



FORM F.6 Citation Alignment and Scoring Rubric – ELA Fifth 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 5	ISBN:	9780328853632
Title of Teacher Edition:	ReadyGEN Teacher's Guide (TG) Package, Grade 5	ISBN:	9780328853298

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: _____



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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	Quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text.	TG U1: 243 Close Read TG U2: 72 Build Understanding	TG U2: 73 Close Read TG U3: 214 Reading Analysis	
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.	TG U2: 94 Reading Analysis TG U3: 122 Build Understanding	TG U1: 103 Close Read TG U3: 124 Reading Analysis	
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.)	TG U1: 223 Close Read TG U4: 114 Reading Analysis	TG U2: 124 Reading Analysis TG U4: 214 Reading Analysis	
	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 figurative language such as metaphors and similes.	TG U2: 367 Language Analysis Extension TG U3: 62 Build Understanding	TG U1: 363 Close Read TG U3: 64 Language Analysis	
5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TG U1: 274 Reading Analysis TG U3: 42 Build	TG U2: 34 Language Analysis TG U3: 47 Language	

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SECTION 1: Common Core State Standards – English Language Arts

		Understanding	Analysis Extension	
6	Describe how a narrator’s or speaker’s point of view influences how events are described.	TG U1: 34 Reading Analysis TG U4: 92 Build Understanding	TG U2: 17 Reading Analysis Extension TG U4: 94 Reading Analysis	
Integration of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
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, and poem.)	TG U2: 27 Reading Analysis Extension TG U3: 94 Reading Analysis	TG U1: 247 Reading Analysis Extension TG U3: 97 Reading Analysis Extension	
8	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	TG U1: 184 Reading Analysis TG U3: 172 Build Understanding	TG U2: 144 Reading Analysis TG U3: 174 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 independently and proficiently, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity.	TG U2: 125 Focused Independent Reading TG U3: 15 Focused Independent Reading	TG U1: 65 Focused Independent Reading TG U4: 95 Focuses Independent Reading	
Reading Standards for Informational Text				
Key Ideas and Details		Citation Level 2	Citation Level 3	Score
10	Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text.	TG U1: 383 Close Read TG U3: 132 Build Understanding	TG U2: 343 Close Read TG U3: 134 Reading Analysis	
11	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.	TG U1: 364 Reading Analysis TG U4: 82 Build Understanding	TG U2: 227 Language Analysis Extension TG U4: 84 Reading Analysis	



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SECTION 1: Common Core State Standards – English Language Arts

Craft and Structure		Citation Level 2	Citation Level 3	Score
12	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.	TG U2: 234 Language Analysis TG U3: 324 Language Analysis	TG U1: 317 Language Analysis Extension TG U3: 327 Language Analysis Extension	
13	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	TG U2: 317 Reading Analysis Extension TG U4: 144 Reading Analysis	TG U1: 237 Close Reading Extension TG U4: 147 Reading Analysis Extension	
14	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TG U1: 384 Reading Analysis TG U4: 374 Reading Analysis	TG U2: 304 Reading Analysis TG U4: 377 Reading Analysis Extension	
Integration of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
15	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.	TG U3: 178 Narrative Writing TG U4: 108 Informative/Explanatory Writing	TG U3: 319 Informative/Explanatory Writing TG U4: 310 Independent Writing Practice	
16	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason and what information can be used as supportive evidence.	TG U1: 327 Reading Analysis Extension TG U3: 322 Build Understanding	TG U2: 334 Reading Analysis TG U3: 334 Reading Analysis	
17	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG U2: 384 Reading Analysis TG U3: 182 Build Understanding	TG U2: 387 Reading Analysis Extension TG U3: 187 Language Analysis Extension	
Range of Reading and Level of Text Complexity		Citation Level 2	Citation Level 3	Score
18	By the end of the year, read and comprehend informational texts, independently and proficiently, including history/social studies, science, and technical texts, at the high end of the	TG U1: 345 Focused Independent Reading TG U4: 15 Focused	TG U2: 265 Focused Independent Reading TG U4: 355 Focused	



