



FORM F.6 Citation Alignment and Scoring Rubric – ELA Fifth 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:	9780328724550, 9780328724567
Title of Teacher Edition:	Scott Foesman Reading Street Common Core Teacher's Edition Package	ISBN:	9780328735716

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			
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

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Reading Standards for Literature				
	Key Ideas and Details	Citation Level 2	Citation Level 3	Score
1	Quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text.	TE Unit 1: 98-99, Access Text, Inferring, Model, On Their Own TE Unit 3: 342-343, Close Reading, Evaluation•Text Evidence	TE Unit 1: 90-91, Close Reading, Inference•Text Evidence TE Unit 6: 379a- Close Reading, Inference•Text Evidence	
2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges, or how the speaker in a poem reflects upon a topic; summarize the text.	TE Unit 5: 169c- Text-Based Comprehension, Literary Elements: Character and Plot, Guide Practice, Apply TE Unit 6: 394-395- Think Critically, 3	TE Unit 2: 278-279, Think Critically, 1 TE Unit 4: 124-125, Close Reading, Evaluation•Text Evidence, Summarize...	
3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.)	TE Unit 1: 99a- Access for All, Advanced TE Unit 4: 43a- Reading and Writing Across Texts	TE Unit 2: 177c- Text-Based Comprehension, Compare and Contrast, Guide Practice, Apply TE Unit 5: 281a- Reading and Writing Across Texts	

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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 figurative language such as metaphors and similes.	TE Unit 1: 169i- Literary Terms, Review Sensory Details, Guide Practice, On Their Own TE Unit 4: 92-93- Close Reading, Evaluation•Text Evidence	TE Unit 4: 75i- Literary Terms, Review Hyperbole, Guide Practice, On Their Own TE Unit 5: 283i- Literary Terms, Review Figurative Language: Simile, Guide Practice, On Their Own	
5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TE Unit 1: 170-171, Poetry, Rhyme Scheme, Teach, Guide Practice, On Their Own TE Unit 4: 120-121a- Access Text- Story Structure, On Their Own	TE Unit 2: 242-243, Access Text- Story Structure, On Their Own TE Unit 4: 110-111, Text-Based Comprehension, Introduce Main Selection, Strategy Response Log	
6	Describe how a narrator’s or speaker’s point of view influences how events are described.	TE Unit 2: 287i- Literary Terms, Review Point of View, Teach, Guide Practice, On Their Own TE Unit 6: 438d- Literary Terms, Point of View, Teach, Model, Guide Practice, On Their Own	TE Unit 2: 249a- Access for All, Advanced TE Unit 5: 182-183- Close Reading, Analysis, Compare the Narrator's words and actions to Eddie's	
Integration of Knowledge and Ideas		Citation Level 2	Citation Level 3	Score
7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem.)	TE Unit 2: SG•61- Access for All, Advanced, 2 Read A Summer's Trade, Access Text TE Unit 4: 36-37- Access Text, Draw Conclusions, On Their Own	TE Unit 4: 36-37- Access Text, Draw Conclusions, On Their Own TE Unit 6: 384-385- Close Reading, Analysis• Text Evidence	

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8	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	TE Unit 1: 72-73- Access Text, Cross-Text Evaluation, Use a Strategy to Self-Check TE Unit 2: 231c- Text-Based Comprehension, Compare and Contrast, Guide Practice, Apply	TE Unit 3: 385a- Reading and Writing Across Texts TE Unit 6: 399a- Reading and Writing Across Texts	
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 independently and proficiently, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity.	TE Unit 1: 27a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for Understanding TE Unit 3: 331a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for Understanding	TE Unit 4: 53a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for Understanding TE Unit 6: 441a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for Understanding	
Reading Standards for Informational Text				
Key Ideas and Details		Citation Level 2	Citation Level 3	Score
10	Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text.	TE Unit 3: 378-379, Think Critically, 3. What is the author's main... TE Unit 6: 352-353- Access Text, Main Idea and Details, On Their Own	TE Unit 3: 355c- Text-Based Comprehension, Main Idea and Details, Guide Practice, Apply TE Unit 5: 304-305, Let's Write It! Summary, Writing Prompt, Summarize...	
11	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,	TE Unit 1: 141c- Text-	TE Unit 2: 220-221- Think	

