



# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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

Publisher / Imprint	Savas Learning Company	Imprint:	Scott Foresman
Title of Student Edition:	Scott Foresman Reading Street Common Core, My Skills Buddy Student Edition Unit 1 - Unit 6 (MSB)	ISBN:	9780328724376; 9780328724383 9780328724390; 9780328724406; 9780328724413; 9780328724420
Title of Teacher Edition:	; ; Scott Foresman Reading Street, Common Core Teacher's Edition Pkg.	ISBN:	9780328735662

Reviewer Name: _____	Reviewer Number: _____	Date: _____	Facilitator: _____
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## 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			
<b>TOTAL</b>			

### FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)			
<input type="checkbox"/>	Verified: 90% or Higher	Facilitator Signature:	_____
<input type="checkbox"/>	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 Kindergarten				
Key Ideas and Detail - Literature		Citation Level 2	Citation Level 3	Score
1	With prompting and support, ask and answer questions about key details in a text.	TE Unit 1: 89-Access for All, Strategic Intervention, Support Discussion TE Unit 1: 283- Social Studies, Plaidypus Travels, Community Places	TE Unit 3: 523- Access for All, Advanced, Access Content TE Unit 6: 391- Comprehension, Create a Plot, Illustrate a Plot	
2	With prompting and support, retell familiar stories, including key details.	TE Unit 1: 295- Comprehension, Plaidypus Plays Around, Make Plaidypus Books TE Unit 5: 49- Comprehension, Dramatize the Story	TE Unit 4: 75- Comprehension, Sequence, Act Out the Sequence TE Unit 6: 405- Comprehension, Sequence, Dramatize the Story	
3	With prompting and support, identify characters, settings, and major events in a story.	TE Unit 1: 93- Comprehension, Character, Dramatize The Little School Bus TE Unit 3: 127- Access for All, Advanced, Identify Plot	TE Unit 5: 399- Comprehension, Plot, Beginning, Middle, End TE Unit 6: 431- Comprehension, Setting, Choose an Appropriate Setting	

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## SECTION 1: Common Core State Standards – English Language Arts

Craft and Structure –Literature		Citation Level 2	Citation Level 3	Score
4	Ask and answer questions about unknown words in a text.	TE Unit 1: 62- Develop Comprehension, Open-Ended TE Unit 1: 351- Vocabulary, Location Words, On Their Own	TE Unit 4: 68- Develop Vocabulary, Inference TE Unit 6: 347- Social Studies, Building Boats, Compare Boats	
5	Recognize common types of texts (e.g., storybooks, poems.)	TE Unit 2: 203- Comprehension, A Fairy Tale, Where Does It Happen? TE Unit 4: 95- Access for All, Strategic Intervention, Support Genre	TE Unit 5: 97- Let's Practice It! Poem, Guide Practice TE Unit 6: 495- Access for All, Strategic Intervention, Folk Tale, ...compare and contrast the elements...	
6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TE Unit 1: 107- Conventions, Animal Names, Animal Storybook TE Unit 1: 238- Decodable Reader 3, Read The Little Toys, Concepts of Print	TE Unit 2: 40- Decodable Reader 7, Read A Little Mat, Concepts of Print TE Unit 4: 377- Listening and Speaking, Discuss Authors and Illustrators, Group Practice	
Integration of Knowledge and Ideas - Literature		Citation Level 2	Citation Level 3	Score
7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts.)	TE Unit 3: 242- Text-Bases Comprehension, Introduce Main Selection, Preview and Predict TE Unit 4: 241- Access for All, Strategic Intervention, Support Retelling	TE Unit 2: 549- Comprehension, Real or Make-Believe, Analyze Illustrations TE Unit 6: 399- Let's Practice It! Signs, Guide Practice	
8	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TE Unit 2: 98- Assessment, Monitor Progress, Check	TE Unit 3: 527- Social Studies, The Tortoise and	

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## SECTION 1: Common Core State Standards – English Language Arts

		Compare and Contrast TE Unit 3: 389- Comprehension, Character, Make a List, Write Sentences	the Hare, Compare and Contrast Traits TE Unit 6: 79- Comprehension, Max and Jen, Compare and Contrast Characters	
	<b>Range of Reading/Level of Text Complexity – Literature</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>9</b>	Actively engage in group reading activities with purpose and understanding.	TE Unit 1: 59- Access Main Selection, Reader and Task Suggestions, Read TE Unit 2: 83- Get Set, Roll! Reader 7, Read	TE Unit 4: 56- Student Reader, Read A Day to Play, Read TE Unit 6: 44- Think, Talk, and Write, Discuss Concept	
	<b>Reading Standards for INFORMATIONAL TEXT Kindergarten</b>			
	<b>Key Ideas and Detail – Informational Text</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>10</b>	With prompting and support, ask and answer questions about key details in a text.	TE Unit 1: 197- Let's Practice It! Expository Text, Guide Practice, What questions... TE Unit 4: 599- Let's Practice It! Expository Text, Guide Practice	TE Unit 5: 142- Access for All, Advanced, Look Back and Write TE Unit 5: 614- Wrap Up Your Week! Transportation Used to Get to School, Illustrate Drawing Conclusions	
<b>11</b>	With prompting and support, identify the main topic and retell key details of a text.	TE Unit 4: 487- Comprehension, The Big	TE Unit 2: 240- Text-Based Comprehension, Retell,	



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## SECTION 1: Common Core State Standards – English Language Arts

		Idea, Model Main Idea TE Unit 5: 450- Text-Based Comprehension, Retell, Have children...	Have children... TE Unit 6: 241- Access for All, Advanced, Retell	
12	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE Unit 2: 479- Comprehension, The Dormouse's Trip, Make a Sequence TE Unit 6: 564- Develop Comprehension, Compare and Contrast, Inference	TE Unit 5: 157- Access Main Selection, Reader and Task Suggestions, Theme and Knowledge Demands TE Unit 3: 447- Social Studies, Then and Now, Review the Pictures, Illustrate Then and Now	
<b>Craft and Structure – Informational Text</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
13	With prompting and support, ask and answer questions about unknown words in a text.	TE Unit 3: 464- Develop Vocabulary, Open-Ended TE Unit 4: 433- Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, 3. Apply	TE Unit 1: 103- Oral Vocabulary, Act Out Amazing Words, Add Actions to Song TE Unit 2: 265- Develop Vocabulary, Open-Ended	
14	Identify the front cover, back cover, and title page of a book.	TE Unit 2: 442- Text-Based Comprehension, Introduce Main Selection, Concepts of Print TE Unit 4: 442- Text-Based Comprehension, Introduce Main Selection, Concepts of Print	TE Unit 5: 309- Reading, Book Fair, Share a Favorite Book TE Unit 5: 140- Text-Based Comprehension, Introduce Main Selection, Concepts of Print	