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	grades 4–5 text complexity.	Independent Reading	Independent Reading	
	Reading Standards: Foundational Skills			
	Phonics and Word Recognition			
19	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 and out of context.	TG U1: 92/FS7 Lesson 9 TG U3: 132/FS10 Lesson 13	TG U2: FS18 Lesson 7 TG U4: 22/FS3 Lesson 2	
	Fluency			
20	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: 217 Fluency TG U3: 237 Fluency b. TG U2: 267 Fluency TG U4: 97 Fluency c. TG U1: 247 Fluency TG U3: 157 Fluency	a. TG U2: 317 Fluency TG U3: 327 Fluency b. TG U1: 147 Fluency TG U4: 127 Fluency c. TG U2: FS4 Lesson 3 TG U4: FS10 Lesson 13	
	Writing Standards			
	Text Types and Purposes	Citation Level 2	Citation Level 3	Score
21	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	a. TG U2: 50 Independent Writing Practice TG U4: Opinion Writing b. TG U1: 379 Write an Opinion	a. TG U1: 390 Independent Writing Practice TG U4: 50 Independent Writing Practice b. TG U2: 389 Write an	

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	<p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically.)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>TG U3: 378 Opinion Writing</p> <p>c. TG U2: 89 Add Transitions</p> <p>TG U3: 118 Opinion Writing</p> <p>d. TG U1: 389 Write an Opinion</p> <p>TG U4: 98 Opinion Writing</p>	<p>Opinion Essay</p> <p>TG U3: 380 Independent Writing Practice</p> <p>c. TG U1: 119 Write an Opinion</p> <p>TG U4: 90 Independent Writing Practice</p> <p>d. TG U2: 100 Independent Writing Practice</p> <p>TG U4: 100 Independent Writing Practice</p>	
<p>22</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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>b. Develop the topic with facts, definitions, concrete details, quotations, other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially.)</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>a. TG U2: 230 Independent Writing Practice</p> <p>TG U3: 218 Informative/Explanatory Writing</p> <p>b. TG U1: 240 Independent Writing Practice</p> <p>TG U3: 258 Informative/Explanatory Writing</p> <p>c. TG U1: 280 Independent Writing Practice</p> <p>TG U3: 268 Informative/Explanatory Writing</p> <p>d. TG U2: 260 Independent Writing Practice</p> <p>TG U3: 348 Informative/Explanatory Writing</p>	<p>a. TG U1: 340 Independent Writing Practice</p> <p>TG U3: 230 Independent Writing Practice</p> <p>b. TG U2: 260 Independent Writing Practice</p> <p>TG U3: 340 Independent Writing Practice</p> <p>c. TG U2: 280 Independent Writing Practice</p> <p>TG U3: 270 Independent Writing Practice</p> <p>d. TG U1: 260 Independent Writing Practice</p> <p>TG U3: 350 Independent Writing Practice</p> <p>e. TG U2: 290 Independent Writing Practice</p> <p>TG U3: 329 Informative/Explanatory</p>	



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		e. TG U1: 290 Independent Writing Practice TG U3: 298 Informative/Explanatory Writing	Writing	
23	<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>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events, or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses 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>a. TG U1: 50 Independent Writing Practice TG U3: 18 Narrative Writing</p> <p>b. TG U1: 60 Independent Writing Practice TG U3: 58 Narrative Writing</p> <p>c. TG U1: 70 Independent Writing Practice TG U3: 48 Narrative Writing</p> <p>d. TG U1: 80 Independent Writing Practice TG U3: 38 Narrative Writing</p> <p>e. TG U1: 100 Independent Writing Practice TG U3: 98 Narrative Writing</p>	<p>a. TG U1: 128-129 Narrative Writing TG U3: 50 Independent Writing Practice</p> <p>b. TG U1: 138-139 Narrative Writing TG U3: 140 Independent Writing Practice</p> <p>c. TG U1: 150 Independent Writing Practice TG U3: 50 Independent Writing Practice</p> <p>d. TG U3: 40 Independent Writing Practice</p> <p>e. TG U3: 100 Independent Writing Practice</p>	
	Production and Distribution of Writing	Citation Level 2	Citation Level 3	Score
24	Produce clear and coherent writing in which the development	TG U1: 330 Independent	TG U2: 260 Independent	

