



FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

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

| | | | |
|---------------------------|--|----------|------------------------------|
| Publisher / Imprint | Savas Learning Company | Imprint: | Scott Foresman |
| Title of Student Edition: | Scott Foresman Reading Street Common Core Student Edition, Vol.1-2 | ISBN: | 9780328724536; 9780328724543 |
| Title of Teacher Edition: | Scott Foresman Reading Street Common Core Teacher's Edition Pkg. | ISBN: | 9780328735709 |

Reviewer Name: _____ Reviewer Number: _____ Date: _____ Facilitator: _____

TOTAL SCORE – to be completed after all criteria are scored

| SECTION | REVIEWER TOTAL | FACILITATOR VERIFICATION | FACILITATOR NOTES: Facilitator Signature: _____ |
|--------------|----------------|--------------------------|--|
| Section 1 | | | |
| Section 2A | | | |
| Section 2B | | | |
| TOTAL | | | |

FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)

Verified: 90% or Higher Facilitator Signature: _____

Verified: 89% or Lower Facilitator Signature: _____



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Publisher:

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

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

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

SECTION 1: Common Core State Standards – English Language Arts

| SECTION 1: Common Core State Standards – English Language Arts | | | | |
|--|--|--|---|-------|
| Reading Standards for Literature | | | | |
| | Key Ideas and Details | Citation Level 2 | Citation Level 3 | Score |
| 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | TE Unit 5: 298-299- Close Reading, Inference• Text Evidence TE Unit 6: 395a- Close Reading, Inference | TE Unit 5: 245a- Close Read, Inference•Text Evidence TE Unit 6: 392-393a- Access Text- Inferring, On Their Own | |
| 2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | TE Unit 5: 240-241- Access Text, Literary Elements: Character, Plot, Theme, On Their Own TE Unit 6: 402-403- Access Text- Sequence, Model, On Their Own | TE Unit 1: 30-31- Access Text, Summarize, On Their Own, Have students... TE Unit 5: 229c- Text-Based Comprehension, Literary Elements: Character, Plot, and Theme, Guide Practice, Apply | |
| 3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.) | TE Unit 1: 91a- Access Text, Character, Setting, Plot, On Their Own | TE Unit 1: 79c- Text-Based Comprehension, Literary Elements: Character, | |

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| SECTION 1: Common Core State Standards – English Language Arts | | | | |
|--|--|--|---|--------------|
| | | TE Unit 6: 404-405- Think Critically, 5. Look Back and Write, Write about what Miguel... | Setting, Plot, Guide Practice, Apply TE Unit 4: 141c- Text-Based Comprehension, Literary Elements: Character and Plot, Guide Practice, Apply | |
| | Craft and Structure | Citation Level 2 | Citation Level 3 | Score |
| 4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean.) | TE Unit 2: 238-239- Close Reading Analysis•Text Evidence TE Unit 6: 385a- Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record | TE Unit 3: 373a- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Robust Vocabulary Routine, Amazing Words at Work TE Unit 3: 379a- Access Main Selection, Reader and Task Suggestions, Leveled Tasks, Levels of Meaning •Synthesis | |
| 5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | TE Unit 6: 436-437- Think Critically, 5. Look Back and Write, Sentence starting What things... TE Unit 6: 443i- Literary Terms, Review Structural Elements of Drama, Guide Practice, On Their Own | TE Unit 2: 183d-183e- Writing, Limerick, Writer's Craft: Rhythm and Rhyme, Mini-Lesson Rhythm and Rhyme TE Unit 6: 418d- Literary Terms, Structural Elements of Drama, Guide Practice, On Their Own | |
| 6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- | TE Unit 1: 53a- Access for | TE Unit 1: 24d- Literary | |

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SECTION 1: Common Core State Standards – English Language Arts

| | | | | |
|---|---|--|---|--------------|
| | and third-person narrations. | All, Advanced, Have students create... TE Unit 5: 292d- Literary Terms, Point of View, Guide Practice, On Their Own | Terms, Point of View, Guide Practice, On Their Own TE Unit 6: 403c-408d- Social Studies in Reading, Literary Nonfiction: Autobiography, Group Practice, Team Talk | |
| | Integration of Knowledge and Ideas | Citation Level 2 | Citation Level 3 | Score |
| 7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | TE Unit 2: 215a- Access for All, Advanced, Have students..., Then have... TE Unit 2: 242c- Text-Based Comprehension, Check Understanding, Analysis | TE Unit 1: 42-43a- Writing Across Texts, Use details... TE Unit 1: 45a- Listening and Speaking, Dramatic Retelling, Guide Practice, On Their Own | |
| 8 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | TE Unit 1: 129a- Close Reading, Evaluation•Text Evidence, Compare and contrast... TE Unit 6: UR•41- Close Reading, Evaluation, Think about...Compare them to other... | TE WTS: 80-81- Connect the Texts, Compare-Contrast Paragraph, Student Prompt, Writing to Sources TE Unit 1: 129a- Close Reading, Evaluation•Text Evidence, Compare and Contrast... | |
| | Range of Reading and Level of Text Complexity | Citation Level 2 | Citation Level 3 | Score |
| 9 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | TE Unit 1: 53a- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 2: 179a- Access | TE Unit 4: 147a- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 6: 389a- Access | |

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| | | Main Selection, Reader and Tasks Suggestions, Read | Main Selection, Reader and Tasks Suggestions, Read | |
|---|--|--|---|--------------|
| Reading Standards for Informational Text | | | | |
| Key Ideas and Details | | Citation Level 2 | Citation Level 3 | Score |
| 10 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | TE Unit 2: 296-297- Access Text, Inferring, On Their Own TE Unit 5: 182-183- Close Reading, Analysis• Text Evidence | TE Unit 2: 302-303- Think Critically, 4. Reread..., What can you infer..., Provide information from text... TE Unit 4: 92-93- Close Reading, Inference•Text Evidence | |
| 11 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | TE Unit 2: 285c- Text-Based Comprehension, Main Idea and Details, Guide Practice, Apply TE Unit 4: 61a- Access Text, Summarize, On Their Own | TE Unit 4: 102-103- Access Text, Important Ideas, On Their Own, Have students summarize... TE Unit 5: 257c- Text-Based Comprehension, Main Idea and Details, Guide Practice, Apply | |
| 12 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | TE Unit 1: 72-73a- Let's Think About...How does the sequence... TE Unit 2: 224-225a- Access Text, Teach Procedural Text: How-To Article, On Their Own | TE Unit 3: 354-355- Access Text, Text Structure, On Their Own TE Unit 4: 43c - Research and Study Skills, Procedures an Instructions/Manual, Guide Practice, On Their Own | |
| Craft and Structure | | Citation Level 2 | Citation Level 3 | Score |

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SECTION 1: Common Core State Standards – English Language Arts

| | | | | |
|---|--|---|---|--------------|
| 13 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4</i> topics or subject area. | TE Unit 1- 160a- Content Knowledge- Build Oral Language, Team Talk, Talk About Sentences and Words, Bullets TE Unit 6: 325a- Selection Vocabulary, See It/Say It, Hear It, Define It, Make Connections, Record | TE Unit 1: 139a- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Robust Vocabulary Routine, Amazing Words at Work TE Unit 4: 81h- Vocabulary Skill, Review Multiple-Meaning Words, Guide Practice, On Their Own | |
| 14 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | TE Unit 1: 148-149a- Access Text, Text Structure, On Their Own TE Unit 5: 268-269, Access Text, Text Structure, On Their Own | TE Unit 2: 173c- Text-Based Comprehension, Cause and Effect, Guide Practice, Apply TE Unit 4: 46-47a- Access Text, Teach Procedural Text: Recipe, On Their Own | |
| 15 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | TE Unit 5: 224-225a-Let's Think About... Reading Across Texts, Writing Across Texts TE Unit 6: 346-347- Let's Think About... Reading Across Texts, Writing Across Texts | TE Unit 1: 163a- Reading and Writing Across Text, Have students... TE Unit 3: 340-341a- Access Text, Teach Genre: Procedural Text, On Their Own | |
| Integration of Knowledge and Ideas | | Citation Level 2 | Citation Level 3 | Score |
| 16 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | TE Unit 2: 225a- Reading and Writing Across Texts, Have students create a Venn Diagram... TE Unit 4: 48-49a- Access Text, Teach Procedural Text: | TE Unit 5: 250-251a- Access Texts, Teach 21st Century Skills: Online Sources, On Their Own TE Unit 6: 368-369- Close Reading, Synthesis•Text | |

