



# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

Publisher / Imprint	Savvas Learning Company	Imprint:	Scott Foresman
Title of Student Edition:	Scott Foresman Reading Street Common Core Student Edition; Readiness Unit, Volumes 1-5	ISBN:	9780328724437; 9780328724444; 9780328724451; 9780328724468; 9780328724475; 9780328724482
Title of Teacher Edition:	Scott Foresman Reading Street Common Core Teacher' Edition Pkg.	ISBN:	9780328735679

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			
<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				
	Key Ideas and Details	Citation Level 2	Citation Level 3	Score
1	Ask and answer questions about key details in a text.	TE Unit R: 24-25- Access Text, Questioning, guide Practice TE Unit 1: 20-21- Close Reading, Analysis, Text Evidence	TE Unit 3: 32-33- Close Reading, Synthesis, Text Evidence TE Unit 4: 78-79- Think Critically, 5. Look Back and Write, Text Evidence	
2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TE Unit 1: 59a- Retell, Strategy Response Log, Summarize TE Unit 3: 117c- Genre, Review Fable, Guide Practice, On Their Own	TE Unit 4: 57a- Text-Based Comprehension, Theme, Guide Practice, Apply TE Unit 5: 38-39- Close Reading, Synthesis, Text Evidence	
3	Describe characters, settings, and major events in a story, using key details.	TE Unit 1: 93b- Text-Based Comprehension, Review Character and Setting, Check Understanding TE Unit R: 32-33, Reading and Writing Across Texts	TE Unit 4: 181a-181b- Literary Text, Elements of Plot, Guide Practice, On Their Own TE Unit 5: 39a-39b- Literary Text, Story Elements, On Their Own	

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

	Craft and Structure	Citation Level 2	Citation Level 3	Score
4	Identify words and phrases in stories or poems that suggest feelings, or appeal to the senses.	TE Unit 1: 137b- Literary Text, Sensory Details, Identify Sensory Details in a Story, Guide Practice, On Their Own TE Unit 3: 73d-73e- Writing, Comments About a Story, Writer’s Craft: Include Feelings, Writing Prompt, Mini-Lesson Include Feelings, Routine	TE Unit 4: 43a-43b- Literary Text, Sensory Details, On Their Own TE Unit 4: 217a-217b- Literary Text, Sensory Language, On Their Own	
5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TE Unit R: 69c- Genre, Fiction and Nonfiction, Compare Fiction and Nonfiction, Guide Practice, On Their Own TE Unit 2: 137c- Genre, Review Literary Nonfiction, Guide Practice, On Their Own	TE Unit 3: 173a-173b- Literary Text, True Story or Fantasy, Compare True Story and Fantasy, Guide Practice, On Their Own TE Unit 5: 201c- Literary Text, True Story or Fantasy, Access for All, Advanced, True Story or Fantasy	
6	Identify who is telling the story at various points in a text.	TE Unit 3: 143b- Fluency, Expression and Intonation, Identify the Speaker TE Unit 3: 212i- Poetry in Reading, Genre, Identify the Speaker	TE Unit 4: 36-37- Close Reading, Analysis, Have children explain how... TE Unit 4: 62-63- Close Reading, Analysis, Have children tell how...	

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<b>SECTION 1: Common Core State Standards – English Language Arts</b>				
	<b>Integration of Knowledge and Ideas</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	TE Unit 1: 74-75- Close Reading, Evaluation, Text Evidence TE Unit 2: 58-59- Close Reading, Text Evidence	TE Unit 4: 162-163- Close Reading, Analysis, Text Evidence TE Unit 5: 210-211- Access Text, Connect to Concept	
<b>8</b>	Compare and contrast the adventures and experiences of characters in stories.	TE Unit 2: 65b- Literary Text, Character and Setting, guide Practice, On Their Own TE Unit 3: 80-81- Reading and Writing Across Texts	TE Unit 4: 84-85- Reading and Writing Across Texts TE Unit 5: 48-49a- Reading and Writing Across Texts	
	<b>Range of Reading and Level of Text Complexity</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>9</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	TE Unit 1: 46c- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 3: 212i- Poetry in Reading, Poetry, Read Poetry	TE Unit 4: 161b-161c- Decodable Reader 23B, Read Clues for Sue, Check...Comprehension TE Unit 5: 20c- Access Main Selection, Reader and Task Suggestions, Read	
<b>Reading Standards for Informational Text</b>				
	<b>Key Ideas and Details</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>10</b>	Ask and answer questions about key details in a text.	TE Unit 1: 162-163- Close Reading, Analysis, Synthesis, Text Evidence TE Unit 2: 178b- Text-Based Comprehension, Introduce Main Selection, Questioning, Strategy Response Log, Questioning	TE Unit 4: 104-105- Close Reading, Evaluation, Text Evidence TE Unit 5: 154-155- Close Reading, Synthesis, Text Evidence	
<b>11</b>	Identify the main topic and retell key details of a text.	TE Unit 1: 113a- Retell,	TE Unit 4: 111a- Retell,	



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

		Strategy Response Log, Important Ideas TE Unit 2: 96h- Text-Based Comprehension, Read Main Selection, Review Main Idea and Details, Read	Strategy Response Log, Important Ideas TE Unit 5: 155a- Text-Based Comprehension, Access for All, Advanced	
12	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE Unit 2: 175a- Text-Based Comprehension, Compare and Contrast, Guide Practice, Apply TE Unit 3: 89a- Text-Based Comprehension, Fact and Opinion, Guide Practice, Apply	TE Unit 4: 132-133- Close Reading, Compare and Contrast, Evaluation TE Unit 5: 171a- Text-Based Comprehension, Sequence, Guide Practice, Apply	
<b>Craft and Structure</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
13	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TE Unit 3: 92b- Text-Based Comprehension, Introduce Main Selection, Monitor and Clarify TE Unit 4: 128b- Text-Based Comprehension, Introduce Main Selection, Questioning, Strategy Response Log, Questioning	TE Unit 4: 140-141- Access Text, Use Selection Words TE Unit 5: 188-189- Access Text, Facts and Details, Reread Challenging Text, What is a patent?	
14	Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key	TE Unit 1: 156-157- Access Text, Use Text Features	TE Unit 4: 143f- Research and Inquiry, Step 2	

