



# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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:    | 9780328724512; 9780328724529; |
| Title of Teacher Edition: | Scott Foresman Reading Street Common Core Teacher's Edition Pkg.   | ISBN:    | 9780328735693                 |

|                      |                        |             |                    |
|----------------------|------------------------|-------------|--------------------|
| 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:<br>90% or Higher | Facilitator<br>Signature: | _____ |
| <input type="checkbox"/>                                      | Verified:<br>89% or Lower  | Facilitator<br>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 to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | TE Unit 1: 24a- Text Based Comprehension, Literary Elements: Character, Setting and Theme, Apply<br>TE Unit 3: 433a- Access for All, Advanced, Have students...     | TE Unit 5: 194a- Text-Based Comprehension, Compare and Contrast, Apply<br>TE Unit 6: 406-407- Close Reading, Inference, Text Evidence   |       |
| 2  | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | TE Unit 1: 70-71- Close Reading, Literary Elements: Theme-Text Evidence<br>TE Unit 3: 434-435- Let's Think About..., Paraphrase the theme and supporting details... | TE Unit 4: 159a- Text-Based comprehension, Introduce Main Selection, Access for All, Advanced, Have students share...folk tales...<br>TE Unit 4: 171a- Access for All, Advanced, Have students...theme... |       |
| 3  | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  | TE Unit 1: 38-39- Close Reading, Analysis, Text Evidence<br>TE Unit 3: 485a- Access for   | TE Unit 5: 205a- Access for All, Advanced, ...character traits.<br>TE Unit 6: 527a- Access for  |       |

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

|   |   | All, Advanced   | All, Advanced   |              |
|---|---|---|---|--------------|
| <b>Craft and Structure</b>                |   | <b>Citation Level 2</b>   | <b>Citation Level 3</b>   | <b>Score</b> |
| <b>4</b>                                  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   | TE Unit 1: 50a- Content Knowledge, Build Oral Language, Team Talk, Talk About Sentences and Words<br>TE Unit 3: 514-515- Close Reading, Evaluation, Text Evidence, What are some words... | TE Unit 4: 156d- Literary Terms, Sensory Details, On Their Own<br>TE Unit 6: 413a- Access for All, Advanced                         |              |
| <b>5</b>                                  | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | TE Unit 1: 36-37- Close Reading, Evaluation, What makes...<br>TE Unit 3: 410d- Literary Terms, Structural Elements of a Play, Apply   | TE Unit 5: 285a- Genre, Let's Think About..., How can I...<br>TE Unit 6: 473a- Close Reading, Analysis, On Their Own                |              |
| <b>6</b>                                  | Distinguish students' own point of view from that of the narrator or those of the characters.   | TE Unit 1: 46-47- Think Critically, 1. Think about a time...<br>TE Unit 4: 26d- Literary Terms, Point of View, On Their Own   | TE Unit 5: 228d- Literary Terms, Point of View, On Their Own<br>TE Unit 5: 253i- Literary Terms, Review Point of View, On Their Own |              |
| <b>Integration of Knowledge and Ideas</b> |   | <b>Citation Level 2</b>   | <b>Citation Level 3</b>   | <b>Score</b> |
| <b>7</b>                                  | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)                   | TE Unit 2: 243a- Close Reading, Analysis, Text Evidence, How do the illustrations...<br>TE Unit 4: 163a- Close Reading, Synthesis, Text Evidence, ...look at the                          | TE Unit 5: 228d- Literary Terms, Point of View, On Their Own<br>TE Unit 6: 420-421- Think Critically, 2. Think Like an Author       |              |

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

|           |   |   |  |              |
|-----------|---|---|--|--------------|
|           |   | illustrations...  |  |              |
| <b>8</b>  | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)                       | TE Unit 3: 433a- Genre, Team Talk, Find another series...<br>TE Unit 3: 463a- Genre, Team Talk, Find another set of poems...                            | TE Unit 4: 181a- Reading and Writing Across Text, ...setting...<br>TE Unit 6: 486-487- Think Critically, Team Talk, ...comparing plots, themes, or characters.                                       |              |
|           | <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>  | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | TE Unit 1: 29a- Access Main Selection, Reader and Tasks Suggestions, Read<br>TE Unit 3: 413a- Access Main Selection, Reader and Tasks Suggestions, Read | TE Unit 5: 263a- Access Main Selection, Reader and Tasks Suggestions, Read<br>TE Unit 6: 403a- Access Main Selection, Reader and Tasks 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 to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | TE Unit 1: 131a- Access for All, Advanced, Have students...<br>TE Unit 2: 295a- Access for All, Advanced, Have students...                              | TE Unit 4: 140-141- Think Critically, 4. What question...<br>TE Unit 6: 374-375- Text-Based Comprehension, Introduce Main Selection, Strategy Response Log, Have students...strategy of questioning. |              |
| <b>11</b> | Determine the main idea of a text; recount the key details and explain how they support the main idea.  | TE Unit 2: 204a- Text-Based Comprehension, Main Idea and Details, Teach, Guide Practice, Apply  | TE Unit 3: 388f- Retell, ...summarizing information...<br>TE Unit 4: 173c- Research and Study Skills, Outlining  |              |

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

|    |  |   |   |              |
|----|--|---|---|--------------|
|    |  | TE Unit 2: 338a- Text-Based Comprehension, Main Idea and Details, Guide Practice, On Their Own  | and Summarizing, Teach, Guide Practice, On Their Own  |              |
| 12 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | TE Unit 1: 119a- Access Text, On Their Own, ...list the steps...act out...<br>TE Unit 3: 393a- Access for All, Advanced               | TE Unit 3: 525a- Access Text, Cause and Effect, On Their Own<br>TE Unit 6: 383a- ELL, Sequence  |              |
|    | <b>Craft and Structure</b>   | <b>Citation Level 2</b>   | <b>Citation Level 3</b>   | <b>Score</b> |
| 13 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> .  | TE Unit 2: 347a- Access Text, Develop Language<br>TE Unit 3: 375a- Selection Vocabulary, Team Talk, Make Connections, Record          | TE Unit 3: 451a- Access for All, Advanced<br>TE Unit 6: 456g-456h- Social Studies in Reading, Palindromes, Group Practice, Team Talk, Read  |              |
| 14 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  | TE Unit 1: 154h- Social Studies in Reading, Genre: Encyclopedia, Team Talk<br>TE Unit 2: 349a- Access for All, Strategic Intervention | TE Unit 4: 145a- Access Text, Teach 21st Century Skills: Online Directories, On Their Own<br>TE Unit 5: 213c- Research and Study Skills, Newsletter, Guide Practice, On Their Own |              |
| 15 | Distinguish their own point of view from that of the author of a text.   | TE Unit 1: 448-449- Access Text, Author's Purpose, On Their Own<br>TE Unit 4: 47a- Access Text, Teach Autobiography, On Their Own     | TTE Unit 4: 42-43- Think Critically, 2. Think Like an Author<br>Unit 5: 324a- Text-Based Comprehension, Author's Purpose, Guide Practice, Apply                                   |              |

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

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|--|---|--|--|-------|
|  | Integration of Knowledge and Ideas  | Citation Level 2   | Citation Level 3   | Score |
| 16   | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)                                | TE Unit 1: 51a- ELL, Use Visuals<br>TE Unit 2: 226h- Science in Reading, Expository Text: Photo Essay, Team Talk, Have partners...                       | TE Unit 3: 453a, Access Text, Graphic Sources, On Their Own<br>TE Unit 4: 58a- Text-Based Comprehension, Graphic Sources, Guide Practice, Apply          |       |
| 17   | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.)   | TE Unit 1: 126a- Text-Based Comprehension, Compare and Contrast, Apply<br>TE Unit 3: 450-451, Access Text, Text Structure, On Their Own                  | TE Unit 3: 513a-Access Text, Cause and Effect, On Their Own<br>TE Unit 4: 113a- Close Reading, Analysis, Text Evidence                                   |       |
| 18   | Compare and contrast the most important points and key details presented in two texts on the same topic.  | TE Unit 1: 119a- Reading and Writing Across Texts, ...create a Venn diagram...write...<br>TE Unit 4: 113a- Reading and Writing Across Texts              | TE Unit 2: 297a- Reading and Writing Across Texts<br>TE Unit 5: 357a- Access Text, 21st Century Skills: Online Reference Sources, On Their Own           |       |
|  | Range of Reading and Level of Text Complexity   | Citation Level 2   | Citation Level 3   | Score |
| 19   | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | TE Unit 1: 131a- Access Main Selection, Reader and Tasks Suggestions, Read<br>TE Unit 3: 447a- Access Main Selection, Reader and Tasks Suggestions, Read | TE Unit 4: 125a- Access Main Selection, Reader and Tasks Suggestions, Read<br>TE Unit 6: 375a- Access Main Selection, Reader and Tasks Suggestions, Read |       |