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| | | | | |
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| | | Recipe, On Their Own | Evidence | |
| 17 | Explain how an author uses reasons and evidence to support particular points in a text. | TE Unit 1: 42-43a- Access Text, Teach Persuasive Text, On Their Own TE Unit 2: 192-193a- Access Text, Teach Persuasive Text: Advertisement, On Their Own | TE Unit 5: 197a- Close Reading, Synthesis•Text Evidence TE Unit 6: 440-441a- Access Text, Teach Genre: Persuasive Essay, On Their Own | |
| 18 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | TE Unit 2: 307a- Reading and Writing Across Texts, Have students create... TE Unit 3: 341a- Reading and Writing Across Texts, Be sure students make... | TE Unit 5: 225a- Reading and Writing Across Texts, Have students create... TE Unit 6: 379a- Reading and Writing Across Texts, Have students create... | |
| Range of Reading and Level of Text Complexity | | Citation Level 2 | Citation Level 3 | Score |
| 19 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding, as needed, at the high end of the range. | TE Unit 1: 145a- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 3: 351a- Access Main Selection, Reader and Tasks Suggestions, Read | TE Unit 4: 89a- Access Main Selection, Reader and Tasks Suggestions, Read TE Unit 6: 451a- Access Main Selection, Reader and Tasks Suggestions, Read | |
| Reading Standards: Foundational Skills | | | | |
| Phonics and Word Recognition | | | | |



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| | | | | |
|----------------|--|---|--|--|
| 20 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>a.TE Unit 1: 24e- Vocabulary Skill, Affixes: Suffixes, Guide Practice, On Their Own</p> <p>TE Unit 2: 232c- Word Analysis, Latin Prefixes dis-, re-, non-, Guide Practice, On Their Own</p> | <p>a.TE Unit 4: 86c- Word Analysis, Prefixes im- and in-, Guide Practice, On Their Own</p> <p>TE Unit 6: 326c-326d- Word Analysis, Latin Roots, Guide Practice, On Their Own</p> | |
| 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: 84-85a- Text-Based Comprehension, Introduce Main Selection, Purpose, Access Main Selection</p> <p>TE Unit 3: 322-323a- Text-Based Comprehension, Introduce Main Selection, Purpose, Access Main Selection</p> <p>b.TE Unit 1: 82-83- Reread for Fluency, Rate and Accuracy, Routine, Oral Rereading</p> <p>TE Unit 3: 337b- Fluency, Expression, Guide Practice, Reread for Fluency, Routine, Choral Reading</p> <p>c.TE Unit 1: 23a- Selection Vocabulary, See It/Say It, Hear It, Define It, Make Connections, Record</p> <p>TE Unit 2: SG•57- Access</p> | <p>a.TE Unit 5: 234-235a- Text-Based Comprehension, Introduce Main Selection, Purpose, Access Main Selection</p> <p>TE Unit 6: 356-357a- Text-Based Comprehension, Introduce Main Selection, Purpose, Access Main Selection</p> <p>b.TE Unit 5: 247b- Fluency, Appropriate Expression, Guide Practice, Reread for Fluency, Routine, Paired Reading</p> <p>TE Unit 6: 472-473- Fluency, Rate and Accuracy, Partner Reading, Practice It!</p> <p>c.TE Unit 5: 232-233- Vocabulary Strategy for Unfamiliar Words, Context Clues, As you read...</p> | |



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| | | | | |
|-----------|--|---|--|--------------|
| | | for All, Strategic Intervention, Build Word Knowledge, Develop Vocabulary, Reread for Vocabulary | TE Unit 6: 386e- Vocabulary Skill, Unfamiliar Words, Read, Teach Context Clues, Guide Practice, On Their Own | |
| | Writing Standards | | | |
| | 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 and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition.)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> | <p>a. TE Unit 2: 297d-297e- Writing, Argument/Persuasive Essay, Introduce the Prompt, Mini-Lesson Writing for Tests: Organization, Sample Test TE Unit 4: 125d-125e- Writing, Problem-Solution Essay, Writing Trait: Focus/Ideas, Introduce the Prompt, Select a Topic, Gather Information, Mini-Lesson</p> <p>b. TE Unit 2: 309d- Writing, Argument/Persuasive Essay, Mini-Lesson, Writing for Tests: Supporting Facts and Examples, Introduce the New Prompt TE Unit 4: 139d-139e- Writing, Problem-Solution Essay, Mini-Lesson Revise: Adding, Bullets, Peer</p> | <p>a. TE Unit 2: 304-305- Let's Write It!, Write an Argument/Persuasive Essay TE Unit 5: WP•4- Argument/Persuasive Essay, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Use a Persuasion Chart, Have students...</p> <p>b. TE Unit 5: WP•6- Argument/Persuasive Essay, Tips for Supporting Your Claim, Develop Draft TE Unit 4: 133a- Writing, Problem-Solution Essay, Writing Trait: Focus/Ideas, Problem/Solution Chart, Write</p> <p>c. TE Unit 5: 287d-287e- Writing, Persuasive Ad, Revising Tips, Checkmark 3 Review for time-order and</p> | |



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| | | <p>Conferencing • Peer Revision, Paragraph 2 starting Have students... c. TE Unit 5: 280-281- Let's Write It! Write a Persuasive Ad, Connect to Conventions, Time-Order Words TE Unit 2: 297d- Writing, Argument/Persuasive Essay, Mini-Lesson Writing for Tests: Organization, Bullet 5 starting Remember that transitions... d. TE Unit 2: 304-305- Let's Write It! Persuasive Essay, Writer's Checklist, Checkmark 4 starting end by using... WTS Unit 5: 136- Connect the Texts, Argumentative Paragraph, Student Prompt,</p> | <p>other transition words, Peer Conferencing • Peer Revision, Paragraph 2 starting Have students revise... WTS Unit 2: 38-39- Write Like a Reporter, Argumentative Paragraph, Student Prompt, Sentence starting Use linking phrases... d. TE Unit 4: 133b- Writing, Problem-Solution Essay, Paragraph 3, last sentence starting Remind students..., Drafting Tips, Checkmark 3 starting with End with... TE Unit 5: 281b- Writing, Persuasive Ad, Mini-Lesson Purpose: To Convince, Drafting Tips, Checkmark 3, Provide a concluding...</p> | |
| 23 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the</p> | <p>a. TE Unit 3: WP•4- Compare-and-Contrast Essay, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Bullet 1, Use a</p> | <p>a. TE Unit 2: WP•4- Expository Composition, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Bullet 1, Use a Main</p> | |