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

	facts or information in a text.	TE Unit 2: 33g- Research and Inquiry, Step 2 Research Skill: Parts of a Book, Guide Practice, Have pairs...	Research Skill: Glossary, Guide Practice, ...find...explain how... TE Unit 5: 176-177- Close Reading, Analysis, Text Evidence	
15	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TE Unit 1: 93c- Genre, Review Photo Essay, Guide Practice, On Their Own TE Unit 2: 94-95- Close Reading, Synthesis, Text Evidence	TE Unit 4: 138-139- Close Reading, Analysis, What can you learn from these photographs that the words alone don't tell you? TE Unit 5: 198i- 21st Century Skills, Web Site, Read a Web Site, Genre, Let's Think About...	
<b>Integration of Knowledge and Ideas</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
16	Use the illustrations and details in a text to describe its key ideas.	TE Unit 1: 154-155- Access Text, Connect to Concept TE Unit 2: 43c- Genre, Review Literary Nonfiction, Guide Practice, On Their Own	TE Unit 4: 96-97- Close Reading, Analysis, Text Evidence TE Unit 5: 150-151- Close Reading, Synthesis, Text Evidence	
17	Identify the reasons an author gives to support points in a text.	TE Unit 1: 164-165- Think Critically, 2. Does the author... TE Unit 2: 143a- Text-Based Comprehension, Author's Purpose, Guide Practice, Apply	TE Unit 2: 154-155- Access Text, Author's Purpose, What...Why? TE Unit 2: 169b- Text-Based Comprehension, Review Author's Purpose, Check Understanding	
18	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)	TE Unit 1: 163b- Genre, Literary Nonfiction, Identify Features of Literary	TE Unit 4: 116-117- Reading and Writing Across Texts	

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

		Nonfiction, Guide Practice, ...compare two nonfiction texts... TE Unit 2: 166-167- Reading and Writing Across Texts	TE Unit 5: 162-163- Reading and Writing Across Texts	
	<b>Range of Reading and Level of Text Complexity</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
19	With prompting and support, read informational texts appropriately complex for grade 1.	TE Unit 1: 102c- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 2: 146c- Access Main Selection, Reader and Tasks Suggestions, Read	TE Unit 4: 96c- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 5: 138c- Access Main Selection, Reader and Tasks Suggestions, Read	
	<b>Reading Standards: Foundational Skills</b>			
	<b>Print Concepts</b>			
20	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)	TE Unit R: 144c- Print Awareness, Sentence Features, Guide Practice, On Their Own TE Unit R: 162c- Print Awareness, Sentence Features, Guide Practice, On Their Own	TE Unit 1: 29c- Conventions, Sentences, Guide Practice, On Their Own TE Unit 1: 171g- Conventions, Review Exclamatory Sentences, Guide Practice, Apply	
	<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> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>a. TE Unit 2: 136c- Phonemic Awareness, Review Long o and /o/, Long and Short o TE Unit 2: 80-81- Phonemic Awareness, Long I, Model, Have them contrast the vowel sounds.</p> <p>b. TE Unit R: 16p- Phonemic Awareness, Segment and Blend Phonemes, On Their Own TE Unit R: 146p- Access for All, Advanced, More Blending</p> <p>c. TE Unit R: 21c- Phonemic Awareness: Initial, Medial, Final Phonemes, Guide Practice, On Their Own TE Unit R: 66d- Phonemic Awareness: Initial, Medial, and Final Phonemes, Guide Practice, On Their Own</p> <p>d. TE Unit R: 42p- Phonemic Awareness: Segment and Blend Phones, Guide Practice, On Their Own TE Unit R: 162d- Phonemic Awareness, Count Phonemes, Access for All,</p>	<p>a. TE Unit 2: 200c- Phonemic Awareness, Review Long e and /e/, Long and Short e TE Unit 4: 54-55- Phonemic Awareness, Long e, Model, Have them tell...</p> <p>b. TE Unit 1: 126d- Access for All, Advanced, Extend Word Blending TE Unit 1: 138d- Access for All, Advanced, Blend Words</p> <p>c. TE Unit R: 92d- Phonemic Awareness: Initial, Medial, and Final Phonemes, Guide Practice, On Their Own TE Unit R: 40d- Phonemic Awareness: Initial, Medial, and Final Phonemes, Guide Practice, On Their Own</p> <p>d. TE Unit 1: 64c- Phonemic Awareness, Review Segment and Count Phonemes, Segmenting TE Unit 3: 50c- Phonemic Awareness, Segment and Blend Phonemes, On Their Own</p>	
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## SECTION 1: Common Core State Standards – English Language Arts

		Advanced, Count Phonemes		
	<b>Phonics and Word Recognition</b>			
22	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>a. TE Unit 2: 15a- Access for All, Advanced, Consonant Digraph sh TE Unit 2: 16c- Decodable Reader 7A, Read Fishing with Tad, ELL, Consonant Digraphs sh, th, Advanced, Have children...</p> <p>b. TE Unit R: 32h- Decodable Reader R1B, Read At a Mat, Check Decoding and Comprehension TE Unit 1: 19c- Decodable Reader 1B, Read The Pack, Check Decoding and Comprehension</p> <p>c. TE Unit 2: 48a- Phonics, Long a: a_e, Decode Words</p>	<p>a. TE Unit 3: 48a- Phonics, Apply, On Their Own [ng, nk] TE Unit 3: 74d- Phonics, Build Words, Guide Practice</p> <p>b. TE Unit 2: 19a- Phonics, Apply, Decode Words in Context, On Their Own TE Unit 3: 38f- Decodable Reader 13C, Read We Go Fishing, ELL, Decodable Practice Reader, Advanced</p> <p>c. TE Unit 4: 144d- Phonics, Build Words, Access for All, Advanced, Build More ight Words, ...write...</p> <p>TE Unit 5: 78d- Phonics, Build Words, Access for All,</p>	

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

		<p>in Context, On Their Own  TE Unit 3: 16c- Decodable Reader 13A, Read Can Billy Fly? ELL, Vowel Sounds of y, Advanced  d. TE Unit R: 68d- Phonemic Awareness, Syllables, Model, Guide Practice  TE Unit 2: 177a- Phonics, Access for All, Advanced, Listing VC/CV Words  e. TE Unit 2: 177c- Decodable Reader 12B, Read Bandit, ELL, Syllables VC/CV, Advanced  TE Unit 2: 194e- Phonics, Blend and Read, Decode Words in Context, On Their Own  f. TE Unit 1: 98c- Decodable Reader 4A, Read Big Jobs, ELL, Vocabulary Development, Advanced  TE Unit 2: 145c- Decodable Reader 11B, Read Luke Meets Pete, Check Decoding and Comprehension, ...inflected ending –ed...</p>	<p>Advanced, Build ow Words  d. TE Unit 4: 222c- Phonemic Awareness, Segment and Blend Syllables, On Their Own  TE Unit 5: 59a- Phonics, Access for All, Advance, Word Hunt  e. TE Unit 3: 51c- Decodable Reader 14B, Read Inside and Outside, Check Decoding and Comprehension  TE Unit 5: 19c- Decodable Reader 25B, Read A Bundle of Shirts, Check Decoding and Comprehension  f. E Unit 3: 146f- Decodable Reader 16C, Read Jogging in the Park, Check Decoding and Comprehension, ...inflected ending –ed and –ing  TE Unit 4: 48d- Phonics, Review Endings –er, -est, Guide Practice, On Their Own  g. TE Unit 2: 19- High-Frequency Words, Read Words in Context, Team</p>	
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## SECTION 1: Common Core State Standards – English Language Arts

