



# FORM F.3 Citation Alignment and Scoring Rubric – ELA Second 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, Vol.1-2	ISBN:	9780328724499; 9780328724505
Title of Teacher Edition:	Scott Foresman Reading Street Common Core Teacher's Edition Pkg.	ISBN:	9780328735686

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)**

Verified: 90% or Higher Facilitator Signature: \_\_\_\_\_

Verified: 89% or Lower Facilitator Signature: \_\_\_\_\_



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**Publisher:**

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

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

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

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

	Reading Standards for Literature	Citation Level 2	Citation Level 3	Score
1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	TE Unit 1: 42-43- Close Reading, Synthesis, What... TE Unit 2: 288-289- Close Reading, Synthesis, Text Evidence, Why...	TE Unit 3: 354g- Text-Based Comprehension, Introduce Main Selection, Questioning, Strategy Response Log TE Unit 6: 433a- Text-Based Comprehension, Introduce Main Selection, Questioning, Strategy Response Log	
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TE Unit 1: 105a- Henry and Mudge and the Starry Night, Retell, Strategy Response Log, Story Structure TE Unit 3: 445a- Anansi Goes Fishing, Retell, Strategy Response Log, Summarize	TE Unit 4: 43a- A Froggy Fable, Retell TE Unit 4: 179a- The First Tortilla, Retell	

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

3	Describe how characters in a story respond to major events and challenges.	TE Unit 1: 25a- Text-Based Comprehension, Character and Setting, Guide Practice, Apply TE Unit 3: 358-359- Close Reading, Analysis, Text Evidence	TE Unit 5: 304-305- Close Reading, Evaluation, Text Evidence TE Unit 6: 529c- Genre, Review Realistic Fiction, Guide Practice, On Their Own	
<b>Craft and Structure</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TE Unit 1: 51c- Genre, Review Poetry, Guide Practice, On Their Own TE Unit 2: 345c- Genre, Review Fable, Guide Practice, On Their Own	TE Unit 5: 255c- Genre, Review Poetry, Guide Practice, On Their Own TE Unit 6: 440-441- Close Reading, Analysis, How does...	
5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TE Unit 1: 88g- Text-Based Comprehension, Introduce Main Selection, Story Structure TE Unit 3: 407a-Retell, Have children work in pairs...	TE Unit 5: 260a- Text-Based Comprehension, Plot and Theme, Identify Text Evidence, Apply TE Unit 6: 447b, Literary Text, Setting and Plot, On Their Own	
6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TE Unit 1: 181e- Listening and Speaking, Present a Dramatic Interpretation: Play, Guide Practice, On Their Own TE Unit 2: 301b- Literary Text, Dialogue, Guide Practice, On Their Own	TE Unit 4: 144f- Fluency, read with Expression, Access for All, Advanced, Fluency TE Unit 5: 221c- Genre, Review Drama, Guide Practice, On Their Own	



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

Integration of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TE Unit 1: 38-39- Close Reading, Analysis, Why... TE Unit 3: 362-363- Close Reading, Analysis, Text Evidence, ...how...	TE Unit 4: 162-163- Close Reading, Analysis, Text Evidence TE Unit 6: 434-435- Close Reading, Evaluation, Text Evidence	
8	(Not applicable to literature)			
9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TE Unit 2: 234-245- Access Text, Compare and Contrast TE Unit 2: 335a- Literary Text, Setting, Character, and Plot, Compare, Guide Practice, On Their Own	TE Unit 3: 443a- Literary Text, Setting, Character, and Plot, Compare, Guide Practice, On Their Own TE Unit 3: 451c- Genre, Review Folk Tales, Guide Practice, On Their Own	
Range of Reading and Level of Text Complexity		Citation Level 2	Citation Level 3	Score
10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE Unit 3: 424h- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 4: 28a- Access Main Selection, Reader and Tasks Suggestions, Read	TE Unit 5: 252h- Poetry in Reading, Poetry, Read Poetry, Genre, Let's Think About... TE Unit 6: 368a- Access Main Selection, Reader and Tasks Suggestions, Read	
Reading Standards for Informational Text				
Key Ideas and Details		Citation Level 2	Citation Level 3	Score
11	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	TE Unit 1: 62-63- Close Reading, Analysis, How... TE Unit 4: 88a- Text Based	TE Unit 4: 91a- Text-Based Comprehension, Introduce Main Selection,	



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

		Comprehension, Questioning, Guide Practice, Apply	Questioning, Strategy Response Log TE Unit 5: 194a- Text-Based Comprehension, Important Ideas, Apply	
12	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	TE Unit 1: 57a- Text-Based Comprehension, Main Idea and Details, Guide Practice, Apply TE Unit 4: 77a- Strategy Response Log, Important Ideas	TE Unit 5: 318h- Social Studies in Reading, Magazine Article, Read a magazine Article, Genre, Let's Think About..., Main Idea and Details TE Unit 6: 399a- Introduce Main Selection, Summarize	
13	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TE Unit 1: 113c- Genre, Review Procedural Text, Access for All, Advanced, Procedural Text TE Unit 3: 507a- Text-Based Comprehension, Access for All, Advanced, Demonstrate Understanding	TE Unit 4: 58a- Text-Based Comprehension, Sequence, Identify Text Evidence, Guide Practice, Apply TE Unit 5: 287c- Genre, Review Procedural Text, Guide Practice, On Their Own	
<b>Craft and Structure</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
14	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topics or subject area</i> .	TE Unit 1: 72g- High-Frequency and Selection Words, Access for All, Advanced, Vocabulary TE Unit 2: 254f- Vocabulary: Time and Order Words for Sequence	TE Unit 4: 59a- Selection Vocabulary, Define It, Team Talk, Make Connections, Record, On Their Own TE Unit 5: 212g- Vocabulary, Selection Vocabulary, Access for All, Advanced, Words in Context	

