP•10 TE 4: 33b, 45b, 49b, 127d, 135b, 159a, 161b, WP•9, WP•10 TE 5: SG•14, SG•63, 311b, WP•8–WP•9 TE 6: 343b, 433b, 467b, WP•8, WP•9, WP•10</p>	
<p>Research to Build and Present Knowledge</p>	<p>Research to Build and Present Knowledge</p>		
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TE 1: 23b, 33b, 43d, 49b, 49n, 75d, SG•22, SG•23, SG•26, SG•27, SG•32, 85b, 113b, 131c, 143b, SG•76, SG•77 TE 2: 179b, 189b, 195d, 201b, SG•12, SG•13, SG•14, 205b, 213b, SG•28, SG•29, SG•30, 233b, SG•38, SG•43, SG•44, SG•45, SG•48, 261b, SG•60, SG•61, SG•62, 301b, 309d, 317b, 317n, SG•70, SG•71, SG•75, SG•76, SG•77, SG•80 TE 3: 327b, 337b, SG•12, SG•13, 371b, 379d, SG•28, SG•29, SG•30, SG•31, 391b, SG•38, SG•39, SG•43, SG•45, SG•48, 427b, SG•60, SG•63, 451b, 459b, 465d, 468c–468d, 468–469, 469a, 473n, SG•76, SG•77, SG•78–SG•79 TE 4: 23b, 39d, 49b, 61b, 69d, SG•22, SG•27, SG•32, 79b, 89b, SG•38, SG•43, SG•46, SG•47, SG•48, 107b, 139b, 147b, 153d, 161b, SG•76, SG•77, SG•78 TE 5: 171b, 189d, SG•11, SG•12, SG•16, 201b, 211b, 217d, SG•28, SG•31, SG•32, 241b, 247d, SG•44, SG•45, SG•46, SG•48, 259b, 269b, 275d, SG•55, SG•59, SG•60, SG•63, SG•64, 287b, SG•77 TE 6: 321b, 329b, 343n, SG•12, SG•13, SG•14, SG•15, 347b, SG•22, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373b, 383b, 401b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, 405b, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 437b, SG•70, SG•75, SG•76, SG•77, SG•80, WP•2–WP•3</p>	
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>TE 1: 33b–33c, 43d, 65b, 75d, 81b, SG•22, SG•23, SG•26, SG•27, SG•32, 95b, 100–101, 101a, 101d, 125b, 130–131, 131d, 139b, 143b, 153b, 161c, 166–167, 167a, 169b, WP•4–WP•5 TE 2: 189b, 194–195, 195a, 195c, SG•13, SG•14, SG•15, 213b, 221d, 224c–224d, 229b, SG•31, 233b, 243b, 251d, 257b, SG•46, 271b, 271d–271e, 279d, 287b, SG•63, 291b, 301b, 308–309, 309a, 309d, 317b, 317n, SG•70, SG•71, SG•75, SG•78, SG•80 TE 3: 337b, 344–345, 345a, 357b, 371b, 379a, 379d, 391b, 401b, 413d, SG•46, SG•47, 427b, 433b, 438–439, 439a, 439d, 451b, 459b, 459d–459e, 464–465, 465a, 465d, 473b TE 4: 33b, 39d, 45b, 61b, 69a, 69d, 75b, 89b, 94–95, 95d, 103b, SG•47, 117b, 127d, 135b, 147b, 152–153, 153d, 161b, SG•79 TE 5: 181b, 189c, 189d, 197b, 201e–201f, 211b, 211d–211e, 216–217, 217a, 217c, 217d, 218–219, 219a, 241b, 246–247, 247c, 247d, 269b, 274–275, 275a, 275c, 275d, 283b, 297b, 302–303, 303d, 311b, SG•78 TE 6: 329b, 337d, 347b, 355b, 360–361, 361a, 361c, 361d, 364c–364d, SG•30, SG•31, 383b, 395d, 401b, SG•48, 417b, 425c, 425d, 449b, 459d, 467b, WP•2–WP•3, WP•4</p>	