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

|  |   |  |  |  |
|--|---|--|--|--|
|  | <b>Reading Standards: Foundational Skills</b> |  |  |  |
|  | <b>Phonics and Word Recognition</b>           |  |  |  |

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

|           |   |   |   |  |
|-----------|---|---|---|--|
| <p>20</p> | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllabic words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> | <p>a. TE Unit 1: 166e- Vocabulary Skill, Prefixes and Suffixes, Guide Practice, On Their Own</p> <p>TE Unit 3: 471b- Read Friendly Kindness, ELL, Suffixes, Advanced</p> <p>b. TE Unit 3: 532c- Phonics, Review Suffixes, Guide Practice, On Their Own</p> <p>TE Unit 4: 118-119- Word Analysis, Suffixes -er, -or, -ess, -ist, Apply, Read Words in Context, On Their Own</p> <p>c. TE Unit 1: 22-23- Short Vowels; Syllables VC/CV, Apply</p> <p>TE Unit 2: 202-203- Word Analysis, Syllables V/CV, VC/V, Apply</p> <p>d. TE Unit 1: 23a- Decodable Reader 1A, Read A Winter Picnic, Read Words in Isolation</p> <p>TE Unit 2: 358f- Decodable Passage 10C, Read A Biography, Read Words in Isolation, Have students read the high-frequency words. Team Talk</p> | <p>a. TE Unit 4: 89b- Read Midsummer Fun, ELL, Leveled Support: Prefixes, Advanced</p> <p>TE Unit 6: 384-385- Access Text, Prefix un-, On Their Own</p> <p>b. TE Unit 4: 176c- Word Analysis, Review Suffixes -er, or, -ess, -ist, Guide Practice, On Their Own</p> <p>TE Unit 5: 323b- Read Shelfish Shelly, ELL, Suffixes, Advanced</p> <p>c. TE Unit 4: 152-153- Word Analysis, Syllables VCCCV, Apply, Read Words in Context, On Their Own</p> <p>TE Unit 5: 192-193- Syllable Pattern CV/VC, Apply</p> <p>d. TE Unit 5: 193a- Decodable Reader 21A, Read Radio Days, Read Words in Isolation</p> <p>TE Unit 6: 382d- Decodable Passage 26B, Read Kat's Kite, Read Words in Isolation, Next, have students read the high-frequency words. Team Talk</p> |  |
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## SECTION 1: Common Core State Standards – English Language Arts

| SECTION 1: Common Core State Standards – English Language Arts |  |  |   |       |
|--|--|--|---|-------|
|  | Fluency  |  |   |       |
| 21   | <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 prose and poetry 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: 55j- Assessment, Monitor Progress, Fluency</p> <p>TE Unit 2: 260f- Read Cattle Creek Museum, Read Words in Context, Team Talk</p> <p>b. TE Unit 2: 230-231- Fluency, Accuracy, Practice It!</p> <p>TE Unit 3: 376-377, Reread for Fluency</p> <p>c. TE Unit 1: 26e- Vocabulary Skill, Homonyms, Guide Practice, On Their Own</p> <p>TE Unit 3: 474e- Vocabulary Skill, Unfamiliar Words, Guide Practice, On Their Own</p> | <p>a. TE Unit 5: 221j- Fluency</p> <p>TE Unit 6: 369a-69b- Read Words in Context, Check Decoding and Comprehension</p> <p>b. TE Unit 4: 154-155- Model Fluent Reading, Rate, Routine, Paired Reading, 1.-5.</p> <p>TE Unit 6: 530-531- Fluency, Expression, Practice It!</p> <p>c. TE Unit 2: 206e- Vocabulary Skill, Synonyms, Guide Practice, On Their Own,</p> <p>TE Unit 4: 26e- Vocabulary Skill, Unfamiliar Words, Guide Practice, On Their Own</p> |       |
|  | Text Types and Purposes  | Citation Level 2   | Citation Level 3  | Score |
| 22   | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> | <p>a. TE Unit 2: 292-293- Write an Advertisement</p> <p>TE Unit 5: WP•3- Persuasive Essay, 1. Plan and Prewrite, Access for All, Advanced</p> <p>b. TE Unit 4: 45b- Writing, Persuasive Text, Mini-</p>  | <p>a. TE Unit 5: 214-215- Let's Write It! Write a Letter to the Editor</p> <p>TE Unit 5: 353a- Writing, Book Review, Access for All, Advanced, Challenge students...</p> <p>b. TE Unit 2: 256-257-</p>  |       |



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

|                  |  |  |  |  |
|------------------|--|--|--|--|
|                  | <p>d. Provide a concluding statement or section.</p>   | <p>Lesson Logical and Emotional Appeals, Paragraph 2, TE Unit 5: WP•4- Persuasive Essay, 1. Plan and Prewrite, Mini-Lesson, Planning a First Draft, Bullet 2<br/>         c. TE Unit 3: 437d- Writing, Play, Mini-Lesson Revise, Clarify, Paragraph 5<br/>         TE Unit 5: WP•10- 5 Publish and Present, Mini-Lesson Evaluating Writing, Bullet 2, Sentence 3<br/>         d. TE Unit 2: 299d- Writing, Advertisement, Mini-Lesson, Revise: Adding Detail, Bullet 3<br/>         TE Unit 4: 44-45- Let's Write It! Writer's Checklist, Checkmark 4, end by restating your position.</p> | <p>Think Critically, 5. Look Back and Write<br/>         TE Unit 6: 403a- Access for All, Advanced<br/>         c. TE Unit 4: 53d- Writing, Persuasive Text, Mini-Lesson Revise: Consolidating with Conjunctions<br/>         TE Unit 5: 352-353- Let's Write It! Book Review, Writer's Checklist, Checkmark 4, Use conjunctions..., Connect to Conventions<br/>         d. TE Unit 4: WP•6- 2 Draft, Develop Draft, Sentence 3, Direct them...<br/>         TE Unit 4: WP•7- 3 Revise, Access for All, Advanced, Bullet 3</p> |  |
| <p><b>23</b></p> | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br/>         a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br/>         b. Develop the topic with facts, definitions, and details.<br/>         c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>,</p> | <p>a. TE Unit 3: 494-495- Let's Write It!, Write a News Article<br/>         TE Unit 4: 76-77- Think Critically, 5. Look Back and Write</p>  | <p>a. TE Unit 3: 530-531- Let's Write It! Write a Compare-and-Contrast Composition<br/>         TE Unit 6: WP•6- Research Report, 2 Draft, Mini-Lesson Writing Trait: Organization,</p>  |  |

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|   |   |  |  |
|---|---|--|--|
| <p><i>more, but</i>) to connect ideas within categories of information.<br/>d. Provide a concluding statement or section.</p> | <p>b. TE Unit 3: 537e- Writing, Compare-and Contrast-Composition, ELL, Supporting Details<br/>TE Unit 5: 237b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, On Their Own<br/>c. TE Unit 2: 356-357- Let's Write It! Write Directions, Writer's Checklist, Checkmark 2, use sequence words...<br/>TE Unit 3: 537d- Writing, Compare-and-Contrast-Composition, Mini-Lesson Writing for Tests: Effect Word Choice, Bullet 2, Sentence beginning Remind..., Sentence beginning Tell students...<br/>d. TE Unit 2: 531a- Writing, Compare-and-Contrast Composition, Writing for Tests: Evaluation, Display Rubric, Scoring Rubric, Organization<br/>TE Unit 6: 459d- Writing, Description, Revising Tips, Checkmark 4</p> | <p>Develop Draft<br/>b. TE Unit 3: WP•5- Cause-and-Effect Essay, 2 Draft, Prepare to Draft<br/>TE Unit 6: 445d-445e- Writing, Description, Writer's Craft: Sensory Details, Gather Information, Mini-Lesson Main Idea and Details<br/>c. TE Unit 3: WP•7- Cause-and-Effect Essay, 3 Revise, Access for All, Advanced, Bullet 3, Use cause-and...<br/>TE Unit 6: UR•35- Conventions, Combining Sentences, Routine, Quick Write for Fluency, 2. Write<br/>d. TE Unit 3: WP•8- Cause-and-Effect Essay, 3 Revise, Revising Checklist, Organization, First Checkmark, Does...<br/>TE Unit 3: WP•10- Cause-and-Effect Essay, 5 Publish and Present, Mini-Lesson Evaluating Writing</p> |  |
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## SECTION 1: Common Core State Standards – English Language Arts