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## SECTION 1: Common Core State Standards – English Language Arts

15	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TE Unit 2: 238- Decodable Reader 9, Read My Map, Concepts of Print TE Unit 3: 440- Text-Based Comprehension, Introduce Main Selection, Concepts of Print	TE Unit 4: 338- Decodable Reader 22, Read Gil Got One, Concepts of Print TE Unit 5: 246- Text-Based Comprehension, Introduce Main Selection, Concepts of Print	
	<b>Integration of Knowledge and Ideas – Informational Text</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
16	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)	TE Unit 3: 79- Science, How a Panda Changes and Grows, Discuss a Panda’s First Year TE Unit 1: 197- Access for All, Advanced, Practice Retelling	TE Unit 2: 42- Text-Based Comprehension, Retell, Check Retelling, After...have children...Have them... TE Unit 6: 554- Text-Based Comprehension, Read Main Selection, Retell the Selection	
17	With prompting and support, identify the reasons an author gives to support points in a text.	TE Unit 2: 85- Read Main Selection, Read, ...facts, details, reasons... TE Unit 4: 483- Read Main Selection, Read, ...facts, details, reasons...	TE Unit 5: 191- Read Main Selection, Read, ...facts, details, reasons... TE Unit 6: 285- Read Main Selection, Read, ...facts, details, reasons...	
18	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)	TE Unit 3: 474- Wrap Up Your Day! Compare Texts TE Unit 4: 247- Science,	TE Unit 6: 289- Science, Using the Earth, Nature’s Homes, Connect to Writing	

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## SECTION 1: Common Core State Standards – English Language Arts

		Compare and Contrast Animals, Make a Comparison Chart	TE Unit 6: 303- Science, Earth's Resources, Resources, Illustrate How We Use Resources	
	<b>Range of Reading/Level of Text Complexity – Informational Text</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>19</b>	Actively engage in group reading activities with purpose and understanding.	TE Unit 3: 457- Access Main Selection, Reader and Task Suggestions, Read TE Unit 4: 444- Think, Talk, and Write, Discuss Concept	TE Unit 5: 263- Access Main Selection, Reader and Task Suggestions, Levels of Meaning, Synthesis TE Unit 6: 552- Student Reader, Read Where Do Animals Live, Read	
	<b>READING STANDARDS: FOUNDATIONAL SKILLS KINDERGARTEN</b>			
	<b>Print Concepts</b>			





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## SECTION 1: Common Core State Standards – English Language Arts

20	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper and lowercase.</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 1: 24- Decodable Story 1, Read, Paragraph 4 starting Use the routine... TE Unit 1: 126- Decodable Story 2, Read, Paragraph 4 starting Have the children...</li> <li>b. TE Unit 1: 125- High-Frequency Words, Demonstrate Meaning TE Unit 3: 123- High-Frequency Words, Say and Spell</li> <li>c. TE Unit 1: 599- Writing, Writing Process: Edit a Story, Independent Writing TE Unit 2: 587- Writing, Writing Process: Edit a Story, Independent Writing</li> <li>d. TE Unit 1: 143- Access for All, Strategic Intervention, Support Letter Recognition TE Unit 1: 465- Review Letter Names</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 1: 144- Access for All, Strategic Intervention, Support Concepts of Print TE Unit 1: 158- Student Reader, Read</li> <li>b. TE Unit 4: 533- Access for All, Advanced, Phonics TE Unit 5: 431- High-Frequency Words, Say and Spell</li> <li>c. TE Unit 3: 583- Writing, Writing Process: Edit a Poem, Independent Writing TE Unit 5: 613- Writing, Writing Process: Edit and Share a How-to Report, Guide Practice: Edit</li> <li>d. TE Unit 1: 495- Review Letter Names, Practice, When children... TE Unit 1: 593- Monitor Progress, Check Letter Recognition</li> </ul>	
<b>Phonological Awareness</b>				



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## SECTION 1: Common Core State Standards – English Language Arts

21	<p>Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 1: 34- Phonological Awareness, Rhyming Words, On Their Own</li> <li>TE Unit 3: 277- Phonics, Rhyme Time, Generate Rhyming Words</li> <li>b. TE Unit 1: 137- Access for All, Advanced, Count Syllables</li> <li>TE Unit 5: 257- Blend Syllables</li> <li>c. TE Unit 1: 335- Phonemic Awareness, Blending Onset and Rime, Blend Words</li> <li>TE Unit 2: 449- Phonemic Awareness, Sound Rhyme, Demonstrate Rhyme Knowledge</li> <li>d. TE Unit 2: 89- Phonics, Short a in the Middle</li> <li>TE Unit 3: 447- Phonemic Awareness, What’s in the Middle?, Sort by Medial Sound</li> <li>e. TE Unit 1: 53- Substitute Initial Sounds</li> <li>TE Unit 2: 49- Phonemic Awareness, Rhyme Teams, Name Words That Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 1: 18- Access for All, Advanced, Extend Language, ...make a rhyming picture book.</li> <li>TE Unit 4: 527- Language Arts, Rhyme Time, Write a Poem</li> <li>b. TE Unit 1: 151- Phonological Awareness, Count Syllables, Clap Syllables in Children’s Names</li> <li>TE Unit 3: 253- Segment Words into Syllables</li> <li>c. TE Unit 4: 453- Segment Onset and Rime</li> <li>TE Unit 4: 549- Blend Onset and Rime</li> <li>d. TE Unit 1: 217- Access for All, Advanced, Support Phonemic Awareness</li> <li>TE Unit 6: 545- Phonemic Awareness, Sound Matching, Match by Sounds, ...beginning..., Repeat with middle and final...</li> <li>e. TE Unit 3: 329- Phonics, Words with /f/, Make a Word Ladder</li> <li>TE Unit 4: 149- Substitute</li> </ul>	
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## SECTION 1: Common Core State Standards – English Language Arts