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

15	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TE Unit 1: 66-67- Close Reading, Analysis, Why... TE Unit 2: 267g- Research and Inquiry, Step 2 Research Skill: Chapter Headings, Guide Practice, On Their Own	TE Unit 3: 469f- Research and Inquiry, Step 2 Research Skill: Index, Guide Practice, On Their Own TE Unit 6: 454-455- 21st Century Skills, Online Directories, Get Online	
16	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TE Unit 1: 72h- Text-Based Comprehension, Read Main Selection, Review Author's Purpose, Read TE Unit 2: 223a- Text-Based Comprehension, Author's Purpose, Guide Practice, Apply	TE Unit 5: 212h- Text-Based Comprehension, Read Main Selection, Review Author's Purpose, Read TE Unit 6: 396a- Text-Based Comprehension, Author's Purpose, Identify Text Evidence, Apply	
<b>Integration of Knowledge and Ideas</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
17	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TE Unit 2: 236-237- Access Text, Text Structure, How...What... TE Unit 4: 68-69- Access Text, Sequence, How does the time line...	TE Unit 4: 109b- Informational Text, Graphic Sources, Guide Practice, On Their Own TE Unit 6: 391c- Genre, Review Expository Text, Access for All, Advanced, Summarizing Graphic Sources	
18	Describe how reasons support specific points the author makes in a text.	TE Unit 3: 506-507- Access Text, Inferring, What is the author's reason... TE Unit 4: 75b- Informational Text, Author's	TE Unit 6: 404-405- Access Text, Author's Purpose, Reread Challenging Text, Why... TE Unit 6: 486-487- Close	

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

		Message, Guide Practice, On Their Own	Reading, Synthesis, Text Evidence	
19	Compare and contrast the most important points presented by two texts on the same topic.	TE Unit 1: 78-79- Reading and Writing Across Text TE Unit 4: 109a- Text-Based Comprehension, Check Understanding, Compare and Contrast	TE Unit 5: 211a- Text-Based Comprehension, Check Understanding, Compare and Contrast TE Unit 6: 493a- Reading and Writing Across Text	
<b>Range of Reading and Level of Text Complexity</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
20	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE Unit 2: 224h- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 3: 486h- Access Main Selection, Reader and Tasks Suggestions, Read	TE Unit 5: 198a- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 6: 466a- Access Main Selection, Reader and Tasks Suggestions, Read	
<b>Reading Standards: Foundational Skills</b>				
<b>Phonics and Word Recognition</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>



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

21	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>a. TE Unit 1: 24c- Check Decoding;TE Unit 1: 76d- Access for All</p> <p>b. TE Unit 2: 318d- Vowel Digraphs, TE Unit 3: 351a- Vowel Patterns</p> <p>c. TE Unit 2: 317a- Vowel Patterns; TE Unit 3: 351a- Vowel Patterns</p> <p>d. TE Unit 4: 119a- Suffixes;TE Unit 5: 196g- Suffix –ly</p> <p>e. TE Unit 2: 252-252a- Vowels: r-Controlled; TE Unit 4: 156a- Vowel Digraphs</p> <p>f. TE Unit 1: 25- High-Frequency Words; TE Unit 2: 224e- Read Words in Isolation</p>	<p>a. TE Unit 1: 108f- Read Can Ben Skate?</p> <p>TE Unit 3: 372d- ELL</p> <p>b. TE Unit 4: 60d- Vowel Patterns; TE Unit 5: 348d- Build Words</p> <p>c. TE Unit 4: 23d- Read The Lunch Table;TE Unit 4: 148f- Read Joy’s Raincoat</p> <p>d. TE Unit 6: 502c-502d Review Suffixes/Prefixes; TE Unit 6: 499c-499d- ELL</p> <p>e. TE Unit 5: 291a-291b- Consonant Patterns; TE Unit 5: 327a-327b-Vowel Patterns</p> <p>f. TE Unit 3:372g- Words in Context; TE Unit 3: 458e- Read Words in Isolation</p>	
	<b>Fluency</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
22	<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 1: 88g-88h- Text-Based Comprehension, Introduce Main Selection, Purpose, Read, Routine, Read for Understanding</p> <p>TE Unit 2: 254g-254h- Text-Based Comprehension, Introduce Main Selection, Purpose, Read, Routine,</p>	<p>a. TE Unit 4: 127a-128a- Text-Based Comprehension, Introduce Main Selection, Purpose, Read, Routine, Read for Understanding</p> <p>TE Unit 6: 465a-466a- Text-Based Comprehension, Introduce Main Selection, Purpose, Read, Routine,</p>	





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

		<p>Read for Understanding b. TE Unit 1: 174f- Fluency, Expression and Intonation, Access for All, Advanced, Fluency TE Unit 3: 379a- Fluency, Appropriate Rate, Routine, Paired Reading</p> <p>c. TE Unit 2: 320f- Vocabulary: Unfamiliar Words, Guide Practice, On Their Own TE Unit 3: 400-401- Access Text, Check Decoding</p>	<p>Read for Understanding b. TE Unit 5: 314f- Fluency, Expression, Access for All, Advanced, Readers' Theater TE Unit 6: 418f- Fluency, Accuracy, Routine, Choral Reading</p> <p>c. TE Unit 4: 126g- Vocabulary Skill, Multiple-Meaning Words, Guide Practice, On Their Own TE Unit 6: 464g- Vocabulary Skill, Unfamiliar Words, Guide Practice, On Their Own</p>	
<b>Writing Standards</b>				
<b>Text Types and Purposes</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>23</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	TE Unit 3: 510-511- Let's Write It! Write a Review TE Unit 4: 51e- Writing, Friendly Letter, Access for All, Advanced, Writing Persuasive Text	TE Unit 5: WP•6- Persuasive Letter, 2 Draft, Mini-Lesson Writing Trait: Word Choice, Develop Draft TE Unit 6: 522-523- Let's Write It! Write a Persuasive Statement	
<b>24</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TE Unit 1: 74-75- Let's Write It! Write Expository Nonfiction	TE Unit 4: 112-113- Let's Write It! Write Expository Report	