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CCSS ELA/Literacy Gr. 4	CCSS ELA/Literacy Grade 5		
Writing (W), cont.	Writing (W), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p>SE 1: 42, 74, 100, 194, 250, 278, 308, 345 SE 2: 38, 68, 126, 188, 274, 360, 394, 458</p> <p>TE 1: 42–43, 74–75, 100–101, SG•70, SG•71, SG•74, SG•75, SG•80 TE 2: 194–195, 250–251, 271d–271e, 278–279, 279a, 308–309, 309a TE 5: 188–189, 189a, SG•58, SG•63 TE 6: 394–395, 395a, 458–459, 459a, UR•35</p>	
	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>SE 1: 130, 160, 220, 378, 412, 438, 464 SE 2: 94, 152, 216, 246, 302, 336, 424</p> <p>TE 1: 113e–113f, 130–131, 160–161, UR•24–UR•25 TE 2: 220–221, 221a TE 4: 94–95, 101a, 152–153a TE 5: 211d–211e, 216–217, 217a, 246–247, 302–303</p>	
Range of Writing	Range of Writing		
<p>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.</p>	<p>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.</p>	<p>SE 1: 42, 44–45, 76–77, 100, 102–103, 130, 132–133, 160, 162–163, 194, 196–197, 220, 222–223, 250, 252–253, 278, 280–281, 308, 310–311, 344, 346–347, 358, 378, 380–381, 414–415, 440–441, 445, 464, 466–467 SE 2: 40–41, 68, 70–71, 96–97, 126, 128–129, 152, 154–155, 188, 190–191, 194, 216, 218–219, 246, 248–249, 274, 276–277, 302, 304–305, 336, 338–339, 341, 360, 362–363, 394, 396–397, 424, 426–427, 459, 460–465</p> <p>TE 1: 49p–49q, SG•42, SG•43, 139p–139q, 169p–169q TE 2: 179e–179f, 198–199, 199a, 201i, SG•6, SG•11, 213d–213e, 220–221, 221a, 223b–223c, 229d–229e, 229p–229q, 233e–233f, 257p–257q, 280–281, 281a, 284–285, 285a, 287p–287q, SG•54, SG•59, SG•64, 301d–301e, 308–309, 309a, 317d–317e, 317n, 317p–317q, 321a, UR•15, UR•25, UR•35, UR•45, UR•55, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10 TE 3: 344–345, 345a, 401d–401e, 414–415, 415a, SG•37, SG•43, SG•47, SG•48, 440–441, 441a, 447p–447q, SG•64, 473p–473q, SG•69, SG•78, SG•80 TE 4: 23e–23f, 33d–33e, 39d, 45n, 45p–45q, 49f, 73a, 75o, 79b, 79e–79f, 89d–89e, 95d, 96–97, 97a, 97b–97c, 101a, 103b, 103d–103e, 103p–103q, SG•38, 107e–107f, 128–129, 129a, 135p–135q, SG•54, 139e–139f, 147d–147e, 152–153, 154–155, 155b–155c, 161d–161e, 161p–161q, SG•70, SG•75, SG•80 TE 5: 171e–171f, 188–189, 189a, 197p–197q, SG•16, 216–217, 217a, 217d, 224–225, 225a, 227p–227q, SG•27, SG•31, SG•32, 246–247, 255p–255q, SG•38, SG•48, 269d–269e, 274–275, 275a, 283p–283q, SG•60, SG•63, SG•64, 302–303a, 303d, 304–305a, 309a, 311p–311q, SG•77, UR•15, UR•25, UR•35, UR•45, UR•55 TE 6: 343p–343q, SG•5, SG•11, SG•16, 369p–369q, SG•27, SG•32, 401p–401q, SG•43, 405b, 433d–433e, 433p–433q, 437b, 458–459, 459a, 459d, 461b–461c, 467p–467q, SG•69, SG•75, SG•80, UR•15, UR•55</p>	

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To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Writing from grade 4 to grade 5.

In *Reading Street*, students in Grade 4 and Grade 5 write every day. The writing strand in Grade 4 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 5, Week 2, students learn about the key features of a legend and examine a model legend. The writing prompt asks them to write a legend about Hiram Bingham and the discovery of Machu Picchu, the topic of the Week's main selection. Students plan the great deeds they will tell about Hiram Bingham doing. After they read and evaluate a student's legend in their Student Edition, they draft their own legends. They then revise by clarifying the order of the events in their story. Finally, they edit their drafts, looking for errors in grammar and mechanics; make final drafts, and present them to the class (SE G4.2 pages 220–221; TE G4 U5 pages 203e–203f, 213d–213e, 220–221, 221a, 221b–221c, 227d–227e, 227p–227q).

In addition, the research and inquiry strand in Grade 4 requires students to conduct over the course of each Week a short research project tied to that Week's concept. For example, in Unit 5, Week 2, students first write inquiry questions about the topic of archaeological expeditions and the surprises that can occur on them. Then students look for information about the topic in sources at the library and on the Internet. After writing facts and details as well as their own reactions and thoughts about the topic, students organize their information on an outline, use the outline to write a journal entry, and read aloud the journal entry to the class (TE G4 U5 pages 203b, 213b, 219d, 227b, 227n).

The writing strand in Grade 5 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 5, Week 3, students learn about writing a biographical sketch. The writing prompt asks them to write a biographical sketch about someone they know or want to know more about. Students look for key features in model biographical sketches. Then they choose a person and one event in the person's life and write a first draft of their biographical sketch. Next, they revise their drafts by combining sentences and adding transition words to better relate their ideas. Finally, they edit their drafts and present them to the class (SE G5.2 pages 248–249; TE G5 U5 pages 231e–231f, 241d–241e, 248–249, 249a, 249b–249c, 255d–255e, 255p–255q). Students in Grade 5 follow the same writing process steps as students in Grade 4. However, fifth graders are expected to write longer, more complex pieces in which their development, organization, and language are appropriate to the type and purpose of their writing.