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| <p>topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because.) d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> | <p>Venn Diagram, Bullet 2, Have students... TE Unit 4: 95d-95e- Writing, Instructions, Writing Trait: Organization, Introduce the Prompt, Select a Topic, Gather Information, Mini-Lesson Writing Trait: Organization b. TE Unit 1: 61d-61e- Writing, Expository Composition, Writing Trait: Organization, Introduce the Prompt, Select a Topic, Gather Information, Mini-Lesson Main Idea and Details TE Unit 6: 345a- Writing, Cause-and-Effect Essay, Writing Trait: Focus/Ideas, Cause-and-Effect Chart, Write c. TE Unit 2: 223b-Writing, News Article, Mini-Lesson Informing the Reader, Introduce, Drafting Tips, Checkmark 4 starting Link ideas... TE Unit 4: 106-107- Let's Write About It!, Instructions, Writer's Checklist,</p> | <p>Idea and Details Chart, Bullet 2, Have students... TE Unit 6: WP•4- Research Report, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Bullet 1, Use a K-W-L Chart, Bullet 2, Have students... b. TE Unit 2: WP•6- Expository Composition, 2 Draft, Mini-Lesson Writing Traits: Focus/Ideas, Drafting Strategies, Develop Draft TE Unit 6: WP•6- Research Report, 2 Draft, Mini-Lesson Writing Trait: Organization, Develop Draft c. TE Unit 2: 283d- Writing, Expository Composition, Mini-Lesson, Revise Adding, Paragraph 4, sentence 2 starting Suggest that... TE Unit 4: 107b- Writing, Instructions, Mini-Lesson Writing Steps in a Process, Paragraph 3 starting Direct students..., Drafting Tips, Checkmark 4 starting Use transition...</p> |
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| | | <p>Checkmark 2 starting with use time-order transition...</p> <p>d. TE Unit 3: 422-423- Let's Write It! Formal Letter, Writing Prompt, Writer's Checklist, Checkmark 2 starting use the appropriate language...</p> <p>TE Unit 6: 349d-349e- Writing, Cause-and-Effect Essay, Mini-Lesson Revise: Clarifying, Revising Tips, Peer Conferencing•Peer Revision</p> <p>e. TE Unit 3: WP•6- Compare-and-Contrast Essay, 2 Draft, Tips for Organizing Your Essay, Bullet 4 Summarize the central idea in a concluding statement.</p> <p>TE Unit 6: 344-345- Let's Write It! Cause-and-Effect</p> | <p>d. TE Unit 2: WP•7- Expository Composition, 3 Revise, Mini-Lesson Writer's Craft: Precise Words, Have students...</p> <p>TE Unit 3: WP•6- Compare-and-Contrast Essay, Mini-Lesson Writing Trait: Organization, Bullet 1, Words That Compare and Contrast, Bullet 2</p> <p>e. TE Unit 1: 77d-77e- Writing, Expository Composition, Mini-Lesson Revise: Adding, Paragraph 5 starting with Tell students..., Peer Conferencing•Peer Revision, Paragraph 2, Sentence 2 starting with Be sure students...</p> <p>TE Unit 6: WP•6- Research Report, 2 Draft, Ideas for</p> | |
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| | | <p>Essay, Writer's Checklist, Checkmark 3</p> | <p>Creating Good Concluding Statements, Develop Draft</p> | |
| <p>24</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>a. TE Unit 1: 158-159- Let's Write It! Write a Personal Narrative, Writer's Checklist TE Unit 5: 185d-185e- Writing, Fantasy, Writing Trait: Organization, Introduce the Prompt, Select Setting and Make-Believe Twist, Mini-Lesson Story Sequence</p> <p>b. TE Unit 5: 315d- Writing, Personal Narrative, mini-Lesson Writing for Tests: Narrtor's Thoughts and Feelings, Point of View, Descriptive Words, Introduce New Prompt TE Unit 6: 413d-413e- Writing, Skit, Mini-Lesson Revise: Adding, Revising Tips, Peer Conferencing •Peer Revision</p> <p>c. TE Unit 5: 309a- Writing, Personal Narrative, Writing Trait: Sentences, Bullet 1, Students should... TE Unit 6: 459d-459e- Writing, Narrative</p> | <p>a. TE Unit 1: WP•4- Personal Narrative, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Bullet 1, Bullet 2 TE Unit 4: WP•4- Story, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Bullet 1, Use a Story Chart, Bullet 2, Have students use...</p> <p>b. TE Unit 1: 158-159- Let's Write It! Write a Personal Narrative, Writer's Checklist TE Unit 4: WP•6- Story, 2 Draft, Mini-Lesson Writing Trait: Organization, Bullet 1 Good Beginnings, Bullet 2 Have students...</p> <p>c. TE Unit 1: 165d-165e- Personal Narrative, Mini-Lesson Writing for Tests: Time-Order Transition Words, Introduce New Prompt TE Unit 4: WP•7- Story, 3 Revise, Access for All, Advanced, Bullet 3, Add</p> | |

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| | | | | |
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| | | <p>Nonfiction, Introduce the Prompt, Mini-Lesson Writing for Tests: Sequence, Display Rubric, Sample Test</p> <p>d. TE Unit 1: 41a- Writing, Realistic Fiction, ELL, Leveled Support: Word Choice, Beginning, Intermediate, Advanced</p> <p>TE Unit 4: WP•6- Story, 2 Draft, Tips for Including Vivid Details, Develop Draft</p> <p>e. TE Unit 4: 45a- Writing, Mystery, Access for All, Advanced, ...create alternative endings...</p> <p>TE Unit 6: 443d- Writing, Play, Paragraph 4 starting Tell students..., Revising Tips, Checkmark 3</p> | <p>time-order words...</p> <p>d. TE Unit 1: 41b- Writing Realistic Fiction, Mini-Lesson Vivid Words, Drafting Tips, Paragraph 4 starting Direct students to...</p> <p>TE Unit 4: 45b- Writing, Mystery, Mini-Lesson Writing Trait: Word Choice, Drafting Tips, Paragraph 4 starting Direct students to...</p> <p>e. TE Unit 1: 31e- Writing, Realistic Fiction, Mini-Lesson Story Sequence Chart, Have students...Reader's and Writer's Notebook: Beginning, Middle, End</p> <p>TE Unit 4: 35e- Writing, Mystery, Mini-Lesson Using a Story Sequence Chart, Paragraph 4 starting Have students...Reader's and Writer's Notebook, Solution</p> | |
| | Production and Distribution of Writing | Citation Level 2 | Citation Level 3 | Score |
| 25 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | TE Unit 1: 31d- Writing, Realistic Fiction, Writing Trait: Organization, Introduce the Prompt, Select a Topic, Gather | TE Unit 2: 305b-305c- Writing, Argument/Persuasive Essay, Mini-Lesson Writing for Tests: Evaluation, Bullet | |

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FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth Grade

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

SECTION 1: Common Core State Standards – English Language Arts

| | | | | |
|--|--|--|--|--------------|
| | | Information TE Unit 4: 51p- Writing, Mystery, Review Revising, Proofread | 2 TE Unit 3: 343d- Writing, Narrative Poem, Mini-Lesson Revise: Consolidating | |
| 26 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | TE Unit 1: 45d-45e- Writing, Realistic Fiction, Mini-Lesson Revise: Deleting, Peer Conferencing•Peer Revision TE Unit 5: 227d-227e- Writing, Legend, Mini-Lesson Revise: Clarifying, Peer Conferencing•Peer Revision | TE Unit 2: 227d-227e- Writing, News Article, Mini-Lesson Revise: Subtracting, Peer Conferencing•Peer Revision TE Unit 4: 51d-51e, Writing, Mystery, Mini-Lesson Revise: Adding, Peer Conferencing•Peer Revision | |
| 27 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | TE Unit 3: 329b- Research and Inquiry, Step 4 Synthesize, Guide Practice, On Their Own TE Unit 5: 227b- Research and Inquiry, Step 4 Synthesize, Guide Practice: Have students use a word-processing program..., On Their Own | TE Unit 5: WP•9- Technology Tips TE Unit 6: 349b- Research and Inquiry, Step 4 Synthesize, Guide Practice: Have students use a word-processing program..., On Their Own | |
| Research to Build and Present Knowledge | | Citation Level 2 | Citation Level 3 | Score |
| 28 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | TE Unit 4: 55b- Research and Inquiry, Step 1 Identify and Focus Topic, Guide Practice, On Their Own TE Unit 5: 291b- Research | TE Unit 3: 319b- Research and Inquiry, Step 1 Identify and Focus Topic, Guide Practice, On Their Own TE Unit 6: WP•2-WP•3- | |