		g. TE Unit R: 41- High-Frequency Words, Read TE Unit 1: 30g- High-Frequency and Selection Words, Read Words in Context	Talk, On Their Own TE Unit 3: 49- High-Frequency Words, Routine, Nondecodable Words, Read, On Their Own	
	<b>Fluency</b>			
23	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. TE Unit R: 122a-122b- Introduce Main Selection, Purpose, Read, Routine TE Unit 1: 20b-20c- Text-Based Comprehension, Introduce Main Selection, Purpose, Read, Routine</p> <p>b. TE Unit 1: 59b- Fluency Accuracy, Guide Practice TE Unit 2: 35b- Fluency Accuracy and Appropriate Rate, Guide Practice</p> <p>c. TE Unit 2: 169a- Vocabulary, Context Clues, On Their Own TE Unit 3: 190a- Vocabulary Strategy: Context Clues, On Their Own</p>	<p>a. TE Unit 2: 86b-86c- Introduce Main Selection, Purpose, Read, Routine TE Unit 3: 92b-92c- Text-Based Comprehension, Introduce Main Selection, Purpose, Read, Routine</p> <p>b. TE Unit 4: 45b- Fluency Expression and Intonation, TE Unit 5: 41b- Fluency Accuracy, Rate, and Expression, Guide Practice</p> <p>c. TE Unit 4: 128a- Vocabulary Strategy: Context Clues for Homophones, On Their Own TE Unit 5: 66-67- Access Text, Reread Challenging Text, Have children...</p>	



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

SECTION 1: Common Core State Standards – English Language Arts			
Writing Standards			
Text Types and Purposes		Citation Level 2	Citation Level 3
			Score
24	Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TE Unit 2: 33d-33e- Writing Friendly Letter, Access for All, Strategic Intervention, Planning Content TE Unit 3: 49e- Writing, Comments About a Story, Connect to Familiar Texts, Routine	TE Unit 3: 76-77a – Let’s Write It! Comments About a Story, Guide Writing, Access for All, Advanced, Voice TE Unit 5: 159a- Writing, Advertisement, Guide Writing, Access for All, Advanced, Advertisement Writing
25	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TE Unit 1: 166-167- Let’s Write It! Write a Brief Composition TE Unit 2: 196-197- Let’s Write It! Write an Expository Paragraph	TE Unit 3: 108-109- Let’s Write It! Write a Summary TE Unit 4: 220-221- Let’s Write It! Write Directions
26	Write narratives in which students recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TE Unit 1: 32-33- Let’s Write It! Write a Story TE Unit 3: 36-37- Let’s Write It! Write a Realistic Story	TE Unit 4: 146-147- Let’s Write It! Write a Realistic Story TE Unit 5: 42-43- Let’s Write It! Write an Animal Fantasy
Production and Distribution of Writing		Citation Level 2	Citation Level 3
			Score
27	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TE Unit 1: 167a- Writing, Brief Composition, Access for All, Advanced, Developing Evaluation TE Unit 2: 41c- Writing, Friendly Letter, Peer	TE Unit 3: 117h-117i- Writing, Summary, Review Revising, Evaluate TE Unit 4: 49d- Writing, Friendly Letter, Mini-Lesson, Revise: Deleting a

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

		Conferencing, Peer Revision	Phrase, Peer Conferencing, Peer Revision	
<b>28</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE Unit 1: 37i- Writing, Story, Present TE Unit 3: 181j- Research and Inquiry, Step 5 Communicate, On Their Own	TE Unit 4: 189i- Writing, Thank-You Note, Present TE Unit 5: 193f- Research and Inquiry, Step 2 Research Skill: Reading a Web Page, Guide Practice	
	<b>Research to Build and Present Knowledge</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 “how-to” books on a given topic and use them to write a sequence of instructions.)	TE Unit 1: 33c- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, On Their Own TE Unit 2: 49f- Research and Inquiry, Step 1 Identify and Focus Topic, Guide Practice, On Their Own	TE Unit 3: 147f- Research and Inquiry, Step 4 Synthesize, Guide Practice TE Unit 5: 51j- Research and Inquiry, Step 5 Communicate, Guide Practice, On Their Own	
<b>30</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE Unit 1: 29g- Research and Inquiry, Step 2 Research Skill: Selecting Books, Guide Practice TE Unit 2: 37c- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, On Their Own	TE Unit 3: 211c- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, On Their Own TE Unit 4: 113c- Research and Inquiry, Step 3 Gather and Record Information, Access for All, Advanced, Gathering Information	

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

SECTION 1: Common Core State Standards – English Language Arts				
Speaking and Listening Standards				
Comprehension and Collaboration		Citation Level 2	Citation Level 3	
Score				
31	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>a. TE Unit R: 34-35- Listening and Speaking, Participate in a Discussion, Team Talk TE Unit 1: 64-65- Listening and Speaking, Share Information and Ideas, Team Talk</p> <p>b. TE Unit 1: 118-119- Listening and Speaking, Share Information and Ideas, Team Talk TE Unit 2: 136-137- Listening and Speaking, Informal Conversations, Introduce Prompt, Team Talk</p> <p>c. TE Unit 1: 36-37- Listening and Speaking, Ask Questions, Team Talk TE Unit 3: 180-181- Listening and Speaking, Share Information and Ideas, Team Talk</p>	<p>a. TE Unit 4: 86-87- Listening and Speaking, Share Information and Ideas, Team Talk TE Unit 5: 88-89- Listening and Speaking, Share Information and Ideas, Team Talk</p> <p>b. TE Unit 3: 82-83- Listening and Speaking, Share Information, Team Talk TE Unit 5: 166j- Content Knowledge, Build Oral Language, Talk About Life-Changing Ideas</p> <p>c. TE Unit 2: 102-103- Listening and Speaking, Make Announcements, Team Talk TE Unit 5: 164-165- Media Literacy Respond to Media, Team Talk</p>	
32	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TE Unit R: 138-139- Listening and Speaking, Ask Questions, Team Talk TE Unit 1: 33b- Listening</p>	<p>TE Unit 3: 34a- Content Knowledge, Build Oral Language, Listen for Amazing Words</p>	