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	scientific, or technical text based on specific information in the text.	Based Comprehension, Cause and Effect, Guide Practice, Apply TE Unit 6: 340c-340d- Science in Reading, Autobiography: Point of View, Group Practice, Team Talk	Critically, 5. Look Back and Write TE Unit 5: 208-209- Access Text, Inferring, On Their Own	
	Craft and Structure	Citation Level 2	Citation Level 3	Score
12	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.	TE Unit 2: 205a- Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record TE Unit 6: 359a- Access for All, Advanced	TE Unit 3: 357a- Selection Vocabulary, See It/Say It, Hear It, Define It, Team Talk, Make Connections, Record TE Unit 5: 288e- Vocabulary Skill, Prefixes over-, in-, On Their Own, Write an Advertisement	
13	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	TE Unit 1: 79a- Reading and Writing Across Texts TE Unit 4: 101a- Reading and Writing Across Texts, Sentence 2	TE Unit 3: 421a- Access for All, Advanced TE Unit 6: 367a- Reading and Writing Across Texts	
14	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TE Unit 3: 445a- Reading and Writing Across Texts, Have students create... TE Unit 6: 341a- Reading and Writing Across Texts	TE Unit 2: SG•76- Access for All, Advanced, 3 Inquiry: Extend Concepts, Identify Questions TE Unit 6: 430-431a- Get Online! 21st Century Skills Online Activity, For More Practice	
	Integration of Knowledge and Ideas	Citation Level 2	Citation Level 3	Score

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15	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TE Unit 2: 195c, Research and Study Skills, Reference Books, Guide Practice, On Their Own TE Unit 3: 379c- Research and Study Skills, Skim and Scan, Guide Practice, On Their Own	TE Unit 1: 78c-78d- Social Studies in Reading, Expository Text: Graphic Sources, Group Practice, Team Talk TE Unit 6: 465a- Access for All, Advanced	
16	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason and what information can be used as supportive evidence.	TE Unit 1: 46-47a- Access Text, Teach How-To Text: Procedure, On Their Own TE Unit 3: 345c- Research and Study Skills, Advertisement, Guide Practice, On Their Own	TE Unit 3: 415a- Access for All, Advanced, Have students bring... TE Unit 5: 207a- Close Reading, Evaluation•Text Evidence	
17	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TE Unit 2: 227a- Get Online! Web Sites and Links, For More Practice, Paragraph 2 TE Unit 6: 343b- Research and Inquiry, Step 4 Synthesize, On Their Own	TE Unit 1: 137a- Reading and Writing Across Texts TE Unit 4: 133a- Reading and Writing Across Texts	
Range of Reading and Level of Text Complexity		Citation Level 2	Citation Level 3	Score
18	By the end of the year, read and comprehend informational texts, independently and proficiently, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity.	TE Unit 1: 147a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for Understanding TE Unit 3: 455a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for	TE Unit 4: 83a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for Understanding TE Unit 6: 351a- Access Main Selection, Reader and Tasks Suggestions, Read, Routine: Read for	

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		Understanding	Understanding
	Reading Standards: Foundational Skills		
	Phonics and Word Recognition		
19	<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 and out of context.</p>	<p>TE Unit 1: 24c- Word Analysis, Suffix -ly, Guide Practice, On Their Own</p> <p>TE Unit 4: 24c-24d- Word Analysis, Endings -ed, -ing, -s, Guide Practice, On Their Own, Routine: Strategy for Meaningful Word Parts</p>	<p>TE Unit 2: 180c-180d- Word Analysis, Spanish Word Origins, Guide Practice, On Their Own, Routine: Strategy for Multisyllabic Words</p> <p>TE Unit 6: 406c-406d- Word Analysis, Word Families, Guide Practice, On Their Own, Routine: Strategy for Meaningful Word Parts</p>
	Fluency		
20	<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: SG•79- Access for All, Advanced, 2 Read "Working on the Railroad, Before, During, After Reading</p> <p>TE Unit 6: SG•9- Access for All, Strategic Intervention, 2 Read The Truth About Austin's Amazing Bats, Close Reading</p> <p>b. TE Unit 1: 161b- Fluency, Accuracy, Reread for Fluency, Routine: Paired Reading, 1-5</p>	<p>a. TE Unit 3: 450-451- Comprehension Skill, Graphic Sources, Bullet 4 Use an organizer...</p> <p>TE Unit 5: 174-175a- Text-Based Comprehension, Introduce Main Selection, Access Main Selection, Routine: Read for Understanding</p> <p>b. TE Unit 4: 108-109 Reread for Fluency, Appropriate Expression, Routine: Choral Reading, 4. On Their Own</p>