		With am and at	Initial and Final Sounds
	<b>Phonics and Word Recognition</b>		
22	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does.</i>)</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 1: 459- Phonics, /m/ Spelled Mm, Draw and Label /m/ Words TE Unit 1: 601- Phonics, Initial Consonants, Connect Sound to Letter</li> <li>b. TE Unit 2: 531- Phonics, Sort Names, Sort /a/ and /i/ Words TE Unit 3: 501- Phonics, Sorting Game, Read and Sort Words (/i/, /a/, /o/)</li> <li>c. TE Unit 1: 177- Vocabulary, High-Frequency Words, Describe Yourself TE Unit 2: 121- Access for All, Advanced, High-Frequency Words</li> <li>d. TE Unit 3: 191- Phonics: Word Ladders, Build Words</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 3: 131- Phonics, Complete a Chart, Connect Sounds to Letters TE Unit 4: 177- Phonics, Letter and People Names</li> <li>b. TE Unit 6: 391- Phonics, Vowel Sort, Distinguish Short Vowels TE Unit 6: 247- Phonics, Picture Hunt</li> <li>c. TE Unit 3: 429- Conventions, Word Groups with Meaning, Arrange Words TE Unit 6: 189- High-Frequency Words, High-Frequency Word Race, Read the Words</li> <li>d. TE Unit 6: 277- Phonics, Vowel Substitution, Change</li> </ul>

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## SECTION 1: Common Core State Standards – English Language Arts

		TE Unit 4: 87- Phonics, Short o Words, Build Words	Vowels to Make New Words TE Unit 6: 585- Phonics, Word Change Game, Change Sound-Spellings to Make New Words	
	<b>Fluency</b>			
23	Read emergent-reader texts with purpose and understanding.	TE Unit 1: 450-451- Decodable Reader 5, Read Animal Friends TE Unit 2: 56-57- Student Reader, Read Tam in the Garden	TE Unit 4: 440-441- Decodable Reader 23, Read Red Hen TE Unit 6: 124-125- Decodable Story 32, Read Spin the Top	
	<b>WRITING STANDARDS Kindergarten</b>			
	<b>Text Types and Purposes</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
24	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is...</i> )	TE Unit 1: 413- Writing, This Week We..., On Their Own TE Unit 3: 189- Writing, Extend the Concept, Independent Writing	TE Unit 4: 471- Writing, Informal Letter, Independent Writing TE Unit 6: 446- Writing, Respond to Literature, Independent Writing	
25	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TE Unit 2: 227- Writing, Wonderful, Marvelous Me! I Wonder About..., Independent Writing TE Unit 3: 75- Writing, Summary, Independent Writing	TE Unit 4: 71- Writing, Directions, Independent Writing TE Unit 5: 383, Writing, Formal Letter, Independent Writing	
26	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell	TE Unit 1: 558- Writing, Writing Process: Draft a	TE Unit 3: 129- Writing, Wonderful, Marvelous Me!	

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## SECTION 1: Common Core State Standards – English Language Arts

	about the events in the order in which they occurred, and provide a reaction to what happened.	Story, Independent Writing TE Unit 2: 546- Writing, Writing Process: Draft a Story, Independent Writing	Today I Feel... TE Unit 6: 327- Writing, Wonderful, Marvelous Me! I'll Tell You a Story...	
	<b>Production and Distribution of Writing</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>27</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TE Unit 1: 585- Writing, Writing Process: Revise a Story, Independent Writing TE Unit 2: 287- Writing, Extend the Concept, Guide Practice, Encourage...	TE Unit 3: 569- Writing, Writing Process: Revise a Poem, Independent Writing TE Unit 5: 599- Writing, Writing Process: Revise a How-to Report, Independent Writing	
<b>28</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE Unit 1: 613- Writing, Writing Process: Share a Story, Guide Practice, ...use the computer... TE Unit 3: 542- Writing Process: Draft a Poem, Independent Writing, ...use the computers...	TE Unit 5: 585- Writing, Writing Process: Draft a How-to Report, Independent Writing, ...use the computer... TE Unit 5: 613- Writing, Writing Process: Edit and Share a How-to Report, Guide Practice: Share, ...use the computer...	
	<b>Research to Build Knowledge and Ideas (Begins in grade 4)</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>29</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)	TE Unit 1: 413- Writing, This Week We..., Guide Practice TE Unit 3: 203- Writing, This Week We..., Guide	TE Unit 4: 187- Writing, Extend the Concept, Guide Practice, Encourage children... TE Unit 6: 525- Writing,	

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		Practice	Writing Process: Plan a Report, Guide Practice: Generate Ideas and Choose a Topic	
30	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE Unit 5: 585- Writing, Writing Process: Draft a How-to Report, Guide Practice: Gather Evidence TE Unit 6: 542- Writing, Writing Process: Plan a Report, Guide Practice: Choose and Evaluate Sources, Have children...	TE Unit 1: 201- Writing, This Week We..., On Their Own TE Unit 3: 573- Science, Day and Night Animals, Make a Day/Night Mural, Have each group use...	
<b>SPEAKING AND LISTENING STANDARDS Kindergarten</b>				
<b>Comprehension and Collaboration</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
31	Participate in collaborative conversations with diverse partners about <i>kindergarten topics &amp; texts</i> with peers and adults in small & large groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>	a. TE Unit 1: 31- Social Studies, Create a Cooperation Poster, Have children take turns... TE Unit 1: 175- Respond to Literature: Drama, Independent Practice	a. TE Unit 2: 275- Listening and Speaking, Discussions, Group Practice TE Unit 5: 281- Listening and Speaking, Discuss Literature, Independent Practice	