As in Grade 4, the research and inquiry strand in Grade 5 asks students to conduct a short research project tied to the Week's concept. For example, in Unit 5, Week 3, students first write inquiry questions about what it takes to become an astronaut. Then they look in print and electronic sources for information that answers their questions. After refining the focus of their research, they use their findings to create a help-wanted advertisement for an astronaut that specifies the requirements for the job. Finally, students display and explain their advertisement to the class (TE G5 U5 pages 231b, 241b, 247d, 255b, 255n).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Speaking and Listening, Grade 5

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

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!; 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. 4	CCSS ELA/Literacy Grade 5		
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. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 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 and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the 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 5 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 and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>1a. SE 1: 49, 139, 257, 287, 317, 447 SE 2: 197, 227, 311, 343, 433</p> <p>TE 1: 42–43, 48–49, 49a, 49n, 80–81, 81a, 81n, 139n TE 2: 194–195, SG•16, 229n, SG•32, SG•48, 272c–272d, 286–287, 287n, 308–309, 316–317, 317a, SG•80 TE 3: 382c, 423b, SG•53, SG•62, SG•63, SG•70, SG•71, SG•74, SG•75, SG•80 TE 4: 68–69, 75n, 103n, 152–153, 153a, 161a, 161n TE 5: 188–189, 189a, 226–227, 255n–255o, 274–275, 275a, 278c–278d, 282–283, 283a, 283n TE 6: 343a, SG•16, SG•32, SG•43, SG•48, 428c–428d, SG•64, 458–459, 467n, SG•80</p> <p>1b. SE 1: 49, 81, 109, 139, 169, 201, 229, 257, 287, 317, 353, 387 SE 2: 45, 75, 197, 255, 311, 343, 433</p> <p>TE 1: 48–49, 49a, 49n, 80–81, 81n, 138–139, 139n, 169n TE 2: 201a, 201n, 229a, 229n, 257n, 287a, 287n, 317a, 317n TE 3: 353n, 387n, 423n, SG•37, SG•42, 447a, 447n, 473a, 473n TE 4: 45a, 49b, 75n, 103a, 103n, 135a, 135n, 161a, 161n TE 5: 196–197, 197a, 197n, 255n, 283n, 311a, 311n TE 6: 343n, 369n, 401a, 401n, 433n, 467n</p> <p>1c. SE 1: 49, 169, 201, 287, 317 SE 2: 75, 103, 135, 161, 197, 283, 369</p> <p>TE 1: 48–49, 49a, 49n, SG•6, SG•7, SG•16, 80–81, 81a, 81n, 139n, 169n, SG•70, SG•71, SG•74, SG•75, SG•80 TE 2: 201a, 201n, 229n, 287a, 287n, SG•59, 316–317, SG•70, SG•71 TE 3: 325a, 353n, 355a, 422–423, 423a, 439b–439c, 446–447, SG•55, SG•58, SG•64, 451a–451b, 452a–452b, 473n–473o TE 4: SG•6, SG•11, 44–45, 49a, 62a, SG•18, SG•19, SG•23, SG•26, SG•32, 102–103, 103a, 103n, 107a, 134–135, 161a, 161n, SG•70, SG•75, SG•80 TE 5: SG•7, 227n, SG•23, SG•27, SG•32, 255n–255o, SG•38, SG•39, SG•42, SG•43, SG•48, 259a, 282–283, 283a, 285a–285b, SG•70, SG•74, SG•80 TE 6: 343n, SG•6, SG•7, SG•10, SG•11, SG•16, 368–369, 369a, SG•22, SG•23, SG•26, SG•27, SG•32, 401n, SG•39, SG•42, 403a, SG•70, SG•71, SG•74, SG•75, SG•80</p>	

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		<p>1d. SE 1: 139, 317, 387 SE 2: 75, 197, 227, 283, 311, 343, 433</p> <p>TE 1: 74–75, 75a, SG•22, SG•23, SG•26, SG•27, SG•32, 111a–111b, SG•74–SG•75 TE 2: SG•7, SG•10, SG•16, 386–387, SG•55, SG•59 TE 3: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 4: SG•2, 103a TE 5: 282–283, 283a TE 6: 343a, 433a, 467n</p>	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TE 1: 20–21, 34c–34d, 50–51, 66c–66d, 109, 126c–126d, 154c–154d TE 2: 221a, 226–227, 227a, 302c–302d TE 3: 386–387, SG•64, 473l, UR•38–UR•39 TE 4: 53a, 62c–62d, 102–103, 103b, SG•44, SG•73 TE 5: 282–283, 283a, 283n TE 6: 432–433, 467a</p>	
3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<p>TE 1: SG•10–SG•11 TE 3: 353a, SG•6, SG•7, SG•11, SG•16, 357e–357f, 380–381, 425a–425b TE 4: 72c, 103a TE 5: SG•11, SG•16</p>	
Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p>SE 1: 139, 201, 229, 387 SE 2: 45, 135, 311, 343</p> <p>TE 1: 34c–34d, 42–43, 43a, 49n, SG•14, SG•15, SG•16, 68–69, 69a, 81a, 81b–81c, 81n, SG•30, SG•31, SG•32, 96c–96d, 100–101, 101a, 109a, 109n, SG•48, 126c–126d, 130–131, 131a, 138–139, 139a, 139n, SG•64, 154c–154d, 160–161, 161a, 169a, 169n, SG•80 TE 2: 190c–190d, 201n, SG•16, 214c–214d, 214–215, 215a, 220–221, 221a, 229a, SG•32, 244c–244d, 250–251, 251a, 257n, SG•39, SG•43, SG•48, 278–279, 279a, 287n, SG•64, 308–309, 309a, 316–317, 317a, 317n, SG•70, SG•71, SG•75, SG•80 TE 3: 338c–338d, 344–345, 345a, 353a, 353n, SG•4, SG•5, SG•16, 372c, 378–379, 386–387, 387a, 387n, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•32, 402c–402d, 412–413, 413a, 423a, 423n, SG•38, SG•39, SG•43, SG•48, 434c–434d, 439a, 447a, 447n, SG•54, SG•59, SG•64, 460c–460d, 464–465, 465a, 473a, 473n, SG•70, SG•71, SG•74, SG•75, SG•80, WP•10 TE 4: 34c–34d, 39a, 45a, 45n, SG•6, SG•11, SG•16, 62c–62d, 69a, 75a, 75n, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•32, 103b, 103n, SG•44, SG•45, SG•48, 118c–118d, 127a, 135a, 135n, SG•64, 148c–148d, 152–153, 153a, 161b, 161n, SG•70, SG•75, SG•80 TE 5: 182c–182d, 188–189, 189a, 197b, 197n, SG•9, SG•16, 226–227, 227a, 227n, SG•32, 242c, SG•38, SG•42, SG•43, SG•48, 270c–270d, 282–283, 283a, SG•54, SG•59, SG•64, 298c–298d, 303a, 311n, SG•73, SG•80, WP•10 TE 6: 330c–330d, 336–337, 337a, 343a, 343n, SG•6, SG•7, SG•11, SG•16, 356c–356d, 360–361, 361a, 369n, SG•22, SG•23, SG•27, SG•32, 384c–384d, 395a, 401a, 401n, SG•38, SG•43, SG•48, 418c–418d, 433a, 433n, SG•54, SG•55, SG•58, SG•59, SG•64, 450c–450d, 458–459, 459a, 467n, SG•70, SG•75, SG•80</p>	

