



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

Publisher / Imprint	Pearson Education, Inc.	Imprint:	Pearson
Title of Student Edition:	ReadyGEN Student Package includes Text Collection and Sleuth, Grade 4	ISBN:	9780328853625
Title of Teacher Edition:	ReadyGEN Teacher's Guide (TG) Package, Grade 4	ISBN:	9780328853281

Reviewer Name: _____ Reviewer Number: _____ Date: _____ Facilitator: _____

TOTAL SCORE – to be completed after all criteria are scored

SECTION	REVIEWER TOTAL	FACILITATOR VERIFICATION	FACILITATOR NOTES:
Section 1			Facilitator Signature: _____
Section 2A			
Section 2B			
TOTAL			

FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)

Verified: 90% or Higher Facilitator Signature: _____

Verified: 89% or Lower Facilitator Signature: _____



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

Publisher:

- Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
- Citations for Section 1 will usually refer to the Student Edition, but may refer to the Teacher Edition

Reviewer: Use the Student Edition and the Teacher Edition to conduct this portion of the review.

- Ten (10) points: The citation demonstrates Bloom’s Level 3.
- Six (6) points: The citation demonstrates Bloom’s Level 2.
- Zero (0) points: The citation does not meet either Level 2 or Level 3.
- For **highlighted rows only** – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.

SECTION 1: Common Core State Standards – English Language Arts

SECTION 1: Common Core State Standards – English Language Arts				
Reading Standards for Literature				
	Key Ideas and Details	Citation Level 2	Citation Level 3	Score
1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 12 Set the Purpose TG U3: 153 Cite Textual Evidence	TG U2: 13 Cite Textual Evidence TG U4: 13 Cite Textual Evidence	
2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TG U2: 32 Set the Purpose TG U4: 375 Focused Independent Reading	TG U4: 94 Reading Analysis TG U4: 377 Reading Analysis Extension	
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.)	TG U2: 14 Reading Analysis TG U3: 120 Independent Writing Practice	TG U1: 34 Reading Analysis TG U4: 19 Independent Writing Practice	
Craft and Structure		Citation Level 2	Citation Level 3	Score
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., Herculean.)	TG U1: 34 Benchmark Vocabulary TG U2: 174 Benchmark	TG U2: 94 Language Analysis TG U4: 284 Benchmark	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 2 Score Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

SECTION 1: Common Core State Standards – English Language Arts				
		Vocabulary	Vocabulary	
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.	TG U3: 173 Scaffolded Instruction TG U3: 214 Reading Analysis	TG U4: 112 Reading Analysis TG U4: 372 Engage Children	
6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TG U1: 33 Cite Text Evidence TG U2: 34 Reading Analysis	TG U2: 35 Focused Independent Reading TG U4: 147 Reading Analysis Extension	
Integration of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
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.	TG U4: 25 Strategy Focus TG U4: 27 Reading Analysis Extension	TG U4: 24 Reading Analysis TG U4: 26 Reading Analysis Support	
8	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.	TG U2: 174 Reading Analysis TG U3: 167 Reading Analysis Extension	TG U2: 173 Cite Textual Evidence TG U4: 184 Reading Analysis	
Range of Reading and Level of Text Complexity		Citation Level 2	Citation Level 3	Score
9	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.	TG U2: 124 Language Analysis TG U3: 212 Explore Poetry	TG U1: 64 Reading Analysis TG U4: 372 Set the Purpose	
Reading Standards for Informational Text				
Key Ideas and Details		Citation Level 2	Citation Level 3	Score
10	Refer to details and examples in a text when explaining what			



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

	the text says explicitly and when drawing inferences from the text.	TG U1: 304 Reading Analysis TG U3: 13 Cite Text Evidence	TG U1: 114 Reading Analysis TG U4: 367 Reading Analysis Extension	
11	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TG U2: 322 Build Understanding TG U3: 247 Reading Analysis Extension	TG U1: 276 Reading Analysis Support TG U4: 264 Practice and Apply	
12	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.	TG U1: 333 Cite Text Evidence TG U2: 282 Build Understanding	TG U2: 283 Cite Text Evidence TG U3: 363 Cite Text Evidence	
Craft and Structure		Citation Level 2	Citation Level 3	Score
13	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4</i> topics or subject area.	TG U1: 314 Language Analysis TG U3: 14 Benchmark Vocabulary	TG U2: 304 Reading Analysis TG U 4: 274 Benchmark Vocabulary	
14	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.	TG U2: 312 Set the Purpose TG U3: 174 Language Analysis	TG U1: 153 Cite Text Evidence TG U4: 373 Cite Textual Evidence	
15	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	TG U3: 320 Share Writing TG U3: 323 Cite Text Evidence	TG U3: 338 Cite Text Evidence TG U3: 334 Reading Analysis	
Integration of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
16	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.	TG U2: 177 Reading Analysis Extension TG U3: 16 Reading Analysis Support	TG U1: 83 Cite Textual Evidence TG U4: 223 Cite Textual Evidence	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 4 Score Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