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## SECTION 1: Common Core State Standards – English Language Arts

		b. TE Unit 1: 353- Listening and Speaking, My Favorite Things, Tell About Favorite Things TE Unit 2: 477- Listening and Speaking, Give a Description, Independent Practice	b. TE Unit 5: 183- Conventions, Question Fun, The Asking Game TE Unit 6: 229- Conventions, Use Telling Sentences, Tell About Picture Cards	
32	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TE Unit 1: 146- Think, Talk, and Write, Discuss Concept TE Unit 5: 303- Guide Practice, Teacher Read Aloud	TE Unit 2: 75- Listening and Speaking, Listen for Sequence, Independent Practice TE Unit 6: 275- Listening and Speaking, Interpret Information, Independent Practice	
33	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TE Unit 3: Listening and Speaking, Ask and Answer Questions, ELL, Access Content TE Unit 5: 75- Listening and Speaking, Ask and Answer Questions, Independent Practice	TE Unit 4: 473- Listening and Speaking, Listen for Story Elements: Character, Independent Practice, ...to ask questions... TE Unit 6: 175- Listening and Speaking, Discuss Fact and Opinion, Independent Practice, ...and ask questions...	
	<b>Presentation of Knowledge and Ideas</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
34	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TE Unit 1: 132- Listening and Speaking, Respond to	TE Unit 3: 328- Listening and Speaking, Oral	

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		Literature: Drama, Guide Practice TE Unit 2: 229- Comprehension, What’s My Job?, Tell the Main Idea	Presentations, Guide Practice TE Unit 5: 483- Listening and Speaking, Oral Presentation-Description, Independent Practice	
35	Add drawings or other visual displays to descriptions as desired to provide additional detail.	TE Unit 2: 189- Comprehension, It Happened Here, Draw Where It Happened TE Unit 6: 79- Science, How to Build a School, Tell About the Sequence	TE Unit 4: 203- Art, My Lucky Day, Draw Lucky Pictures, ...explain why... TE Unit 5: 457- Art, Visiting Places, Favorite Place	
36	Speak audibly and express thoughts, feelings, and ideas clearly.	TE Unit 1: 387- Listening and Speaking, Talk About Me, Independent Practice TE Unit 3: 77- Listening and Speaking, Drama-Respond to Literature, Independent Practice	TE Unit 3: 375- Listening and Speaking, Oral Presentations, Independent Practice TE Unit 6: 473- Listening and Speaking, Oral Presentation: Book Report, Independent Practice	
<b>LANGUAGE STANDARDS L Kindergarten</b>				
<b>Conventions of Standard English</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
37	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	a. TE Unit 4: 22- On Their Own TE Unit 3: 175- Daily Handwriting starting with Have Children...  b. TE Unit 1: 438- Team Talk, Apply	a. TE Unit 5: 333- Daily Handwriting starting with Have Children... TE Unit 6: 534- Guide Practice starting with Have Children... b. TE Unit 5: 411- On Their Own	

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# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with.</i>)</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>TE Unit 3: 28- Opposites, last sentence, starting with To demonstrate...</p> <p>c. TE Unit 2: 72-Team Talk, Have children... TE Unit 2: 177- Conventions, How Many?</p> <p>d. TE Unit 3: 571- Independent Practice TE Unit 5: 28- Team Talk, Apply</p> <p>e. TE Unit 3: 247- On Their Own TE Unit 5: 232- Team Talk, Apply</p> <p>f. TE Unit 3: 524- Team Talk, Apply TE Unit 6: 524- Team Talk, Apply</p>	<p>TE Unit 5: 555- Conventions, Verb Plates, Have children...</p> <p>c. TE Unit 5: 332-Team Talk, Apply TE Unit 5: 410- On Their Own</p> <p>d. TE Unit 5: 178- Team Talk, Pair children... TE Unit 6: 386- Guide Practice, starting with Then have children...</p> <p>e. TE Unit 5: 306- On Their Own TE Unit 6: 272- Team Talk, Write...</p> <p>f. TE Unit 4: 28- Team Talk, Apply TE Unit 4: 470- Team Talk, Pair children...</p>	
38	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun "I."</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes.)</p> <p>d. Spell simple words phonetically, drawing on</p>	<p>a. TE Unit 3: 596- On Their Own TE Unit 6: 28- Team Talk, Apply</p> <p>b. TE Unit 4: 326- Team Talk, Apply TE Unit 4: 402- On Their Own</p>	<p>a. TE Unit 4: 498- On Their Own TE Unit 6: 102- On Their Own</p> <p>b. TE Unit 5: 192- Guide Practice, 2nd paragraph, Play a game... TE Unit 6: 484- Guide</p>	



# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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

## SECTION 1: Common Core State Standards – English Language Arts

	knowledge of sound-letter relationships.	c. TE Unit 2: 182- On Your Own TE Unit 2: 582- On Your Own d. TE Unit 2: 384- On Your Own TE Unit 3: 480- On Your Ow	Practice, 3rd paragraph, Ask children... c. TE Unit 3: 84- On Your Own TE Unit 6: 182- On Your Own d. TE Unit 5: 82- On Your Own TE Unit 6: 189- Spelling Correct Misspelled Words, Change Letters...	
	<b>Vocabulary Acquisition and Use</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	a. TE Unit 1: 179- Access for All, Advanced, Expand Vocabulary TE Unit 3: 81- Multiple-Meaning Words b. TE Unit 2: 28- Team Talk, Apply TE Unit 3: 272- Team Talk, Pair children...	a. TE Unit 4: 179- Access for All, Advanced, Amazing Words TE Unit 6: 279- Multiple-Meaning Words b. TE Unit 3: 377- Conventions, Verbs That Add <i>-s</i> Verb Game TE Unit 5: 480- Team Talk, Pair children...	



# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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

## SECTION 1: Common Core State Standards – English Language Arts

40	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms.)</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>.)</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 1: 81- Science, Fast, Faster, Fastest, Record Your Results</li> <li>TE Unit 1: 410- Assess Classify and Categorize</li> <li>b. TE Unit 1: 249- Opposites</li> <li>TE Unit 2: 388- Conventions, Adjectives for Sizes, Opposites</li> <li>c. TE Unit 1: 47- Vocabulary, Words for Transportation, On Their Own</li> <li>TE Unit 2: 47- Vocabulary, Color Words, On Their Own</li> <li>d. TE Unit 3: 45- Shades of Meaning, To help...act out...</li> <li>TE Unit 3: 151- Shades of Meaning, To help...act out...</li> </ul>	<ul style="list-style-type: none"> <li>a. TE Unit 4: 177- Vocabulary Skill, Same and Different, Colors, Sizes, Shapes</li> <li>TE Unit 5: 335- Conventions, Nouns, Categorize Nouns</li> <li>b. TE Unit 2: 572- Conventions, Adjectives for Opposites, Team Talk</li> <li>TE Unit 3: 486- Vocabulary, Words for Opposites, Team Talk</li> <li>c. TE Unit 3: 49- Conventions, Act Our Verbs, Play Charades</li> <li>TE Unit 4: 143- Vocabulary, Words for Textures, On Their Own</li> <li>d. TE Unit 3: 174- Shades of Meaning, To help...act out...</li> <li>TE Unit 3: 470- Shades of Meaning, Have children...</li> </ul>	
41	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>TE Unit 1: 153- Access for All, Build Vocabulary</p>	<p>TE Unit 3: 247- Access for All, Advanced, Extend</p>	

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## SECTION 1: Common Core State Standards – English Language Arts

		TE Unit 1: 231- ELL, Access content, ...comparing it...	Vocabulary TE Unit 5: 255- Access for All, Advanced, Build Vocabulary	
<b>Additional New Mexico Language Arts Content Standards</b>				
<b>Reading Literature</b>				
42	Students will identify the main topic, retell key details of a text, and make predictions.	TE Unit 3: 545- Comprehension, Build a Story, Start with a Main Idea TE Unit 5: 506- Assessment, Monitor Progress, Check Main Idea	TE Unit 4: 491- Access for All, Advanced, Comprehension TE Unit 6: 277- Comprehension, What It's All About, Recall the Main Idea	
<b>Writing</b>				
43	Students will apply digital tools to gather, evaluate, and use information.	TE Unit 4: 542- Writing, Writing Process: Plan a List, Guide Practice: Choose and Evaluate Sources, Have children... TE Unit 4: 575- Access for All, Advanced, Support Writing	TE Unit 5: 552- Writing, Writing Process: Plan a How-to Report, Independent Practice TE Unit 6: 542- Writing, Writing Process: Plan a Report, Independent Writing	
<b>Speaking and Listening</b>				
44	Students will: a. Demonstrate familiarity with stories and activities related to various ethnic groups and countries. b. With prompting and support: role play, make predictions, and follows oral and graphic instructions.	a. TE Unit 4: 605- Math, Favorite Stories, Favorite Adventure Graph, ...ask children to tell why... TE Unit 5: 485- Social Studies, The Best Way to	a. E Unit 5: 589- Social Studies, Where in the World? Ways to Get to School TE Unit 5: 601- Social Studies, Kids Around the	

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# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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## SECTION 1: Common Core State Standards – English Language Arts

		Go, Have children... b. TE Unit 79- Listening and Speaking, Follow Directions, Independent Practice TE Unit 1: 452- Access for All, Strategic Intervention, Predict, ...explain why...	World, Cultural Differences, Exchange Students b. TE Unit 5: 308- Wrap Up Your Week! Transportation That Helps Us Work, Illustrate Compare and Contrast TE Unit 6: 177- Drama, Dramatize the Story, Act Out Animals Building	
	<b>Language</b>			
45	Will use letter formation, lines, and spaces to create a readable document.	TE Unit 4: 603- Writing, Writing Process: Edit and Share a List, Model: Edit, Have children... TE Unit 5: 293- Writing, Extend the Concept, Daily Handwriting, Have children...	TE Unit 5: 613- Writing, Writing Process: Edit and Share a How-to-Report, Model: Edit, Have children... TE Unit 6: 597- Writing, Writing Process: Edit and Share a Report, Model: Edit, Have children...	

	Publishers Criteria Content	Citation Level 2	Citation Level 3	
46	Materials provide cognitively demanding activities that elicit critical thinking and reasoning including academic vocabulary in reading, writing, speaking, and listening.	TE Unit 1: 133- Social Studies, Cooperation Station, How Do We Cooperate? Draw Pictures TE Unit 3: 131-Social	TE Unit 5: 89- Social Studies, Family Roles, Role Reversal TE Unit 6: 47- Vocabulary, Compound Words, Teach,	

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		Studies, Taking on Responsibility, Discuss Changing Responsibilities, Write a Sentence	Guide Practice, On Their Own, Academic Vocabulary	
47	Materials include effective instruction for all aspects of foundational reading (including distributed practice.)	TE Unit 1: 430-431- Phonics, Teach/Model /m/ Spelled Mm, Guide Practice, Apply TE Unit 3: 26-27- Text-Based Comprehension, Compare and Contrast, Read, Model a Close Read, Teach Compare and Contrast, Guide Practice, Teacher Read Aloud: Best Friends	TE Unit 4: 129- Content Knowledge, Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, Use Amazing Words, Access for All, Strategic Intervention: Sentence Production, Advanced: Amazing Words, ELL TE Unit 6: 569- Writing, Writing Process: Draft a Report, Teach, Model, Guide Practice, Independent Writing	
48	Fluency is a focus of instructional materials. Materials should include routines and guidance to monitor the consolidation of skills as students are learning them.	TE Unit 1: 40-41- Decodable Reader 1, Read Who Am I? Read, Routine, Reading Decodable Books TE Unit 4: 136-137 - Decodable Reader 20, Read Can It Fit? Review, Read, Routine, Reading Decodable Books	TE Unit 2: 56- Student Reader, Read Tam in the Garden, Review, Teach Rebus Words, Read, Routine, Reading Decodable Books TE Unit 6: 85- Get Set, Roll! Reader 31, Read A Nap, Review, Read, Use the routine for reading decoable books in...	
49	Materials offer assessment opportunities that measure progress in the foundations of reading. Materials should offer	TE Unit 1: 304-305- Assessment, Monitor	TE Unit 2: 104- Assessment Checkpoints for the Week,	