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SECTION 1: Common Core State Standards – English Language Arts

| SECTION 1: Common Core State Standards – English Language Arts | | | |
|--|---|--|--|
| | | and Inquiry, Step 1 Identify and Focus Topic, Guide Practice, On Their Own | Research Report, 1 Plan and Prewrite, Generate Ideas for Writing, Use Range of Strategies, Narrow Topic |
| 29 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | TE Unit 2: 255b- Research and Inquiry, Step 4 Synthesize, Guide Practice, On Their Own, ...Works Cited pages... TE Unit 3: 343b- Research and Inquiry, Step 4 Synthesize, Guide Practice, On Their Own | TE Unit 4: 95b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, On Their Own TE Unit 5: 185b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, On Their Own |
| 30 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions.] b. Apply <i>grade 4 reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”) | a. TE Unit 1: 38-39- Think Critically, 5. Look Back and Write TE Unit 3: 392-393- Think Critically, 5. Look Back and Write b. TE Unit 2: 274-275- Think Critically, 5. Look Back and Write TE Unit 4: 72-73- Think Critically, 5. Look Back and Write | a. TE Unit 5: 306-307- Think Critically, 5. Look Back and Write TE Unit 6: 436-437- Think Critically, 5. Look Back and Write b. TE Unit 3: 336-337- Think Critically, 5. Look Back and Write TE Unit 5: 192-193- Think Critically, 5. Look Back and Write |
| | Range of Writing | Citation Level 2 | Citation Level 3 |
| | | | Score |

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SECTION 1: Common Core State Standards – English Language Arts

| | | | | |
|---|--|---|---|--------------|
| 31 | 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: 43a- Access for All, Advanced, Persuasive Writing, Have partners... TE Unit 3: 371d-371e- Writing, Invitation, Mini-Lesson Revise: Deleting | TE Unit 5: 194-195- Let's Write It! Write a Fantasy TE Unit 6: WP•10- Writing Process, Research Report, 5 Publish and Present, Mini-Lesson Evaluating Writing, Bullet 2 | |
| Speaking and Listening Standards | | | | |
| Comprehension and Collaboration | | Citation Level 2 | Citation Level 3 | Score |
| 32 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | a. TE Unit 2: 309a- Listening and Speaking, Panel Discussion, Guide Practice, On Their Own TE Unit 3: 459n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas b. TE Unit 1: 165a- Media Literacy, Travel Show, Guide Practice, On Their Own TE Unit 2: 283a- Listening and Speaking, Interview, Guide Practice, On Their Own c. TE Unit 1: 77a- Listening and Speaking, Introduction, | a. TE Unit 5: 287a- Listening and Speaking, Panel Discussion, Guide Practice, On Their Own TE Unit 6: 349n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking bullets, Listening bullets, Listen to Ideas b. TE Unit 1: 109a- Listening and Speaking, Advertisement, Guide Practice, On Their Own TE Unit 6: 413e- Listening and Speaking, Debate, Guide Practice, On Their Own c. TE Unit 5: 315a- Media | |

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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

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|----|--|--|---|--|
| | | <p>Guide Practice, On Their Own TE Unit 5: 255a- Listening and Speaking, How-to Demonstration, On Their Own, Sentence starting Have audience members ask...</p> <p>d.TE Unit 1: 24a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk TE Unit 5: 286-287- Let's Learn It! Listening and Speaking, Panel Discussion, Practice It! Tips</p> | <p>Literacy, Talk Show, Guide Practice, On Their Own TE Unit 6: 443a- Listening and Speaking, Readers' Theater, Guide Practice, On Their Own</p> <p>d.TE Unit 3: 406b- Content Knowledge, Build Oral Vocabulary, Add to the Concept Map TE Unit 4: 99a- Access Text, Sequence, On Their Own</p> | |
| 33 | <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>TE Unit 2: 189a- Retell, have students work in pairs... TE Unit 6: 336c- Text-Based Comprehension,</p> | <p>TE Unit 1: 44-45- Let's Learn It! Listening and Speaking, Dramatic Retelling TE Unit 3: 459a, Listening</p> | |

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|----|---|---|---|--------------|
| | | Retell, Have students... | and Speaking, How-to Demonstration, Guide Practice, On Their Own | |
| 34 | Identify the reasons and evidence a speaker provides to support particular points. | TE Unit 1: SG•23- Access for All, Strategic Intervention, Text-Based Comprehension, Read, Make Your Case... TE Unit 2: 221a- Retell, Have students work in pairs... | TE Unit 4: 51a- Listening and Speaking, Advertisement, Guide Practice, On Their Own TE Unit 6: 349a- Listening and Speaking, Panel Discussion, Guide Practice, On Their Own | |
| | Presentation of Knowledge and Ideas | Citation Level 2 | Citation Level 3 | Score |
| 35 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | TE Unit 3: 371n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking TE Unit 5: 227a- Media Literacy, Radio Announcement, Guide Practice, On Their Own | TE Unit 1: 137n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking TE Unit 6: 381a- Media Literacy, How-to Demonstration, Guide Practice, On Their Own | |
| 36 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | TE Unit 2: 195a- Media Literacy, Sportscast, Bridge to Common Core, Presentation of Knowledge and Ideas, Sentence 3 starting Students can make... TE Unit 1: 45q- Writing, Realistic Fiction, Present, Give students...recorded oral presentation... | TE Unit 3: 429a- 429a, Media Literacy, Weather Broadcast, Bridge to Common Core, Presentation of Knowledge/Ideas, Sentence 3 TE Unit 4: 81a- Media Literacy, TV Commercial, Bridge to Common Core, Presentation of | |

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SECTION 1: Common Core State Standards – English Language Arts

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| | | | Knowledge/Ideas, Sentence 2 | |
| 37 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion;) use formal English when appropriate to task and situation. | TE Unit 1: 76-77, Let's Learn It! Listening and Speaking, Introduction, Tips, Speaking, Choose... TE Unit 4: 111a- Listening and Speaking, Interview, Bridge to Common Core, Comprehension and Collaboration, As students... | TE Unit 3: 429a- Media Literacy, Weather Broadcast, ELL, Formal and Informal Language TE Unit 3: 343i- Literary Terms, Review Formal and Informal Language, Guide Practice, On Their Own | |
| Language Standards | | | | |
| Conventions of Standard English | | Citation Level 2 | Citation Level 3 | Score |
| 38 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>.)</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>.)</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>.)</p> | <p>a. TE Unit 1: 151c- Conventions, Clauses and Complex Sentences, Guide Practice, On Their Own TE Unit 1: 157e- Conventions, Clauses and Complex Sentences, Review, Connect to Oral Language, On Their Own</p> <p>b. TE Unit 1: 76-77- Let's Learn It! Vocabulary, Word Endings, Word Structure, Practice It!</p> <p>TE Unit 3: 371o- Conventions, Main and Helping Verbs, More</p> | <p>a. TE Unit 5: 199d- Writing, Fantasy, Mini-Lesson Revise Consolidating: ...relative pronouns and relative adverbs...Revising Tips TE Unit 5: 221b- Writing, Legend, Mini-Lesson Writing Trait: Sentences, Drafting Tips, Checkmark 4</p> <p>b. TE Unit 3: SG•27- Access for All, Strategic Intervention, Build Word Knowledge, Review main and Helping Verbs, Identify, Sentence 3</p> | |