17	Explain how an author uses reasons and evidence to support particular points in a text.	TG U2: 293 Cite Text Evidence TG U3: 12 Engage Children	TG U1: 13 Cite Text Evidence TG U4: 213 Cite Text Evidence	
18	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TG U2: 288 Set the Purpose TG U3: 128 Teach and Model	TG U1: 133 Cite Text Evidence TG U4: 349 Prepare to Write	
Range of Reading and Level of Text Complexity		Citation Level 2	Citation Level 3	Score
19	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.	TG U1: 132 Set the Purpose TG U3: 12 Set the Purpose	TG U2: 323 Cite Text Evidence TG U4: 232 Set the Purpose	
Reading Standards: Foundational Skills				
Phonics and Word Recognition				
20	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.	a.TG U1: 312/FS20 Lesson 11 TG U2: 162/FS11 Lesson 16	a.TG U1: 222/FS15 Lesson 2 TG U4: 312/FS20 Lesson 11	
Fluency				
21	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a.TG U1: 67 Fluency TG U3: 302 Set the Purpose b.TG U2: 77 Fluency TG U3: 27 Fluency c.TG U1: 43 Cite Text Evidence TG U3: 64 Practice/Apply	a.TG U2: 135 Focused Independent Reading TG U4: 292 Set the Purpose b.TG U1: 145 Focused Independent Reading TG U4: 287 Fluency c.TG U1: 44 Language Analysis	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

			TG U4: 154 Language Analysis	
	Writing Standards			
	Text Types and Purposes	Citation Level 2	Citation Level 3	Score
22	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition.)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>a. TG U1: 239 Prepare to Write TG U2: 338 Opinion Writing</p> <p>b. TG U2: 300 Independent Writing Practice TG U3: 59 Prepare to Write</p> <p>c. TG U2: 298 Set the Purpose TG U3: 48 Set the Purpose</p> <p>d. TG U2: 368 Set the Purpose TG U3: 148 Set the Purpose</p>	<p>a. TG U2: 340 Independent Writing Practice TG U4: 28 Set the Purpose</p> <p>b. TG U2: 259 Opinion Writing TG U4: 259 Prepare to Write</p> <p>c. TG U2: 300 Independent Writing Practice TG U4: 248 Teach and Model</p> <p>d. TG U2: 369 Independent Writing Practice TG U4: 158 Set the Purpose</p>	
23	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the</p>	<p>a. TG U1: 18 Set the Purpose TG U3: 218 Set the Purpose</p> <p>b. TG U1: 28 Set the</p>	<p>a. TG U1: 38 Set the Purpose TG U3: 298 Set the Purpose</p> <p>b. TG U1: 259 Independent</p>	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

	<p>topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because.)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Purpose TG U3: 288 Set the Purpose</p> <p>c. TG U1: 158 Informative/Explanatory Writing TG U3: 308 Set the Purpose d. TG U1: 48 Set the Purpose TG U3: 218 Set the Purpose</p> <p>e. TG U1: 78 Set the Purpose TG U3: 358 Set the Purpose</p>	<p>Writing Practice TG U3: 310 Write c. TG U2: 300 Independent Writing Practice TG U4: 228 Set the Purpose d. TG U1: 98 Set the Purpose TG U4: 258 Set the Purpose</p> <p>e. TG U1: 148 Set the Purpose TG U4: 360 Write</p>	
24	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>a. TG U2: 18 Set the Purpose TG U4: 28 Set the Purpose b. TG U2: 28 Teach and Model TG U4: 40 Write</p>	<p>a. TG U2: 20 Independent Writing Practice TG U4: 18 Set the Purpose b. TG U2: 38 Set the Purpose TG U4: 38 Set the Purpose</p>	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