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SECTION 1: Common Core State Standards – English Language Arts

	and organization are appropriate to task, purpose, and audience. Grade-specific expectations for writing types are defined in standards #1–3 above.	Writing Practice TG U4: 78 Opinion Writing	Writing Practice TG U4: 80 Independent Writing Practice	
25	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.	TG U1: 350 Independent Writing Practice TG U3: 158 Narrative Writing	TG U2: 158-159 Opinion Writing TG U4: 150 Independent Writing Practice	
26	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.	TG U1: 290 Digital Options TG U3: 190 Digital Options	TG U2: 390 Digital Options TG U3: 198 Digital Options	
	Research to Build and Present Knowledge	Citation Level 2	Citation Level 3	Score
27	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TG U2: 310 Independent Writing Practice TG U4: 108 Informative/Explanatory Writing	TG U1: 310 Independent Writing Practice TG U4: 110 Informative/Explanatory Writing	
28	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.	TG U1: 310 Independent Writing Practice TG U3: 308 Informative/Explanatory Writing	TG U2: 320 Independent Writing Practice TG U3: 320 Independent Writing Practice	
29	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 reading standards 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].”) b. Apply <i>grade 5</i> reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to	a. TG U1: 64 Reading Analysis TG U3: 54 Reading Analysis b. TG U2: 334 Reading Analysis TG U4: 32 Build Understanding	a. TG U2: 124 Reading Analysis TG U3: 84 Reading Analysis b. TG U1: 384 Reading Analysis TG U4: 44 Reading Analysis	

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	support particular points in a text, identifying which reasons and evidence support which point[s].”)			
	Range of Writing	Citation Level 2	Citation Level 3	Score
30	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.	TG U2: 192-199 Performance-Based Assessment TG U3: 68-70 Narrative Writing	TG U1: 392-399 Performance-Based Assessment TG U3: 392-399 Performance-Based Assessment	
	Speaking and Listening Standards			
	Comprehension and Collaboration	Citation Level 2	Citation Level 3	Score
31	Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5</i> topics and texts, building on others’ ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	a. TG U2: 233 Cite Text Evidence TG U3: 43 Cite Text Evidence b. TG U1: 198 Present TG U4: 398 Present c. TG U1: 134 Practice/Apply TG U2: 74 Practice/Apply d. TG U1: 323 Cite Text Evidence	a. TG U2: 224 Practice/Apply TG U4: 133 Cite Text Evidence b. TG U2: 198 Present TG U4: 224 Practice/Apply c. TG U3: 344 Practice/Apply TG U4: 224 Practice/Apply d. TG U2: 323 Cite Text Evidence	



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		TG U3: 343 Cite Text Evidence	TG U4: 53 Cite Text Evidence	
32	Summarize a written text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U2: 398 Present TG U4: 198 Present	TG U1: 198 Present TG U3: 398 Present	
33	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TG U2: 370 Share Writing TG U2: 380 Share Writing	TG U2: 170 Share Writing TG U3: 370 Share Writing	
	Presentation of Knowledge and Ideas	Citation Level 2	Citation Level 3	Score
34	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.	TG U1: 369 Informative/Explanatory Writing TG U3: 390 Share Writing	TG U2: 370 Independent Writing Practice TG U4: 170 Share Writing	
35	Include multimedia components (e.g., graphics, sound) and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	TG U2: 194 Digital Options TG U3: 278 Informative/Explanatory Writing	TG U2: 329 Visuals and Multimedia TG U4: 398 Present	
36	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 for specific expectations.)	TG U2: 168 Opinion Writing TG U3: 369 Prepare to Present	TG U2: 368 Informative/Explanatory Writing TG U4: 398 Present	
	Language Standards			
	Conventions of Standard English	Citation Level 2	Citation Level 3	Score
37	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections, in general, and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions.	a. TG U2: 51 Conventions Mini-Lesson TG U4: 91 Conventions Mini-Lesson b. TG U1: 241 Conventions Mini-Lesson TG U3: 241 Conventions Mini-Lesson c. TG U1: 261 Conventions	a. TG U2: 61 Conventions Mini-Lesson TG U4: 51 Conventions Mini-Lesson b. TG U1: 251 Conventions Mini-Lesson TG U4: 31 Conventions Mini-Lesson c. TG U1: 281 Conventions	