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	frequent and easily implemented assessments, including systems for record keeping and follow-up.	Progress, Assess Sequence TE Unit 3: 19- Monitor Progress, Check Phonemic Awareness, Words with Initial /n/, Formative Assessment, If...then...	Weekly Assessment, Managing Assessment TE Unit 5: 91- Monitor Progress, Check Oral Vocabulary, Formative Assessment, Demonstrate Word Knowledge, If..., then...	
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<b>SECTION I:</b>	<b>TOTAL SECTION SCORE</b>	
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## SECTION II: OTHER RELEVANT CRITERIA

<p><b>Publisher:</b></p> <ul style="list-style-type: none"> <li>Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s.</li> <li>Citations for Section 2 “Other Relevant Criteria” will usually refer to the Teacher Edition, but may refer to the Student Edition.</li> <li>All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.</li> </ul> <p><b>Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.</b></p> <ul style="list-style-type: none"> <li>Zero (0): All 3 citations did not meet the requirements of the standard.</li> <li>Five (5): All 3 citations met the requirements of the standard.</li> </ul>
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<b>SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria</b>				
(Specify or cite how the following instructional recommendations occur within this curriculum).				
	<b>Text Selection</b>			

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# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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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).

	<b>Text Selection – Range of Texts</b> Materials must reflect the distribution of text types and genres required by the standards. Do the selected texts and materials:	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>50</b>	Reflect the genres and text characteristics that are specifically required by the standards at each grade level band. (e.g., informational texts, narratives, poetry, plays, speeches, scientific and historical documents.)	TE Unit 1: 608-609- Let's Practice It! Folk Tale, Teach, Guide Practice	TE Unit 5: 26-27, Text-Based Comprehension, Realism and Fantasy, Teach Realism and Fantasy, Realistic Stories tell..., Fantasies are..., Guide Practice, Academic Vocabulary	TE Unit 6: 240- Text-Based Comprehension, Introduce the Main Selection, Building Beavers, Genre, Informational Text, Academic Vocabulary	
<b>51</b>	Pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.	TE Unit 2: xvi-xvii- Skills Overview, Look at Us! Build Content Knowledge, Get Ready to Ready to Read, Read and Comprehend, Language Arts	TE Unit 4: xvi-xvii- Skills Overview, Let's Go Exploring, Build Content Knowledge, Get Ready to Ready to Read, Read and Comprehend, Language Arts	TE Unit 5: xvi-xvii- Skills Overview, Going Places, Build Content Knowledge, Get Ready to Ready to Read, Read and Comprehend, Language Arts	

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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).

52	Provide a sequence or collection of texts, with specific anchor texts of grade-level complexity that are selected for close reading. (Anchor texts: provide essential opportunities for students to continuously return the text(s) for conducting deep analyses for greater understanding of sources.	TE Unit 1: 144-Text-Based Comprehension, Introduce Main Selection, We Are So Proud, Routine: Read for Understanding, 1. First Read..., 2. Second Read..., 3. Third Read...	TE Unit 2: 142-Text-Based Comprehension, Introduce Main Selection, Little Quack, Routine: Read for Understanding, 1. First Read..., 2. Second Read..., 3. Third Read...	TE Unit 6: 442-Text-Based Comprehension, Introduce Main Selection, The House That Tony Lives In, Routine: Read for Understanding, 1. First Read..., 2. Second Read..., 3. Third Read...	
<b>Text Selection – Quality of Texts</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
53	Provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text.	TE Unit 1: 258-277- Plaidypus Lost, Realistic Fiction	TE Unit 3: 260-271- George Washington Visits, Historical Fiction	TE Unit 6: 556-567- Ants and Their Nests, Expository Nonfiction	
<b>Text-Dependent and Text-Specific Questions</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
54	Provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text.	TE Unit 2: 62-Develop Comprehension, Sequence, Inference	TE Unit 4: 64-Develop Comprehension, Inference	TE Unit 5: 143-Think Talk, and Write, 3. Look Back and Write•Text Evidence	
55	Provide questions and tasks that support students in	TE Unit 1: 77-	TE Unit 3: 226-	TE Unit 6: 224-	

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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).

	unpacking the academic language (vocabulary and syntax) prevalent in complex texts.	Writing, Song, Guide Practice, Independent Writing, Academic Vocabulary	227- Text-Based Comprehension, Cause and Effect, Teach Cause and Effect, Guide Practice, Academic Vocabulary	225- Text-Based Comprehension, Main Idea, Teach Main Idea, Guide Practice, More Practice, Academic Vocabulary	
	<b>Scaffolding and Supports</b>				
56	Provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold.)	TE Unit 2: 110-111- Access for All, Small Group Lesson Plan, Days 1-5, On-Level, Strategic Intervention, Advanced	TE Unit 3: 12-13- Access for All, Small Group Lesson Plan, Days 1-5, On-Level, Strategic Intervention, Advanced	TE Unit 5: 316-317- Access for All, Small Group Lesson Plan, Days 1-5, On-Level, Strategic Intervention, Advanced	
	<b>Writing to Sources and Research:</b> The materials give students extensive opportunities to write in response to sources, to draw on textual evidence, and to support valid inferences from the text.	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
57	Provide a variety of opportunities for students to write to texts that have been read.	TE Unit 1: 46: Writing, Respond to Literature, Guide Practice, Independent	TE Unit 4: 142- Writing, Respond to Literature, Guide Practice, Independent Writing	TE Unit 6: 45- Think, Talk, and Write, 3. Look Back and Write• Text Evidence	

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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).

		Writing			
<b>Speaking and Listening</b> Materials help teachers plan substantive academic discussions around grade-level topics and texts that students have studied and researched.		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>58</b>	Provide opportunities to strengthen students’ listening skills.	TE Unit 1: 280-281- Listening and Speaking, Listen for Rhyme and Rhythm, Teach, Model, Independent Practice	TE Unit 2: 174-175- Listening and Speaking, Listen for Directions, Teach, Model, Independent Practice	TE Unit 4: 576-577- Listening and Speaking, Listen to Poems, Teach, Model, Independent Practice	
<b>59</b>	Provide opportunities for students to develop oral fluency (e.g., oral presentation.)	TE Unit 1: 488-489- Listening and Speaking, Announcements /Messages, Teach, Model, Guide Practice, Independent Practice	TE Unit 5: 482-483- Listening and Speaking, Oral Presentation-Description, Teach, Model, Guide Practice, Independent Practice	TE Unit 6: 472-473- Listening and Speaking, Oral Presentation: Book Report, Teach, Model, Guide Practice, Independent Practice	
<b>60</b>	Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources.	TE Unit 2: 26-27- Text-Based Comprehension, Compare and Contrast, Guide	TE Unit 4: 174-175- Listening and Speaking, Compare and Contrast, Teach,	TE Unit 5: 290-Text-Based Comprehension, Compare and Contrast,	

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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).