	<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>c. TG U2: 28 Set the Purpose TG U4: 48 Set the Purpose</p> <p>d. TG U2: 88 Set the Purpose TG U4: 88 Set the Purpose</p> <p>e. TG U2: 170 Independent Writing Practice TG U4: 100 Write</p>	<p>c. TG U2: 90 Independent Writing Practice TG U4: 79 Prepare to Write</p> <p>d. TG U2: 110 Independent Writing Practice TG U4: 68 Set the Purpose</p> <p>e. TG U2: 130 Independent Writing Practice TG U4: 158 Set the Purpose</p>	
	Production and Distribution of Writing	Citation Level 2	Citation Level 3	Score
25	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG U1: 60 Independent Writing Practice TG U3: 50 Independent Writing Practice	TG U2: 170 Independent Writing Practice TG U4: 160 Independent Writing Practice	
26	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TG U2: 80 Digital Options TG U3: 300 Digital Options	TG U1: 370 Independent Writing Practice TG U4: 160 Digital Options	
27	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.	TG U1: 50 Digital Options TG U3: 340 Digital Options	TG U2: 340 Independent Writing Practice TG U4: 190 Digital Options	
	Research to Build and Present Knowledge	Citation Level 2	Citation Level 3	Score
28	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TG U1: 20 Digital Options TG U3: 340 Write	TG U1: 30 Independent Writing Practice TG U4: 230 Digital Options	
29	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.	TG U1: 60 Digital Options TG U3: 249 Gather Information	TG U2: 230 Digital Options TG U4: 239 Gather Information	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

30	<p>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>a. TG U2: 146 Reading Analysis Support TG U3: 123 Cite Text Evidence</p> <p>b. TG U1: 164 Reading Analysis TG U3: 43 Cite Text Evidence</p>	<p>a. TG U1: 26 Reading Analysis Support TG U4: 33 Cite Text Evidence</p> <p>b. TG U2: 354 Reading Analysis TG U4: 13 Cite Text Evidence</p>	
Range of Writing		Citation Level 2	Citation Level 3	Score
31	<p>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>TG U1: 18 Informative/Explanatory Writing TG U3: 28 Opinion Writing</p>	<p>TG U2: 20 Independent Writing Practice TG U4: 50 Independent Writing Practice</p>	
Speaking and Listening Standards				
Comprehension and Collaboration		Citation Level 2	Citation Level 3	Score
32	<p>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>a. TG U1: 53 Cite Text Evidence TG U3: 13 Cite Text Evidence</p> <p>b. TG U2: 267 Reading Analysis Extension TG U3: 24 Practice/Apply</p> <p>c. TG U1: 33 Cite Text Evidence TG U3: 300 Share Writing</p>	<p>a. TG U2: 363 Cite Text Evidence TG U4: 53 Cite Text Evidence</p> <p>b. TG U1: 74 Practice/Apply TG U 4: 74 Practice/Apply</p> <p>c. TG U2: 287 Reading Analysis Extension TG U4: 290 Share Writing</p>	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

		d.TG U2: 223 Cite Text Evidence TG U3: 264 Practice/Apply	d.TG U2: 263 Cite Text Evidence TG U4: 274 Practice/Apply	
33	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U2: 278 Teach and Model* TG U3: 239 Gather Information*	TG U4: 227 Fluency TG U1: 216 Reading Analysis Support	
34	Identify the reasons and evidence a speaker provides to support particular points.	TG U1: 80 Share Writing TG U2: 320 Share Writing	TG U1: 220 Share Writing TG U2: 360 Share Writing	
Presentation of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
35	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.	TG U2: 188 Narrative Writing TG U3: 188 Set the Purpose	TG U1: 380 Independent Writing Practice TG U4: 388 Set the Purpose	
36	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 188 Teach and Model TG U3: 389 Present	TG U2: 190 Share Writing TG U3: 390 Digital Options	
37	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.	TG U4: 29 Scaffolded Instruction TG U4: 221 English Language Learners	TG U4: 20 Scaffolded Instruction TG U4: 378 Opinion Writing	
Language Standards				
Conventions of Standard English		Citation Level 2	Citation Level 3	Score
38	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. TG U1: 41 Conventions	a. TG U1: 40 Independent	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 10 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