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<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SE 1: 169, 473 SE 2: 227</p> <p>TE 1: SG•38, SG•39, SG•42, SG•43, SG•48 TE 2: SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80 TE 3: 338a, SG•11, SG•16, SG•38, SG•42, SG•54, SG•59, SG•64, 468c–468d, 473l–473m, SG•70, SG•80 TE 4: 45a, SG•6, SG•11, SG•16, 103b, 103n, SG•38, SG•42, SG•43, SG•44, SG•45, SG•48, 135n, SG•54, SG•59, 161b, 161n TE 5: 197b, SG•6, SG•11, SG•16, 226–227, 227a, SG•32, 225n–255o, SG•38, SG•42, SG•43, SG•48, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80 TE 6: SG•6, SG•11, SG•16, 383b, 401b, SG•38, SG•43, SG•42, SG•48, SG•54, SG•59, SG•64, 449b, 467b, 467n, SG•70, SG•75, SG•80</p>	
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CCSS ELA/Literacy Gr. 4	CCSS ELA/Literacy Grade 5		
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. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>SE 1: 49, 81, 109, 139, 201, 229, 257, 287, 353, 387, 423, 447, 473 SE 2: 45, 75, 103, 135, 161, 197, 227, 255, 283, 433 TE 1: SG•54, SG•55, SG•58, SG•59, SG•64 TE 2: 201a, SG•6, SG•11, SG•16, 229a, 229n, 257a, SG•48, SG•64 TE 3: 386–387, SG•64, 449a–449b, 472–473, 473a, SG•69, SG•78, SG•79, SG•80 TE 4: 44–45, 102–103, 103a, SG•38, SG•43, SG•48, SG•54, SG•59, 161a, 161n, SG•70, SG•75, SG•80 TE 5: 197n, SG•11, SG•16, SG•23, SG•27, SG•32, 254–255, 255a, 255n, SG•38, SG•42, SG•43, SG•48, 282–283, 283a, 283n, SG•54, SG•59, SG•64, SG•75 TE 6: SG•6, SG•7, SG•10, SG•11, SG•16, SG•22, SG•23, SG•26, SG•27, SG•32, SG•38, SG•39, SG•43, SG•48</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Speaking and Listening from grade 4 to grade 5.

Students in Grade 4 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 in a variety of situations, including travel show, sportscast, Readers’ Theater, interview, how-to demonstration, and debate. For example, in Unit 1, Week 1, students give a dramatic retelling of a scene from the main selection from one character’s point of view. In Unit 5, Week 2, students make a radio announcement to persuade volunteers to join the expedition at Machu Picchu. In Unit 6, Week 5, students present an informational speech about an astronaut, using information from the main selection. 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 G4.1 page 45, G4.2 pages 227, 473; TE G4 U1 page 45a, U5 page 227a, U6 page 473a).