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		TE Unit 2: 316-317- Let's Learn It! Fluency, Rate, Guide Practice c. TE Unit 2: 262e- Vocabulary Skill, Unfamiliar Words, Teach Context Clues, Guide Practice, On Their Own TE Unit 3: 392e- Vocabulary Skill, Homonyms, Teach Context Clues, Guide Practice, On Their Own	TE Unit 6: 337b- Fluency, Accuracy, Reread for Fluency, Routine: Paired Reading, 1-5 c. TE Unit 5: 232e- Vocabulary Skill, Multiple-Meaning Words, Teach Context Clues, Guide Practice, On Their Own TE Unit 6: 432-433- Let's Learn It! Vocabulary, Unfamiliar Words, Context Clues, Practice It!	
	Writing Standards			
	Text Types and Purposes	Citation Level 2	Citation Level 3	Score
21	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically.) d. Provide a concluding statement or section related to the opinion presented.	a. TE Unit 3: 380-381- Let's Write It! Write a Persuasive Speech, Writing Prompt TE Unit 5: 276-277- Let's Write It! Write a Letter to the Editor, Writing Prompt b. TE Unit 3: 415a- Writing, Advertising Brochure, T-Chart, Have students..., Write TE Unit 3: 387d- Writing, Writing for Tests- Persuasive Speech, Mini-Lesson Detailed and	a. TE Unit 3: 414-415- Let's Write It! Write an Advertising Brochure TE Unit 5: WP•4- Argument/Persuasive Essay, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Bullet 1 Use a Persuasive Essay Chart, Bullet 2 b. TE Unit 3: 401d- Writing Brochure, Writing Trait: Word Choice, Gather Information	

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SECTION 1: Common Core State Standards – English Language Arts

		<p>Relevant Evidence, Paragraph 3, Prompt c. TE Unit 3: 467c- Access for All, Strategic Intervention, WTS Unit 3: 74-75- Argument, Write Like a Reporter, Argumentative Paragraph, Student Prompt, Sentence 5 Use linking phrases...</p> <p>d. TE WTS Unit 5: 146-147- Argument, Write Like a Reporter, Argumentative Paragraph, Student Prompt. Last sentence</p> <p>WTS Unit 1: 198-199- More Connect the Texts, Public Safety Advertisement, Step 1, Bullet 4, Step 4, Checkmark 5</p>	<p>TE Unit 5: WP•6- Argument/Persuasive Essay, 2 Draft, Tips for Supporting Your Claim, Develop Draft</p> <p>c. TE Unit 3: 423d- Writing, Advertising Brochure, Paragraph 4, Revising Tips, Checkmark 3 Review writing...</p> <p>WTS Unit 3: 70-71, Argument, Write Like a Reporter, Argumentative Paragraph, Student Prompt, Sentence 4 Use linking phrases...</p> <p>d. TE Unit 3: 415b- Writing, Advertising Brochure, Drafting Tips, Checkmark 3, Last paragraph</p> <p>TE Unit 6: 427b- Writing, Critical Review, Mini-Lesson Evaluation, Bullet 4, Bullet 5</p>	
<p>22</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details,</p>	<p>a. TE Unit 1: 162-163- Let's Write It! Write an Expository Composition, Writing Prompt</p> <p>TE Unit 4: WP•4- Writing Process, Cause-and-Effect Essay, 1 Plan and Prewrite,</p>	<p>a. TE Unit 3: WP•4- Writing Process, Compare-and-Contrast Essay, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Use a Venn Diagram</p> <p>TE Unit 6: WP•4- Research</p>	