<p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>.)</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>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>.)</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>.)</p>	<p>Mini-Lesson TG U3: 251 Conventions</p> <p>Mini-Lesson b. TG U2: 351 Conventions Mini-Lesson TG U3: 301 Conventions Mini-Lesson</p> <p>c. TG U1: 101 Conventions Mini-Lesson TG U3: 31 Conventions Mini-Lesson</p> <p>d. TG U2: 31 Conventions Mini-Lesson TG U3: 351 Conventions Mini-Lesson</p> <p>e. TG U2: 111 Conventions Mini-Lesson TG U3: 71 Conventions Mini-Lesson</p> <p>f. TG U1: 141 Conventions Mini-Lesson TG U3: 71 Conventions</p> <p>g. TG U2: 151 Conventions Mini-Lesson TG U3: 101 Conventions Mini-Lesson</p>	<p>Writing Practice TG U4: 151 Conventions Mini-Lesson</p> <p>b. TG U2: 350 Independent Writing Practice TG U4: 251 Conventions Mini-Lesson</p> <p>c. TG U1: 320 Independent Writing Practice TG U4: 301 Conventions Mini-Lesson</p> <p>d. TG U2: 30 Independent Writing Practice TG U4: 111 Conventions Mini-Lesson</p> <p>e. TG U1: 130 Independent Writing Practice TG U4: 81 Conventions Mini-Lesson</p> <p>f. TG U1: 140 Independent Writing Practice TG U4: 130 Conventions</p> <p>g. TG U2: 150 Independent Writing Practice TG U3: Conventions Mini-Lesson</p>	
---	---	--	--



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

39	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>a. TG U1: 161 Conventions Mini-Lesson TG U3: 378 Set the Purpose</p> <p>b. TG U2: 41 Conventions Mini-Lesson TG U3: 81 Conventions Mini-Lesson</p> <p>c. TG U1: 231 Conventions Mini-Lesson TG U3: 121 Conventions Mini-Lesson</p> <p>d. TG U1: 368 Set the Purpose TG U3: 310 Conventions</p>	<p>a. TG U2: 190 Independent Writing Practice TG U4: 180 Share Writing</p> <p>b. TG U1: 170 Independent Writing Practice TG U4: 121 Conventions Mini-Lesson</p> <p>c. TG U2: 320 Independent Writing Practice TG U4: 171 Conventions Mini-Lesson</p> <p>d. TG U1: 381 Independent Writing Practice TG U4: 191 Conventions Mini-Lesson</p>	
Knowledge of Language		Citation Level 2	Citation Level 3	Score
40	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.*</p> <p>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.)</p>	<p>a. TG U1: 44 Language Analysis TG U3: 368 Set the Purpose</p> <p>b. TG U4: 38 Teach and Model TG U4: Independent Writing Practice</p> <p>c. TG U1: 382 Engage Students TG U1: 386 Language Analysis Support</p>	<p>a. TG U2: 70 Independent Writing Practice TG U4: 108 Teach and Model</p> <p>b. TG U2: 189 Publish Writing TG U4: 121 Conventions Mini-Lesson</p> <p>c. TG U1: 383 Cite Text Evidence TG U1: 384 Language Analysis</p>	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

SECTION 1: Common Core State Standards – English Language Arts				
	Vocabulary Acquisition and Use	Citation Level 2	Citation Level 3	Score
41	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph.)</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>a. TG U1: 44 Language Analysis TG U3: 64 Practice/Apply</p> <p>b. TG U2: 222/FS15 Lesson 11 TG U3: 112/FS8 Lesson 11</p> <p>c. TG U1: 265 Focused Independent Reading TG U3: 152/FS10 Lesson 3</p>	<p>a. TG U2: 96 Language Analysis Support TG U4: 323 Cite Text Evidence</p> <p>b. TG U2: 232/FS16 Lesson 3 TG U4: 212/FS14 Lesson 1</p> <p>c. TG U2: 295 Focused Independent Reading TG U4: 352/FS22 Lesson 14</p>	
42	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <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>a. TG U2: 97 Language Analysis Extension TG U3: 84 Model</p> <p>b. TG U2: 94 Language Analysis TG U3: 283 English Language Learners</p> <p>c. TG U1: 334 Language Analysis TG U3: 272/FS18 Lesson 7</p>	<p>a. TG U2: 114 Language Analysis TG U4: 84 Language Analysis</p> <p>b. TG U2: 97 Language Analysis Extension TG U4: 373 English Language Learners</p> <p>c. TG U1: 335 Focused Independent Reading TG U4: 254 Language Analysis</p>	
43	<p>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</p>	<p>TG U1: 98 Set the Purpose TG U3: 44 Practice/Apply</p>	<p>TG U1: 299 Add Domain Specific Language TG U4: 353 Strategic</p>	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 13 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 1: Common Core State Standards – English Language Arts