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

		TE Unit 2: WP•6- Directions, 2 Draft, Mini-Lesson Writing Trait: Word Choice, Develop Draft	TE Unit 6: 490-491- Let's Write It! Write a Compare-and-Contrast Text	
25	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	TE Unit 1: WP•6- Personal Narrative, 2 Draft, Mini-Lesson Writing Trait: Voice, Develop Draft TE Unit 3: 374-375- Let's Write It! Write an Animal Fantasy	TE Unit 4: 146-147- Let's Write It! Write a Narrative Poem TE Unit 6: 384-385- Let's Write It! Write Realistic Fiction	
	<b>Production and Distribution of Writing</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
26	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TE Unit 1: WP•8- Personal Narrative, 3 Revise, Revise Draft, Peer Conferencing, Revising Checklist TE Unit 2: WP•9- Directions, 4 Edit, Mini-Lesson Editing Strategy: Word with a Partner	TE Unit 4: 53i- Writing, Friendly Letter, Proofread TE Unit 5: 219d- Writing, Narrative Nonfiction, Mini-Lesson, Revision: Adding Phrases, Peer Conferencing, Peer Revision	
27	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: 247j- Research and Inquiry, Step 5 Communicate, Guide Practice, ...create an electronic time line, On Their Own TE Unit 4: WP•9- Description, 4. Edit, Paragraph 3, If children have used a word processing..., Technology	TE Unit 5: 215b- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, ...online directory..., Access for All, Advanced, Peer Support TE Unit 6: WP•10- Research Report, 5 Publish and Present, Options for Presenting, ...word processing...	

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

SECTION 1: Common Core State Standards – English Language Arts				
		Tips		
	<b>Research to Build and Present Knowledge</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>28</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.)	TE Unit 2: 243b- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, Have each child select... TE Unit 3: 375b- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, Access for All, Advanced, Research	TE Unit 5: 351b- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, Access for All, Advanced, Gather Information TE Unit 6: WP•6- 2 Draft, Research Report, Mini-Lesson Writing Trait: Organization, Draft	
<b>29</b>	Recall information from experiences or gather information from provided sources to answer a question.	TE Unit 2: 245g- Research and Inquiry, Step 4 Synthesize, Access for All, Advanced, Source Variety TE Unit 3: 511b- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, Have children...	TE Unit 4: 177f- Research and Inquiry, Step 2 Research Skill: Natural and Personal Sources, Guide Practice, On Their Own TE Unit 5: 253g- Research and Inquiry, Step 4 Synthesize, Guide Practice, Access for All, Advanced, Expand Research	
<b>Speaking and Listening Standards</b>				
	<b>Comprehension and Collaboration</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>30</b>	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under	a. TE Unit 1: 79e- Listening and Speaking, Be a Good Speaker and Listener,	a. TE Unit 3: 415f- Listening and Speaking, Solve Problems, Teach,	

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

	<p>discussion.)          b. Build on others' talk in conversations by linking their comments to the remarks of others.          c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Guide Practice, On Their Own          TE Unit 2: 311f- Media Literacy, Recognize and Explain Purposes of Media, On Their Own, ...follow agreed-upon rules for discussion...          b. TE Unit 1: 111e- Media Literacy, On Their Own, Have children...          TE Unit 4: 185e- Listening and Speaking, Give an Oral Summary, On Their Own, ...building on each other's ideas.          c. TE Unit 2: 245f- Media Literacy, Recognize and Explain Purposes of Media, On Their Own, ...ask questions to clarify...          TE Unit 3: 417a- Listening and Speaking, Solve Problems, Teach, Introduce Prompt, Team Talk</p>	<p>Model, Guide Practice, On Their Own          TE Unit 4: 81f- Listening and Speaking, Make an Announcement, Teach, Model, Guide Practice, On Their Own          b. TE Unit 5: 285e- Listening and Speaking, Listen for Facts and Opinions, Guide Practice, On Their Own          TE Unit 6: 431e- Research and Inquiry, Step 1 Identify and Focus Topic, Guide Practice, ...use each other's questions as...          c. TE Unit 3: 515e- Media Literacy, Describe Media Techniques, On Their Own          TE Unit 5: 253f- Listening and Speaking, Organize and Give a Demonstration, On Their Own, ...ask</p>	
<p><b>31</b></p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TE Unit 3: 449f- Listening and Speaking, Summarize Information, Teach, Model, Guide Practice, On Their Own</p>	<p>TE Unit 5: 321e- Listening and Speaking, Maintain Focus in a Narrative Presentation, Teach, Model, Guide Practice, On Their</p>	



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

		TE Unit 3: 477e- Listening and Speaking, Give a Description, Teach, Model, Guide Practice, On Their Own	Own TE Unit 6: 493f- Media Literacy, Identify Written Conventions, On Their Own	
32	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	TE Unit 1; 111f- Research and Inquiry, Step 4 Synthesize, Access for All, Advanced, Be a Personal Source TE Unit 2: 275e- Listening and Speaking, Ask and Answer Questions, Guide Practice, On Their Own	TE Unit 5: 357a- Listening and Speaking, Identify and Speak to Your Audience, Introduce Prompt, Team Talk, ...ask questions... TE Unit 6: 455e- Listening and Speaking, Listen to a Description, On Their Own, ...ask questions and suggest...	
<b>Presentation of Knowledge and Ideas</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
33	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TE Unit 1: 147e- Listening and Speaking, Narrate a Story in Sequence, Guide Practice, On Their Own TE Unit 4: 177e- Listening and Speaking, Speak Well, Teach, Model, Guide Practice, On Their Own	TE Unit 4: 187a- Listening and Speaking, Give an Oral Summary, Teach, Introduce Prompt, Team Talk TE Unit 6: 389e- Listening and Speaking, Use Vocabulary to Express Ideas and Tone, Teach, Model, Guide Practice, On Their Own	
34	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TE Unit 3: 451i- Writing, Narrative Poem, Present, Choose option...audio recording...illustrate... TE Unit 4: 153i- Writing,	TE Unit 5: 221i- Writing, Narrative Nonfiction, Present, ...add an illustration or photograph...record...	