Students in Grade 5 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* continues to offer activities that help students practice the habits and develop the abilities of good speakers and listeners in many different situations, including storytelling, talk show, panel discussion, newscast, and dramatization. For example, in Unit 1, Week 5, students write and present an advertisement for a job with the Central Pacific Railroad, a company featured in the main selection. In Unit 2, Week 5, students create a proposal for a documentary about a day in the life of a student at their school. In Unit 4, Week 3, students offer an oral description of an unusual animal that includes sensory words and vivid images. As in Grade 4, the Student Edition and the Teacher’s Edition give tips intended to help speakers be more effective speakers and listeners be better listeners and audience members (SE G5.1 pages 169, 317, G5.2 page 103; TE G5 U1 page 169a, U2 page 317a, U4 page 103a).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Language, Grade 5				
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; EI=Envision It!; 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. 4	CCSS ELA/Literacy Grade 5			
Language (L)	Language (L)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation	
Conventions of Standard English	Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Align materials to the lettered items below.</i>		
	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	SE 1: 467 SE 2: 363 TE 1: 113d, 125c, 131e, 139c, 139o TE 3: SG•5, 451d, 459c, 465e, 466–467, 473c, 473o, SG•70, SG•75, SG•80, UR•54–UR•55 TE 6: 329c, 337e, 343c, 343o, SG•11, SG•16, 347d, 355c, 361e, 362–363, 369c, 369o, 369p–369q, SG•22, SG•27, SG•32, UR•14–UR•15, UR•24–UR•25		
	b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	TE 3: 345e, 357d, 371c, 387c, 387o, SG•26, SG•32, 427b, 433c, 439e, 447c		
	c. Use verb tense to convey various times, sequences, states, and conditions.	SE 1: 347, 381, 414–415 TE 2: 233d, 243c, 261d, 271c, 279e, 280–281, 281a, 281b–281c, 287o, SG•54, SG•59, SG•64, UR•34, UR•44 TE 3: 327d, 345e, 346–347, 347a, 353c, 353o, SG•6, SG•11, SG•16, 357d, 371c, 379e, 380–381, 387c, 387o, 387p–387q, SG•22, SG•26, SG•32, 391c, 401c, 414–415, 423p, 427b, 433c, 439e, 447c, 447o, SG•54, SG•59, SG•64, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35 TE 4: UR•10–UR•11, UR•13		
	d. Recognize and correct inappropriate shifts in verb tense.*	TE 3: 327d, 337c, 345e, 353c, SG•6, SG•16, 357d, 371c, 379e, 387c, 387o, SG•22, 427b, 433c, 439e, 447c, 447o		
	e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	SE 2: 363 TE 6: 347d, 355c, 361e, 369c, 369o, SG•22, SG•32, UR•24–UR•25		
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Align materials to the lettered items below.</i>	
a. Use correct capitalization.	a. Use punctuation to separate items in a series.*	TE 5: WP•8–WP•9 TE 6: 373d, 383c, 395e, 401c, 401o, UR•34–UR•35		
c. Use a comma before a coordinating conjunction in a compound sentence.	b. Use a comma to separate an introductory element from the rest of the sentence.	TE 1: 95c TE 6: 373d, 383c, 395e, 401c, 401o, 401p, 460–461, UR•34–UR•35		

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	<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>If's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p>TE 6: 373d, 383c, 395e, 401c, 401o, 401p, UR•34–UR•35, UR•44</p>	
	<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>SE 2: 427</p> <p>TE 3: 427e–427f</p> <p>TE 6: 405d, 405e–405f, 417c, 425e, 433c, 433o, SG•59, SG•64, 449c, 459e, 467c, 467o</p>	
	<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>75e, 81c, 81o, 85c, 95c, 101e, 109c, 109o, 113c, 125c, 131e, 139c, 139o, 143c, 169c, 169o</p> <p>TE 2: 179c, 189c, 195e, 201c, 201o, 205c, 213c, 221e, 229c, 229o, 233c, 243c, 251e, 257c, 257o, 261c, 271c, 279e, 287c, 287o, 291c, 301c, 309e, 317c, 317o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>TE 3: 327c, 337c, 345e, 353c, 353o, 357c, 371c, 379e, 387c, 387o, 391c, 401c, 413e, 423c, 423o, 427c, 433c, 439e, 447c, 447o, 451c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>TE 4: 23c, 24c–24d, 33c, 33d–33e, 39e, 45c, 45o, 49c, 69e, 75c, 79c, 89c, 95e, 103c, 103o, 107c, 117c, 127e, 135c, 135o, 139c, 147c, 153e, 161c, 161o, UR•14, UR•34</p> <p>TE 5: 171c, 181c, 189e, 197c, 197o, 201c, 211c, 217e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 260c–260d, 269c, 275e, 283c, 283i, 283o, 287c, 297c, 303e, 311c, 311o, UR•14, UR•24, UR•34, UR•44, UR•54, WP•8–WP•9</p> <p>TE 6: 321c, 329c, 337e, 343c, 343o, 347c, 355c, 361e, 369c, 369o, 373c, 374c–374d, 383c, 395e, 401c, 401i, 401o, 405c, 417c, 425e, 433c, 433o, 437c, 438c–438d, 449c, 459e, 467c, 467o, UR•14, UR•24, UR•34, UR•44, UR•54</p>	