|                  |  |  |   |  |
|------------------|--|--|---|--|
| <p><b>24</b></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> | <p>a. TE Unit 3: 396-397- Let's Write It!, Write a Story, Writer's Checklist<br/>TE Unit 4: 83a- Reading and Writing Across Texts,</p> <p>b. TE Unit 1: 80-81- Let's Write It!, Write a Fable, Writer's Checklist<br/>TE Unit 2: 265d- Writing, Fairy Tale, Mini-Lesson Writing for Tests: Creating Unique Characters</p> <p>c. TE Unit 4: 85d- Writing, Imaginative Story, Paragraph 4, Display and ..., Revising Tips, Be sure...</p> <p>TE Unit 4: 143b- Writing, Autobiography, Mini-Lesson Writing Trait: Organization, Paragraph 5, Suggest that they use...</p> <p>d. TE Unit 3: 417e- Writing Play, Mini-Lesson Use a Graphic Organizer,</p> | <p>a. TE Unit 1: WP•4- Personal Narrative, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft<br/>TE Unit 4: 78-79- Let's Write It! Write an Imaginative Story, Writer's Checklist</p> <p>b. TE Unit 3: 387d-387e- Writing Fiction, Writing Trait: Voice, Gather Information, Mini-Lesson Developing a Story Sequence Chart<br/>TE Unit 3: 427b- Writing, Play, Mini-Lesson Writing Effective Dialogue, Drafting Tips</p> <p>c. TE Unit 4: 131d- Writing, Autobiography, Writing Trait: Organization, Gather Information, Sentence beginning Suggest...<br/>TE Unit 4: 167d- Writing, Summary, Mini-Lesson</p> |  |
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## SECTION 1: Common Core State Standards – English Language Arts

|           |   |  |  |              |
|-----------|---|--|--|--------------|
|           |   | ...middle column...how the play ends...<br>TE Unit 4: 69e- Writing, Imaginative Story, Mini-Lesson Developing a Story Sequence Chart, Paragraph 4 starting Have students..   | Writing for Tests: Time-Order Transition Words<br>d. TE Unit 2: 258-259- Let's Write It!, Write a Fairy Tale, Writer's Checklist, Checkmark 2, have a clear...<br>TE Unit 6: 531p-531q- Writing, Historical Fiction, Mini-Lesson, Writing for Tests: Revise, Bullet 2, Remind..., Revising Tips, Checkmark 2, Evaluate |              |
|           | <b>Production and Distribution of Writing</b>   | <b>Citation Level 2</b>  | <b>Citation Level 3</b>  | <b>Score</b> |
| <b>25</b> | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.                                     | TE Unit 1: 37d-37e- Writing, Narrative Poem, Writing Trait, Word Choice, Introduce the Prompt, Select a Topic, Mini-Lesson, Developing a Word Web<br>TE Unit 2: 317d-317e- Writing, Friendly Letter, Writing Trait: Focus/Ideas, Introduce the Prompt, Select a Topic, Mini-Lesson Brainstorming Ideas | TE Unit 4: 35d-35e- Writing, Persuasive Text, Introduce the Prompt, Select a Topic, Gather Information, Mini-Lesson Write with Purpose<br>TE Unit 5: 303d-303e- Writing, Invitation, Writing Trait: Organization, Select a Topic, Gather Information, Mini-Lesson Organize Your Ideas                                  |              |
| <b>26</b> | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate | TE Unit 2: 292-293- Writing, Advertisement, Access for All, Advanced   | TE Unit 5: 221d-221e- Writing, Letter to the Editor, Peer Conferencing, Peer   |              |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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

|    |   |  |   |              |
|----|---|--|---|--------------|
|    | command of CCSS Language standards 1–3 up to and including grade 3)   | TE Unit 4: 53p- Writing, Persuasive Text, Mini-Lesson Proofread, Proofread for Pronouns and Double Negatives, Proofread  | Revision<br>TE Unit 6: 429d-429e- Writing, Poetry: Limerick, Mini-Lesson Revise: Adding, Revising Tips  |              |
| 27 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | TE Unit 3: 403q- Writing, Present, Sentence 2 beginning Encourage students...<br>TE Unit 5: 253b- Research and Inquiry, Step 4: Synthesize, Guide Practice, Guide students to use a word-processing program... | TE Unit 4: 53b- Research and Inquiry, Step 4 Synthesize, Guide Practice, On Their Own<br>TE Unit 5: WP•10- 5 Publish and Present, Options for Presenting  |              |
|    | <b>Research to Build and Present Knowledge</b>  | <b>Citation Level 2</b>  | <b>Citation Level 3</b>   | <b>Score</b> |
| 28 | Conduct short research projects that build knowledge about a topic.   | TE Unit 2: 215a- Access for All, Advanced, Questioning<br>TE Unit 3: 417b- Research and Inquiry, Step 2 Navigate/Search, Teach, Guide Practice, On Their Own   | TE Unit 6: 387d- Research and Inquiry, Step 3 Analyze Information, Guide Practice, On Their Own<br>TE Unit 6: WP•3- Research Report, 1 Plan and Prewrite, Use Range of Strategies, Narrow Topic |              |
| 29 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   | TE Unit 1: 47c- Research and Study Skill, Reference Texts, Access for All, Advanced, Have students...<br>TE Unit 5: 213d- Research and Inquiry, Step 3 Analyze Information, Guide Practice,                    | TE Unit 4: 101a- Access for All, Have students gather information.... report<br>TE Unit 4: 141d- Research and Inquiry, Step 3 Analyze Information, On Their Own                                 |              |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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 |   |  |  |       |
|--|---|--|--|-------|
|  |   | On Their Own   |  |       |
|  | Range of Writing  | Citation Level 2   | Citation Level 3   | Score |
| 30   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   | TE Unit 1: 48-49- Let's Write It!, Write a Narrative Poem<br>TE Unit 4: 174-175- Let's Write It!, Write a Summary  | TE Unit 3: 460-461- Let's Write It!, Write a Formal Letter<br>TE Unit 5: 352-353- Let's Write It! Write a Book Review  |       |
| Speaking and Listening Standards                               |   |  |  |       |
|  | Comprehension and Collaboration   | Citation Level 2   | Citation Level 3   | Score |
| 31   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. 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 discussion.)<br>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>d. Students explain their own ideas and understanding in light of the discussion. | a. TE Unit 1: 159n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas<br>TE Unit 4: 60b- Build Oral Vocabulary, Add to the Concept Map<br>b. TE Unit 1: 159a- Listening and Speaking, Panel Discussion, Teach, Guide Practice, On Their Own<br>TE Unit 3: 357a- Listening and Speaking, Oral Report, Teach, Guide Practice, On Their Own<br>c. TE Unit 4: 55a-55b, | a. TE Unit 4: 183a- Listening and Speaking, Book Review, Teach, Guide Practice, On Their Own<br>TE Unit 5: 287n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas<br>b. TE Unit 2: 299a- Listening and Speaking, Presentation, Teach, Guide Practice, On Their Own<br>TE Unit 4: 115a- Listening and Speaking, Interview, Teach, Guide Practice, On Their Own<br>c. TE Unit 1: 89n- |       |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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>Content Knowledge, Build Oral Vocabulary, Amazing Words at Work,<br/>           TE Unit 6: 459n- Research and Inquiry, Step 5<br/>           Communicate, Present Ideas, Speaking, Listening, Listen to Ideas<br/>           d. TE Unit 1: 160-161- Let's Talk About Saving and Spending<br/>           TE Unit 3: 395d- Research and Inquiry, Step 3 Analyze Information, On Their Own</p> | <p>Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas<br/>           TE Unit 2: 333a- Media Literacy, Interview, Teach, Guide Practice, On Their Own<br/>           d. TE Unit 2: 306a Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk, ....share their responses.<br/>           TE Unit 6: 459a- Media Literacy, Talk Show, Teach, Guide Practice, On Their Own</p> |  |
| 32 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <p>TE Unit 3: 371a- Content Knowledge, Build Oral Vocabulary, Amazing Words at Work<br/>           TE Unit 6: 492-493- Listening and Speaking, Description, Practice It, Tips</p>  | <p>TE Unit 2: 363a- Listening and Speaking, Description, Teach, Guide Practice, On Their Own<br/>           TE Unit 6: 495a- Content Knowledge, Build Oral Vocabulary, Amazing Words at Work</p>   |  |
| 33 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   | <p>TE Unit 1: 193a- Listening and Speaking, Book Report, Teach, Guide Practice, On</p>   | <p>TE Unit 2: 232-233- Let's Talk About Good Solutions, Pose and answer</p>  |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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 |   |  |   |              |
|--|---|--|---|--------------|
|  |   | TE Unit 3: 403n- Research and Inquiry, Step 5<br>Communicate, Present Ideas, Speaking, Listen to Ideas   | questions...<br>TE Unit 6: 429a- Speaking and Listening, Express an Opinion, On Their Own   |              |
|  | <b>Presentation of Knowledge and Ideas</b>  | <b>Citation Level 2</b>  | <b>Citation Level 3</b>   | <b>Score</b> |
| <b>34</b>  | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.                               | TE Unit 1: 55a- Media Literacy, News Report, Teach, Guide Practice, On Their Own<br>TE Unit 3: 403a- Media Literacy, Commercial, Teach, Guide Practice, On Their Own | TE Unit 2: 265a- Listening and Speaking, Persuasive Speech, Teach, Guide Practice, On Their Own<br>TE Unit 4: 149a- Listening and Speaking, Media Literacy: Sportscast, Teach, Guide Practice, On Their Own |              |
| <b>35</b>  | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | TE Unit 4: 85q- Writing, Imaginative Story, Present<br>TE Unit 6: 397b- Decodable Reader 27A, Read A Circus Life for Ben, Extra Practice                             | TE Unit 3: 373b- Decodable Reader 11A, Read Let's Play Ball, Extra Practice<br>TE Unit 4: 85a- Media Literacy, Weather Forecast, On Their Own   |              |
| <b>36</b>  | Speak in complete sentences when appropriate to task and  | TE Unit 1: 55n- Research   | TE Unit 4: 53a- Listening   |              |