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<p>quotations, other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially.)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Mini-Lesson Planning a First Draft, Use a Cause-and-Effect Chart</p> <p>b. TE Unit 1: 103b- Writing, Invitation, Mini-Lesson Include Important Information, Drafting Tips</p> <p>TE Unit 5: 248-249- Let's Write It! Write a Biographical Sketch, Writing Prompt, Writer's Checklist, Checkmark 4</p> <p>c. TE Unit 1: 169d- Writing, Expository Compositions, Mini-Lesson Revise: Clarifying, Revising Tips, Checkmark 1</p> <p>TE Unit 4: WP•7- Writing Process, Cause-and-Effect Essay, 3 Revise, Mini-Lesson Writer's Craft: Rearranging Sentences, Bullets 1, 2</p> <p>d. TE Unit 1: 49d- Writing, Directions, Mini-Lesson Revise: Adding, Revising Tips, Checkmark 3 Add more details...</p> <p>TE Unit 4: 161d-161e- Writing, Autobiographical Sketch, Writing Trait: Voice,</p>	<p>Report, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Use a K-W-L Chart</p> <p>b. TE Unit 3: 441b- Writing, Description, Mini-Lesson Elaborate With More Details, Drafting Tips, Direct students...</p> <p>TE Unit 6: WP•6- Writing Process, Research Report, 2 Draft, Mini-Lesson Writing Trait: Organization, Topic and Detail Sentences</p> <p>c. TE Unit 5: 305b- Writing, Summary, Mini-Lesson Writer's Craft: Using Transitional Words, Introduce, Drafting Tips, Direct students...</p> <p>TE Unit 6: WP•7- Writing Process, Research Report, 3 Revise, Mini-Lesson Writer's Craft: Combining Sentences, Bullets 1, 2</p> <p>d. TE Unit 4: WP•6- Writing Process, Cause-and-Effect Essay, 2 Draft, Mini-Lesson Writing Trait: Organization, Use Cause-and-Effect Words, Have students...</p>
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		<p>Mini-Lesson Writing for Tests: Show Your Voice, Bullets 3, 4 e. TE Unit 3: SG•32- Access for All, Advanced, 2 Text-Based Comprehension, Performance Task•Prove It! Sentence 4 Remind... TE Unit 3: 466-467- Let's Write It! Bullet 3 Sums up the main points with a conclusion, Expository Text, Writing Prompt</p>	<p>TE Unit 3: 433d-433e- Writing, Description, Writing Trait: Word Choice, Mini-Lesson Use Precise Words, Bullets 1, 2 e. TE Unit 3: 467b-467c- Writing, Expository Text, Mini-Lesson Writer's Craft: Introduction and Conclusion, Introduce, Drafting Tips, Checkmark 3, Make sure..., Last paragraph starting Have students... TE Unit 3: 473d- Writing, Expository Text, Paragraph 4, Revising Tips, Checkmark 3</p>	
23	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events, or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to</p>	<p>a. TE Unit 1: 65d-65e, Writing, Tall Tale, Mini-Lesson Writing for Tests: Creating Interesting Characters, Paragraphs 1-3 TE Unit 2: 271d-271e- Writing, Personal Narrative, Writing Prompt, Mini-Lesson Developing a Story Sequence Map, Bullets</p>	<p>a. TE Unit 1: WP•4- Writing Process, Personal Narrative, 1 Plan and Prewrite, Mini-Lesson Planning a First Draft, Use a Story Map TE Unit 6: 329d-329e- Writing, Journal Entry, Writing Trait: Voice, Mini-Lesson Organizing Story Parts</p>	



