

A Correlation of  
**Scott Foresman  
Reading Street**  
Grade 3, ©2013  
to the  
**CCSS ELA/Literacy Overarching Considerations**



**EVALUATION INSTRUMENT FOR  
THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle  
K-5 ELA/Literacy  
CCSS ELA/Literacy  
Overarching Considerations (Tool 3)—Grade 3**

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA**  
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**CCSS ELA/Literacy Overarching Considerations (Tool 3): Grade 3**  
*(to be completed by the committee)*

A textbook is defined as any medium or material (print or nonprint), book, or electronic medium that constitutes the principal source for teaching and learning in a specified area and includes a systematically organized core of stand-alone instructional materials designed to support a curriculum based on the Common Core State Standards.

After reviewing the materials carefully using Tools 1 and 2, answer the questions below reflecting important overarching considerations with regard to the materials. Evaluators should consider how these materials would be used by effective teachers, so that students can participate in high-quality learning experiences. Indicate whether the materials you are evaluating (print or electronic medium) meet the following considerations.

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

Date of Copyright 2013

| <b>Questions about Overarching Considerations: Content (Tool 1)</b>   | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
|---|------------|-----------|--------------------------|
| <b>Do the materials:</b>  |            |           |                          |
| 1. Align to the Common Core State Standards for English Language Arts in a manner consistent with what is described in the standards?   |            |           |                          |
| 2. Provide opportunities for students to consolidate the reading foundational skills through an integration of reading instruction with comprehension instruction?  |            |           |                          |
| 3. Reflect integration of the CCSS across the various strands in English language arts?   |            |           |                          |
| 4. Provide many and varied opportunities for students to work with each standard within the grade level?  |            |           |                          |
| 5. Reflect the progression of the strands that build within and across the grades in a logical way, enabling students to develop and requiring students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards? |            |           |                          |
| <b>Questions about Overarching Considerations: Publishers' Criteria (Tool 2)</b>  | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
| <b>Do the materials:</b>  |            |           |                          |
| 6. Provide extensive opportunities for all students to encounter and comprehend grade-level complex texts through reading, writing, listening, and speaking?  |            |           |                          |
| 7. Have a balance of text types and lengths (including required text types), and an appropriate amount of quality, authentic texts to encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts within the grade level?   |            |           |                          |

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|  |            |           |                          |
|--|------------|-----------|--------------------------|
| 8. Have an organization around “text collections” (extended anchor text with shorter, related texts of sufficient complexity) which provide opportunities for students to cultivate understanding of and to gain knowledge from complex texts while building a sense of bodies of literature and a body of knowledge within and across grade levels? |            |           |                          |
| 9. Provide systematic opportunities for students to read grade-level texts with fluency?   |            |           |                          |
| 10. Include a majority of questions and tasks that are text dependent?   |            |           |                          |
| 11. Focus on developing academic vocabulary across varied contexts and content?  |            |           |                          |
| 12. Include writing and research tasks the meet the requirements indicated by the standards and PARCC Model Content Frameworks?  |            |           |                          |
| 13. Provide teachers with opportunities to plan substantive academic discussions (whole and small group) around grade level topics and texts.  |            |           |                          |
| 14. Use multimedia and technology (including different text formats) in a way that engages students in absorbing or expressing details of a text rather than becoming a distraction or replacement for engaging with a text.   |            |           |                          |
| <b>Questions about Overarching Considerations: Equity</b>  |            |           |                          |
| <b>Do the materials:</b>   | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
| 15. Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation?   |            |           |                          |
| 16. Provide suggestions for scaffolding (and encourage removing the scaffolding over the course of the materials) that support comprehension of grade-level text without replacing students’ opportunities for full and regular encounters with grade-level complex texts?   |            |           |                          |
| 17. Provide resources for supporting English language learners’ regular and active participation with grade-level text?  |            |           |                          |
| 18. Offer texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences?   |            |           |                          |
| 19. Provide a balanced representation of people and points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices?  |            |           |                          |
| 20. Promote correct and appropriate use of the English language?   |            |           |                          |
| 21. Provide clear and concise instruction to teachers and students?  |            |           |                          |
| 22. Provide opportunities for teacher and students to coordinate with other content areas?   |            |           |                          |
| 23. Include strategies and textual content that are grade appropriate?   |            |           |                          |

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| <b>Questions about Overarching Considerations: Assessment</b>  | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
|--|------------|-----------|--------------------------|
| <b>Do the materials:</b>   |            |           |                          |
| 24. Provide in the task directions a clear connection between each task and the expected learning that should result?  |            |           |                          |
| 25. Offer assessment opportunities that genuinely measure progress in all strands? These should include assessment opportunities that measure progress in the foundations of reading, especially fluency?  |            |           |                          |
| 26. Assess students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts clearly aligned and measurable against the expectations of the CCSS.  |            |           |                          |
| 27. Offer ongoing, easily implemented, and varied assessments, clearly denoting which standards are being emphasized in the assessments, and include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. |            |           |                          |
| <b>Questions about Overarching Considerations: Technology</b>  | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
| <b>Do the materials:</b>   |            |           |                          |
| 28. Include or reference technology that provide teachers with additional tasks for students?  |            |           |                          |
| 29. Include teacher guidance for the mindful use of embedded technology to support and enhance student learning?   |            |           |                          |
| <b>Questions about Overarching Considerations: Construction and Design</b>   | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
| <b>Does the print version of the materials:</b>  |            |           |                          |
| 30. Appear to be of durable quality and reusable by successive students?   |            |           |                          |
| 31. Have grade-appropriate type size used?   |            |           |                          |
| 32. Have strong quality paper without undue gloss?   |            |           |                          |
| 33. Have an aesthetically appealing appearance (attractive, inviting)?   |            |           |                          |
| <b>Does the electronic/digital/online version of the materials:</b>  | <b>YES</b> | <b>NO</b> | <b>Comments/Examples</b> |
| 34. Have "platform neutral" technology (i.e., will run on Windows or other platforms), and availability for networking?  |            |           |                          |
| 35. Have a user-friendly, interactive, easy-to-operate interface, allowing the user to control (shift among activities)?   |            |           |                          |
| 36. Appear to be of durable quality (if there is a physical product) and reusable by successive students?  |            |           |                          |
| 37. Have grade-appropriate type size used?   |            |           |                          |

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|   |              |  |               |
|---|--------------|--|---------------|
| 38. Have an aesthetically appealing appearance (attractive, inviting)?  |              |  |               |
| 39. Allow students to save work-in-progress, and allow student data to be saved and retrieved?  |              |  |               |
| 40. Provide timely and appropriate feedback?  |              |  |               |
| 41. Have content that complies with copyright fair use laws, including the Technology, Education, and Copyright Harmonization Act (TEACH Act)?  |              |  |               |
| 42. Ensure access to web content by using non-proprietary technologies (HTML)?  |              |  |               |
| 43. Include technical requirements in the instructions that state what is needed for the software, program, or webpage to run properly (for example: Windows 2000, XP, Vista Operating System, Windows Explorer 7.0, Firefox 3.0, etc.) |              |  |               |
| 44. Provide adequate technical support, which ensures ease of use for faculty and students?   |              |  |               |
| <b>I vote to adopt or reject this submission. (Please circle one.)</b>  |              |  |               |
|   | <b>Adopt</b> |  | <b>Reject</b> |

|   |
|---|
| <b>Questions about Overarching Considerations: Synthesis</b>        |
| <b>What are your overall impressions of the examined materials?</b> |
|   |

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What are the strengths and weaknesses of the examined materials?