	(e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)		Support	
--	---	--	---------	--

Additional New Mexico Content Standards for English Language Arts

English Language Arts				
44	Students will develop understanding of people, cultures, societies, and explore self-identity through literature, media and oral tradition.	TG U2: 293 Cite Text Evidence TG U3: 143 Cite Text Evidence	TG U2: 307 Reading Analysis Extension TG U3: 163 Cite Text Evidence	
Writing				
45	Students will gather relevant information from multiple sources, including oral knowledge. Apply digital tools to gather, evaluate, and use information. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	TG U1: 20 Digital Options TG U3: 39 Research to Support an Opinion	TG U2: 260 Digital Options TG U4: 280 Write	
Speaking and Listening				
46	Understand the influence of heritage language in English speech patterns. Orally compare and contrast accounts of the same event and text. Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	a. TG U2: 93 English Language Learners TG U3: 132/FS10 Lesson 13 b. TG U1: 23 Cite Text Evidence TG U2: 283 Cite Text Evidence c. TG U1: 320 Share Writing TG U2: 297 Fluency	a. TG U2: 336 Close Reading Support TG U4: 157 Language Analysis Extension b. TG U1: 33 Cite Text Evidence TG U2: 313 Cite Text Evidence c. TG U1: 375 Focused Independent Reading TG U2: 370 Share Writing	



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION I:

**TOTAL
SECTION
SCORE**

SECTION II: OTHER RELEVANT CRITERIA

Publisher:

- Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s.
- Citations for Section 2 “Other Relevant Criteria” will usually refer to the Teacher Edition, but may refer to the Student Edition.
- All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.

- Zero (0): All 3 citations did not meet the requirements of the standard.
- Five (5): All 3 citations met the requirements of the standard.

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

(Specify or cite how the following instructional recommendations occur within this curriculum)

	Text Complexity				
	The CCSS State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.	Occurrence 1	Occurrence 2	Occurrence 3	Score
47	Materials provide shorter, challenging texts that elicit close reading and re-reading activities for each grade.	TG U1: 23 Cite Text Evidence	TG U2: 13 Cite Text Evidence	TG U4: 153 Cite Text Evidence	
48	Materials provide novels, plays and other extended full-length readings with opportunities for close reading.	TG U1: 13 Cite Text Evidence	TG U2: 93 Cite Text Evidence	TG U4: 373 Cite Text Evidence	
49	Materials design opportunities for close reading of selected passages from extended texts to create a series of questions that demonstrate how review of the passages allow students to gather evidence and knowledge from the text.	TG U1: 23 Cite Text Evidence	TG U2: 103 Cite Text Evidence	TG U4: 113 Cite Text Evidence	
#	Range and Quality of Texts	Occurrence 1	Occurrence 2	Occurrence 3	Score
50	Materials include materials containing texts that considered both literature and informational.	TG U2: 282 Build Understanding	TG U3: 152 Build Understanding	TG U4: 292 Build Understanding	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 15 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

(Specify or cite how the following instructional recommendations occur within this curriculum)

51	Materials include a coherent selection of sequence of texts to provide exposure of bodies of literature including American Literature, classic myths, and stories.	TG U1: 12 Build Understanding	TG U3: 142 Build Understanding	TG U4: 292 Build Understanding	
High Quality Text Dependents Questions and Tasks		Occurrence 1	Occurrence 2	Occurrence 3	Score
52	Materials provide high quality sequences of text dependent questions that elicit a sustained discussion of the specifics of the text and their impact.	TG U3: 294 Reading Analysis	TG U3: 374 Reading Analysis	TG U4: 24 Reading Analysis	
53	Materials provide the use of textual evidence required in supporting inferences.	TG U1: 304 Reading Analysis	TG U2: 244 Reading Analysis	TG U4: 74 Reading Analysis	
54	Materials provide questions and tasks that include comprehension of the text before asking for further critique, evaluation, or interpretation.	TG U1: 32 Turn and Talk	TG U3: 82 Turn and Talk	TG U4: 302 Turn and Talk	
Writing Research that Analyzes Sources and Deploys Evidence					
55	Materials provide activities including extensive opportunities to write in response to sources.	TG U2: 248 Opinion Writing	TG U3: 218 Informative/Explanatory Writing	TG U4: 18 Narrative Writing	
Additional Key Criteria for Student Reading, Writing, Listening, and Speaking		Occurrence 1	Occurrence 2	Occurrence 3	Score
56	Materials provide independent student work throughout the curriculum.	TG U2: 255 Focused Independent Reading	TG U3: 220 Informative/Explanatory Writing	TG U4: 25 Focused Independent Reading	
57	Materials provide speaking and listening prompts and questions offering opportunities for students to share preparation, evidence, and research.	TG U1: 20 Share Writing	TG U2: 170 Share Writing	TG U4: 220 Share Writing	
58	Materials include opportunities to read narrative and expository text aloud.	TG U1: 27 Fluency	TG U2: 187 Fluency	TG U4: 47 Fluency	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 16 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