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<p>convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>b. TE Unit 4: 40-41- Let's Write It! Write a Picture Book, Writing Prompt, Writer's Checklist, Checkmarks 1, 2 TE Unit 6: 338-339- Let's Write It! Write a Journal Entry, Writing Prompt, Writer's Checklist, Checkmarks 1, 2 c. WTS Unit 2: 46-47- Narrative, Write Like a Reporter, Student Prompt, Sentence 5 Use transitions... WTS Unit 6: 166-167- Narrative, Write Like a Reporter, Narrative Paragraph, Student Prompt, Last sentence Include transitional words and phrases... d. TE Unit 2: 317d-317e- Historical Fiction, Mini-Lesson Writing for Tests: Sensory Details, Bullets 1-</p>	<p>b. TE Unit 1: 76-77- Let's Write It! Write a Tall Tale, Writing Prompt, Writer's Checklist TE Unit 2: 189d-189e- Writing, Description, Writing Prompt, Mini-Lesson Focus on Description c. TE Unit 2: 287d- Writing, Personal Narrative, Mini-Lesson Revise: Adding, Paragraph 4 TE Unit 6: 401d- Writing, Parody, Mini-Lesson Revise: Substracting, Paragraph 4 d. TE Unit 1: WP•6- Writing Process, Personal Narrative, 2 Draft, Mini-Lesson Writing Trait: Voice, Show, Don't Tell, Tips for Showing Instead of Telling TE Unit 2: 197b- Writing, Description, Mini-Lesson Using Sensory Language,</p>	
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		<p>3, Introduce New Prompt TE Unit 4: 129b- Writing, Narrative Poetry, Mini-Lesson Using Sensory Details, Drafting Tips e. TE Unit 1: 81d- Writing, Tall Tale, Mini-Lesson Writing for Tests: Exaggerated Events, Bullet 2, Sentence 2 starting Suggest they... TE Unit 4: 129a- Writing, Narrative Poetry Story Sequence Chart, Sentence 3</p>	<p>Introduce, Drafting Tips, Direct students... e. TE Unit 6: 383e- Writing, Parody, Writing Trait: Organization, Mini-Lesson Building the Plot, Bullet 3 TE Unit 6: 467d- Writing, Personal Narrative, Revising Tips, Checkmark 3</p>	
	<p>Production and Distribution of Writing</p>	<p>Citation Level 2</p>	<p>Citation Level 3</p>	<p>Score</p>
<p>24</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Grade-specific expectations for writing types are defined in standards #1–3 above.</p>	<p>TE Unit 1: 45b- Writing, Directions, Mini-Lesson Writer's Craft: Sequence, Introduce, Drafting Tips, Encourage... TE Unit 5: 241d-241e- Writing, Biographical Sketch, Writing Trait: Focus/Ideas, Mini-Lesson</p>	<p>TE Unit 1: 163b- Writing, Expository Composition, Mini-Lesson Paragraphs, Introduce, Drafting Tips TE Unit 3: 337d-337e- Writing, Play, Writing Trait: Organization, Mini-Lesson Writing Trait: Organization, Paragraph 2, Sentence 2</p>	

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		Maintaining Focus, Bullets 1, 2		
25	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5.	TE Unit 1: WP•7- Writing Process, Personal Narrative, 3 Revise, Mini-Lesson Writer's Craft: Combining Sentences, Bullets 1, 2, Revise Model TE Unit 2: 201d-201e- Writing, Description, Mini-Lesson Revise: Consolidating, Bullets 1-3, Revising Tips	TE Unit 5: WP•7- Writing Process, Argument/Persuasive Essay, 3 Revise, Mini-Lesson Writer's Craft: Adding, Deleting or Rearranging Sentences, Bullet 2 TE Unit 6: WP•9- Research Report, 4 Edit, Mini-Lesson Editing Strategy: Work with a Partner, Paragraph 4	
26	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 two pages in a single sitting.	TE Unit 5: 227b- Research and Inquiry, Step 4 Synthesize, Guide Practice TE Unit 6: WP•9- Research Report, 4 Edit, Technology Tips	TE Unit 1: WP•10- Writing Process, Personal Narrative, 5 Publish and Present, Options for Presenting, Sentence 2 TE Unit 4: 33b- Research and Inquiry, Step 2 Navigate/Search, On Their Own	
	Research to Build and Present Knowledge	Citation Level 2	Citation Level 3	Score
27	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TE Unit 1: 75d- Research and Inquiry, Step 3 Analyze Information, Guide Practice, On Their Own TE Unit 4: 61b- Research and Inquiry, Step 2 Navigate/Search, Guide	TE Unit 3: 473n- Research and Inquiry, Step 5 Communicate, Present Ideas TE Unit 6: WP•2-WP•3- Writing Process, Research Report, 1 Plan and	