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|--|--|--|---|--|
| | | <p>Practice, Guide Practice, Sentence 2</p> <p>c. TE Unit 3: 357c- Conventions, Main and Helping Verbs, Guide Practice, On Their Own</p> <p>TE Unit 3: 363e- Conventions, Main and Helping Verbs, Connect to Oral Language, On Their Own</p> <p>d. TE Unit 5: 199o- Conventions, Adjectives and Articles, Guide Practice, On Their Own</p> <p>TE Unit 5: UR•15- Conventions, Review Adjectives and Articles, Routine Quick Write for Fluency, 1. Talk, 2. Write, 3. Share</p> <p>e. TE Unit 5: 301c- Conventions, Prepositions and Prepositional Phrases, Guide Practice, On Their Own</p> | <p>TE Unit 3: UR•24-UR•25- Conventions, Review Main and Helping Verbs, On Their Own, Routine, Quick Write for Fluency</p> <p>c. TE Unit 3: 347d- Conventions, Main and Helping Verbs, Make Connections, Apply</p> <p>TE Unit 3: 415c- Conventions, Past, Present, and Future Tenses, Guide Practice: Last sentence starting Helping verbs..., On Their Own</p> <p>d. TE Unit 5: 185c- Conventions, Adjectives, Guide Paractice, On Their Own</p> <p>TE Unit 5: 193e- Conventions, Adjective and Articles, Connect to Oral Language, On Their Own</p> <p>e. TE Unit 5: 315p- Writing, Personal Narrative, Mini-lesson Writing for Tests:</p> | |
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| | | <p>TE Unit 5: 307e- Conventions, Prepositions and Prepositional Phrases, Connect to Oral Language, On Their Own</p> <p>f. TE Unit 3: 459p- Writing, Summary, Review, Mini-Lesson Writing for Tests: Revise Sentences, Evaluate</p> <p>TE Unit 5: 195b- Writing, Fantasy, Mini-Lesson Writing Trait: Sentences, Drafting Tips, Direct students to...</p> <p>g. TE Unit 3: 357c- Spelling, Homophones, Guide Practice, On Their Own</p> <p>TE Unit 3: 363e- Spelling, Homophones, Frequently Misspelled Words, On Their Own</p> | <p>Evaluate for Grammar, Evaluate, ...including the correct use of prepositions and ...</p> <p>TE Unit 5: 291d- Conventions, Prepositions and Prepositional Phrases, Guide Practice, Apply</p> <p>f. TE Unit 1: 109p- Writing, Parody, Review Revising, Mini-Lesson Proofread, Proofread for Complete Sentences, Proofread</p> <p>TE Unit 1: WP•9- Writing Process, Personal Narrative, 4 Edit, Mini-Lesson Editing Strategy: Sentence by Sentence</p> <p>g. TE Unit 3: 371c- Spelling, Homophones, Practice Spelling Strategy, On Their Own</p> <p>TE Unit 5: 301c- Spelling, Related Words, Guide Practice, On Their Own</p> | |
| 39 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> | <p>a. TE Unit 2: 195p- Writing, Poetry, Review Revising, Mini-Lesson Proofread, Proofread for Correct Spelling, Proofread,</p> | <p>a. TE Unit 6: 381p- Writing Critical Review, Review Revising, Mini-Lesson Proofread, Prooread for Capitalization and</p> | |

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SECTION 1: Common Core State Standards – English Language Arts

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| <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>Proofreading Tips TE Unit 6: 373e- Conventions, Capitalization and Abbreviations, Review, Connect to Oral Language, On Their Own</p> <p>b. TE Unit 1: 159b- Writing, Personal Narrative, Mini-Lesson Writing for Tests: Using Voice to Engage Audience, Evaluate: Sentence 4 starting Review that dialogue..., Apply Scoring</p> <p>TE Unit 6: 427c- Conventions, Quotations and Quotation Marks, Teach, Guide Practice, On Their Own</p> <p>c. TE Unit 1: 137p- Writing, Friendly Letter, Review Revising, Mini-Lesson Proofread, Proofread for Compound Sentences, Proofread</p> <p>TE Unit 6: 349p- Writing, Cause-and-Effect Essay, Review Revising, Mini-Lesson Proofread, Proofread for Conjunctions, Proofread, Proofreading</p> | <p>Abbreviations, Proofread TE Unit 6: 465e- Conventions, Titles, Review, Connect to Oral Language, On Their Own</p> <p>b. TE Unit 6: 437e- Conventions, Quotations and Quotation Marks, Review, Connect to Oral Language, On Their Own</p> <p>TE Unit 6: 439p- Writing, Play, Review Revising, Mini-Lesson, Proofread, Proofread for Quotations and Quotation Marks, Proofread</p> <p>c. TE Unit 1: WP•7- Writing Process, Personal Narrative, 3 Revise, Mini-Lesson Writer's Craft: Combining Sentences</p> <p>TE Unit 6: 413p- Writing, Skit, Review Revising, Mini-Lesson Proofread, Proofread for Commas, Proofread, Proofreading Tips</p> <p>d. TE Unit 1: 69e- Spelling, Long a and i, Frequently Misspelled Words, On Their Own</p> | |
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| | | <p>Tips</p> <p>d. TE Unit 1: UR•54- Spelling, Review Long u, Spelling Strategy, Steps 1-6, On Their Own</p> <p>TE Unit 5: 241c- Spelling, Greek Word Parts, Guide Practice, On Their Own</p> | <p>TE Unit 4: 73e- Spelling, Final Syllable Patterns, Frequently Misspelled Words, On Their Own</p> | |
| | Knowledge of Language | Citation Level 2 | Citation Level 3 | Score |
| 40 | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion.)</p> | <p>a. TE Unit 2: 191c- Writing, Shape Poem, Access for All, Advanced, Challenge students...</p> <p>TE Unit 5: WP•7- Writing Process, Argument/ Persuasive Essay, 3 Revise, Mini-Lesson Writer's Craft: Powerful Adjectives, Bullets</p> <p>b. TE Unit 1: 39e- Access for All, Advanced, Have students create...</p> <p>TE Unit: 1: 137d- Writing, Friendly Letter, Mini-Lesson Revise: Adding, Bullets, Paragraph 4 starting Tell students...</p> <p>c. TE Unit 2: 227a- Media Literacy, Newscast, Teach: Last sentence... use formal</p> | <p>a. TE Unit 2: 191b- Writing, Shape Poem, Mini-Lesson Writing Trait, Word Choice, Routine, Quick Write for Fluency, 1. Talk, 2. Write, 3. Share</p> <p>TE Unit 3: WP•7- Writing Process, Compare-and-Contrast Essay, 3 Revise, Mini-Lesson Writer's Craft: Strong Verbs, Bullets</p> <p>b. TE Unit: 1: 45p- Writing, Realistic Fiction, Review Revising, Mini-Lesson Proofread, Proofread for Declarative and Interrogative Sentences, Proofread</p> <p>TE Unit 5: 304-305- Close Reading, Analysis, What effects...</p> | |

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|----|--|--|---|--------------|
| | | language..., On Their Own TE Unit 6: 473a- ELL, Formal Language, Remind students..., Practice... | c. TE Unit 1: 133b- Writing, Friendly Letter, Drafting Tips, Paragraph 6 starting Direct students to use... TE Unit 3: 320d- Literary Terms, Formal and Informal Language, Guide Practice, On Their Own | |
| | Vocabulary Acquisition and Use | Citation Level 2 | Citation Level 3 | Score |
| 41 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph.) c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | a. TE Unit 3: 376e- Vocabulary Skill, Unfamiliar Words, Teach Context Clues, Guide Practice, On Their Own TE Unit 5: 238-239- Close Reading, Synthesis• Text Evidence b. TE Unit 4: 56c- Word Analysis, Latin Roots acqua, dict, Guide Practice, On Their Own TE Unit 5: 227h- Vocabulary Skill Review Greek and Latin Roots, Guide Practice, On Their Own c. TE Unit 1: 86-87a- Access Text, Multiple- Meaning Words, On Their | a. TE Unit 1: 114e- Vocabulary Skill, Synonyms and Antonyms, Teach Context Clues, Guide Practice, On Their Own TE Unit 3: 348e- Vocabulary Skill, Multiple- Meaning Words, Teach Context Clues, Guide Practice, On Their Own b. TE Unit 5: 204e- Vocabulary Skill, Greek and Latin Roots, Guide Practice, On Their Own TE Unit 5: 273a- Access for All, Advanced c. TE Unit 2: 206-207- Access Text, Unknown Words, On Their Own TE Unit 6: 405c- Research | |