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

		Narrative Poem, Present, Choose an option...decorate...record their readings...	TE Unit 6: 425i- Writing, Descriptive Poem or Song, Present, ...make an audio...illustrate...	
35	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Common Core Standards 1 and 3 on page 26 for specific expectations.)	TE Unit 1: 49f- Listening and Speaking, Why We Speak and Why We Listen, Guide Practice, On Their Own TE Unit 2: 343e- Listening and Speaking, Give and Follow Instructions, Teach, Model, Guide Practice, On Their Own	TE Unit 3: 379e- Listening and Speaking, Make Introductions, Teach, Model, Guide Practice, On Their Own TE Unit 5: 287j- Research and Inquiry, Step 5 Communicate, On Their Own, Good speakers...	
<b>Language Standards</b>				
<b>Conventions of Standard English</b>		<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
36	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> .) b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> .) c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> .) d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, and told</i> .) e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> .)	a. TE Unit 2: 191c- Conventions, Common Nouns, Teach, ...collective nouns..., Team Talk TE Unit 2: 209b- Conventions, Nouns, Review, Guide Practice, Team Talk, Apply, On Their Own b. TE Unit 2: 283c- Conventions, Plural Nouns That Change Spelling, Apply, Team Talk TE Unit 2: 303b- Conventions, Plural Nouns	a. TE Unit 2: 292-293, Access Text, Develop Language, Collective nouns... TE Unit 2: UR•14- Conventions, Review Nouns, Guide Practice, Team Talk, On Their Own b. TE Unit 2: 313h-313i- Writing, Fairy Tale, Mini-Lesson Proofread for Plural Nouns, Proofread TE Unit 3: 405c- Conventions, Verbs with Singular and Plural Nouns,	

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# FORM F.3 Citation Alignment and Scoring Rubric – ELA Second Grade

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

		<p>That Change Spelling, Team Talk, Apply, On Their Own</p> <p>c. TE Unit 5: 293b- Conventions, Different Kinds of Pronouns, Apply, Team Talk</p> <p>TE Unit 5: 313c- Conventions, Different Kinds of Pronouns, Apply, On Their Own</p> <p>d. TE Unit 3: 457c- Conventions, More About Verbs, Team Talk</p> <p>TE Unit 3: 471b- Conventions, More About Verbs, Team Talk, On Their Own</p> <p>e. TE Unit 4: 25b- Conventions, Adjectives and Our Senses, Apply, Team Talk</p> <p>TE Unit 4: 177b- Conventions, Adverbs That Tell How, Apply, ...adjective...adverb..., On Their Own</p> <p>f. TE Unit 2: 36f- Writing, Folk Tale, Mini-Lesson</p> <p>Writing Trait: Sentences, Guide Writing</p>	<p>Teach, Guide Practice, Point out..., Apply, On Their Own</p> <p>c. TE Unit 5: 316a- Conventions, Different Kinds of Pronouns, Team Talk, Apply, On Their Own</p> <p>TE Unit 5: 321b- Conventions, Different Kinds of Pronouns, On Their Own, Apply</p> <p>d. TE Unit 3: 477b- Conventions, More About Verbs, On Their Own, Apply</p> <p>TE Unit 3: 509b- Conventions, Verbs Am, Is Are, Was, and Were, Team Talk, Apply, On Their Own</p> <p>e. TE Unit 4: 180a- Conventions, Adverbs That Tell How, Guide Practice, ...adverb...adjective..., Apply, On Their Own</p> <p>TE Unit 4: 187g- Conventions, Review Adverbs That Tell How, Apply, ...adverbs...adjectives..., On Their Own</p> <p>f. TE Unit 5: WP•7- 3 Revise, Mini-Lesson</p>	
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## SECTION 1: Common Core State Standards – English Language Arts

		TE Unit 5: 285d- Writing, Journal Entry, Guide Practice, Routine, Quick Write for Fluency, 2. Write	Writer’s Craft: Adding Words, Phrases, or Sentences, Have children... TE Unit 6: 522a- Conventions, Commas in Compound Sentences, Team Talk, On Their Own	
37	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil.)</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>a. TE Unit 2: 223c- Conventions, Proper Nouns, Teach, ...products..., Guide Practice, Apply, Team Talk TE Unit 2: 241b- Conventions, Proper Nouns, Guide Practice, ...place..., Team Talk, ...holidays..., On Their Own</p> <p>b. TE Unit 3: 417h-417i- Writing, Friendly Letter, Mini-Lesson Proofread, Proofread for Verbs and Commas, Proofread TE Unit 4: 187h-187i- Writing, Thank-You Note, Mini-Lesson Proofread, Proofread for Adverbs and Format, Proofread</p> <p>c. TE Unit 2: 319c- Conventions, Possessive Nouns, Guide Practice, Apply, Team Talk</p>	<p>a. TE Unit 6: 365b- Conventions, Using Capital Letters, Make Connections, Teach, Model, Guide Practice, Apply, Team Talk TE Unit 6: 384a- Conventions, Using Capital Letters, Review, Guide Practice, Team Talk, Apply, On Their Own</p> <p>b. TE Unit 6: 487c- Conventions, Commas, Access for All, Advanced, Practice Commas TE Unit 6: 490a- Conventions, Commas, On Their Own</p> <p>c. TE Unit 5: 347b- Conventions, Contractions, Teach, Guide Practice, Apply, On Their Own TE Unit 5: WP•9- 4 Edit, Access for All, Advanced, Apply Editing Skills, Look</p>	