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

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

|    |  |  |  |              |
|----|--|--|--|--------------|
|    | situation in order to provide requested detail or clarification.   | and Inquiry, Step 5<br>Communicate, Present Ideas, Speaking<br>TE Unit 6: 531a- Listening and Speaking, Song, Teach, Guide Practice, On Their Own  | and Speaking, Presentation, Teach, Guide Practice, On Their Own<br>TE Unit 4: 60a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk   |              |
|    | <b>Language Standards</b>  |  |  |              |
|    | <b>Conventions of Standard English</b>   | <b>Citation Level 2</b>  | <b>Citation Level 3</b>  | <b>Score</b> |
| 37 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>b. Form and use regular and irregular plural nouns.<br>c. Use abstract nouns (e.g., <i>childhood</i> ).<br>d. Form and use regular and irregular verbs.<br>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.<br>f. Ensure subject-verb and pronoun-antecedent agreement.<br>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>h. Use coordinating and subordinating conjunctions.<br>i. Produce simple, compound, and complex sentences. | a. TE Unit 2: 205d- Conventions, Common and Proper Nouns, ELL, Leveled Support: Common and Proper Nouns, Advanced<br>TE Unit 5: 253p- Writing, Personal Narrative, Mini-Lesson Writing for Tests: Revise, Bullet 2<br>b. TE Unit 1: 59b- Read Frogs, Flies, and Foxes, ELL, Plurals -s, -es, -ies, Advanced<br>TE Unit 2: 265p- Writing, Fairy Tale, Mini-Lesson, Writing for Tests: Proofread for Conventions, Bullet 2, Proofreading Tips<br>c. TE Unit 2: 205d- Conventions, Common and | a. TE Unit 4: 85p- Writing, Imaginative Story, Mini-Lesson Proofread, Proofread for Subject and Object Pronouns, Writing Process, Proofreading Tips<br>TE Unit 5: 287p- Writing, Poetry: Free Verse, Mini-Lesson Proofread, Proofread for Adverbs, Proofread, Proofreading Tips<br>b. TE Unit 2: 299p- Writing, Advertisement, Mini-Lesson Proofread, Proofread for Irregular Plural Nouns, Proofread<br>TE Unit 2: 355e- Conventions, Plural Possessive Nouns, Connect to Oral Language, On Their |              |

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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>Proper Nouns, Make Connections, Sentence beginning Some common nouns are abstract nouns...<br/> TE Unit 2: 231o- Conventions, Common and Proper Nouns, More Practice, On Their Own<br/> d. TE Unit 3: 395e- Conventions, Action and Linking Verbs, Review, Connect to Oral Language, On Their Own<br/> TE Unit 3: 529e- Conventions, Irregular Verbs, On Their Own<br/> e. TE Unit 3: 425e- Conventions, Main and Helping Verbs, Guide Practice, On Their Own<br/> TE Unit 3: 493e- Conventions, Present, Past, and Future Tenses, Connect to Oral Language, On Their Own<br/> f. TE Unit 3: 459e- Conventions, Subject-Verb Agreement, Review, Guide Practice, On Their Own<br/> TE Unit 3: UR•35- Conventions, Review</p> | <p>Own<br/> c. TE Unit 2: 223e- Conventions, Common and Proper Nouns, Review, On Their Own<br/> TE Unit 2: 257e- Conventions, Singular and Plural Nouns, Review, On Their Own<br/> d. TE Unit 3: 403p- Writing, Review Revising, Mini-Lesson Proofread, Proofread for Correct Verb Usage, Proofread<br/> TE Unit 3: UR•55- Conventions, Review Irregular Verbs, Routine, Quick Write for Fluency<br/> e. TE Unit 3: 501p- Writing, Mini-Lesson Proofread, Proofread for Verb Tenses, Proofread<br/> TE Unit 5: 253e- Writing, Personal Narrative, Routine, Quick Write for Fluency, Talk, Write, Share<br/> f. TE Unit 1: 121p- Writing, Thank-You Note, Mini-Lesson Proofread, Proofread for Pronouns, Proofread</p> |  |
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2015 Adoption Institute Grade K – 8 ELA; CORE Reading Intervention; Modern, Classical and Native Languages

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|--|--|--|--|--|
|  |  | <p>Subject-Verb Agreement, Routine, Quick Write for Fluency, Talk, Write, Shareß</p> <p>g. TE Unit 5: WP•6- 2 Persuasive Essay, Draft, Mini-Lesson Writing Trait, Word Choice, Use Persuasive Words</p> <p>TE Unit 5: WP•7- Persuasive Essay, 3 Revise, Mini-Lesson Writer's Craft: Add Adverbs</p> <p>h. TE Unit 5: 351e- Conventions, Conjunctions, Review, Connect to Oral Language, On Their Own</p> <p>TE Unit 5: SG•80- Access for All, Advanced, Build Word Knowledge, Extend Conjunctions, Identify and Extend</p> <p>i. TE Unit 4: SG•37- Access for All, On-Level, Build Word Knowledge, Practice Amazing Words, Team Talk, Language Development</p> <p>TE Unit 6: 453e- Conventions, Combining Sentences, Review,</p> | <p>TE Unit 3: 467p- Writing, Formal Letter, Mini-Lesson Proofread, Proofread for Subject-Verb Agreement, Proofread</p> <p>g. TE Unit 5: 253p- Writing, Personal Narrative, Mini-Lesson Writing for Tests: Revise</p> <p>TE Unit 5: 319p- Writing, Invitation, Mini-Lesson Proofread, Proofread for Adverbs, Proofread</p> <p>h. TE Unit 5: 359p- Writing, Book Review, Mini-Lesson Proofread, Proofread for Conjunctions, Proofread</p> <p>TE Unit 3: WP•7- Cause-and-Effect Essay, 3 Revise, Mini-Lesson Writer's Craft: Combining Sentences</p> <p>i. TE Unit 4: 85d- Writing Imaginative Story, Mini-Lesson, Revise: Consolidating, Last sentence beginning Reread your imaginative...</p> <p>TE Unit 6: WP•7- Research Report, 3 Revise, Mini-Lesson Writer's Craft: Combining Sentences</p> |  |
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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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