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CCSS ELA/Literacy Gr. 4	CCSS ELA/Literacy Grade 5		
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. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<i>Align materials to the lettered items below.</i> TE 1: 81p–81q, 109d–109e, 169d–169e TE 2: 201d–201e, 229d–229e TE 3: 381b, WP•8–WP•9 TE 4: 61e, 71a, 71b, 75d TE 5: 249b–249c TE 6: 369p, 401d–401e, UR•24–UR•25	
	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		TE 3: 332–333, 340–341, 349a, 452d, 473i TE 6: 380–381, 386–387, 446–447, 452–453
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 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<i>Align materials to the lettered items below.</i>	
			SE 1: 24, 48, 54, 80, 114, 138 SE 2: 50, 74, 80, 102, 108, 134, 232, 254, 260, 282, 406, 432 TE 1: 24e, 24–25, 48–49, 49a, 49h–49i, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, 51a–51b, 54e, 56–57, 57a, 62–63, 63a, 70–71, 71a, 81a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•30, SG•31, 85a, 86a, 86–87, 92–93, 93a, 104a–104b, 108–109, SG•36, SG•37, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 113a–113b, 114e, 114–115, 139a, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•62, SG•63, 144e, 144–145, 146–147, 147a, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 169h–169i, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53 TE 2: 180e, 190–191, 191a, 201a, 201h, SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 237a, 254b, SG•36, SG•46, 262e, 266–267, 267a, 273a, 287h, SG•52, SG•62, 289a–289b, 306–307, SG•68, SG•69, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•40–UR•41, UR•43 TE 3: 328e, 332–333, 333a, 353h–353i, 392e, 400–401, 401a, 402–403, 403a, 423a, 423h–423i, SG•46, SG•47, 428e, 428–429, 447a, 460a–460b, UR•10–UR•11, UR•12–UR•13, UR•30–UR•31, UR•32–UR•33 TE 4: 34a–34b, SG•9, SG•14, 47a–47b, 49a, 50e, 60–61, 61c, 64–65, 72a, 75a, SG•24, SG•25, SG•30, SG•31, 80e, 80–81, 84–85, 103a, SG•36, SG•37, SG•41, SG•46, 105a–105b, 108e, 115a, 122–123, 123a, 135a, 135h, SG•52, SG•57, SG•62, 140e, 140–141, 145a, SG•68, SG•73, SG•78, UR•21, UR•22, UR•30–UR•31, UR•32–UR•33, UR•36–UR•37, UR•40–UR•41, UR•43, UR•50–UR•51, UR•52–UR•53 TE 5: SG•4, SG•14, 231a, 232e, 255a, 260e, 260–261, 268–269, 269a, 282–283, 283a, UR•30–UR•31, UR•40–UR•41, UR•42–UR•43 TE 6: 322a–322b, 340a–340b, SG•4, SG•9, SG•14, 348c–348d, 353a, SG•20, 371a–371b, 398a–398b, SG•41, 406e, 414–415, 415a, 418–419, 422–423, 433a, 433h, 438e, 441a, 449c, 450c, 450–451, 451a, 467a, 467h, SG•68, SG•73, SG•78, UR•40–UR•41, UR•43, UR•50–UR•51, UR•52–UR•53

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<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>SE 1: 234, 256, 358, 386 SE 2: 172, 196</p> <p>TE 1: 49h–49i, 54c–54d, 81i, 104a TE 2: 234c–234d, 234e, 234–235, 240–241, 241a, 254a, 257a, 257h, 257i, UR•30–UR•31, UR•33 TE 3: 358c–358d, 358e, 358–359, 364–365, 376–377, 386–387, 387a, 387h–387i, 428c–428d, 451d, 452e, 462–463, 473a, 473h–473i, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53 TE 4: 42a–42b, 61c, 69e, 75c, 75o, 80c–80d, 103i, 108c–108d, 140e, 140–141, 150–151, 161a, 161h, UR•24, UR•44, UR•50–UR•51, UR•53 TE 5: 172c–172d, 172e, 172–173, 178–179, 179a, 196–197, 197a, 197h–197i, 231c, 232c–232d, 255i, 259c–259d, 269c, 283c, 287c, 288e. 288–289, 294–295, 311a, 311h, 311i, UR•10–UR•11, UR•12–UR•13, UR•34, UR•50–UR•51, UR•52–UR•53 TE 6: 373c, 374e, 383c, 388–389, 389a, 401a, 401h, UR•14, UR•30–UR•31, UR•33</p>	
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>SE 1: 86, 108, 206, 228 SE 2: 202, 226, 322, 342</p> <p>TE 1: 43b–43c, SG•4, SG•5, SG•6, SG•7, SG•12, SG•13, 54c, 75c, 81h, 86c, 86e, 89a, 109a, 109h, SG•36, SG•37, SG•44, SG•45, 114c–114d, 124–125, SG•72, SG•73, UR•30–UR•31, UR•32–UR•33 TE 2: 180c, 206e, 209a, 214–215, 215a, 218–219, 229a, 234e, UR•11, UR•20–UR•21, UR•23, UR•30–UR•31 TE 3: 400–401, 401d–401e, 405a, 428e, 428–429, 447d–447e, UR•10–UR•11, UR•20–UR•21, UR•31, UR•32–UR•33, UR•40–UR•41 TE 4: SG•4, 80c–80d, 88–89, SG•36, 108c–108d, 127c, 161a TE 5: 196–197, 197a, 202d, 202e, 202–203, 210–211, 211a, 226–227, 227a, 232c–232d, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23 TE 6: 322e, 322–323, 326–327, 327a, 343a, 348c, 438c, UR•10–UR•11, UR•13</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Align materials to the lettered items below.</i></p>	
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p>SE 1: 442–443 SE 2: 312–313, 468</p> <p>TE 1: 64–65, 66–67, 92–93, 93a, 117a, 135a, UR•12–UR•13 TE 2: 234d, 244a TE 3: 428d, 431a, 447d–447e, 447i TE 4: 50d, 75i, 80d, 86–87, 103i, 128–129, 140d, 145a, 161i, 164–165, 165a, SG•78 TE 5: 171e–171f, 260d, 283i, 288d, 311i TE 6: 470–471, 471a</p>	
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>SE 1: 80, 168, 286, 352, 422 SE 2: 74</p> <p>TE 1: 81a, 114c–114d, 126–127, 127a, 139i, 169a TE 2: 287a TE 3: 332–333, 351a, 353a, 423a TE 4: 24d, 45i, 50d, 75a, 114–115, 115a, 140c–140d, 161i TE 5: 181a, 232d, 255i TE 6: 444–445</p>	