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

		<p>TE Unit 2: 345h-345i- Writing, Folk Tale, Mini-Lesson Proofread, Proofread for Possessive Nouns, Proofread</p> <p>d. TE Unit 3: 354d- Spelling, Vowel Patterns ee, ea, y, Make a Generalization, On Their Own</p> <p>TE Unit 3: 388d- Spelling, Vowel Patterns o, oa, ow, Make a Generalization, On Their Own</p> <p>e. TE Unit 1: 183h-183i- Writing, Play Scene, Mini-Lesson Proofread, Model, Proofread, Proofreading Tips, Checkmark 4</p> <p>TE Unit 4: 153i- Writing, Narrative Poem, Proofread, Proofreading Tips, Checkmark 1</p>	<p>for apostrophes...</p> <p>d. TE Unit 3: 458d- Spelling, Vowel Patterns i, igh, y, Make a Generalization, On Their Own</p> <p>TE Unit 5: 330d- Spelling, Vowel Patterns aw, au, au(gh), al, Make a Generalization, On Their Own</p> <p>e. TE Unit 5: 221i- Writing, Narrative Nonfiction, Proofread, Proofreading Tips, Checkmark 3</p> <p>TE Unit 6: 395b- Spelling Pretest, Abbreviations, Dictate Spelling Words, ...use resources, such as a dictionary...</p>	
	<b>Knowledge of Language</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
<b>38</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>TE Unit 2: 217j- Research and Inquiry, Step 5 Communicate, On Their Own, Bullet 2</p> <p>TE Unit 4: 51f- Media Literacy, Describe Media</p>	<p>TE Unit 5: 355e- Listening and Speaking, Identify and Speak to Your Audience, Teach, Model, Guide Practice, On Their Own</p> <p>TE Unit 6: 529a- Listening</p>	

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

		Techniques, On Their Own, ...formal classroom language...	and Speaking, Listen for Speaker's Purpose, Introduce Prompt, ...formal English and to explain why or why not, Team Talk	
	<b>Vocabulary Acquisition and Use</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	<b>Score</b>
39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>.)</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>.)</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>a. TE Unit 2: 234-235- Access Text, Use Context Clues TE Unit 3: 508g- High Frequency and Selection Words, Access for All, Advanced, Words in Context</p> <p>b. TE Unit 3: 388f- Vocabulary: Prefixes, Access for All, Advanced, Extend Language TE Unit 4: 160g- Vocabulary Skill, Prefixes, On Their Own</p> <p>c. TE Unit 4: 90g- Vocabulary Skill, Suffixes, On Their Own TE Unit 5: 192a- Phonics, Teach/Model, Suffixes –ly, -ful, -er, -or, -ish, Group Practice, Review</p>	<p>a. TE Unit 4: 26g- Vocabulary Skill, Multiple-Meaning Words, On Their Own TE Unit 6: 366g- Vocabulary Skill, Homophones</p> <p>b. TE Unit 4: 186-187- Vocabulary, Prefixes, On Their Own TE Unit 5: 282c- Phonics, Review Prefixes un-, re-, pre-, dis-, Guide Practice, On Their Own</p> <p>c. TE Unit 5: 220-221- Vocabulary, Suffixes, On Their Own TE Unit 6: 492g- Spelling, Suffixes – ness, -less, On Their Own</p> <p>d. TE Unit 5: 294g- Vocabulary Skill,</p>	

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

		<p>d. TE Unit 3: 422c- Decodable Reader 13A, Read Bill’s Birthday, Check Decoding and Comprehension TE Unit 3: 448f- Decodable Reader 13C, Read A Backyard Birthday, Check Decoding and Comprehension e. TE Unit 2: 224f- Selection Vocabulary, Vocabulary Dictionary/Glossary: Guide Words, On Their Own TE Unit 5: 228g- Vocabulary Skill, Dictionary Skills, Guide Practice, On Their Own</p>	<p>Compound Words, On Their Own TE Unit 5: 322-323- Vocabulary, Compound Words, On Their Own e. TE Unit 5: 248g- Vocabulary, Dictionary Skills, On Their Own, Team Talk TE Unit 6: 502g- Vocabulary Skill, Multiple-Meaning Words, On Their Own</p>	
<p><b>40</b></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>.) b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>.)</p>	<p>a. TE Unit 1: 58f- Vocabulary: Position Words, On Their Own TE Unit 4: 44a- Conventions, Adjectives and Our Senses, Team Talk, On Their Own b. TE Unit 1: 88f- Vocabulary: Synonyms, Guide Practice, On Their Own</p>	<p>a. TE Unit 5: 211b- Literary Text, Word Choice, On Their Own TE Unit 6: 495b- Vocabulary, Review Selection Vocabulary, Selection Words, ...think of a riddle... b. TE Unit 3: 473a- Writing, Realistic Fiction, Mini-Lesson Writing for Tests:</p>	

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

		TE Unit 3: 407b- Conventions, Verbs with Singular and Plural Nouns, Apply, On Their Own	Writing Trait: Word Choice, Evaluate, Guide..., Have children... TE Unit 4: 78a- Conventions, Adjectives for Number, Size, and Shape, Apply, On Their Own	
41	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i> )	TE Unit 1: 52j- Build Oral Language, Talk About Exploring Space TE Unit 4: 83g- Conventions, Review Adjectives for Number, Size, and Shape, Apply, On Their Own	TE Unit 4: 125b- Conventions, Adverbs That Tell When and Where, Apply, Team Talk TE Unit 5: 191a-191b, Content Knowledge, Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, Amazing Words at Work, Apply Amazing Words	

## Additional New Mexico Content Standards for English Language Arts

	<b>Reading Literature</b>			
42	Students will identify the main topic, retell key details of a text, and make predictions.	TE Unit 3: 458g- Text-Based Comprehension, Introduce Main Selection, Preview and Predict, Predict and Set Purpose, Strategy Response Log, Predict and Set Purpose TE Unit 4: 178h- Text-Based Comprehension, Read Main Selection, Review Main Idea and	TE Unit 1: 119a- Text-Based Comprehension, Main Idea and Details, Teach Main Idea and Details, Guide Practice, Apply TE Unit 4: 145a- Retell, Have children..., Scoring Rubric, Narrative Retelling	