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

		and Speaking, Ask Questions, Guide Practice, On Their Own	TE Unit 4: 182a- Content Knowledge, Build Oral Language, Listen for Amazing Words	
33	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TE Unit 2: 168-169- Listening and Speaking, Share Information and Ideas, Team Talk TE Unit 3: 42-43- Listening and Speaking, Tell About an Experience, Team Talk	TE Unit 3: 216-217- Listening and Speaking, Give Announcements, Introduce Prompt, ...ask questions... TE Unit 4: 188-189- Media Literacy, Purposes of Media, Team Talk	
	<b>Presentation of Knowledge and Ideas</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
34	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TE Unit 2: 42-43- Listening and Speaking, Relate an Experience in Sequence, Introduce Prompt, Team Talk TE Unit 2: 76-77- Listening and Speaking, Share Information and Ideas, Introduce Prompt, Team Talk	TE Unit 3: 116-117- Listening and Speaking, Give Descriptions, Team Talk TE Unit 4: 50-51- Listening and Speaking, Give Descriptions, Team Talk	
35	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TE Unit 1: 65j- Research and Inquiry, Step 5 Communicate, On Their Own, ...picture... TE Unit 2: 201j- Research and Inquiry, Step 5 Communicate, On Their Own, ...T-chart...	TE Unit 4: 119j- Research and Inquiry, Step 5 Communicate, On Their Own, ...bar graph... TE Unit 5: 240-241- Media Literacy, Respond to Media, Introduce Prompt, Team Talk	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

36	Produce complete sentences when appropriate to task and situation. (See grade 1 CCSS Language standards 1 and 3 on page 26 for specific expectations.)	TE Unit R: 39i- Listening and Speaking, Share Ideas, Teach, Guide Practice, On Their Own TE Unit 1: 17c- Conventions, Sentences, Team Talk	TE Unit 2: 86-87- Close Reading, Analysis, Text-Evidence TE Unit 5: 235b- Media Literacy, Respond to Media, On Their Own	
<b>Language Standards</b>				
<b>Conventions of Standard English</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
37	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>.)</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>.)</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>.)</p> <p>h. Use determiners (e.g., articles, demonstratives.)</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>.)</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, Imperative and exclamatory sentences in response to prompts.</p>	<p>a. TE Unit R: 144-165a, Handwriting, Self-Evaluation, Write Letters TE Unit 1: 163f- Handwriting, Letters Uu and Qq/Letter Spacing, On Their Own</p> <p>b. TE Unit R: 15f- Conventions, Nouns for People and Things, Apply, Team Talk TE Unit 2: 17c- Conventions, Common Nouns, Apply, Team Talk</p> <p>c. TE Unit 2: 143c-</p>	<p>a. TE Unit 4: 43e- Handwriting, Letter Mm/Letter Size TE Unit 5: 155f- Handwriting, Word Spacing, On Their Own</p> <p>b. TE Unit 2: 65c- Conventions, Proper Nouns, Apply, On Their Own TE Unit 4: 18d- Phonics, Teach/Model, Singular and Plural Possessives, Access for All, Advanced, Write Possessives</p>	



# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		<p>Conventions, Singular and Plural Nouns, Make Connects, Teach, Model, Guide Practice, Apply, Team Talk</p> <p>TE Unit 2: 162a- Conventions, Singular and Plural Nouns, Review, Guide Practice, Team Talk, Apply, On Their Own</p> <p>d. TE Unit 5: 57c- Conventions, Pronouns, Apply, Team Talk</p> <p>TE Unit 5: 155c- Conventions, More About Pronouns, Apply, On Their Own</p> <p>e. TE Unit 3: 33c- Conventions, Action Verbs, Access for All, Advanced, Using Past, Present, and Future Tenses</p> <p>TE Unit 3: 123c- Conventions, Verbs fro Past and for Future, Make Connections, Teach, Model, Guide Practice, Apply, Team Talk</p> <p>f. TE Unit R: 117f- Conventions, Adjectives, Apply, Team Talk</p>	<p>c. TE Unit 3: 73c- Conventions, Verbs That Add –s, Teach, Apply, Guide Practice, On Their Own</p> <p>TE Unit 3: 89c- Conventions, Verbs That Do Not Add –s, Make Connections, Teach, Model Guide Practice, Apply, Team Talk</p> <p>d. TE Unit 5: 158a- Conventions, More About Pronouns, Guide Practice, Team Talk, Apply, On Their Own</p> <p>TE Unit 5: 165h- Writing, Advertisement, Mini-Lesson Proofread, Proofread for Pronouns, Proofread</p> <p>e. TE Unit 3: 149h- Writing, Lists, Mini-Lesson Proofread, Proofread for Verbs for Past and for Future, Proofread</p> <p>TE Unit 3 155c- Conventions, Verbs Am, Is Are, Was, and Were, Make Connections, Teach, Model, Guide Practice, Apply, Team Talk</p>	
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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		<p>TE Unit R: 139a- Vocabulary, Use Descriptive Words, Guide Practice, On Their Own</p> <p>g. TE Unit 2: 75e- Writing, Guide Practice, Remind children..., Routine</p> <p>TE Unit 3: 115e- Writing Guide Practice, Remind children to use...</p> <p>h. TE Unit 2: 62-63- Access Text, Identify Pronouns, ...this and that...</p> <p>TE Unit 4: 159c- Conventions, Adjectives for How Many and Articles, Teach, Model, Guide Practice, Apply</p> <p>i. TE Unit 5: 207c- Conventions, Prepositions and Prepositional Phrases Teach, Model, Guide Practice, Apply, Team Talk</p> <p>TE Unit 5: 226-227, Access Text, Prepositions, Have children...</p> <p>j. TE Unit 1: 114a- Conventions, Declarative Sentences, Review, Guide Practice, Apply, On Their Own</p>	<p>f. TE Unit 4: 46a- Conventions, Adjectives, Guide Practice, Team Talk, Apply</p> <p>TE Unit 4: 125c- Conventions, Adjectives for What Kind, Guide Practice, Apply, Team Talk</p> <p>g. TE Unit 4: 57c, Conventions, Adjectives for Colors and Shapes, Conjunctions</p> <p>TE Unit 5: 89g- Conventions, Review Pronouns, Guide Practice, Have children...</p> <p>h. TE Unit 4: 187c- Conventions, Adjectives for How Many and Articles, Test Practice, On Their Own, Apply</p> <p>TE Unit 4: 189g- Conventions, Review Adjectives for How Many and Articles, Review, Have them give...</p> <p>i. TE Unit 5: 239b- Conventions, Prepositions and Prepositional Phrases, Test Practice, On Their Own, Apply</p>	
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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		TE Unit 2: 69a- Writing, Brief Composition, Access for All, Advanced, Varying Sentence Length	TE Unit 5: 241h- Writing, Poem, Mini-Lesson Proofread, Proofread for Prepositions and Articles, Proofread j. TE Unit 4: 147a- Writing, Realistic Story, Mini-Lesson Writing for Tests: Writing Trait: Sentences TE Unit 5: 201h- Writing, Autobiography, Mini-Lesson Writing for Tests: Proofread, Proofread for Sentences	
38	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>a. TE Unit 2: 49c- Conventions, Proper Nouns, Apply, Team Talk TE Unit 2: 75c- Conventions, Proper Nouns, Test Practice, On Their Own, Apply b. TE Unit 1: 61a- Writing, Fantasy Story, Access for All, Advanced, Developing Sentences TE Unit 1: 171h- Writing, Brief Composition, Mini-Lesson Writing for Tests:</p>	<p>a. TE Unit 2: 77h- Writing, Brief Composition, Mini-Lesson Proofread, Proofread for Proper Nouns, Proofread TE Unit 2: 137h- Writing, Brief Composition, Mini-Lesson Proofread, Proofread for Proper Nouns, Proofread b. TE Unit 5: 51h- Writing, Animal Fantasy, Mini-Lesson Proofread, Proofread for Imperative</p>	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		<p>Proofread, Proofread for Sentences</p> <p>c. TE Unit 2: 37a- Writing, Friendly Letter, Mini-Lesson Writing Trait: Organization, Introduce, Work with children to add the date to the letter.</p> <p>TE Unit 2: 99a- Writing, Explanation, Mini-Lesson Writing Trait: Conventions, Introduce</p> <p>d. TE Unit 1: 16d- Spelling, Pretest, Short a Words, Access for All, Advanced, Extend Spelling</p> <p>TE Unit 2: 38h- Spelling, Words with sh, th, Partner Review, On Their Own</p> <p>e. TE Unit R: 32f- Spell words, Guide Practice</p> <p>TE Unit R: 143c- Phonics, Consonant v/v/, Access for all, Advanced, Rhyming Words</p>	<p>Sentences, Proofread</p> <p>TE Unit 5: 235a- Writing, Poem, Mini-Lesson Writer’s Craft: End Punctuation</p> <p>c. TE Unit 2: 103h- Writing, Explanation, Mini-Lesson Proofread, Model, Proofread</p> <p>TE Unit 4: 181d- Writing, Thank-You Note, Mini-Lesson Commas in Letters, Model, routine, Quick Write for Fluency, 2. Write</p> <p>d. TE Unit 3: 74f- Spelling, Words with ng, nk, Spell High-Frequency Words, Dictation, Proofread and Correct, On Their Own</p> <p>TE Unit 5: 38d- Spelling, Words with ow, Spell High-Frequency Words, Dictation, Proofread and Correct, On Their Own</p> <p>e. TE Unit 1: 42d- Spelling Pretest, Short I Words, Access for All, Advanced, Extend Spelling</p> <p>TE Unit 4: 56d- Spelling Pretest, Words with ea, Access for All, Advanced, Extend Spelling</p>	
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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