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	<p>d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Mini-Lesson TG U3: 261 Conventions Mini-Lesson d. TG U1: 311 Conventions Mini-Lesson TG U1: 359 Informative/Explanatory Writing</p> <p>e. TG U2: 159 Teach TG U4: 111 Conventions Mini-Lesson</p>	<p>Mini-Lesson TG U3: 271 Conventions Mini-Lesson d. TG U1: 321 Conventions Mini-Lesson TG U2: 359 Prepare to Write</p> <p>e. TG U2: 111 Conventions Mini-Lesson TG U4: 121 Conventions Mini-Lesson</p>	
38	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>a. TG U2: 281 Conventions Mini-Lesson TG U4: 291 Conventions Mini-Lesson b. TG U2: 301 Conventions Mini-Lesson TG U4: 311 Conventions Mini-Lesson c. TG U2: 321 Conventions Mini-Lesson TG U4: 331 Conventions Mini-Lesson d. TG U2: 351 Conventions</p>	<p>a. TG U2: 301 Conventions Mini-Lesson TG U4: 301 Conventions Mini-Lesson b. TG U4: 321 Conventions Mini-Lesson c. TG U2: 331 Conventions Mini-Lesson TG U4: 341 Conventions Mini-Lesson d. TG U2: 371 Conventions Mini-Lesson TG U4: 371 Conventions</p>	

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		Mini-Lesson TG U4: 361 Conventions Mini-Lesson e. TG U2: 360 Independent Writing Practice TG U3: 359 Edit and Proofread	Mini-Lesson e. TG U2: 381 Conventions Mini-Lesson TG U4: 191 Conventions Mini-Lesson	
	Knowledge of Language	Citation Level 2	Citation Level 3	Score
39	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. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	a. TG U2: 91 Conventions Mini-Lesson TG U3: 149 Revise Organization b. TG U2: 38 Opinion Writing TG U2: 113 Strategic Support	a. TG U2: 181 Conventions Mini-Lesson TG U4: 161 Conventions Mini-Lesson b. TG U2: 43 Dialect TG U2: 63 Strategic Support	
	Vocabulary Acquisition and Use	Citation Level 2	Citation Level 3	Score
40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis.) 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	a. TG U1: 313 Close Read TG U3: 264 Language Analysis b. TG U2: 252 Foundational Skills Mini- Lesson	a. TG U2: 82 Foundational Skills Mini-Lesson TG U3: 267 Language Analysis Extension b. TG U1: 102 Foundational Skills Mini-	

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	and phrases.	TG U4: 52 Foundational Skills Mini-Lesson c. TG U1: 313 Close Read TG U3: 367 Language Analysis Extension	Lesson TG U4: 82 Foundational Skills Mini-Lesson c. TG U2: 234 Language Analysis TG U4: 362 Foundational Skills Mini-Lesson	
41	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	a. TG U1: 105 Build Accountability TG U2: 43 Close Read b. TG U2: 39 Strategic Support TG U4: 52 Foundational Skills Mini-Lesson c. TG U1: 262 Foundational Skills Mini-Lesson TG U3: 212 Foundational Skills Mini-Lesson	a. TG U1: 104 Language Analysis TG U2: 367 Language Analysis Extension b. TG U2: 40 Independent Writing Practice TG U3: 172 Foundational Skills Mini-Lesson c. TG U1: 302 Foundational Skills Mini-Lesson TG U3: 263 English Language Learners	
42	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., however, although, nevertheless, similarly, moreover, in addition.)	TG U1: 338 Informative/Explanatory Writing TG U3: 324 Language Analysis	TG U2: 260 Independent Writing Practice TG U3: 367 Language Analysis Extension	