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

		Details	
43	Students will use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.	TE Unit 1: 336-337- Think Critically, 5. Look Back and Write, Look back..., What..., Provide evidence... TE Unit 3: 469a- Literary Text, Cultural Characteristics, Identify, Guide Practice, On Their Own	TE Unit 4: 151e- Media Literacy, Describe Media Techniques, Guide Practice, On Their Own TE Unit 5: 221a- Media Literacy, Identify Cultural Characteristics in Media, Analyze, Introduce Prompt, Team Talk
<b>Writing Standards: Production and Distribution of Writing</b>			
44	Students will apply digital tools to gather, evaluate, and use information.	TE Unit 2: 274-275- For More Practice, Get Online! Use Web sites... TE Unit 3: 511b- Research and Inquiry, Step 3 Gather and Record Information, Guide Practice, ...internet search...	TE Unit 4: 185f- Research and Inquiry, Step 4 Synthesize, Access for All, Advanced, Evaluate Sources, Have children... TE Unit 5: 354-355- For More Practice, Get Online! Evaluate Online Resources about Earth Day, 21st Century Skills Online Activity
45	Students will use digital media and environments to communicate and work collaboratively.	TE Unit 1: 146-147- For More Practice, Get Online! Use online references to help you learn about rain forest animals, 21st Century Skills Online Activity	TE Unit 2: 247a- Media Literacy, Recognize and Explain Purposes of Media, Introduce Prompt, Team Talk TE Unit 5: 355f- Research

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

		TE Unit 4: 153j- Research and Inquiry, Step 5 Communicate, On Their Own	and Inquiry, Step 4 Synthesize, Access for All, Advanced, Evaluate Sources	
	<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
46	Students will describe events related to experiences, nations, and cultures.	TE Unit 1: 51j- Research and Inquiry, Step 5 Communicate, On Their Own TE Unit 3: 479a- Listening and Speaking, Give a Description, Introduce Prompt, Team Talk	TE Unit 5: 219e- Media Literacy, Identify Cultural Characteristics in Media, Guide Practice, On Their Own TE Unit 6: 391j- Research and Inquiry, Step 5 Communicate, Guide Practice, On Their Own	

	<b>Publisher’s Criteria - Content</b>	<b>Citation Level 2</b>	<b>Citation Level 3</b>	
47	Materials provide cognitively demanding activities that elicit critical thinking and reasoning.	TE Unit 1: 71b- Informational Text, Expository Text, Guide Practice, On Their Own TE Unit 3: 418j- Content Knowledge, Creative Thinking, Concept Talk, Build Oral Language, Talk About Creative Thinking	TE Unit 4: 24a- Text-Based Comprehension, Draw Conclusions, Background Knowledge, Identify Text Evidence, Guide Practice, Apply TE Unit 6: 423g- Research and Inquiry, Step 4 Synthesize, Guide Practice, Access for All, Advanced, Answer Extension	

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48	Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency.	TE Unit 1: 23a- Phonics, Teach/Model, Short Vowels and Consonants, Connect, Use Sound-Spelling Cards, Model, Group Practice, Review, Access for All, Strategic Intervention, Advanced TE Unit 2: 188a-188b- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Robust Vocabulary Routine, Amazing Words at Work, Apply Amazing Words, Access for All, Strategic Intervention, ELL	TE Unit 4: 117c-117d- Writing, Short Expository Report, Mini-Lesson, Revise: Combining Sentences, Peer Conferencing • Peer Revision, Guide Practice, Routine, Quick Write for Fluency TE Unit 6: 389a- Fluency, Accuracy and Appropriate Rate, Routine, Paired Reading, Monitor Progress, Fluency Check, Access for All, Advanced, Fluency Assessment Plan, Options for Oral Rereading	
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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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# FORM F.3 Citation Alignment and Scoring Rubric – ELA Second Grade

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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)

Key Criteria for Reading Foundations					
	Materials aligned with CCSS provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills	Occurrence 1	Occurrence 2	Occurrence 3	Score
49	Materials allow for flexibility in meeting the needs of a wide range of students.	TE Unit 1: 20f-20g- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 3: 382f-382g- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 5: 222f-222g- Access for All, Small Group Lesson Plan, Days 1-5	
50	Materials include effective instruction for all aspects of foundational reading (including distributed practice.)	TE Unit 1: 52d-52e- This Week's Skills 5-Day Planner, Phonics, Comprehension, Language, Fluency, Writing	TE Unit 1: 52f-52g- Access for All, Small Group Lesson Plan, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching	TE Unit 3: 382d-382e- This Week's Skills 5-Day Planner, Phonics, Comprehension, Language, Fluency, Writing	
51	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 2: 190c- Decodable Reader 6A, Read Farm Chores, Reread for Fluency, Reread Decodable Reader, Routine, Oral Rereading	TE Unit 2: 208f- Fluency, Accuracy and Appropriate Rate, Reread for Fluency, Routine, Choral Reading	TE Unit 2: 215a- Fluency, Accuracy and Appropriate Rate, Routine, Paired Reading, Monitor Progress, Fluency Check	
52	Materials offer assessment opportunities that measure	TE Unit 1: 26e-	TE Unit 3: 381d-	TE Unit 5: 213a-	

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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)

	progress in foundations in reading, writing, speaking, and listening.	High-Frequency Words, Monitor Progress, Check High-Frequency Words, Formative Assessment, Spiral Review	381e- 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>
53	Content Reading selections (read-aloud K-1) facilitate accurate, confident and independent reading.	TE Unit 1: 24c- Decodable Reader 1A, Read Gus, Reread for Fluency, Reread Decodable Reader, Routine Oral Rereading	TE Unit 3: 470f- Fluency, Appropriate Phrasing, Model Fluent Reading, Guide Practice, Reread for Fluency, Routine, Choral Reading	TE Unit 5: 248f- Fluency, Accuracy and Appropriate Rate, Model Fluent Reading, Guide Practice, Reread for Fluency, Routine, Choral Reading	
54	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 at grade level.	TE Unit 1: 20d- 20e- The lesson structure summarized on the 5-Day Planner, Literature Selection, The Twin Club	TE Unit 1: 52d- 52e- The lesson structure summarized on the 5-Day Planner for each week, Informational Text, Exploring Space with an	TE Unit 4: 54d- 54e- The lesson structure summarized on the 5-Day Planner for each week, Informational Text, Life Cycle of a Pumpkin	