SECTION 1: Common Core State Standards – English Language Arts				
	Vocabulary Acquisition and Use	Citation Level 2	Citation Level 3	Score
39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>.)</p>	<p>a. TE Unit 2: 146a- Vocabulary Strategy: Context Clues, Guide Practice, On Their Own TE Unit 3: 194-195- Access Text, Use Context Clues</p> <p>b. TE Unit 4: 197d- Phonics, Review Suffixes –ly, -ful, Decode Words in Context, Team Talk TE Unit 5: 44d- Phonics, Review Suffixes –ly, -ful, Access for All, Advanced, Adding Suffixes</p> <p>c. TE Unit 1: 101c- Decodable Reader 4B, Read Packing Bags, ELL, Inflected Ending –ing, Advanced TE Unit 2: 164e-164f- Decodable Reader 11C, Read Cubes, Rules, and Tunes, Decode Words in Context, Check Decoding and Comprehension</p>	<p>a. TE Unit 4: 153a- Vocabulary, Context Clues, Access for All, Advanced, Homophone Triplets TE Unit 5: 138a- Vocabulary Strategy: Context Clues (Homonyms), Access for All, Advanced, Use Homonyms</p> <p>b. TE Unit 5: 206a- Phonics, Prefixes un-, re-, Access for All, Advanced, Use Words with Prefixes un-, re- TE Unit 5: 209d- Phonics, Review Prefixes un-, re-, Decode Words in Context, Team Talk</p> <p>c. TE Unit 3: 87a- Phonics, Ending –es; Plural –es, Access for All, Advanced, More Challenging Words TE Unit 5: 160d- Phonics, Review Inflected Endings –s, -es, -ed, -ing, Guide</p>	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		Practice, On Their Own	
<b>40</b>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes.)</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>a. TE Unit R: 15q- Vocabulary, Sort Nouns, Guide Practice, On Their Own</p> <p>TE Unit 1: 128a- Vocabulary Strategy: Sort Words, Guide Practice, On Their Own</p> <p>b. TE Unit 1: 132-133- Access Text, Sort Vocabulary</p> <p>TE Unit 3: 105g, Research and Inquiry, Step 2</p> <p>Research Skill: Classifying/Categorizing, Teach, Model, Guide Practice</p> <p>c. TE Unit R: 12j- Build Oral Language, Talk About Homes</p> <p>TE Unit 1: 121b- Content Knowledge, Build Oral Vocabulary, Amazing Words at Work, Apply Amazing Words</p> <p>d. TE Unit 1: 29e- Writing,</p>	<p>a. TE Unit 2: 137a- Vocabulary, Sort Nouns, Access for All, Advanced, Sorting Challenge</p> <p>TE Unit 4: 96a- Vocabulary Strategy: Sort Nouns and Verbs, Teach, Guide Practice, On Their Own</p> <p>b. TE Unit 2: 112a- Vocabulary Strategy: Sort Words, Access for All, Advanced, Text to Self</p> <p>TE Unit 4: 119a- Vocabulary, Sort Nouns and Verbs, Access for All, Strategic Intervention, Sort Nouns and Verbs</p> <p>c. TE Unit 2: 18b- Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine</p> <p>TE Unit 3: 50b- Build Oral Vocabulary, Access for All, Advanced, Using Amazing Words</p> <p>d. TE Unit 4: 46a-</p>

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		<p>Story, Access for All, Advanced, Planning with Strong Verbs            TE Unit 3: 117a- Vocabulary, Descriptive words, Access for All, Strategic Intervention, Pantomime</p>	<p>Conventions, Adjectives, Shades of Meaning, ...have children use...            TE Unit 5: 20a- Vocabulary: Synonyms, Guide Practice, On Their Own</p>	
41	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>.)</p>	<p>TE Unit 1: 112b- Build Oral Vocabulary, Amazing Words, Add to the Concept Map            TE Unit 2: 110b- Build Oral Vocabulary, Amazing Words, Add to the Concept Map</p>	<p>TE Unit 3: 124a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk            TE Unit 4: 218a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk</p>	
<b>Additional New Mexico Content Standards for English Language Arts</b>				
<b>Reading Literature: Grade 1 students will:</b>				
42	<p>Identify main topic, retell key details of a text, and make predictions.</p>	<p>TE Unit R: 44a- Text-Based Comprehension, Introduce Main Selection, Predict and Set Purpose, Strategy Response Log, Predict and Set Purpose            TE Unit 1: 85a- Retell, Have children..., Scoring Rubric, Narrative Retelling</p>	<p>TE Unit 4: 214-215- Access Text, Predict and Set Purpose            TE Unit 5: 230-231- Access Text, Theme, What is the big idea of this story?</p>	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