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<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>SE 1: 24, 48, 54–55, 114–115, 138, 428–429, 446 SE 2: 80, 102</p> <p>TE 1: 24e, 24–25, 32–33, 33a, 48–49, 49a, 49h–49i, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, 54e, 57a, 62–63, 63a, 81h, 96a–96b, 114c–114d, 114e, 114–115, 124–125, 125a, 139a, 139i, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: SG•12, 234a, SG•60</p> <p>TE 3: 328c–328d, 339a, 401d–401e, 428e, 428–429, 431a, 432–433, 447a, 447i, UR•40–UR•41, UR•43</p> <p>TE 4: 34a, 42a–42b, 62a–62b, 80e, 80–81, 88–89, 89c, 103a, 103h, 103o, 130a–130b, UR•30–UR•31, UR•33</p> <p>TE 6: 322b, SG•12, 374a, 384a, 438e, 450a, 450–451, 451a, 467a, 467h, UR•50–UR•51, UR•52–UR•53</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>TE 1: 21a–21b, 24a–24b, 34a–34b, 46a–46b, 51a–51b, 54a–54b, 66a–66b, 78a–78b, SG•18, SG•19, SG•20, SG•21, SG•28, SG•29, 83a–83b, 86a–86b, 96a–96b, 104a–104b, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•46, SG•47, 111a–111b, 114a–114b, 126a–126b, 134a–134b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 141a–141b, 144a–144b, 154a–154b, 164a–164b, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, 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> <p>TE 2: 177a–177b, 179a, 180a–180b, 190a–190b, 198a–198b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•15, 203a–203b, 206a–206b, 214a–214b, 224a–224b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•31, 231a–231b, 233a, 234a–234b, 244a–244b, 254a–254b, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•45, SG•47, 259a–259b, 261a, 262a–262b, 272a–272b, 282a–282b, SG•50, SG•51, SG•53, SG•55, SG•58, SG•60, SG•61, SG•63, 289a–289b, 292a–292b, 302a–302b, 312a–312b, SG•66, SG•67, SG•70, SG•71, 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> <p>TE 3: 325a–325b, 327a, 328a–328b, 328c–328d, 338a–338b, 348a–348b, 355a–355b, 358a–358b, 372a–372b, 382a–382b, SG•20, SG•21, SG•26, SG•27, SG•30, SG•31, 389a–389b, 391a, 392a–392b, 402a–402b, 416a–416b, SG•34, SG•35, SG•42, SG•43, 425a–425b, 428a–428b, 434a–434b, 442a–442b, 442c–442d, 444–445, 445a, SG•58, SG•63, 449a–449b, 452a–452b, 468a–468b, 473c, SG•66, SG•67, SG•72, SG•73, SG•76, SG•77, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 4: 21a–21b, 23a, 24a–24b, 34a–34b, 42a–42b, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•15, 47a–47b, 50a–50b, 50d, 62a–62b, 72a–72b, 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, 77a–77b, 79a, 80a–80b, 90a–90b, 98a–98b, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•44, SG•45, SG•46, SG•47, 105a–105b, 107a, 108a–108b, 118a–118b, 130a–130b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•63, 137a–137b, 140a–140b, 148a–148b, 156a–156b, SG•66, SG•67, SG•68, SG•69, SG•71, 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>	

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		<p>TE 5: 169a–169b, 171a, 172a–172b, 182a–182b, 192a–192b, SG•3, SG•8, SG•10, SG•13, SG•15, 199a–199b, 201a, 202a–202b, 202c, 212a–212b, 220a–220b, 227h–227i, SG•19, SG•24, SG•27, SG•29, 229a–229b, 231a–231b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 257a–257b, 260a–260b, 270a–270b, 278a–278b, SG•51, SG•58, SG•61, SG•63, 285a–285b, 287a, 287c, 288a–288b, 298a–298b, 306a–306b, 311a, SG•67, SG•72, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 6: 319a–319b, 322a–322b, 330a–330b, 340a–340b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•15, 345a–345b, 348a–348b, 356a–356b, 364a–364b, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, 371a–371b, 374a–374b, 384a–384b, 398a–398b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 418a–418b, 428a–428b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 435a–435b, 437a, 438a–438b, 450a–450b, 462a–462b, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, 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>
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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 4 to grade 5.