|    |   |  |   |  |
|----|---|--|---|--|
|    |   | Connect to Oral Language, On Their Own   |   |  |
| 38 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness.)</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>a. TE Unit 4: 108-109- Biography, Writer's Checklist, Checkmark 5 capitalize...<br/>TE Unit 6: 381c- Conventions, Capital Letters, Teach, Guide Practice, On Their Own</p> <p>b. TE Unit 6: 465d- Conventions, Commas, Make Connections, ELL, Language Transfer: Commas in Dates<br/>TE Unit 6: 477c- Conventions, Commas, Teach, Guide Practice, On Their Own</p> <p>c. TE Unit 6: 521e- Conventions, Quotations and Parentheses, Review, On Their Own<br/>TE Unit 6: SG•80- Access for All, Advanced, Build Word Knowledge, Extend Quotations and Parentheses</p> <p>d. TE Unit 2: 363p- Writing,</p> | <p>a. TE Unit 6: 387e- Conventions, Capital Letters, Review, Connect to Oral Language, On Their Own<br/>TE Unit 6: 388-389- Let's Write It! Connect to Conventions, ...book titles...</p> <p>b. TE Unit 6: SG•64- Access for All, Advanced, Build Word Knowledge, Extend Commas, Identify and Extend<br/>TE Unit 6: 487e- Conventions, Commas, Review, On Their Own</p> <p>c. TE Unit 4: 79b-79c- Writing, Imaginative Story, Mini-Lesson Writer's Craft: Dialogue, Writing Trait: Conventions<br/>TE Unit 6: 522-523- Let's Write It! Write Historical Fiction, Connect to Conventions</p> <p>d. TE Unit 4: 108-109, Let's Write It!, Write a Biography,</p> |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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>Directions, Mini-Lesson Proofread, Proofread for Plural Possessive Nouns, Proofread<br/>         TE Unit 2: SG•80- Access for All, Advanced, Build Word Knowledge, Extend Plural Possessive Nouns<br/>         e. TE Unit 1: 47e- Spelling, Short Vowels; Syllables VC/CV, Frequently Misspelled Words<br/>         TE Unit 3: 486d- Decodable Passage 14B, Read On TV, Access for All, Advanced, Challenge...<br/>         f. TE Unit 1: 193c- Spelling, Vowel Diphthongs ou, ow, oi, oy, Practice Spelling Strategy, On Their Own<br/>         TE Unit 2: 215c- Spelling, Syllable Patterns V/CV, VC/V, Teach, Guide Practice, On Their Own<br/>         g. TE: Unit 1: 89c- Spelling, Plurals -s, -es, -ies, Practice Spelling Strategy, ...print or online dictionary...<br/>         TE: Unit 6: 493p- Writing, Comic Book, Proofread,</p> | <p>Connect to Conventions, Possessive Pronouns<br/>         TE Unit 4: 115p- Writing, Mini-Lesson Proofread, Proofread for Possessive Pronouns, Proofread<br/>         e. TE Unit 3: 485c- Spelling, Suffixes -ly, -ful, -ness, -less, Teach, Guide Practice, On Their Own<br/>         TE Unit 4: 53c- Spelling, Irregular Plurals, Practice Spelling Strategy, On Their Own<br/>         f. TE Unit 3: UR•54- Spelling, Review Consonant Patterns wr, kn, gn, st, mb, Spelling Strategy, On Their Own<br/>         TE Unit 5: 221c- Spelling, Syllable Pattern CV/VC, Practice Spelling Strategy, On Their Own<br/>         g. TE Unit 2: WG•9- How-To Report, 4 Edit, Mini-Lesson, Editing Strategy: Keep a Dictionary Handy<br/>         TE Unit 4: 36d- Word Analysis, Irregular Plurals, Access for All, Advanced</p> |  |
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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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

|           |   |   |  |              |
|-----------|---|---|--|--------------|
|           |   | Proofreading Tips, Checkmark 3 Use a dictionary to check the spelling of difficult words.   |  |              |
|           | <b>Knowledge of Language</b>  | <b>Citation Level 2</b>   | <b>Citation Level 3</b>  | <b>Score</b> |
| <b>39</b> | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written standard English. | a. TE Unit 3: 531c- Writing, Compare-and-Contrast Composition, Writing Trait: Word Choice, Have students improve their word choice...<br>TE Unit 5: 283b-283c- Poetry: Free Verse, Mini-Lesson Writer's Craft: Figurative Language, Writing Trait: Word Choice<br>b. TE Unit 1: 89a- Listening and Speaking, Description, Teach, Guide Practice, On Their Own<br>TE Unit 4: 147a- Get Online! Online Directory, For More Practice | a. TE Unit 2: WP•7- How-To Report, 3 Revise, Mini-Lesson Writer's Craft: Vivid Words, Access for All, Advanced<br>TE Unit 4: 183d-183e- Writing, Summary, Mini-Lesson Writing for Tests: Using Strong Verbs, Routine, Quick Write for Fluency<br>b. TE Unit 2: SG•31- Access for All, Advanced, Read "The Big Soccer Game," After Reading, Have students compare and contrast...<br>TE Unit 5: 253a- Listening and Speaking, Drama, Guide Practice |              |
|           | <b>Vocabulary Acquisition and Use</b>   | <b>Citation Level 2</b>   | <b>Citation Level 3</b>  | <b>Score</b> |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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

|           |   |  |   |  |
|-----------|---|--|---|--|
| <b>40</b> | <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | <p>a. TE Unit 1: 128e- Vocabulary Skill, Multiple-Meaning Words, Teach Context Clues, On Their Own</p> <p>TE Unit 6: 500e- Vocabulary Skill, Homographs, Read, ...context clues..., Guide Practice, On Their Own</p> <p>b. TE Unit 6: 372e- Vocabulary Skill, Prefix un-, Guide Practice, On Their Own</p> <p>TE Unit 6: UR•11- Access for All, Prefix un-, On Their Own</p> <p>c. TE Unit 6: 496a- Word Analysis, Related Words, Connect, Model, Group Practice, Review</p> <p>TE Unit 6: 493a- Vocabulary Skill, Prefixes and Suffixes un-, dis-, -ful, On Their Own</p> <p>d. TE Unit 3: 410e- Vocabulary Skill, Unknown Words, Use Dictionaries or Glossaries, Apply</p> <p>TE Unit 4: 85a- Vocabulary Skill, Dictionary/Glossary,</p> | <p>a. TE Unit 2: 238e- Vocabulary Skill, Unfamiliar Words, Teach Context Clues, On Their Own</p> <p>TE Unit 5: 228e- Vocabulary Skill, Homophones, Teach Context Clues, On Their Own</p> <p>b. TE Unit 3: 508e- Vocabulary Skill, Prefixes and Suffixes, Guide Practice, On Their Own</p> <p>TE Unit 6: 466e- Vocabulary Skill, Prefixes and Suffixes un-, dis-, -ful, Guide Practice, On Their Own</p> <p>c. TE Unit 3: 537a- Vocabulary Skill, Prefixes and Suffixes, Guide Practice, On Their Own</p> <p>TE Unit 6: 484-485- Access Text, Prefixes and Suffixes un-, dis-, -ful</p> <p>d. TE Unit 1: 96e- Vocabulary Skill, Unknown Words, Dictionary/Glossary, On Their Own</p> <p>TE Unit 6: 436e- Vocabulary Skill, Unknown</p> |  |
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## SECTION 1: Common Core State Standards – English Language Arts

|           |   | Unknown Words, On Their Own   | Words, Dictionary/Glossary, On Their Own  |  |
|-----------|---|---|---|--|
| <b>41</b> | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered.)</p> | <p>a. TE Unit 3: 519a- Access for All, Advanced, Ask students...</p> <p>TE Unit 3: 465a- Reading and Writing Across Texts, Last sentence starting Then have them use...</p> <p>b. TE Unit 1: 61a- Selection Vocabulary, Team Talk, Make Connections, Record</p> <p>TE Unit 6: 499a- Selection Vocabulary, Team Talk, Make Connections, Record</p> <p>c. TE Unit 2: 231a- Vocabulary Skill, Synonyms, On Their Own</p> <p>TE Unit 5: 221a- Vocabulary Skill, Synonyms, On Their Own, ...analogies...</p> | <p>a. TE Unit 2: 225b-225c- Writing, Poetry, Mini-Lesson Writer's Craft: Figurative Language, Routine, Quick Write for Fluency, Talk, Write, Share</p> <p>TE Unit 3: 444d- Literary Terms, Simile and Metaphor, Guide Practice, On Their Own</p> <p>b. TE Unit 4: 122d- Literary Terms, Word Choice, Guide Practice, On Their Own</p> <p>TE Unit 5: 326a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk, Bullets 1 and 2</p> <p>c. TE Unit 5: 196e- Vocabulary Skill, Synonyms, Guide Practice, On Their Own, Write a Description</p> <p>TE Unit 6: 500-501- Vocabulary Strategy for Homographs, Words to Write, Last sentence starting Then use words...</p> |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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