Additional New Mexico Content Standards for English Language Arts

Reading Literature	Citation Level 2	Citation Level 3	Score
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43	Students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.	TG U4: 82 Turn and Talk TG U4: 162 Turn and Talk	TG U4: 262 Set the Purpose TG U4: 268 Opinion Writing	
44	Students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.	TG U4: 27 Historical Context TG U4: 143 Cite Text Evidence	TG U4: 24 Historical Context TG U4: 26 Historical Context	
Writing Standards: Production and Distribution		Citation Level 2	Citation Level 3	Score
45	Students will gather relevant information from multiple sources, including oral knowledge.	TG U2: 180 Independent Writing Practice TG U3: 178 Narrative Writing	TG U1: 319 Synthesize Information TG U4: 110 Independent Writing Practice	
46	Students will apply digital tools to gather, evaluate, and use information.	TG U1: 250 Digital Options TG U3: 318 Informative/Explanatory Writing	TG U2: 370 Independent Writing Practice TG U3: 319 Informative/Explanatory Writing	
47	Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	TG U1: 370 Digital Options TG U4: 130 Digital Options	TG U2: 140 Digital Options TG U4: 190 Digital Options	
Speaking and Listening		Citation Level 2	Citation Level 3	Score
48	Students will understand the influence of heritage language in English speech patterns.	TG U2: 39 Strategic Support TG U3: 67 Language Analysis Extension	TG U2: 40 Independent Writing Practice TG U3: 67 Language Analysis Extension	
49	Students will orally compare and contrast accounts of the same event and text.	TG U1: 387 Reading Analysis Extension TG U4: 182 Build Understanding	TG U2: 304 Reading Analysis TG U4: 377 Reading Analysis Extension	
50	Students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural	TG U1: 198 Present TG U2: 198 Present	TG U1: 369 Prepare to Listen	

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settings.		TG U3: 369 Prepare to Listen	
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	Publisher’s Criteria - Content	Citation Level 2	Citation Level 3	Score
51	Materials provide activities such as taking notes on main ideas, asking relevant questions, and elaborating.	TG U1: 369 Informative/Explanatory Writing TG U3: 230 Independent Writing Practice	TG U2: 369 Write TG U4: 198 Present	
52	Materials provide activities where students have an opportunity to engage with peers and collaborate in groups.	TG U2: 170 Write TG U4: 111 Practice	TG U2: 230 Share Writing TG U4: 334 Practice/Apply	
53	Materials provide teacher resources to support research based strategies for instruction at grade level.	TG U2: 13 Strategic Support TG U2: 55 Strategy Focus	TG U4: 13 Strategic Support TG U4: 55 Strategy Focus	

SECTION I:	TOTAL SECTION SCORE	
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SECTION II: OTHER RELEVANT CRITERIA

<p>Publisher:</p> <ul style="list-style-type: none"> 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. <p>Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.</p> <ul style="list-style-type: none"> Zero (0): All 3 citations did not meet the requirements of the standard. Five (5): All 3 citations met the requirements of the standard.

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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)