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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)

SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria					
(Specify or cite how the following instructional recommendations occur within this curriculum)					
			Astronaut		
	Key Criteria for Text Selection	Occurrence 1	Occurrence 2	Occurrence 3	Score
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 2: 207a- Literary Text, Features of Literary Nonfiction, Identify Elements of Literary Nonfiction, Guide Practice, On Their Own	TE Unit 5: 347a- Literary Text, Features of Humorous Fiction, Identify Features of Humorous Fiction, Guide Practice, On Their Own	TE Unit 6: 417b- Informational Text, Main Idea and Topic, Identify the Main Idea and Topic, Guide Practice, On Their Own	
56	Provide a sequence of collection of texts, with specific anchor texts of grade level complexity that are selected for close reading.	TE Unit 1: 88g-103a- Henry and Mudge and the Starry Night	TE Unit 3: 486g-507a- A Weed Is a Flower	TE Unit 5: 332g-347a- Signmaker's Assistant	
57	Provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics.	TE Unit 1: 156g-173a- Main Selection: Drama, The Strongest One; 178h-181a- Paired Selection: Expository Text, Anteaters	TE Unit 3: 424g-443a- Main Selection: Folk Tale, Anansi Goes Fishing; 448h-449a- Paired Selection: Poetry, Do spiders stick to their own webs? & Do turtles leave	TE Unit 6: 367a-381a- Main Selection: Realistic Fiction, Just Like Josh Gibson; 386h-389- Paired Selection: Expository Text, How Baseball Began	

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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)

			their shells?		
<b>Text Selection- Quality of Texts</b> High-quality of texts is worth reading closely and exhibit exceptional craft and thought and/or provides useful information.		Occurrence 1	Occurrence 2	Occurrence 3	Score
58	Informational text with a variety of speeches, articles, essays, and literary nonfiction material.	TE Unit 6: 465a-487a- Cowboys, Informational Text	TE Unit 5: 197a-211a- Fire Fighter! Literary Nonfiction	TE Unit 5: 318h-321- Good Kicking, Magazine Article	
59	Provide text dependent questions and tasks that require the use of textual evidence, including supporting valid inferences from the text.	TE Unit 1: 28-29- Close Reading, Inference • Text Evidence	TE Unit 3: 354-355- Close Reading, Analysis • Text Evidence	TE Unit 6: 468-469- Close Reading, Inference • Text Evidence	
<b>Scaffolding and Supports</b>		Occurrence 1	Occurrence 2	Occurrence 3	Score
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 1: 82f-82g- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 3: 418f-418g- Access for All, Small Group Lesson Plan, Days 1-5	TE Unit 5: 256f-256g- 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•17- 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 6: SG•36-SG•51- Access for All, On-Level, Strategic Intervention, Advanced	
<b>Academic Vocabulary</b>		Occurrence 1	Occurrence 2	Occurrence 3	Score

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

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

62	Provide focused resources to support students’ acquisition for both general academic vocabulary and domain specific vocabulary.	TE Unit 1: 22a-22b- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Robust Vocabulary Routine, Amazing Words at Work, Apply Amazing Words	TE Unit 3: 485a-Text-Based Comprehension, Fact and Opinion, Academic Vocabulary	TE Unit 4: 89a- Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record, On Their Own	
<b>Content</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
63	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 2: xvi-xvii- Skills Overview, Working Together	TE Unit 4: xvi-xvii- Skills Overview, Our Changing World	TE Unit 5: xvi-xvii- Skills Overview, Responsibility	
<b>Key Criteria for Questions and Tasks</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
64	Questions and tasks cultivate students’ abilities to ask and answer questions based on the text.	TE Unit 2: 208-209- Think Critically, 5. Look Back and Write• Text Evidence	TE Unit 3: 370-371- Access Text, Questioning	TE Unit 6: 449a- Strategy Response Log, Questioning	
65	Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-aloud.)	TE Unit 1: 56b-56c- Decodable Reader 2A, Read Ike and Ace, Check Decoding and	TE Unit 2: 324-325- Close Reading, Analysis, Evaluation	TE Unit 6: 386-387- Access Text, Monitor and Clarify, Let's Think About	

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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)

		Comprehension, Reread for Fluency, Reread Decodable Reader, Routine Oral Rereading			
66	Reading Strategies support comprehension of specific texts and focus on building knowledge.	TE Unit 2: 192g- Text-Based Comprehension, Introduce Main Selection, Summarize, Strategy Response Log, Summarize	TE Unit 4: 27a- Text-Based Comprehension, Introduce Main Selection, Background Knowledge, Strategy Response Log, Background Knowledge	TE Unit 6: 367a- Text-Based Comprehension, Introduce Main Selection, Monitor and Clarify, Strategy Response Log, Monitor and Clarify	
67	Writing opportunities for students are prominent and varied.	TE Unit 1: 43d- 43e- Writing, Personal Narrative, Writer's Craft: Descriptive Language	TE Unit 2: WP•1- WP•10- Writing Process, Directions	TE Unit 6: 519c- 519d- Writing, Persuasive Statement, Introduce the Prompt, Mini-Lesson Writing for Tests: Supporting a Main Idea	
68	Provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax)	TE Unit 2: 192f- Selection	TE Unit 3: 372b- Amazing Words,	TE Unit 6: 448a- 448b- Content	