43	Identify characters and simple story lines from selected myths and stories from around the world.	TE Unit 1: 84-85- Think Critically, 5. Look Back and Write TE Unit 5: 214-215- Close Reading, Review Plot•Analysis, What problem..., How...	TE Unit 4: 84-85- Let's Think About... Reading Across Texts, How are Cinderella and Anarosa alike? How are they different? TE Unit 5: 17a- Text-Based Comprehension, Character, Setting, and Plot, Guide Practice, Apply	
<b>Writing Standards</b>				
44	Apply digital tools to gather, evaluate, and use information.	TE Unit 3: 178-179- For More Practice, Get Online! Learn more about computers, 21st Century Skills Online Activity TE Unit 5: 43c- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, ...online...take notes...Web site...	TE Unit 4: 186-187- For More Practice, Get Online! Write an e-mail to a relative, 21st Century Skills Online Activity TE Unit 5: 198-199- For More Practice, Get Online! Use a Web site to find information..., 21st Century Skills Online Activity	
<b>Speaking and Listening</b>				
45	Describe events related to the students' experiences, nations, and cultures.	TE Unit 2: 69b- Listening and Speaking, Share	TE Unit R: 164-165- Let's Learn It! Listening and	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

		Information About Citizenship, Guide Practice, On Their Own TE Unit 3: 77b- Listening and Speaking- Share Information About Respect, Guide Practice, On Their Own	Speaking, Relate an Experience in Sequence, Team Talk TE Unit 3: 37b- Listening and Speaking, Relate an Experience in Sequence, On Their Own	
46	Follow simple written and oral instructions.	TE Unit 1: 167b- Listening and Speaking, Give Directions, Guide Practice, On Their Own TE Unit 5: 17c- Conventions, Imperative Sentences, Team Talk	TE Unit R: 112-113- Listening and Speaking, Give Instructions, Team Talk TE Unit 2: 197b- Listening and Speaking, Follow Directions, Guide Practice, On Their Own	

	Publisher’s Criteria - Content	Citation Level 2	Citation Level 3	
47	Materials provide cognitively demanding activities that elicit critical thinking and reasoning.	TE Unit 1: 111b- Genre, Literary Nonfiction, Identify Features of Literary Nonfiction, Guide Practice, On Their Own TE Unit 3: 12j- Content Knowledge, How Places Change, Concept Talk, Build Oral Language, Talk About How Places Change, Talk About How Places	TE Unit 4: 17a- Text-Based Comprehension, Draw Conclusions, Guide Practice, Apply TE Unit 5: 49f- Research and Inquiry, Step 4 Synthesize, Guide Practice, Access for All, Advanced, Information Sources	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

		Change	
48	Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency.	TE Unit R- 117a-117c- Phonics, Introduce Consonant r/r/, Teach/Model Consonant r/r/, Guide Practice, Apply TE Unit 1: 39a-39b Content Knowledge, Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, Amazing Words at Work, Apply Amazing Words, Access for All, Strategic Intervention, ELL	TE Unit 3: 207d-207e- Writing, Play Scene, Writing Trait: Sentences, Introduce the Prompt, Generate Play Scene Ideas, Mini-Lesson: Sentences, Routine Quick Write for Fluency TE Unit 5: 49b- Fluency, Accuracy, Rate and Expression, Routine, Paired Reading, Monitor Progress, Fluency Check, Access for All, Advanced, Fluency Assessment Plan, Options for Oral Rereading

<b>SECTION I:</b>	<b>TOTAL SECTION SCORE</b>
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## SECTION II: OTHER RELEVANT CRITERIA

**Publisher:**

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

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

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

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria					
Key Criteria for Reading Foundations					
	Materials aligned with CCSS provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. <i>(Specify or cite how the following instructional recommendations occur within this curriculum.)</i>	Occurrence 1	Occurrence 2	Occurrence 3	Score
49	Materials include effective instruction for all aspects of foundational reading (including distributed practice.)	TE Unit R: 12d-12e- This Week's Skills 5-Day Planner, Phonics, Comprehension, Language, Fluency, Writing	TE Unit R: 12f-12g- Access for All, Small Group Lesson Plan, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching	TE Unit 2: 44d-44e- This Week's Skills 5-Day Planner, Phonics, Comprehension, Language, Fluency, Writing	
50	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: 16b-16c- Decodable Reader 1A, Read Hats, Reread for Fluency, Reread Decodable Reader, Routine, Oral Rereading	TE Unit 1: 31b- Fluency, Accuracy, Reread for Fluency, Routine, Choral Reading	TE Unit 1: 35b- Fluency, Accuracy, Routine, Paired Reading, Monitor Progress, Fluency Check	
51	Materials offer assessment opportunities that measure	TE Unit 2: 34g-	TE Unit 3: 43d-	TE Unit 5: 79a-	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

	progress in foundations in reading.	High-Frequency and Selection Words, Monitor Progress, Check High-Frequency Words, Formative Assessment, Spiral Review	43f- Assessment, Monitor Progress, Sentence Reading, Fluency and Comprehension	Retell, Monitor Progress, Check Retelling, If...then...	
	<b>Fluency</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
52	Content Reading selections (read-aloud K-1) facilitate accurate, confident and independent reading.	TE Unit 1: 24c- Decodable Reader 2B, Read Fix It!, Reread for Fluency, Reread Decodable Reader, Routine Paired Reading	TE Unit 3: 35b- Fluency, Accuracy and Appropriate Rate, Model Fluent Reading, Guide Practice, Reread for Fluency, Routine, Choral Reading	TE Unit 5: 79b- Fluency, Accuracy, Rate, Expression, and Appropriate Phrasing, Model Fluent Reading, Guide Practice, Reread for Fluency, Routine, Choral Reading	
53	Reading selections represent a balance of literature and informational texts, are high quality, authentic texts worth reading and re-reading across multiple days and lessons and can be used for addressing multiple content standards	TE Unit 1: 66d- 66e- The lesson structure	TE Unit 1: 94d- 94e- The lesson structure	TE Unit 4: 88d- 88e- The lesson structure	

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# FORM F.2 Citation Alignment and Scoring Rubric – ELA First Grade