Key Criteria for Text Selection					
	Text Complexity	Occurrence 1	Occurrence 2	Occurrence 3	Score
54	All students (including those who are behind) have extensive opportunities to encounter grade-level complex texts.	TG U1: 16-17 Small Group Options	TG U3: 86-87 Small Group Options	TG U4: 306-307 Small Group Options	
55	Shorter, challenging text that elicit close reading and re-reading are provided regularly at each grade level.	TG U2: 113 Close Read	TG U3: 212 Exploring Poetry	TG U4: 292 Exploring Poetry	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
56	Materials provide activities for distinguishing and interpreting words with multiple meanings.	TG U1: 43 Strategic Support	TG U3: 303 English Language Learners	TG U4: 133 English Language Learners	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
57	Materials provide activities where students gradually minimize supports to work toward independent work.	TG U1: 36-37 Small Group Options	TG U2: 106-107 Small Group Options	TG U3: 246-247 Small Group Options	
58	Materials include activities to incorporate scaffolding, and re-reading for deeper understanding of text.	TG U2: 27 Reading Analysis Extension	TG U3: 296 Language Analysis Support	TG U4: 87 Reading Analysis Extension	
Range and Quality of Texts:					
59	Materials are recalibrated to reflect a mix of 50 percent informational text, and 50 percent literary text at grade level.	TG U1: 292 Rain Forest Food Chains	TG U2: 112 Harriet Tubman	TG U4: 212 Beyond the Horizon	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
60	High quality texts are used, are worth reading, and exhibit exceptional craft, as well as useful information.	TG U1: 12 Night of the Spadefoot Toads	TG U2: 152 Cesar Chavez: Champion of Workers	TG U4: 92 Pedro's Journal	
Criteria for Key Questions and Tasks		Occurrence 1	Occurrence 2	Occurrence 3	Score

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

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

61	Instructional design cultivates student interest and engagement in reading rich texts carefully.	TG U2: 65 Focused Independent Reading	TG U3: 245 Focused Independent Reading	TG U4: 335 Focused Independent Reading	
	Cultivating Students’ ability to Read Complex Texts Independently	Occurrence 1	Occurrence 2	Occurrence 3	Score
62	Reading strategies support comprehension of specific texts and focus on building knowledge and insight.	TG U1: 25 Focused Independent Reading	TG U2: 85 Focused Independent Reading	TG U3: 275 Focused Independent Reading	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
63	Questions and tasks require careful comprehension of the text, before asking for further evaluation or interpretation.	TG U2: 33 Close Read	TG U3: 123 Close Read	TG U4: 223 Close Read	
	Key Criteria for Academic Vocabulary	Occurrence 1	Occurrence 2	Occurrence 3	Score
64	Materials focus on academic vocabulary prevalent in a complex text, through reading, writing, listening, and speaking instruction.	TG U1: 314 Language Analysis	TG U2: 258 Informative/Expla natory Writing	TG U3: 268 Informative/Expla natory Writing	
65	Materials provide opportunities where students are exposed to diverse vocabulary through reading stories provided by informational texts keeping struggling and ELL students in mind.	TG U1: 13 English Language Learners	TG U3: 73 English Language Learners	TG U4: 273 English Language Learners	
	High Quality, Text Dependent Questions and Tasks	Occurrence 1	Occurrence 2	Occurrence 3	Score
66	Materials provide activities involving texts requiring students to demonstrate mastery from evidence drawn from text.	TG U2: 53 Cite Text Evidence	TG U3: 133 Cite Text Evidence	TG U4: 213 Cite Text Evidence	
67	Questions and tasks require careful comprehension of the text, before asking for further critique, evaluation, or interpretation.	TG U1: 53 Close Read	TG U2: 123 Close Read	TG U4: 243 Close Read	
68	Materials provide writing strategies that reflect actual practice at all grades levels.	TG U1: 40 Independent	TG U2: 130 Independent	TG U3: 220 Independent	

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

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

		Writing Practice	Writing Practice	Writing Practice	
	Writing and Research that Analyzes Sources and Deploys Evidence	Occurrence 1	Occurrence 2	Occurrence 3	Score
69	Materials provide evidence of increasing focus on argument and informative writing.	TG U2: 58-60 Opinion Writing	TG U3: 218-220 Informative/Explanatory Writing	TG U4: 192-199 Performance Based Assessment	
70	Materials provide extensive practice with short, focused research projects.	TG U1: 180 Independent Writing Practice	TG U2: 310 Independent Writing Practice	TG U3: 180 Independent Writing Practice	
71	Materials provide activities that mirror real world activities.	TG U1: 190 Independent Writing Practice	TG U2: 198 Present	TG U4: 398 Present	
	Criteria for Student Reading, Writing, Speaking and Listening	Occurrence 1	Occurrence 2	Occurrence 3	Score
72	Materials require independent student work throughout the curriculum.	TG U1: 165 Focused Independent Reading	TG U3: 240 Independent Writing Practice	TG U4: 315 Focused Independent Reading	
73	Materials skillfully use multimedia and technology to deepen encounters with texts and to provide opportunities for presenting and sharing information.	TG U2: 100 Digital Options	TG U3: 370 Share Writing	TG U4: 198 Present	
74	Materials provide speaking and listening prompts and questions offering opportunities for students to share evidence and research.	TG U1: 390 Share Writing	TG U2: 310 Share Writing	TG U4: 320 Share Writing	
	Efficacy of Aligned Materials	Occurrence 1	Occurrence 2	Occurrence 3	Score