(Specify or cite how the following instructional recommendations occur within this curriculum)

Fluency		Occurrence 1	Occurrence 2	Occurrence 3	Score
59	Materials include fluency building routines, including goal setting to measure word-level fluency instruction and practice, reading accuracy, and passage reading rate, and timed reading with text understanding.	TG U1: 145 Focused Independent Reading	TG U3: 227 Fluency	TG U4: 387 Fluency	
Key Criteria for Academic Vocabulary		Occurrence 1	Occurrence 2	Occurrence 3	Score
60	Materials focus on academic vocabulary Prevalent in complex texts throughout reading, writing, listening, and speaking instruction.	TG U1: 154 Benchmark Vocabulary	TG U3: 234 Benchmark Vocabulary	TG U4: 64 Benchmark Vocabulary	
61	Materials provide activities designed to acquire knowledge of general academic vocabulary.	TG U2: 104 Benchmark Vocabulary	TG U3: 134 Benchmark Vocabulary	TG U4: 224 Benchmark Vocabulary	
Reading Strategies		Occurrence 1	Occurrence 2	Occurrence 3	Score
62	Materials provide word awareness introduced through the use of research based strategies such as graphic organizers, word walls, and practice activities that encourage deep processing and connecting word meaning to prior knowledge.	TG U1: 324 Reading Analysis	TG U2: 254 Language Analysis	TG U4: 124 Language Analysis	
63	Materials provide student friendly explanations as well as dictionary definitions.	TG U1: 213 Cite Text Evidence	TG U2: 181 Conventions Mini- Lesson	TG U4: 257 Reading Analysis Extension	
Scaffolding		Occurrence 1	Occurrence 2	Occurrence 3	Score
64	Materials provide scaffolding opportunities that enable all students to experience rather than avoid complexity of texts.	TG U2: 143 Scaffolded Instruction	TG U3: 103 Scaffolded Instruction	TG U4: 257 Scaffolded Instruction	
65	Materials provide scaffolding opportunities that incorporate comprehension and vocabulary strategies for all students.	TG U1: 213 Scaffolded Instruction	TG U3: 113 Scaffolded Instruction	TG U4: 243 Scaffolded Instruction	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 17 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

(Specify or cite how the following instructional recommendations occur within this curriculum)

	Assessment	Occurrence 1	Occurrence 2	Occurrence 3	Score
66	Content regularly assesses whether students are developing standards-based skills.	TG U1: 130 Share Writing	TG U3: 135 Monitor Progress	TG U4: 330 Share Writing	
67	Materials include direct, observable evidence of degree to which students can independently demonstrate foundational skills in addressing reading, writing, listening, and speaking as well as language.	TG U1: 132/FS8 Lesson 11	TG U2: 165 Monitor Progress	TG U3: 147 Fluency	
68	Content addresses student proficiency using methods that are unbiased and accessible to all students.	TG U2: 133 Scaffolded Instruction	TG U3: 192 Performance-Based Assessment	TG U4: 347 Fluency	
Efficacy and Aligned materials		Occurrence 1	Occurrence 2	Occurrence 3	Score
69	Publishers provide a clear research plan for how the efficacy of their materials will be assessed and improved over time.	TG U2 Front Matter: v Assessment Student Handbook and Teacher Manual	TG U3 Front Matter: xvi Formative Assessment	TG Front Matter: xvii Performance-Based Assessment	
Grammar and Language		Occurrence 1	Occurrence 2	Occurrence 3	Score
70	Materials provide activities for students to gain mastery of the essential “rules” of standard written and spoken English as well as opportunities to increase vocabulary and academic vocabulary.	TG U1: 41 Conventions Mini-Lesson	TG U2: 120 Conventions	TG U4: 270 Conventions	
71	Materials provide activities that teach students how to approach language as a matter of craft for clear and powerful communication skills.	TG U2: 131 Conventions Mini-Lesson	TG U3: 190 Conventions	TG U4: 320 Conventions	
72	Materials include grammar and spelling activities for additional practice in the areas of categorizing, word building,	TG U2: 254 Language	TG U3: 54 Language	TG U4: 124 Language	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 18 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria