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|----|---|--|---|--|
| | | <p>Own TE Unit 4: 86-87a- Vocabulary Skill, Unknown Words, Guide Practice, On Their Own, Have students use a dictionary or glossary...</p> | <p>and Study Skills, Dictionary /Glossary, Guide Practice, On Their Own</p> | |
| 42 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms.)</p> | <p>a. TE Unit 2: 227i- Literary Terms, Review Similes and Metaphors, Guide Practice, On Their Own TE Unit 6: 413i- Literary Terms, Review Similes and Metaphors, Guide Practice, On Their Own b. TE Unit 4: 51i- Literary Terms, Review Idioms and Jargon, Guide Practice, On Their Own TE Unit 4: 24d- Literary Terms, Idioms and Jargon- Guide Practice, On Their Own c. TE Unit 4: 24e- Vocabulary Skill, Synonyms and Antonyms, Guide Practice, On Their Own TE Unit 4: 51h- Vocabulary Skill, Review Synonyms and Antonyms, Guide</p> | <p>a. TE Unit 2: 200d- Literary Terms, Similes and Metaphors, Guide Practice, On Their Own TE Unit 6: 386d- Literary Terms, Similes and Metaphors, Guide Practice, On Their Own b. TE Unit 4: 164-165a- Let's Learn It! Vocabulary, Idioms Guide Practice, On Their Own TE Unit 6: 448d- Literary Terms, Idioms and Jargon, Guide Practice, On Their Own c. TE Unit 5: 292e- Vocabulary Skill, Synonyms, Guide Practice, On Their Own TE Unit 5: 315h- Vocabulary Skill, Review Synonyms, Guide Practice,</p> | |

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SECTION 1: Common Core State Standards – English Language Arts

| | | Practice, On Their Own | On Their Own | |
|--|--|---|--|--|
| 43 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.) | TE Unit 3: 320a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk TE Unit 6: 353a- Selection Vocabulary, See It/Say It, Hear It, Define It, Make Connections, Record | TE Unit 1: 21a- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Amazing Words at Work TE Unit 6: 407b- Writing, Skit, Mini-Lesson Choose Vivid Words, Drafting Tips, Paragraph 4 starting Then direct students... | |
| Additional New Mexico Content Standards for English Language Arts | | | | |
| | English Language Arts | | | |
| 44 | Students will develop understanding of people, cultures, societies, and explore self-identity through literature, media and oral tradition. | TE Unit 1: 134c-134d- Social Studies in Reading, Fable, Introduce, Discuss the Genre, Group Practice, Team Talk, Read TE Unit 6: 342-343- Think Critically, 1. The three..injustice...How...Wha t...Why..., Text to Self | TE Unit 3: 396c-396d- Science in Reading, Myth, Discuss the Genre, Group Practice, Team Talk, Read TE Unit 6: 397a- Close Reading, Synthesis | |
| | Writing | | | |
| 45 | Students will gather relevant information from multiple sources, including oral knowledge. Apply digital tools to gather, evaluate, and use information. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. | a. TE Unit 1: 31b- Research and Inquiry, Step 2 Navigate/Search, On Their Own, ...survey... b. TE Unit 1: 31a- Access for All, Advanced, Pose the | a. TE Unit 5: 251a- Access for All, Advanced, Have students... b. TE Unit 6: 437c- Research and Study Skills, Online Manual, On Their On | |

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|-----------|--|--|---|--|
| | | question... c. TE Unit 1: 105a- Access Text, Teach 21st Century Skills: Online Reference Sources, On Their Own | c. TE Unit 6: 469a- Access for All, Advanced, Have students... | |
| | Speaking and Listening | | | |
| 46 | Understand the influence of heritage language in English speech patterns. Orally compare and contrast accounts of the same event and text. Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. | a. TE Unit 1: 61c- Language Transfer: Exclamatory Sentences b. TE Unit 4: 51h- Text-Based Comprehension, Review Compare and Contrast, Guide Practice, Have student pairs... c. TE Unit 1: 137n- Research and Inquiry, Step 5 Communicate, Listening, Listen to Ideas | a. TE Unit 6: 427c- ELL- Language Transfer: Suffixes b. TE Unit 4: 40-41- Access Text, Compare and Contrast, On Their Own c. TE Unit 6: 412-413- Let's Learn It! Listening and Speaking, Debate, Practice It! Tips, Listening | |

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| SECTION I: | TOTAL SECTION SCORE | |
|-------------------|----------------------------|--|

SECTION II: OTHER RELEVANT CRITERIA

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| <p>Publisher:</p> <ul style="list-style-type: none"> Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom's. Citations for Section 2 "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition. All three citations must be found satisfactory by the Review Team to meet the requirements of the standard. <p>Reviewer: Use the Teacher's Edition and the Student Edition to conduct this portion of the review.</p> <ul style="list-style-type: none"> Zero (0): All 3 citations did not meet the requirements of the standard. Five (5): All 3 citations met the requirements of the standard. |
|--|

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FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth 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)

| Text Complexity | | | | | |
|--|--|---|---|--|--------------|
| The CCSS State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness. | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 47 | Materials provide shorter, challenging texts that elicit close reading and re-reading activities for each grade. | TE Unit 1: SG•2-SG•6- On Level; SG•12-SG•16- Advanced; SG•7-SG•11- Strategic Intervention | TE Unit 3: 424c-427a- 21st Century Skills, Web Sites, Severe Weather Safety | TE Unit 5: 222c-225a- Riding the Rails to Machu Picchu | |
| 48 | Materials provide novels, plays and other extended full-length readings with opportunities for close reading. | TE Unit 1: 144-145 to 151a; 152c-155a-Text-Based Comprehension, Expository Text, Letters Home from Yosemite | TE Unit 2: 234-235 to 241a; 242c-247a- Text Based Comprehension, Drama, Scene Two | TE Unit 6: 350i- 3 Independent Reading | |
| 49 | Materials design opportunities for close reading of selected passages from extended texts to create a series of questions that demonstrate how review of the passages allow students to gather evidence and knowledge from the text. | TE Unit 1: 122-123- Close Reading, Evaluation•Text Evidence | TE Unit 1: 126-127- Close Reading, Analysis•Text Evidence | TE Unit 1: 128-129- Close Reading, Synthesis•Text Evidence | |
| # | Range and Quality of Texts | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 50 | Materials include materials containing texts that considered both literature and informational. | TE Unit 1: 20d-20e- The lesson structure | TE Unit 1: 138d-138e- The lesson structure | TE Unit 4: 52d-52e- The lesson structure | |

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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)

| | | | | | |
|----|--|---|---|--|--------------|
| | | summarized on the 5-Day Planner, Literature Selection, Because of Winn Dixie | summarized on the 5-Day Planner for each week, Informational Text, Letters Home from Yosemite | summarized on the 5-Day Planner for each week, Informational Text, Encantado: Pink Dolphin of the Amazon | |
| 51 | Materials include a coherent selection of sequence of texts to provide exposure of bodies of literature including American Literature, classic myths, and stories. | TE Unit 3: 378-379a- Text-Based Comprehension, Introduce Main Selection: How Night Came from the Sea, Access Main Selection | TE Unit 3: 436-437a- Text-Based Comprehension, Introduce Main Selection: Paul Bunyan, Access Main Selection | TE Unit 6: 356-357a- Text-Based Comprehension, Introduce Main Selection: Jim Thorpe's Bright Path, Access Main Selection | |
| | High Quality Text Dependents Questions and Tasks | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 52 | Materials provide high quality sequences of text dependent questions that elicit a sustained discussion of the specifics of the text and their impact. | TE Unit 1: 28-29- Close Reading, Analysis•Text Evidence | TE Unit 1: 30-31- Close Reading, Analysis•Text Evidence | TE Unit 1: 32-33- Close Reading, Analysis•Text Evidence | |
| 53 | Materials provide the use of textual evidence required in supporting inferences. | TE Unit 3: 438-439- Close Reading, Inference•Text Evidence | TE Unit 3: 441a- Access Text, Inferring, On Their Own | TE Unit 6: 430-431-Close Reading, Inference•Text Evidence | |
| 54 | Materials provide questions and tasks that include | TE Unit 1: 75a- | TE Unit 4: 42-43- | TE Unit 5: 197a- | |