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

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

75	Publishers provide a clear research plan for how the efficacy of their materials will be assessed and improved over time.	TG U5: Front Matter: v Assessment Student Book and Teacher Manual	TG U2: Front Matter: xvi Foundational Skills Standards Mastery	TG U3: Front Matter: xvi Formative Assessment	
76	Materials are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles without lowering text complexity levels.	TG U1: 66-67 Small Group Options	TG U3: 116-117 Small Group Options	TG U4: 236-237 Small Group Options	
77	Materials provide a balanced representation of people and points of view regarding issues of race, gender, religion, ethnic groups and culture.	TG U2: 12 The Road to Freedom	TG U2: 152 Cesar Chavez: Champion of Workers	TG U4: 92 Pedro's Journal	
SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
78	Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	TG U2: 112 Harriet Tubman	TG U4: 292 Explorers of North America	TG U2: 122 Operation Clean Sweep	
79	Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	TG U4: 262 Build Understanding	TG U4: 263 Close Read	TG U4: 267 Reading Analysis Extension	
80	Textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, religion, creed, national origin, age, gender, language or disability.	TG U1: 14 Reading Analysis	TG U3: 127 Reading Analysis Extension	TG U4: 53 Close Read	

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

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

81	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: 32 Engage Students	TG U2: 62 Engage Students	TG U3: 222 Engage Students	
82	Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	TG U2: 44 Reading Analysis	TG U3: 74 Reading Analysis	TG U4: 114 Reading Analysis	
83	Textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art, and sports in addition to connections with their personal experiences.	TG U1: 292 Build Understanding	TG U2: 302 Build Understanding	TG U4: 302 Build Understanding	
84	Textbook provides references to support student learning such as a glossary and word lists.	TG U1: 64 Benchmark Vocabulary	TG U3: 144 Benchmark Vocabulary	TG U4: 374 Benchmark Vocabulary	
SECTION 2.B – Other Relevant Criteria – Teacher Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
85	Within each lesson of the Teacher’s Edition, there are clear, measurable learning objectives and opportunities for differentiated instruction.	TG U1: 20 Objectives	TG U2: 96-97 Small Group Options	TG U3: 124 Objectives	
86	Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students, including below proficiency and advanced learners.	TG U2: 56-57 Small Group Options	TG U3: 126-127 Small Group Options	TG U4: 226-227 Small Group Options	
87	Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TG U1: 21 English Language Learners	TG U2: 133 English Language Learners	TG U4: 231 English Language Learners	
88	Teacher’s Edition presents writing activities where students explain their thinking.	TG U1: 140 Share Writing	TG U3: 230 Share Writing	TG U4: 70 Share Writing	

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

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

89	Teacher’s Edition provides opportunities for students to explore presentation of knowledge and ideas, enhanced through organization and style for an audience, via the use of visual displays, technology and appropriate use of language.	TG U1: 398 Present	TG U2: 198 Present	TG U3: 398 Present	
90	Teacher’s Edition provides 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: 87 Fluency	TG U3: 100 Writing Keystone Checklist	TG U4: 247 Fluency	
91	Teacher’s Edition provides embedded student assessments that are accompanied by student work exemplars and that score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	TG U1: 80 Writing Keystone Checklist	TG U2: 110 Writing Keystone Checklist	TG U4: 250 Writing Keystone Checklist	

SECTION II:	TOTAL SECTION SCORE	
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