|  |  |  |   |  |
|--|--|--|---|--|
| 42   | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | TE Unit 1: 72-73- Access Text, Sequence, ...clue words..., On Their Own<br>TE Unit 6: 399a- Selection Vocabulary, Define It, Team Talk, Make Connections, Record | TE Unit 2: WP•6- How-to Report, 2 Draft, Mini-Lesson Writing Trait: Word Choice, Use Time-Order Words, Have students..., Develop Draft<br>TE Unit 3: 439a- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Amazing Words at Work |  |
| <b>Additional New Mexico Content Standards for English Language Arts</b> |  |  |   |  |
| <b>Reading Literature Grade 3 students will:</b>                         |  |  |   |  |
| 43   | Ask and answer questions and make predictions to demonstrate understanding of a text.  | TE Unit 2: 310-311- Access Text, Predict and Set Purpose, On Their Own<br>TE Unit 3: 517a- Access Text, Check Predictions  | TE Unit 4: 133a- Access Text, Questioning, On Their Own<br>TE Unit 6: 381a- Access for All, Advanced, Have students...  |  |
| 44   | Develop understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.  | TE Unit 5: 246-247, Think Critically, 5. Look Back and Write, ...celebrate their culture. Provide evidence...  | TE Unit 5: 363a, Writing Poetry, ...American culture...<br>TE Unit 6: 411a- Access for  |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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 5: 251a- On Their Own, Reading and Writing Across Texts  | All, Advanced, Have students...  |  |
|    | <b>Writing- Production and distribution of writing</b>  |  |  |  |
| 45 | Students will use digital media environments to communicate and work collaboratively, including at a distance to support individual learning and to contribute to the learning of others. | TE Unit 2: 263a- Get Online! E-mail, For More Practice<br>TE Unit 4: WP•3- 1. Plan and Prewrite, Use Range of Strategies             | TE Unit 2: 231a- Listening and Speaking, Speech, Teach, Guide Practice, On Their Own<br>TE Unit 6: 491a, Access Text, Teach 21st Century Skills: Evaluating Online Sources, On Their Own, Have students work in pairs... |  |
|    | <b>Writing- Research to Build Present Knowledge</b>   |  |  |  |
| 46 | Gather relevant information and multiple sources, including oral knowledge.   | TE Unit 1: 177a- Access for All, Advanced, Have students...<br>TE Unit 5: 215c- Access for All, Advanced, Have students interview... | TE Unit 5: 247d- Research and Inquiry, Step 3 Analyze Information, On Their Own<br>TE Unit 5: 263a- Access for All, Advanced, Have students use resources...   |  |
| 47 | Apply digital tools to gather, evaluate and use information.  | TE Unit 1: 51a- Access for All, Advanced, Have students conduct an online investigation<br>TE Unit 2: 215b- Research                 | TE Unit 6: 491a- Get Online! Evaluating Online Sources, For More Practice<br>TE Unit 6: 455a- Writing, Description, Access for All,  |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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

|  |  |  |          |  |
|--|--|--|----------|--|
|  |  | and Inquiry, Step 2<br>Navigate/Search, Teach,<br>Model, Guide Practice, On<br>Their Own | Advanced |  |
|--|--|--|----------|--|

|    | Speaking and listening  | Citation Level 2   | Citation Level 3  |  |
|----|---|--|---|--|
| 48 | Understand the influence of heritage language in English speech patterns.   | TE Unit 2: 215c- Conventions, Common and Proper Nouns, ELL, Language Transfer: Practice Capitalization<br>TE Unit 5: ELL, Language Transfer, The English sound...              | TE Unit 3: 417c- ELL, Language Transfer, Prefixes...<br>TE Unit 4: 69c- ELL, Language Transfer: Gender-Neutral Pronouns   |  |
| 49 | Orally compare and contrast accounts of the same event and text.  | TE Unit 1: 139- Access for All, Advanced, Have students work in small groups...<br>TE Unit 3: 428h- Social Studies in Reading, Myth, Team Talk                                 | TE Unit 2: 260h- 21st Century Skills, E-mail, Team Talk<br>TE Unit 2: SG•21- Access for All, On-Level, 2 Read "The Big Soccer Game", After Reading, ...debate...compare and contrast... |  |
| 50 | Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. | TE Unit 2: 231n- Research and Inquiry, Step 5 Communicate, Listening, Listen to Ideas<br>TE Unit 6: 459e- Writing, Description, ELL, Support Revision, Have students listen... | TE Unit 5: 221a- Listening and Speaking, Introductions, Guide Practice, On Their Own<br>TE Unit 6: 531n- Research and Inquiry, Step 5 Communicate, Listening, Listen to Ideas           |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third Grade

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

|  |                            |
|--|----------------------------|
| <b>SECTION I:</b>  | <b>TOTAL SECTION SCORE</b> |
| <b>SECTION II: OTHER RELEVANT CRITERIA</b>   |                            |
| <b>Publisher:</b> <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> |                            |
| <b>Reviewer: Use the Teacher's Edition and the Student Edition to conduct this portion of the review.</b> <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>  |                            |