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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 of the text before asking for further critique, evaluation, or interpretation. | Reading and Writing Across Texts | Think Critically, 5. Look Back and Write | Reading and Writing Across Texts | |
| | Writing Research that Analyzes Sources and Deploys Evidence | | | | |
| 55 | Materials provide activities including extensive opportunities to write in response to sources. | TE WTS Unit 1: 26-27- Prove It! Unit Writing Task, New Encounters, Writing Task Overview, New Encounters: Writing Task- Short Response, 1. Introduce the Sources | TE Unit 6: 374-375- Let's Write It! Review, Writing Prompt, Writer's Checklist | TE Unit 6: WP•5- Research Report, 2 Draft, Display Rubric, Prepare to Draft, ELL: Plan a First Draft | |
| | Additional Key Criteria for Student Reading, Writing, Listening, and Speaking | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 56 | Materials provide independent student work throughout the curriculum. | TE Unit 3: 459d- Writing, Summary, Mini-Lesson Writing for Tests: Finding Main Ideas, Introduce New Prompt, Writing Prompt | TE Unit 5: 223a- Access for All, Advanced | TE Unit 6: 471a- Get Online! Online Directories, For More Practice | |

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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)

| | | | | | |
|----|--|---|---|---|--------------|
| 57 | Materials provide speaking and listening prompts and questions offering opportunities for students to share preparation, evidence, and research. | TE Unit 1: 45n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas | TE Unit 3: 343a- Listening and Speaking, Persuasive Speech, Teach, Guide Practice, On Their Own | TE Unit 5: 199n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas | |
| 58 | Materials include opportunities to read narrative and expository text aloud. | TE Unit 1: 27a- Access Main Selection, Leveled Tasks, Structure, Sentence starting Have pairs read... | TE Unit 1: 169a- Practice Fluent Reading, Choral Reading, Have partners... | TE Unit 3: SG•27- Access for All, Strategic Intervention, 2 Text-Based Comprehension, Read, Reread "The Amazing Migration of the Artic Tern." Have partners reread... | |
| | Fluency | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 59 | Materials include fluency building routines, including goal setting to measure word-level fluency instruction and practice, reading accuracy, and passage reading rate, and timed reading with text understanding. | TE Unit 1: 108-109- Let's Learn It! Fluency, Rate and Accuracy, Practice It! Monitor Progress, Check Fluency, Formative Assessment, | TE Unit 3: 343j- Assessment, Monitor Progress, Fluency, Rate, Corrective Feedback | TE Unit 5: 198-199- Let's Learn It! Fluency, Rate and Accuracy, Practice It! Monitor Progress, Check Fluency, 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)

| | | Current Goal, End of the Year, Goal | | Current Goal, End of the Year, Goal | |
|-----------|---|---|---|---|--------------|
| | Key Criteria for Academic Vocabulary | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 60 | Materials focus on academic vocabulary Prevalent in complex texts throughout reading, writing, listening, and speaking instruction. | TE Unit 2: 197c-Text-Based Comprehension, Draw Conclusions, Story Structure, Apply, Academic Vocabulary | TE Unit 3: 317c-Text-Based Comprehension, Graphic Sources, Important Ideas, Apply, Academic Vocabulary | TE Unit 5: 173c-Text-Based Comprehension, Author's Purpose, Important Ideas, Apply, Academic Vocabulary | |
| 61 | Materials provide activities designed to acquire knowledge of general academic vocabulary. | TE Unit 1: 47a-47b- Content Knowledge, Build Oral Vocabulary, Amazing Words, Robust Vocabulary Routine, Amazing Words at Work | TE Unit 4: 55a-Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record | TE Unit 6: 450-451- Text-Based Comprehension, Introduce Main Selection, Genre, Academic Vocabulary | |
| | Reading Strategies | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 62 | Materials provide word awareness introduced through the use of research based strategies such as graphic organizers, word walls, and practice activities that encourage deep processing and connecting word meaning to prior knowledge. | TE Unit 2: 178-179- Text-Based Comprehension, Introduce Main Selection, Strategy Response Log | TE Unit 2: 184c-Text-Based Comprehension, Check Understanding, Strategy Response Log, | TE Unit 2: 200b-Build Oral Vocabulary, Add to the Concept Map | |

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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) | | | | | |
| | | | Have students... | | |
| 63 | Materials provide student friendly explanations as well as dictionary definitions. | TE Unit 2: 175a- Selection Vocabulary, Define It, Team Talk, Make Connections, Record | TE Unit 5: 176e- Vocabulary Skill, Homographs, Read, Teach Dictionary/Glossary, Guide Practice, On Their Own | TE Unit 6: 326e- Vocabulary Skill, Root Words, Read, Teach Word Structure, Guide Practice, On Their Own | |
| | Scaffolding | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 64 | Materials provide scaffolding opportunities that enable all students to experience rather than avoid complexity of texts. | TE Unit 1: SG•2-SG•16- Access for All, On-Level, Strategic Intervention, Advanced | TE Unit 3: SG•18-SG•32- Access for All, On-Level, Strategic Intervention, Advanced | TE Unit 6: SG•34-SG•48- Access for All, On-Level, Strategic Intervention, Advanced | |
| 65 | Materials provide scaffolding opportunities that incorporate comprehension and vocabulary strategies for all students. | TE Unit 1: 49a- Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record, Corrective Feedback | TE Unit 2: 180-181- Access Text, Let's Think About...What..., Background Knowledge | TE Unit 5: 206-207a- Text-Based Comprehension, Introduce Main Selection, Access Main Selection, Routine, Read, Read for Understanding | |
| | Assessment | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 66 | Content regularly assesses whether students are developing standards-based skills. | TE Unit 1: 45l-45m- Monitor | TE Unit 4: 51l-51m- Monitor | TE Unit 5: 287l-287m- Monitor | |

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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, Sequence | Progress, Compare and Contrast | Progress, Main Idea and Details | |
| 67 | Materials include direct, observable evidence of degree to which students can independently demonstrate foundational skills in addressing reading, writing, listening, and speaking as well as language. | TE Unit 1: xviii-xix- Assessment, 5 Steps for Success on Reading Street | TE Unit 3: WP•10- 5 Publish and Present, Mini-Lesson Evaluating Writing | TE Unit 6: 372-373- Think Critically Questions 1-5 | |
| 68 | Content addresses student proficiency using methods that are unbiased and accessible to all students. | TE Unit 1: 45r- Assessment Checkpoint for the Week, Weekly, Differentiated, Managing | TE Unit 3: 343r- Assessment Checkpoint for the Week, Weekly, Differentiated, Managing | TE Unit 6: 349r- Assessment Checkpoint for the Week, Weekly, Differentiated, Managing | |
| Efficacy and Aligned materials | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 69 | Publishers provide a clear research plan for how the efficacy of their materials will be assessed and improved over time. | TE Unit 1: v- Build a foundation for reading. Early Reading Success, Greater Reading Enjoyment Later | TE Unit 1: vi-vii- Grow student capacity. Text-Based Comprehension, Content Knowledge, Writing | Common Core 101: 65- Research into Practice, Common Core, Bullet 3 How does Reading Street honor this research? | |
| Grammar and Language | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 70 | Materials provide activities for students to gain mastery of the essential “rules” of standard written and spoken English as | TE Unit 1: 165p- | TE Unit 2: 226- | TE Unit 4: 132- | |