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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)

	prevalent in complex texts.	Vocabulary, Vocabulary: Unfamiliar Words, Guide Practice, On Their Own, Academic Vocabulary	Access for All, Advanced, Amazing Words, ELL, Reinforce Vocabulary, Vocabulary	Knowledge, Build Oral Language, Build Oral Vocabulary, Amazing Words	
<b>Assessment</b>		<b>Occurrence 1</b>	<b>Occurrence 2</b>	<b>Occurrence 3</b>	<b>Score</b>
<b>69</b>	Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling.	TE Unit 1: 51d- Assessment, Monitor Progress, Sentence Reading, If... then...	TE Unit 4: 53l- Assessment Checkpoints for the Week: Weekly, Differentiated, Managing Assessment	TE Unit 6: 391d- Assessment, Monitor Progress, Fluency and Comprehension, If...then...	
<b>70</b>	Offer formative and summative assessment tools, clearly defining which standards are being assessed.	TE Unit 1: 24a- Monitor Progress, Short Vowels, Formative Assessment, Spiral Review, If...then...	TE Unit 3: 352a- Monitor Progress, Vowel Patterns e, ee, ea, y, Formative Assessment, Spiral Review, If...then...	TE Unit 6: WP•10- Research Report, 5 Publish and Present, Mini-Lesson Evaluating Writing	
<b>71</b>	Offer rubrics and scoring guidelines for accompanying assessments that provide teachers sufficient guidance in interpreting student performance.	TE Unit 1: WP•5- Personal Narrative, 2 Draft, Display Rubric, Scoring Rubric	TE Unit 4: 111a- Scoring Rubric, Top-Score Response, Retell: Scoring Rubric,	TE Unit 5: WP•5- Persuasive Letter, 2 Draft, Display Rubric, Persuasive Letter	

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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)

		Personal Narrative	Expository Retelling		
	<b>Materials offer assessment opportunities that measure progress in foundations in reading.</b> <b>Reviewers:</b> Items 72-74 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low 0– 6	<b>Publishers: do not enter citations in this section</b>			<b>Score</b>
	<b>Technology and Digital Resource Materials</b>				
72	Include technology- based reference tools that provide teachers with additional tasks and references.				
73	Include teacher guidance for use of embedded technology to support and enhance student engagement and learning.				
74	Provide opportunities for students’ presentations, reading, and projects using technology.				
	<b>Construction and Design of Materials</b> <b>Reviewers:</b> Items 75-77 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low 0– 6 <b>Materials have</b>	<b>Publishers: do not enter citations in this section</b>			<b>Score</b>
75	Materials have a highly functional yet inviting appearance				
76	Materials have a clearly organized Teachers’ Edition				
77	Materials 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
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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>78</b>	The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE 1: 64- Photograph	SE 2: 360- Photographs	SE 2: 378-379- Illustration	
<b>79</b>	The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE 2: 221- Media Literacy, Identify Cultural Characteristics in Media, Practice It! Tips	SE 2: 455- Get Online! Use online directories..., 21st Century Skills Online Activity, ...holidays in Mexico.	SE 2: 505- Question of the Week, How are different traditions celebrated and shared?	
<b>80</b>	The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	SE 1: 285- Question of the Week, Why it it a good idea to work together?	SE 2: 522- Let's Write It! Persuasive Statement, Writing Prompt: Think about a tradition that you consider important. Write...honor that tradition.	SE 2: 527- Writing Across Texts, Use your chart to write a short paragraph. Draw a conclusion about who can be leaders. Base your ideas on the selections.	
<b>81</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 1: 27- Question of the Week, What can we learn by exploring different communities?	SE 1: 355- Question of the Week, When does support from others help with a creative idea?	SE 2: 199- Question of the Week, Why should we be responsible for doing a good job?	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
82	The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	SE 2: 25- Your Turn! Need a Review? See the Envision It! Handbook for...	SE 2: 195- Your Turn! Need a Review? See the Envision It! Handbook for...	SE 2: 365- Your Turn! Need a Review? See the Envision It! Handbook for...	
83	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 1: 44- Think Critically, 1. Do you know someone...How can..., Text to Self	SE 1: 121- Question of the Week, What can we learn by exploring the desert?	SE 2: 2: 418- Think Critically, 5. Look Back and Write, Look back...Why did Francis Scott Key write "The Star-Spangled Banner"? Provide evidence to...	
SECTION 2.B – Other Relevant Criteria – Teacher Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
84	The 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, Exploration	TE First Stops (digital) 240 Scope and Sequence	TE Unit 6: xvi-xvii- Skills Overview, Traditions	

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	SECTION 2.B – Other Relevant Criteria – Student Edition	Occurrence 1	Occurrence 2	Occurrence 3	Score
85	Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	TE Unit 1: 86-CCSS Objectives, Access for All, Advanced, Strategic Intervention	TE Unit 3: 371d-371e- CCSS Objectives, Access for All, Strategic Intervention, ELL, Support Prewriting: Beginning, Intermediate, Advanced	TE Unit 6: 363c-363d- CCSS Objectives, ELL Inflected Endings: Beginning, Intermediate, Advanced	
86	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 2: SG•1-Small Group Time, Access for All, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching, ELL	TE Unit 4: SG•18-Small Group Time, Access for All, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching, ELL	TE Unit 6: SG•35-Small Group Time, Access for All, Differentiate Phonics, Comprehension, Close Reading, Vocabulary, Reteaching, ELL	
87	Teacher’s Edition includes writing activities where students explain their thinking.	TE Unit 1: 142-143- Let’s Write It! Brief Report, Writing Prompt Think about your neighborhood. Now write...	TE Unit 4: 116-117- Let’s Think About Writing Across Texts, Write a paragraph...	TE Unit 6: 423f- Listening and Speaking, Evaluate Advertisements, On Their Own, ...write a script...	

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SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
88	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 2: 217I- Assessment Checkpoints for the Week, Weekly Assessment	TE Unit 5: WP•10- Persuasive Letter, 5 Publish and Present, Evaluating Writing, Bullet 2	TE Unit 6: 363b- Spelling Pretest, Inflected Endings	
89	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: 46-47- Let's Write It! Personal Narrative, Student Model, Scoring Rubric	TE Unit 3: WP•7- Compare and Contrast Essay, Revise Model	TE Unit 6: 450-451- Let's Write It! Invitation Letter, Student Model, Scoring Rubric	
				<b>SECTION II:</b>	<b>TOTAL SECTION SCORE</b>

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