Reading Street addresses the Common Core State Standards for Language in the Conventions, Vocabulary, and Spelling strands as well as in the Oral Vocabulary and Selection Vocabulary sections of each Week. Students in Grade 4 demonstrate their command of English grammar/usage, capitalization, punctuation, and spelling conventions in many ways including the following. They use relative pronouns and adverbs and modal auxiliaries (TE G4 U3 pages 415c, 429c, 429o, U5 pages 248–249, 280–281, U6 pages 374–375, 438–439) in their sentences. They write and use progressive verb tenses (TE G4 U3 pages 347d, 357c, 363e, 371o), prepositional phrases (TE G4 U5 pages 291d, 301c, 307e), and frequently confused words (TE G4 U3 pages 347c, 357c, 363e) correctly. They know when to use capital letters (TE G4 U6 pages 353d, 363c, 373e), and they learn more uses for commas and quotation marks (TE G4 U6 pages 385d, 395c, 405e, 417d, 427c, 437e). They produce complete sentences (TE G4 U1 pages 81d, 93c, 101e, 109p, 113d, 123c, 131e, 137p, 141d, 151c, 157e, 165p), using increasingly difficult constructions, and spell words correctly (TE G4 U1 pages 23c, 31c, 39e, 45c, U3 pages 319c, 329c, 337e, 343c, U5 175c, 185c, 193e, 199c), using spelling knowledge and reference materials to help them. Students in Grade 4 deepen their knowledge of language when they use punctuation for effect (TE G4 U5 pages 215a, 304–305, U6 pages 394–395, 409a) and recognize when formal or informal English is appropriate (SE G4.1 pages 132–133, 422–423; TE G4 U1 pages 113e–113f, 133b–133c, U2 pages 278–279, 281a, U3 pages 320d, 405d–405e, 423b–423c). Students develop additional strategies they can use to understand words, such as using Greek and Latin affixes and roots as clues to meaning (TE G4 U6 pages 326c–326d, 349i, 354c–354d, 381i, 448c–448d, 473i); explaining the meanings of similes, metaphors, and idioms (SE G4.2 page 412; TE G4 U2 pages 200d, 227i, U4 pages 144d, 165i, U6 pages 386d, 413a, 413i, 448d, 473i); and relating words to their antonyms and synonyms (SE G4.1 pages 114, 136; TE G4 U1 pages 114e, 137a). They add to their vocabulary by acquiring general academic and domain-specific words (SE G4.1 pages 24, 44; TE G4 U1 pages 21a–21b, 24b, 24e, 32b, 42b, 23a, 45a, 45g, 45h).

Students in Grade 5 continue to expand their knowledge of English grammar/usage, capitalization, punctuation, and spelling conventions and their ability to use these conventions correctly. They can identify and explain all parts of speech, including conjunctions and prepositions (TE G5 U3 pages 451d, 459c, 465e, U6 pages 347d, 355c, 361e). They know how to use simple and perfect verb tenses to make their sentences convey the meaning they intend, and they can recognize and fix errors in verb tense (TE G5 U3 pages 327d, 337c, 345e, 357d, 371c, 379e, 391d, 401c, 413e). They are always expanding their ability to use punctuation correctly, including learning additional uses for commas and quotation marks (TE G5 U6 pages 373d, 383c, 395e, 405d, 417c, 425e). Students in Grade 5 further deepen their knowledge of language when they add or delete words in sentences or combine sentences to make them clearer, smoother, and more interesting (TE G5 U1 pages 49d–49e, 109d–109e, 169d–169e, U2 pages 229d–229e) and when they analyze the different kinds of English used in fiction (TE G5 U6 pages 380–381, 386–387, 446–447, 452–453). Students continue to apply strategies they have learned for determining or clarifying word meaning, including using context clues (SE G5.1 page 144; TE G5 U1 pages 144e, 169h), Greek and Latin roots (SE G5.1 page 234; TE G5 U2 pages 234e, 257h), and reference materials (SE G5.1 page 86; TE G5

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U1 pages 86e, 109h). Their knowledge of figurative language extends from similes and metaphors to hyperbole and imagery (TE G5 U3 pages 428d, 447i, U4 pages 50d, 75i, 80d, 103i, 140d, 161i), and their understanding of relationships between words extends from synonyms and antonyms to homographs and homonyms (SE G5.1 pages 24, 54, 114, G5.2 page 80; TE G5 U1 pages 24e, 49h, 54e, 81h, 114e, 139h, U4 pages 80e, 103h). Their vocabulary continues to grow as students acquire additional general academic and domain-specific words (SE G5.1 pages 24, 48; TE G5 U1 pages 21a–21b, 23a, 24b, 24e, 34b, 46b, 49a, 49g, 49h).

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 5.

Reading Street provides literacy instruction that integrates reading, writing, speaking, and listening throughout every lesson in Grade 5. 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 G5 U1 pages 28–33a, 34–41a). 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 G5.1 page 42; TE G5 U1 pages 42–43, 43a). As students progress through Grade 5, 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 G5.1 pages 44–45; TE G5 U1 pages 23e–23f, 33d–33e, 44–45, 45a, 45b–45c, 49d–49e, 49p–49q). 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 G5 U1 pages 23b, 33b, 43d, 49b, 49n).