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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)

| | | | | | |
|----|--|--|--|---|--------------|
| | well as opportunities to increase vocabulary and academic vocabulary. | Writing, Personal Narrative, Mini-Lesson Writing for Tests: Complex Sentences, Revise | 227-Let's Learn It! Media Literacy, Newscast, Practice It! | 133- Let's Write It! Problem-Solution Essay, Writing Prompt, Writer's Checklist, Conventions | |
| 71 | Materials provide activities that teach students how to approach language as a matter of craft for clear and powerful communication skills. | TE Unit 1: 77n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening | TE Unit 3: 452-453- Let's Write It! Summary, Writing Prompt, Writer's Checklist, Conventions | TE Unit 6: 473a- Listening and Speaking, Informational Speech, Guide Teach, Guide Practice, On Their Own | |
| 72 | Materials include grammar and spelling activities for additional practice in the areas of categorizing, word building, and analogical reasoning. | TE Unit 3: 329c- Spelling, Add -ed, -ing, Guide Practice, On Their Own | TE Unit 3: 331a- Access for All, Strategic Intervention | TE Unit 4: 165i- Vocabulary Skill, Review Synonyms and Antonyms, Guide Practice, On Their Own, Sentence 1 | |
| | Technology | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 73 | Materials assist in providing opportunities and resources for student presentations, reading, and projects through the use of technology. | TE Unit 1: 20c- This Week's Digital Resources | TE Unit 3: 329b- Research and Inquiry, Step 2 Navigate/ | TE Unit 5: 253a- Get Online! Online Sources, For More Practice | |

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FORM F.5 Citation Alignment and Scoring Rubric – ELA Fourth 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)

| | | | | | |
|----|---|--|---|---|--|
| | | | Search, Guide Practice, On Their Own | | |
| 74 | Materials use multimedia and technology to deepen attention to evidence and text. | TE Unit 1: 101c- Research and Study Skills, Electronic Media, Guide Practice, On Their Own | TE Unit 4: 112- 113- Let's Talk About Communication, Concept Talk Video | TE Unit 6: 335b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, On Their Own | |

| SECTION 2.B – Other Relevant Criteria – Student Edition | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|---|--|---|---|--|-------|
| 75 | Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. | SE 1: 355- Photograph | SE 2: 335- Illustration | SE 2: 402- Illustration | |
| 76 | Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. | SE 1: 362- Think Critically, 2. Why do you think...Adelina's point of view? | SE 2: 404- Think Critically, 1. ...different living in a small town and living in a large city... | SE 2: 339- Let's Think About...Does the illustration help you answer the question about how Dr. Martin Luther King would change the world? | |

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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 |
|----|--|---|---|--|-------|
| 77 | 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: 172- Oral Vocabulary, Let's Talk About Developing New Understandings, Ask..., Describe..., Offer... | SE 2: 322- Oral Vocabulary, Let's Talk About Equal Opportunities, Share..., Express..., Answer... | SE 2: 382- Oral Vocabulary, Let's Talk About Coming to a New Culture, Express..., Share..., Discuss..., Speak... | |
| 78 | 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: 26- Question of the Week, What experiences bring diverse people together? | SE 2: 178- Question of the Week, How can we prepare for emergencies? | SE 2: 328- Question of the Week, How can words change people's lives? | |
| 79 | Textbook provides visual presentations to assist students' comprehension. | SE 2: 446- Comprehension Skill, Graphic Sources, Bullet 3 | SE 2: 180- Let's Think About...How can you..., Do the... | SE 2: 404- Think Critically, 4. Look at the illustration... | |
| 80 | Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge using graphic organizers and scaffolding activities. | SE 1: 23- Your Turn! Need a Review, See the Envision It! Handbook... | SE 2: 231- Your Turn! Need a Review, See the Envision it! Handbook... | SE 2: 419- Your Turn! Need a Review, See the Envision It! Handbook... | |

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| SECTION 2.B – Other Relevant Criteria – Student Edition | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|---|--|--|---|--|-------|
| 81 | 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: 70- Let's Write It! Expository Composition, Writing Prompt Think about another time in history when... | SE 1: 340- Science in Reading, Genre, Procedural Text, Bullet 4 | SE 2: 464- Think Critically, 1. Think about..., ...which..., Why? Text to Self | |
| 82 | Textbook provides references to support student learning such as a glossary and word lists. | SE 1: 66- Journey of Lewis and Clark and Seaman, Map Legend | SE 1: 410- Timeline: Tornadoes, Thunderstorms, Hurricanes | SE 2: 204- Envision It! Words to Know | |
| SECTION 2.B – Other Relevant Criteria – Teacher Edition | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 83 | 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, Turning Points | TE First Stops (digital) 176 Scope and Sequence | TE Unit 6: xvi-xvii- Skills Overview, Reaching for Goals | |
| 84 | Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. | TE Unit 1: 37a- CCSS Objectives, Access for All: Strategic Intervention, Advanced, Six Pillars of Character: Caring, ELL: Idioms | TE Unit 3: 361a- CCSS Objectives, Access for All, Strategic Intervention, Advanced, ELL, Vocabulary | TE Unit 6: 335a- CCSS Objectives, Access for All, Strategic Intervention, Advanced, ELL: Language Transfer, Cause and Effect | |

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| SECTION 2.B – Other Relevant Criteria – Student Edition | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|---|--|---|---|---|-------|
| 85 | 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 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 5: SG•1- Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL | |
| 86 | Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) | TE Unit 1: 47b- Teacher Read Aloud, ELL: Discuss the Read Aloud, Support Listening Comprehension | TE Unit 5: 195a- Writing, Fantasy, ELL Support Recognizing Kinds of Sentences: Beginning, Intermediate, Advanced | TE Unit 6: 353d- Conventions, Capitalization and Abbreviations, ELL: Leveled Support: Capitalization, Beginning, Intermediate, Advanced | |
| 87 | Teacher’s Edition includes content and information that support a variety of approaches to instruction. | TE Unit 1: vi-vii- Grow Student Capacity, Text-Based Comprehension, Read for Understanding Routine, Content Knowledge, Writing | TE Unit 3: SG•1- Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL, Independent Practice | TE Unit 5: UR•2- UR•3- Optional Unit Review, 5- Day Planner | |

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| SECTION 2.B – Other Relevant Criteria – Student Edition | | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
|---|--|--|---|--|-------|
| 88 | Cooperative learning strategies are included for student engagement. | TE Unit 1: 44-45- Let's Learn It! Listening and Speaking, Dramatic Retelling, Tips, Teamwork | TE Unit 1: 108-109- Let's Learn It! Listening and Speaking, Advertisement, Practice It! With a partner..., Tips: Teamwork | TE Unit 1: 164-165- Let's Learn It! Media Literacy, Travel Show, Practice It!, With a partner..., Tips: Teamwork | |
| 89 | 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: 195r- Assessment Checkpoints for the Week, Weekly Assessment | TE Unit 4: WP•10- Story, 5 Publish and Present, Evaluating Writing, Bullet 2 | TE Unit 5: 175c- Spelling Pretest, Multisyllabic Words | |
| 90 | Teacher's Edition has embedded 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: 40-41a- Let's Write It! Realistic Fiction, Student Model, Scoring Rubric | TE Unit 3: WP•7- Compare-and-Contrast Essay, Revise Model | TE Unit 6: 466-467a- Let's Write It! Narrative Nonfiction, Student Model, Scoring Rubric | |

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| SECTION II: | TOTAL SECTION SCORE | |
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