		Practice	Model, Independent Practice	Practice, Team Talk	
	<b>Language</b> Materials must adequately address the language standards for the grade-level band.	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>61</b>	Provide adequate opportunities for students to learn the grammar and language conventions specified by the language standards at each grade level band.	TE Unit 1: 540- Conventions- Nouns for Places and Things, Make Connections, Teach, Model, Guide Practice, Team Talk, Apply	TE Unit 3: 277- Conventions, Watch Me Go! Use Verbs for Now and the Past	TE Unit 6: 28- Conventions, Pronouns I and me, Make Connections, Teach, Model, Guide Practice, Team Talk, Apply	
	<b>Academic Vocabulary</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>62</b>	Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary.	TE Unit 1: 33- Content Knowledge, Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, Use Amazing Words	TE Unit 3: 424- 425- Text-Based Comprehension, Draw Conclusions, Guide Practice, Connect to Everyday Life, Academic Vocabulary	TE Unit 5: 434- 435- Text-Based Comprehension, Main Idea, Teach Main Idea, Guide Practice, More Practice, Academic Vocabulary	
	<b>Content</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>63</b>	Provide clearly stated learning goals and objectives for	TE Unit 2: 188-	TE Unit 4: 58-	TE Unit 5: 222-	

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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).

	lessons and tasks aligned with the CCSS.	CCSS Objectives, Vocabulary, Nature Words, Team Talk	CCSS Objectives, Bridge to the Common Core, Text-Based Comprehension, Read Main Selection, Access Main Selection, Routine: Read for Understanding	223- CCSS Objectives, Phonemic Awareness, Initial and Medial /u/, Introduce, Model, guide Practice, Discriminate Sounds, Repace Medial Phonemes	
64	Provide guidelines for differentiated instruction, including materials for flexible grouping.	TE Unit 1: 12-13- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 4: 108-109- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 6: 210-211- Access for All, Small Group Lesson Plan, Days 1-5	
65	Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards.	TE Unit 1: xvi-xvii- Skills Overview, All Together Now	TE Unit 3: xvi-xvii- Skills Overview, Changes All Around Us	TE Unit 6: xvi-xvii- Skills Overview, Putting It Together	
	<b>Equity</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
66	Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	TE Unit 1: SG•2-SG•18- Access for All, On-Level, Strategic Intervention, Advanced	TE Unit 3: SG•20- SG•36- Access for All, On-Level, Strategic Intervention,	TE Unit 5: SG•38- SG•54- Access for All, On-Level, Strategic Intervention,	

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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).

			Advanced	Advanced	
67	Offer texts representing a wide array of cultures and experiences, allowing students to learn about situations similar to and different from their own personal experiences.	TE Unit 1: 161-171- We Are So Proud! Realistic Fiction	TE Unit 4: 555-573- Abuela, Fantasy	TE Unit 5: 566-583- This Is the Way We Go To School, Informational Fiction	
68	Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices.	TE Unit 3: 458-469- Then and Now, Nonfiction	TE Unit 5: 158-177- Mayday! Mayday! A Coast Guard Rescue, Informational Text	TE Unit 6: 459-469- The House That Tony Lives In, Informational Fiction	
69	Provide opportunities for teacher and students to integrate with other content areas.	TE Unit 2: 8- Preview Your Week, How are flowers unique? Build Content Knowledge, Time for Science, Knowledge Goals, Optional Concept-Based Reading	TE Unit 3: 105- Extend Your Day! Social Studies, Time Line, Create a Time Line, Discuss Changes	TE Unit 3: 258-271- Text-Based Comprehension, Read Main Selection, George Washington Visits, Historical Fiction	
	<b>Assessment</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
70	Offer assessment tools that measure student progress in all strands of the CCSS.	TE Unit 1: xviii-xix- Assessment, 5	TE Unit 3: 106- Assessment Checkpoints for	TE Unit 6: 37- Monitor Progress, Check Sound-	

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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).

		Steps to Success on Reading Street: Begin the Year, Every Day, Every Week, Every Unit, End the Year	the Week, Weekly Assessment, Managing Assessment	Spelling /a/ Spelled Aa, /i/ Spelled Ii, Formative Assessment, If...then...	
71	Assess students at a variety of knowledge levels (Bloom’s, Depth of Knowledge, etc.) centered on grade level texts aligned and measures against the CCSS expectations.	TE Unit 2: 140-141- Text-Based Comprehension, Retell, Check Retelling, Monitor Progress, Check Retelling, Scoring Rubric: Expository Retelling	TE Unit 4: 82- Text-Based Comprehension, Sequence, Team Talk, Review Compare and Contrast, More Practice	TE Unit 6: 487- Extend Your Day! Social Studies, Under Construction, Identify Things People Build, Build Something, Have each child tell...	
72	Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.	TE Unit 1: 37- Monitor Progress, Check Letter Recognition, Letter Names, Formative Assessment, If..., then...	TE Unit 4: 115- Monitor Progress, Check Phonemic Awareness Words with Initial /l/, Formative Assessment, If..., then...	TE Unit 6: 598- Wrap Up Your Week! Ants Building Homes, Illustrate Draw Conclusions, Amazing Words, CCSS Objectives	
	<b>Technology and Digital Resources</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>

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# FORM F.1 Citation Alignment and Scoring Rubric – ELA Kindergarten

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).