(Specify or cite how the following instructional recommendations occur within this curriculum)

		Analysis	Analysis	Analysis	
	Technology	Occurrence 1	Occurrence 2	Occurrence 3	Score
	and analogical reasoning.				
73	Materials assist in providing opportunities and resources for student presentations, reading, and projects through the use of technology.	TG U1: 328 Informative/Explanatory Writing	TG U3: 278 Informative/Explanatory Writing	TG U4: 318 Opinion Writing	
74	Materials use multimedia and technology to deepen attention to evidence and text.	TG U2: 398 Digital Options	TG U3: 229 Prepare to Write	TG U4: 390 Digital Options	

	SECTION 2.B – Other Relevant Criteria – Student Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
75	Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	TG U2: 12 Lesson 1	TG U2: 52 Lesson 5	TG U2: 212 Lesson 1	
76	Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	TG U2: 168 Set the Purpose	TG U2: 213 Cite Text Evidence	TG U2: 336 Close Reading Support	
77	Textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language, or disability.	TG U2: 212 Set the Purpose	TG U2: 337 Close Reading Extension	TG U2: 365 Focused Independent Reading	
78	Textbook provides an introduction to the lesson, including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	TG U1: 22 Set the Purpose	TG U3: 382 Set the Purpose	TG U4: 222 Set the Purpose	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 19 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
79	Textbook provides visual presentations to assist students' comprehension.	TG U1: 293 Cite Text Evidence	TG U2: 43 Strategic Support	TG U4: 25 Monitor Progress	
80	Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge using graphic organizers and scaffolding activities.	TG U1: 213 Scaffolded Instruction	TG U2: 123 Scaffolded Instruction	TG U4: 243 Scaffolded Instruction	
81	Textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences.	TG U1: 309 Prepare to Write	TG U3: 42 Set the Purpose	TG U4: 347 Reading Analysis Extension	
82	Textbook provides references to support student learning such as a glossary and word lists.	TG U1: 217 Fluency	TG U4: 212 Read	TG U4: 235 Focused Independent Reading	
SECTION 2.B – Other Relevant Criteria – Teacher Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
83	Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	Implementation Guide: 68 Scope and Sequence	Implementation Guide: 69 Scope and Sequence	Implementation Guide: 70 Scope and Sequence	
84	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TG U1: 222 Objectives	TG U2: 130 Objectives	TG U3: 352 Objectives	
85	Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	TG U2: 136 Close Reading Support	TG U3: 257 Reading Analysis Extension	TG U4: 241 English Language Learners	

SE Title:
ISBN:

REVIEWER #: _____

PAGE 20 Score
Subtotal



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

	SECTION 2.B – Other Relevant Criteria – Student Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
86	Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TG U1: 231 English Language Learners	TG U2: 153 English Language Learners	TG U3: 373 English Language Learners	
87	Teacher’s Edition includes content and information that support a variety of approaches to instruction.	TG U1: 156 Small Group Options	TG U2: 37 Close Reading Extension	TG U4: 156 Small Group Options	
88	Cooperative learning strategies are included for student engagement.	TG U1: 126 Reading Analysis Extension	TG U3: 76 Reading Analysis Extension	TG U4: 20 Reading Analysis Extension	
89	Teacher’s Edition has various embedded assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.	TG U2: 67 Fluency	TG U3: 130 Writing Keystone Checklist	TG U4: 380 Writing Keystone Checklist	
90	Teacher’s Edition has embedded student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	TG U1: 158 Informative/Explanatory Writing	TG U3: 126 Opinion Writing	TG U4: 18 Narrative Writing	

SECTION II:	TOTAL SECTION SCORE	
--------------------	----------------------------	--

SE Title:
ISBN:

REVIEWER #: _____

PAGE 21 Score Subtotal