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

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

	at grade level.	summarized on the 5-Day Planner, Literature Selection, The Big Blue Ox	summarized on the 5-Day Planner for each week, Informational Text, A Fox and a Kit	summarized on the 5-Day Planner for each week, Informational Text, A Trip to Washington, D.C.	
54	Content should include sufficient practice to achieve accuracy, and a variety of specific fluency building techniques supported by research.	TE Unit 1: 12i- Independent Stations, Get Fluent, Objective: Read aloud with accuracy. Materials..., Children will..., ...have children read the book aloud themselves.	TE Unit 1: 42b-42c- Decodable Reader 2A, Read Did They Win? Reread for Fluency, Reread Decodable Reader, routine, Oral Rereading	TE Unit 1: 63b- Fluency, Accuracy, Routine, Paired Reading: 1. Select a Passage, 2. Model, 3. Guide Practice, 4. On Their Own, Monitor Progress, Fluency Check	
	<b>Key Criteria for Text Selection</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
55	Reflect genres and text characteristics that are specifically required by the standards at each grade level. (e.g., informational text, narratives, poetry, plays speeches, scientific and historical documents.)	TE Unit 1: 29b- Genre, Realistic Fiction, Identify Features of Realistic Fiction,	TE Unit 2: 95b- Genre, Expository Text, Identify Features of	TE Unit 3: 207b- Genre, Drama, Identify Features of Drama, Guide Practice, On	

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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

		Guide Practice, On Their Own	Expository Text, Guide Practice, On Their Own	Their Own	
56	Material provides a sequence of collection of texts, with specific anchor texts of grade level complexity that are selected for close reading.	TE Unit 2: 20b-33a- A Big Fish for Max	TE Unit 3: 158b-173a- I'm a Caterpillar	TE Unit 5: 174b-193a- Alexander Graham Bell: A Great Inventor	
57	Material provides a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking.	TE Unit 1: 46b-57a- Main Selection: Animal Fantasy, Pig in a Wig; 62i-63a- Paired Selection: Sing-Along, We Are Vets	TE Unit 4: 128b-143a- Main Selection: Expository Text, A Southern Ranch; 148i-151a- Paired Selection: Procedural Text, On the Way to a Ranch	TE Unit 5: 210b-231a- Main Selection: Realistic Fiction, The Stone Garden; 236i-239a- Paired Selection: Poetry in Reading, Common Language, Skyscraper	
	<b>Text Selection- Quality of Texts</b> <b>High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
58	Informational text with a variety of speeches, articles, essays, and literary nonfiction material.	TE Unit 2: 164i-167a- A Mangrove Forest, Magazine Article	TE Unit 3: 92b-105a-The Class Pet, Expository Text	TE Unit 5: 160i-163a- Roy's Wheelchair, Literary Nonfiction	
59	Provide text dependent questions and tasks that require the	TE Unit 1: 48-49-	TE Unit 3: 60-	TE Unit 5: 214-	

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

	use of textual evidence, including supporting valid inferences from the text.	Close Reading, Synthesis • Text Evidence	61- Close Reading, Inference • Evaluation	215- Access Text, Inferring, Why..., What makes you think this?	
	<b>Scaffolding and Supports</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
60	Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts as required by the standards.	TE Unit R: 62f-62g- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 2: 104f-104g- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 4: 52f-52g- Access for All, Small Group Lesson Plan, Days 1-5	
61	Provide opportunities to enable all students to experience rather than avoid complexity of text through scaffolding.	TE Unit 1: SG•2-SG•18- Access for All, On-Level, Strategic Intervention, Advanced	TE Unit 3: SG•19- SG•34- Access for All, On-Level, Strategic Intervention, Advanced	TE Unit 5: SG•36- SG•51- Access for All, On-Level, Strategic Intervention, Advanced	
	<b>Academic Vocabulary Content</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
62	Provide focused resources to support students’ acquisition for both general academic vocabulary and domain specific vocabulary.	TE Unit 1: 13a-13b- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Robust Vocabulary Routine,	TE Unit 3: 89a- Text-Based Comprehension , Fact and Opinion, Academic Vocabulary	TE Unit 5: 60a- Selection Vocabulary, Introduce Selection Words, Vocabulary Strategy: Dictionary/Glossary, Guide Practice, On	

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

		Amazing Words at Work, Apply Amazing Words		Their Own, Academic Vocabulary	
63	Provide ample opportunities for students to practice the use of academic vocabulary in speaking and writing.	TE Unit 1: 17a- Text-Based Comprehension, Character and Setting, Guide Practice, Apply, Academic Vocabulary	TE Unit 3: 17c- Conventions, Action Verbs, Make Connections, Guide Practice, Apply, Team Talk, Academic Vocabulary	TE Unit 5: 135a- Text-Based Comprehension, Main Idea and Details, Guide Practice, Apply, Academic Vocabulary	
64	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 CCSS.	TE Unit R: xvi-xvii- Skills Overview, My World	TE Unit 3: xvi-xvii- Skills Overview, Changes	TE Unit 5: xvi-xvii- Skills Overview, Great Ideas	
<b>Key Criteria for Questions and Tasks</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
65	Questions and tasks cultivate students’ abilities to ask and answer questions based on the text.	TE Unit 1: 112-113- Think Critically, 5. Look Back and Write, Write about..., Use evidence...	TE Unit 2: 195a- Strategy Response Log, Questioning	TE Unit 4: 130-131- Access Text, Questioning	
66	Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-aloud.)	TE Unit 1: 98b-98c- Decodable Reader 4A,	TE Unit 3: 96-97- Access Text, Monitor	TE Unit 5: 72-73- Close Reading, Analysis • Text	

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

		Read Big Jobs, Check Decoding and Comprehension, Reread for Fluency, Reread Decodable Reader, Routine Oral Rereading	and Clarify	Evidence	
67	Reading strategies support comprehension of specific texts and focus on building knowledge.	TE Unit 1: 20b- Text-Based Comprehension, Introduce Main Selection, Monitor and Clarify, Strategy Response Log, Monitor and Clarify	TE Unit 3: 126b- Text-Based Comprehension , Introduce Main Selection, Visualize, Strategy Response Log, Background Knowledge	TE Unit 5: 138b- Text-Based Comprehension, Introduce Main Selection, Summarize, Strategy Response Log, Background Knowledge	
68	Writing opportunities for students are prominent and varied.	TE Unit 2: 193c-193d- Writing, Expository Paragraph, Introduce the Prompt, Mini-Lesson Writing for Tests: Including	TE Unit 4: WP•1-WP•10- Writing Process, Realistic Story	TE Unit 5: 155d-155e- Writing, Advertisement, Writing Trait: Focus/Ideas, Introduce the Prompt, Generate Ideas for	