| SECTION 2.A: Other Relevant Criteria – Publisher's Criteria<br>(Specify or cite how the following instructional recommendations occur within this curriculum) |   |   |   |  |       |
|---|---|---|---|--|-------|
| Key Criteria for Text Selection   |   |   |   |  |       |
|   | Text complexity: Texts for each grade align with the complexity requirements outlined in the CCSS.                                | Occurrence 1  | Occurrence 2  | Occurrence 3   | Score |
| 51  | Materials allow all students (including those who are behind) have extensive opportunities to encounter grade-level complex text. | TE Unit 1: 20f-20g- Access for All, Small Group Lesson Plan, Days 1-5                     | TE Unit 3: 370f-370g- Access for All, Small Group Lesson Plan, Days 1-5 | TE Unit 5: 288f-288g- Access for All, Small Group Lesson Plan, Days 1-5              |       |
| 52  | Materials provide shorter, challenging texts that elicit close reading and re-reading of text for struggling readers.             | TE Unit 1: SG•2-SG•6- On Level; SG•12-SG•16- Advanced; SG•7-SG•11- Strategic Intervention | TE Unit 2: 294-295 to 297a- Meeting the Challenge of Collecting         | TE Unit 4: 144g-145 to 147a- 21st Century Skills, Online Directories, Women Athletes |       |
| 53  | Materials provide novels, plays and other extended full-length readings with opportunities for close reading.                     | TE Unit 1: 130-131 to 139a; 140-  | TE Unit 3: 412-413 to 417a; 418-  | TE Unit 6: 494i- 3 Independent   |       |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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<br>(Specify or cite how the following instructional recommendations occur within this curriculum) |   |   |  |   |              |
|---|---|---|--|---|--------------|
|   |   | 141 to 149a- Text-Based Comprehension, Expository Text, Supermarket   | 419 to 423a- Text-Based Comprehension, Drama, Pushing Up the Sky   | Reading   |              |
| 54  | Additional materials aimed to increase regular independent reading of texts that appeal to students’ interests while developing knowledge and joy of reading.                       | TE Unit 1: 20b- Preview Your Week, Optional Concept-Based Reading   | TE Unit 4: 20i- 3 Independent Reading  | TE Unit 6: 366i- 3 Independent Reading  |              |
|   | <b>Range and Quality of Texts:</b>  | <b>Occurrence 1</b>   | <b>Occurrence 2</b>  | <b>Occurrence 3</b>   | <b>Score</b> |
| 55  | Materials provide a balance of texts and instructional time to include equal measures of literacy and informational text.   | TE Unit 1: 20d- 20e- The lesson structure summarized on the 5-Day Planner, Literature Selection, When Charlie McButton Lost Power | TE Unit 1: 122d- 122e- The lesson structure summarized on the 5-Day Planner for each week, Informational Text, Supermarket | TE Unit 4: 54d- 54e- The lesson structure summarized on the 5-Day Planner for each week, Informational Text, Hottest, Coldest, Highest, Deepest |              |
| 56  | Materials provide a sequence or collection of texts, with specific anchor texts, that build knowledge systematically through reading, writing, listening and speaking about topics. | TE Unit 1: 28-29 to 37a; 38-39 to 45a- When Charlie McButton Lost Power   | TE Unit 3: 446- 447 to 451a; 452- 453 to 457a- Seeing Stars  | TE Unit 5: 230- 231 to 237a; 238- 239 to 245a- I Love Saturdays y domingos  |              |
|   | <b>Key Criteria for Questions and Tasks</b>   | <b>Occurrence 1</b>   | <b>Occurrence 2</b>  | <b>Occurrence 3</b>   | <b>Score</b> |
| 57  | Materials provide high quality text dependent questions and   | TE Unit 1: 24a-   | TE Unit 3: 472a-   | TE Unit 6: 370a-  |              |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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<br>(Specify or cite how the following instructional recommendations occur within this curriculum) |   |   |   |   |  |
|---|---|---|---|---|--|
|   | tasks for all students, including ELL students.   | 25- Text-Based Comprehension, Academic Vocabulary, Comprehension Support, ELL-Setting | 473- Text-Based Comprehension, Academic Vocabulary, Comprehension Support, ELL-Generalize | 371- Text-Based Comprehension, Academic Vocabulary, Comprehension Support, ELL-Fact and Opinion |  |
| 58  | Materials provide high quality sequences of text dependent questions that elicit sustained attention to the text and their impact.                          | TE Unit 1: 66-67- Close Reading, Analysis, Text Evidence                              | TE Unit 3: 382-383- Close Reading, Analysis, Text Evidence                                | TE Unit 5: 202-203- Close Reading, Inference, Text Evidence                                     |  |
| 59  | Materials provide questions and tasks that require textual evidence, including supporting, valid inferences from the text.                                  | TE Unit 1: 44-45- Close Reading, Inference, Text Evidence                             | TE Unit 3: 389a- Access for All, Strategic Intervention, Explain...Have students...       | TE Unit 6: 471a- Close Reading, Inference- Text Evidence  |  |
| 60  | Materials provide instructional design cultivating students’ interest and engagement in reading rich text while incorporating the use of academic language. | TE Unit 1: 168-169 to 175a - Academic Vocabulary, Access Text, Close Reading          | TE Unit 4: 28-29 to 35a - Academic Vocabulary, Access Text, Close Reading                 | TE Unit 5: 262-263 to 271a - Academic Vocabulary, Access Text, Close Reading                    |  |
| <b>Scaffolding</b>  |   |   |   |   |  |
| 61  | Materials provide scaffolding opportunities that enable <b>all</b> students to experience rather than avoid complexity of text.                             | TE Unit 1: SG•2-SG•16- Access for All, On-Level, Strategic Intervention,              | TE Unit 3: SG•18-SG•32- Access for All, On-Level, Strategic Intervention,                 | TE Unit 6: SG•34-SG•48- Access for All, On-Level, Strategic Intervention,                       |  |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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<br>(Specify or cite how the following instructional recommendations occur within this curriculum) |   |  |   |  |              |
|---|---|--|---|--|--------------|
|   |   | Advanced   | Advanced  | Advanced   |              |
|   | <b>Reading Strategies</b>   | <b>Occurrence 1</b>  | <b>Occurrence 2</b>   | <b>Occurrence 3</b>  | <b>Score</b> |
| <b>62</b>   | Materials provide reading strategies to support comprehension of specific texts and focus on building knowledge and insight.                | TE Unit 4: 154a-Text-Based Comprehension, Cause and Effect, Monitor and Clarify, Comprehension Support | TE Unit 4: 158-159- Text-Based Comprehension, Introduce Main Selection, Strategy Response Log | TE Unit 4: 166-167- Access Text, Monitor and Clarify, On Their Own   |              |
| <b>63</b>   | Materials provide a design for whole-group, small-group, and individual instruction that cultivate student responsibility and independence. | TE Unit 1: 56d-56e- 5-Day Lesson Plan  | TE Unit 1: 56f-56g - Small Group Lesson Plan  | TE Unit 1: 56h-56i- Access for All, Independent Stations, Independent Reading  |              |
| <b>64</b>   | Materials offer assessment opportunities that genuinely measure progress.   | TE Unit 1: 55j-55k, 55l-55m- Assessment, Monitor Progress  | TE Unit 1: 55r- Weekly Assessment, Differentiated Assessment, Managing Assessment             | TE Unit 1: 26c- Monitor Progress, Check Word Reading, Words with Short Vowels; Syllables VC/CV, Formative Assessment |              |
|   | <b>Key Criteria for Academic Vocabulary</b>   | <b>Occurrence 1</b>  | <b>Occurrence 2</b>   | <b>Occurrence 3</b>  | <b>Score</b> |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third Grade

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

## SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria (Specify or cite how the following instructional recommendations occur within this curriculum)

|  |   |   |  |  |              |
|--|---|---|--|--|--------------|
| <b>65</b>  | Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. | TE Unit 1: 21a-21b- Content Knowledge, Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, Amazing Words at Work | TE Unit 1: 25a- Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record | TE Unit 1: 60a- Text-Based Comprehension, Sequence, Summarize, Academic Vocabulary |              |
| <b>66</b>  | Materials provide guidance to students to gather as much as they can about the meaning of words from the content at grade level.    | TE Unit 1: 50h- Science in Reading, Narrative Non-fiction, Academic Vocabulary  | TE Unit 4: 25d- Conventions, Singular and Plural Pronouns, Academic Vocabulary                               | TE Unit 6: 531a- Vocabulary Skill, Homographs, On Their Own                        |              |
| <b>Key Criteria for Writing to Sources and Research</b>      |   | <b>Occurrence 1</b>   | <b>Occurrence 2</b>  | <b>Occurrence 3</b>  | <b>Score</b> |
| <b>67</b>  | Materials portray writing to sources as a key task.   | TE Unit 1: 55b- Research and Inquiry, Step 4 Synthesize   | TE Unit 4: 35b- Research and Inquiry, Step 2 Navigate and Search   | TE Unit 6: WP•1- WP•10- Research Report  |              |
| <b>68</b>  | Materials focus on forming arguments as well as informative writing.  | TE Unit 2: WP•1- WP•10- How-to Report   | TE Unit 3: 485d- Writing, News Article, Writer's Craft: The 5W's and How                                     | TE Unit 5: WP•1- WP•10- Persuasive Essay   |              |
| <b>Additional Key Criteria for Student Reading, Writing,</b> |   | <b>Occurrence 1</b>   | <b>Occurrence 2</b>  | <b>Occurrence 3</b>  | <b>Score</b> |