73	Include teacher guidance for use of embedded technology to support and enhance student learning.	TE Unit 1: 43-Street Interactive: Audio Text CD, Perason eText Student Edition, Story Sort	TE Unit 3: 17-Street Interactive: Big Question Video, Concept Talk Video, Background Building Audio, Interactive Sing with Me Chart, Sing with Me Audio	TE Unit 5: 9- This Week's Digital Resources, Street Interactive, Get Ready to Read, Read and Comprehend, Language Arts, Additional Resources	
74	Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.	TE Unit 1: 10-11- 5-Day Planner, Days 1-5, This Week's Skills: Letter Recognition, Comprehension, Language, Writing	TE Unit 4: 9- This Week's Digital Resources, Street Interactive: Get Ready to Read, Read and Comprehend, Language Arts	TE Unit 6: 12-13- Access for All, Teacher-Led Small Groups, Independent Practice Stations, Independent Reading, Small Group Lesson Plan, Days 1-5	

<b>SECTION 2.B – Other Relevant Criteria – Student Edition</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
75	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	Unit 1 MSB: 46- Illustrations	Unit 3 MSB: 92-93- Illustrations	Unit 5 MSB: 52-53- Illustrations	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
76	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	TE Unit 1: 29- Writing, Wonderful, Marvelous Me! I Am Special, Introduce, Model Guide Practice, Independent Writing	TE Unit 3: 231- Extend the Day! Social Studies, Celebration Station, Things and People We Celebrate, Write Sentences	TE Unit 5: 615- Extend Your Day! Social Studies, Where Are We From? Country Graph	
77	The 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.	TE Unit 1: 118- Content Knowledge, Working and Playing Together at School, Concept Talk, Question of the Week: How do school children work and play together?	TE Unit 4: 16- Content Knowledge, Learning from Adventures, Concept Talk, Question of the Week: What can we learn from our adventures?	TE Unit 5: 16- Content Knowledge, Different Kinds of Transportation, Concept Talk, Question of the Week: What are different ways of going places?	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
78	The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	TE Unit 1: 96-Phonological Awareness, Review Rhyming Words	TE Unit 3: 74-Conventions, Review Adjectives, Teach, Guide Practice, Team Talk, On Their Own	TE Unit 5: 190-Text-Based Comprehension, Review Sequence, Practice, More Practice	
79	The 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.	TE Unit 1: 49-Extend Your Day! Science, Animals We Know, All About Animals, Write About an Animal	TE Unit 3: 249-Extend Your Day! Social Studies, A Parade of Presidents, Special Days for Presidents, Write Sentences	TE Unit 6: 177-Extend Your Day! Music, Perform a Concert, Old MacDonald Had a Band	
80	The textbook provides references to support student learning such as a glossary and word lists.	TE Unit 4: 573-Glossary	TE Unit 6: 566-Glossary and Read More	TE Unit 6: 567-Index/Word List	
SECTION 2.B – Other Relevant Criteria – Teacher Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
81	Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TE Unit 1: 58-CCSS Objectives, Access for All, Advanced, Bridge to Common Core	TE Unit 3: 34-35-CCSS Objectives, Access for All, Strategic Intervention: Access Content, ELL: Language Transfer, ELL Support	TE Unit 5: 492-CCSS Objectives, Access for All, Strategic Intervention, Practice Cause and Effect	
82	The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	TE Unit 1: SG•1-Small Group Time, Access for All, Differentiate Letter Recognition, Vocabulary, Language, Letter Recognition/ Close Reading, ELL	TE Unit 3: SG•19-Small Group Time, Access for All, Differentiate Phonics, Vocabulary, Language, Close Reading, ELL	TE Unit 6: SG•37-Small Group Time, Access for All, Differentiate Phonics, Vocabulary, Language, Close Reading, ELL	
83	The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TE Unit 2: 117-ELL, Support Phonemic Awareness	TE Unit 4: 57-Day 3 Small Group Time• Differentiate Vocabulary, p. SG•1, ELL Place...	TE Unit 6: 75-Writing, List, ELL Verbs That Add -s	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
84	The Teacher’s Edition provides writing activities where students explain their thinking.	TE Unit 1: 385- Writing, Instructions, Guide Practice, Independent Writing	TE Unit 3: 273- Writing, Persuasive Statement, Guid Practice, Independent Writing	TE Unit 5: 535- Writing, Writing Process: Plan a How-to Report, Guide Practice: Generate Ideas and Choose a Topic, Independent Writing	
85	The Teacher’s Edition provides cooperative learning strategies.	TE Unit 1: 31- Extend Your Day! Social Studies, Cooperating, Let's Cooperate, Create a Cooperation Poster	TE Unit 4: 72-73- Listening and Speaking, Give Directions, Bridge to Common Core: Comprehension and Collaboration, Independent Practice	TE Unit 6: 149- Extend Your Day! Social Studies, Location Station, Let's Go to Work! Divide the class into four groups. Assign each group...	
86	The Teacher’s Edition provides the teacher with instructional strategies for every lesson.	TE Unit 1: 208- 209- 5-Day Planner, Days 1- 5, Get Ready to Read, Read and Comprehend, Language Arts	TE Unit 3: 10-11- 5-Day Planner, Days 1-5, Get Ready to Read, Read and Comprehend, Language Arts	TE Unit 5: 314- 315- 5-Day Planner, Days 1- 5, Get Ready to Read, Read and Comprehend, Language Arts	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
87	The Teacher’s Edition embeds various 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.	TE Unit 1: 108- Assessment Checkpoints for the Week, Weekly Assessment	TE Unit 4: 55- Monitor Progress, Check Word Reading, High-Frequency Words, Formative Assessment, If...then...	TE Unit 6: 597- Writing, Writing Process: Edit and Share a Report, Guide Practice: Share, Paragraph 2 starting with Finally, have...	
88	The Teacher’s Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	TE Unit 1: 42-43- Text-Based Comprehension, Retell, Check Retelling, Scoring Rubric, Narrative Retelling	TE Unit 4: 138- 139- Text-Based Comprehension, Retell, Check Retelling, Scoring Rubric, Narrative Retelling	TE Unit 6: 100- Assessment, Monitor Progress, Review Compare and Contrast, Read "Good Morning Digger," Check Compare and Contrast, Assess Compare and Contrast	

<b>SECTION II:</b>	<b>TOTAL SECTION SCORE</b>	
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