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

		Interesting Details		Advertisements, Mini-Lesson Focus/Ideas, Quick Write for Fluency	
69	Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.	TE Unit 2: 146a- Selection Vocabulary, Vocabulary Strategy: Context Clues, Guide Practice, On Their Own, Academic Vocabulary	TE Unit 3: 41c- Writing, Realistic Story, Mini-Lesson Revise: Adding Words, Peer Conferencing•Peer Revision, Academic Vocabulary	TE Unit 5: 98b- Text-Based Comprehension, Introduce Main Selection, Preview and Predict, Monitor and Clarify, Academic Vocabulary	
	<b>Assessment</b>	<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
70	Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling.	TE Unit 1: 65d- Assessment, Monitor Progress, Word and Sentence Reading, If... then...	TE Unit 4: 51l- Assessment Checkpoints for the Week: Weekly, Differentiated, Managing Assessment	TE Unit 5: 89d- Assessment, Monitor Progress, Sentence Reading, If...then..., Fluency and Comprehension, If...then...	
71	Content offers formative and summative assessment tools, clearly defining which standards are being assessed.	TE Unit R: 17- Monitor	TE Unit 2: 16a- Monitor	TE Unit 5: WP•10- Short	

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

		Progress, Check High-Frequency Words, Formative Assessment, If...then...	Progress, Consonant Digraphs sh, th, Formative Assessment, Spiral Review, If...then...	Report, 5 Publish and Present, Mini-Lesson Evaluating Writing	
72	Content offers rubrics and scoring guidelines for accompanying assessments that provide teachers sufficient guidance in interpreting student performance.	TE Unit 1: 139a- Scoring Rubric, Look Back and Write, Top-Score Response, Retell: Scoring Rubric, Narrative Retelling	TE Unit 3: WP•5- Expository Article, 2 Draft, Display Rubric, Scoring Rubric Expository Article	TE Unit 4: WP•5- Realistic Story, 2 Draft, Display Rubric, Scoring Rubric Realistic Story	
73	Materials offer assessment opportunities that measure progress in foundations in reading.	TE Unit 1: 37d- 37e- Assessment, Monitor Progress, Word and Sentence Reading	TE Unit 2: 35a- Retell, Monitor Progress, Check Retelling, If...then...	TE Unit 5: 40g- High-Frequency and Selection Words, Monitor Progress, Check High-Frequency Words, Formative Assessment, Spiral Review	

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

Technology and Digital Resources		Publishers: do not enter citations in this section			Score
	<b>Reviewers:</b> Items 74-75 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low or none – 6				
74	Include technology- based reference tools that provide teachers with additional tasks and references.				
75	Provide opportunities for students’ presentations, reading, and projects using technology.				
Construction and Design of Materials		Publishers: do not enter citations in this section			Score
	<b>Reviewers:</b> Items 76-78 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low or none – 6				
76	Materials have a highly functional yet inviting appearance.				
77	Materials have a clearly organized Teachers’ Edition.	Publishers: do not enter citations in this section			
78	Have teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.				

SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
79	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE 2: 61- Illustrations	SE 4: 49- Photographs	SE 5: 163- Photographs	

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	<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>
<b>80</b>	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE R: 36- Let's Talk About Homes and Families, Share...	SE 2: 75- Let's Think About... Writing Across Texts. The children in both groups work well together. Why is that important? Write your ideas.	SE 4: 184- Let's Write It! Thank-You Note, Writing Prompt, Think about someone who shared something with you. Write a note to thank the person.	
<b>81</b>	The textbook provides assignments with activities for students, including ELL students, requiring responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	SE R: 106- Think Critically, 1. Tip did not..., Tell what you would do to help.	SE 2: 68- Let's Write It! Brief Composition, Writing Prompt Think about ways children work together at school. Now write...	SE 5: 78- Think Critically, 1. What lesson..., Was it a good lesson to learn? Why do you think so?	
<b>82</b>	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.	SE 2: 87- Question of the Week, Who works to make our community a nice place?	SE 3: 53- Question of the Week, What do we learn as we grow and change?	SE 5: 39- Question of the Week, When does a problem need a clever solution?	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
83	The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	TE Unit 2: 38d-Phonics, Review Short u/u/; Final Consonant Blends, Corrective Feedback, Guide Practice, On Their Own	TE Unit 4: 114g-Fluent Word Reading , Spiral Review, Read Words in Isolation, Corrective Feedback, Read Words in Context, Corrective Feedback	TE Unit 5: 51c-Review Folk Tale, Guide Practice, On Their Own	
84	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.	SE 2: 101- Let's Think about...Writing Across Texts, Use the map. Write directions...	SE 3: 38- Social Studies in Reading, My Neighborhood, Then and Now, Genre, Autobiography, Bullet 4 Read...	SE 5: 156- Think Critically, 5. Look Back and Write, ...How can you use an inclined plane..., Provide evidence...	
SECTION 2.B – Other Relevant Criteria – Teacher Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
85	Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	TE Unit 1: xvi-xvii-Skills Overview, Animals, Tame and Wild	TE First Stops (digital): 260 Scope and Sequence	TE Unit 4: xvi-xvii-Skills Overview, Treasures	

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	SECTION 2.B – Other Relevant Criteria – Student Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
86	Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TE Unit R- 16e-16f- CCSS Objectives, Access for All, Strategic Intervention, Sounds /t/ and /d/; Advanced, Make a Graph; ELL, Pronounce final Sound /t/	TE Unit 1: 70d- CCSS Objectives, Access for All, Advanced, Extend Spelling; Let's Practice It! ELL, If...then...	TE Unit 5: 39c-39d- CCSS Objectives, Access for All, Strategic Intervention, Problem and Solution; ELL Support Prewriting, Beginning, Intermediate, Advanced	
87	Teacher’s Edition provides tiered activities for differentiated instruction 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 Phonics, Comprehension, Close Reading, Vocabulary, Reteaching, ELL	TE Unit 3: SG•18- Small Group Time, Access for All, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching, ELL	TE Unit 5: SG•35- Small Group Time, Access for All, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching, ELL	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
88	Writing activities that allow students to explain their thinking;	TE Unit 1: 142-143- Let's Write It! Explanation, Writing Prompt Think about the jobs people do. Now think..., Write...	TE Unit 3: 114-115- Let's Think About Writing Across Texts, Think about Dory..., Write...	TE Unit 5: 123b- Media Literacy, Techniques in Media, Guide Practice, On Their Own, ...write a brief script for a television news story..., ...include instructions...	
89	Teacher's Edition has embedded 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: 37I- Assessment Checkpoints for the Week, Weekly Assessment	TE Unit 3: WP•10- Expository Article, 5 Publish and Present, Mini-Lesson, Evaluating Writing, Bullet 2	TE Unit 5: 16d- Spelling Pretest, Words with ai, ay	
90	Teacher's Edition student assessments are accompanied by student work exemplars, are embedded, and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	TE Unit 1: 90-91- Let's Write It! Fantasy Story, Student Model, Scoring Rubric	TE Unit 4: WP•7- Realistic Story, Revise Model	TE Unit 5: 80-81- Let's Write It! Letter to a Character, Student Model, Scoring Rubric	

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