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

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

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

| <b>Listening, and Speaking.</b> |  |  |  |  |              |
|---------------------------------|--|--|--|--|--------------|
| <b>69</b>                       | Materials provide systematic opportunities to students to read complex text with fluency.                                  | TE Unit 1: 54-55-Fluency, Accuracy, Practice It!   | TE Unit 4: 77b-Fluency, Appropriate Phrasing and Punctuation Cues  | TE Unit 6: 500-501- Reread for Fluency, Expression, Routine, Oral Rereading  |              |
| <b>70</b>                       | Materials provide guidelines for differentiated instruction, including materials for flexible grouping.                    | TE Unit 1: 90f-Access for All, Small Group Lesson Plan, Differentiate Comprehension  | TE Unit 3: 468g-Reading Street Sleuth, Common Core   | TE Unit 5: SG•1-Small Group Time, Access for All   |              |
| <b>Technology</b>               |  | <b>Occurrence 1</b>  | <b>Occurrence 2</b>  | <b>Occurrence 3</b>  | <b>Score</b> |
| <b>71</b>                       | Materials use multimedia and technology to deepen attention to evidence and text.  | TE Unit 1: 54-55-Media Literacy, News Report, Practice It!   | TE Unit 4: 20-21-Let’s Talk About Being Unique, Concept Talk Video   | TE Unit 6: 411b-Research and Inquiry, Step 2 Navigate/Search   |              |
| <b>72</b>                       | Materials provide items assessing speaking and listening that reflect true communication skills in the area of technology. | TE Unit 3: 403a-Media Literacy, Commercial, Presentation of Knowledge/Ideas, Sentence 2 starting They should use sound aids... | TE Unit 4: 85a-Media Literacy, Weather Forecast, Presentation of Knowledge/Ideas, Sentence 3 starting Students can make strategic use... | TE Unit 5: 319a-Media Literacy, Radio Advertisement, Presentation of Knowledge/Ideas, Sentence 2 starting Students can make strategic use... |              |
| <b>73</b>                       | Materials assist in providing opportunities for student  | TE Unit 1: 20c-  | TE Unit 5: 357a-   | TE Unit 6: 477b-   |              |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third 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<br>(Specify or cite how the following instructional recommendations occur within this curriculum) |   |   |  |   |       |
|---|---|---|--|---|-------|
|   | presentations, reading, and projects using technology.  | This Week's Digital Resources   | Get Online! Online Reference Sources   | Research and Inquiry, 2 Navigate/Search, Guide Practice, On Their Own                 |       |
| Assessment  |   | Occurrence 1  | Occurrence 2   | Occurrence 3  | Score |
| 74  | Content regularly assesses whether students are developing standard-based skills.   | TE Unit 1: 89l-89m- Monitor Progress, Sequence  | TE Unit 3: 403l-403m- Monitor Progress, Draw Conclusions                             | TE Unit 5: 221l-221m- Monitor Progress, Compare and Contrast                          |       |
| 75  | Content elicits direct, observable evidence of degree to which students can independently demonstrate foundational skills addressing reading, writing, speaking, and listening as well as language. | TE Unit 1: xviii-xix- Assessment, 5 Steps for Success on Reading Street               | TE Unit 2: WP•10- 5 Publish and Present, Mini-Lesson Evaluating Writing              | TE Unit 6: 452-453- Think Critically, Questions                                       |       |
| 76  | Content addresses student proficiency using methods that are unbiased and accessible to <b>all</b> students.  | TE Unit 2: 231r- Assessment Checkpoint for the Week, Weekly, Differentiated, Managing | TE Unit 4: 53r- Assessment Checkpoint for the Week, Weekly, Differentiated, Managing | TE Unit 6: 429r- Assessment Checkpoint for the Week, Weekly, Differentiated, Managing |       |
| 77  | Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling.                                 | TE Unit 1: 47a- Monitor Progress Check Retelling, If... Then...                       | TE Unit 3: 376c- Monitor Progress, Check Word Reading, Contractions, Formative       | TE Unit 5: 77- Monitor Progress, Check Oral Vocabulary, Formative Assessment,         |       |

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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)

|           |   |   | Assessment, If...<br>Then...   | If...Then...   |              |
|-----------|---|---|--|--|--------------|
|           | <b>Efficacy of Aligned Materials</b>                      | <b>Occurrence 1</b>   | <b>Occurrence 2</b>  | <b>Occurrence 3</b>  | <b>Score</b> |
| <b>78</b> | Materials must have a clear and documented research base. | TE Unit 1: v-<br>Build a foundation for reading, Early Reading Success Graph, Greater Reading Enjoyment Later Graph | TE Unit 1: Divider page across from 20a- Text Complexity Measures, Bridge to Complex Knowledge | Common Core 101 Grade 3: 66- Part 3, Research into Practice, Common Core, In Reading Street, Because Research Says |              |

## SECTION 2.B – Other Relevant Criteria – Student Edition

|           |   | <b>Occurrence 1</b>   | <b>Occurrence 2</b>  | <b>Occurrence 3</b>   | <b>Score</b> |
|-----------|---|---|--|---|--------------|
| <b>79</b> | Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.  | SE 1:171- Illustration  | SE 1: 480- Illustration  | SE 2: 443- Illustration   |              |
| <b>80</b> | Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.   | SE 2: 218- Let's Think About...How did moccasins connect...             | SE 2: 231- Question of the Week: How are cultures alike and different?   | SE 2: 254- Let's Talk About Adapting to a New Culture                               |              |
| <b>81</b> | 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: 29- Question of the Week, What can we learn by trying new things? | SE 1: 413- Question of the Week, How do people explain things in nature? | SE 2: 329- Question of the Week, How does city life compare to life in the country? |              |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third Grade

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

| SECTION 2.B – Other Relevant Criteria – Student Edition |  | Occurrence 1   | Occurrence 2  | Occurrence 3  | Score |
|---|--|--|---|---|-------|
| 82  | Textbook provides visual presentations to assist students' comprehension.  | SE 1: 354- Think Critically, 2 Throughout the selections the author used photos and captions. Why..., How..., Did... | SE 2: 76- Think Critically, 3. Which graphic source...                                  | SE 2: 258- Envision It! Skill: Sequence, Strategy: Monitor and Clarify    |       |
| 83  | Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.   | SE 1: 61- Your Turn! Need a Review? See...   | SE 2: 384- Let's Think About... Do you understand...                                    | SE 2: 325- Your Turn! Need a Review? See...                               |       |
| 84  | 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: 78- Think Critically, 1. One of the..., Think of a time...What..., How..., Text to Self                        | SE 1: 343- Question of the Week: How have plants and animals adapted to solve problems? | SE 2: 378- Let's Think About...Why was the date July 1, 1776...           |       |
| 85  | Textbook provides references to support student learning such as a glossary and word lists.  | SE 1: 120- Let's Learn It! Vocabulary, Unknown Words, Dictionary/Glossary  | SE 1: 166- Envision It! Words to Know   | SE 2: 436-437, Vocabulary Strategy for Unknown Words, Dictionary/Glossary |       |
| SECTION 2.B – Other Relevant Criteria – Teacher Edition |  | Occurrence 1   | Occurrence 2  | Occurrence 3  | Score |
| 86  | 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, Living and Learning  | TE First Stops (digital) 216 Scope and Sequence   | TE Unit 6: xvi-xvii- Skills Overview, Freedom                             |       |

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# FORM F.4 Citation Alignment and Scoring Rubric – ELA Third Grade

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

|    | SECTION 2.B – Other Relevant Criteria – Student Edition   | Occurrence 1  | Occurrence 2  | Occurrence 3  | Score |
|----|---|---|---|---|-------|
| 87 | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction as well as cooperative learning opportunities. | TE Unit 1: 45a-CCSS Objectives, Access for All, ELL   | TE Unit 3: 389a-CCSS Objectives, Access for All, Connect to Science, ELL (small groups)   | TE Unit 6: 381a-CCSS Objectives, Access for All, ELL (small groups)   |       |
| 88 | Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students, including below proficiency, advanced learners, and ELL learners.          | TE Unit 2: SG•1-Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL | TE Unit 4: SG•1-Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL | TE Unit 6: SG•1-Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL |       |
| 89 | Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)                                     | TE Unit 1: 20f-20g-Small Group Lesson Plan, ELL If...   | TE Unit 2: 205d-ELL, Leveled Support: Common and Proper Nouns, Beginning, Intermediate, Advanced                                      | TE Unit 6: 369b-ELL, Vowel Sounds, Beginning, Intermediate, Advanced  |       |

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|---|--|---|---|---|-------|
| 90  | Teacher’s Edition includes content and information that support a variety of approaches to instruction.  | TE Unit 1: vi-vii-<br>Grow Student Capacity, Text-Based Comprehension, Read for Understanding Routine, Content Knowledge, Writing | TE Unit 3: SG•1-<br>Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL, Independent Practice | TE Unit 5: UR•2-<br>UR•3- Optional Unit Review, 5-Day Planner                 |       |
| 91  | Teacher’s Edition has various embedded assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives. | TE Unit 2: 231r-<br>Assessment Checkpoints for the Week, Weekly Assessment  | TE Unit 4:<br>WP•10- Problem-Solution Essay, 5 Publish and Present, Evaluating Writing, Bullet 2  | TE Unit 5: 195c-<br>Spelling Pretest, Syllable Pattern CV/VC                  |       |
| 92  | 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: 186-<br>187a- Let's Write It! Realistic Story, Student Model, Scoring Rubric   | TE Unit 3: WP•7-<br>Cause-and-Effect Essay, Revise Model  | TE Unit 6: 388-<br>389a- Let's Write It! Notes, Student Model, Scoring Rubric |       |

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

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