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		Practice, On Their Own	Prewrite, Generate Ideas for Writing, Use Range of Strategies, Narrow Topic	
28	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	TE Unit 1: 169b- Research and Inquiry, Step 4 Synthesize, Teach, Guide Practice, On Their Own TE Unit 3: 473b- Research and Inquiry, Step 4 Synthesize, Teach, On Their Own	TE Unit 2: 213b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, On Their Own TE Unit 6: WP•6- Writing Process, Research Report, 2 Draft, Tips for Paraphrasing, Develop Draft	
29	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”) b. Apply <i>grade 5</i> reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”)	a. TE Unit 2: 278-279- Think Critically, 5. Look Back and Write TE Unit 5: 188-189- Think Critically, 5. Look Back and Write b. TE Unit 2: 220-221- Think Critically, 5. Look Back and Write TE Unit 5: 304-305- Let’s Write It! Write a Summary, Writing Prompt	a. TE Unit 1: SG•80- Access for All, Advanced, 2 Text-Based Comprehension, Performance Task•Prove It! TE Unit 6: 433d-433e- Writing, Critical Review, Mini-Lesson Writing Trait: Organization, Introduce New Prompt b. TE Unit 4: 101a- Reading and Writing Across Texts TE Unit 5: 211d-211e- Writing, Notes, Writing Trait: Organization, Writing Prompt, Select a Topic, Gather Information	

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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

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: 125d-125e- Writing, Newsletter Article, Writer's Craft: Answer the 5 Ws and How, Introduce the Prompt, Select a Topic, Gather Information, Mini-Lesson Writer's Craft: Answer the 5 Ws and How TE Unit 3: 371a- Access for All, Advanced	TE Unit 6: 461b- Writing, Personal Narrative, Mini-Lesson Writing Trait: Voice, Drafting Tips, Last Paragraph, Sentence 2 TE Unit 6: WP•1-WP•10- Writing Process 1-5, Research Report	
Speaking and Listening Standards				
Comprehension and Collaboration		Citation Level 2	Citation Level 3	Score
31	Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5</i> topics and texts, 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 by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	a. TE Unit 5: 282-283- Let's Learn It! Listening and Speaking, Interpret Fiction, Practice It! TE Unit 6: 428c-428d- 21st Century Skills, Online Sources: Web Sites, Discuss, Group Practice, Team Talk b. TE Unit 4: 75n- Research and Inquiry, Step 5 Communicate, Present Ideas, Speaking, Listening, Listen to Ideas TE Unit 6: 467n- Research and Inquiry, Step 5	a. TE Unit 1: 49a- Listening and Speaking, Interview, Guide Practice, On Their Own TE Unit 4: 161a- Listening and Speaking, Interview a Classmate, Guide Practice, On Their Own b. TE Unit 2: 287a- Listening and Speaking, Panel Discussion, Guide Practice, On Their Own TE Unit 5: 310-311- Listening and Speaking, Debate, Practice It! c. TE Unit 5: 255a-	

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SECTION 1: Common Core State Standards – English Language Arts

		<p>Communicate, Present Ideas, Speaking, Listening, Listen to Ideas c. TE Unit 3: 353n- Research and Inquiry, Step 5 Communicate, Listening, Bullet 1 TE Unit 4: 134-135- Let's Learn It! Listening and Speaking, Give Advice, Tips, Listening, Bullet 2</p> <p>d. TE Unit 2: SG•16- Access for All, Advanced, 2 Text-Based Comprehension, Read, Performance Task•Prove It!, Communicate TE Unit 4: 103a- Listening and Speaking, Guide Practice, Sentence 2</p>	<p>Listening and Speaking, Storytelling, Guide Practice, Sentence 3 starting Also remind students... TE Unit 6: 369a- Listening and Speaking, Interview, Teach, Sentences, 3, 4, Guide Practice, Sentence 1, On Their Own</p> <p>d. TE Unit 1: 111b- Teacher Read Aloud, Teammates, ELL, Support Listening Comprehension TE Unit 6: 343a- Listening and Speaking, Debate, Teach, Guide Practice, On Their Own</p>	
32	Summarize a written text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE Unit 1: 20-21- Let's Talk About Courage, Bullets 1, 2, 3	TE Unit 2: 302c-302d- Text-Based Comprehension, Check Understanding,	

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SECTION 1: Common Core State Standards – English Language Arts

		TE Unit 5: 283n- Research and Inquiry, Step 5 Communicate, Present Ideas, Listening, Listen to Ideas	Retell, Have students..., Retell, Have students... TE Unit 6: 467a- Listening and Speaking, Readers Theater, Guide Practice, On Their Own	
33	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TE Unit 1: SG•11- Access for All, Strategic Intervention, 2 Text-Based Comprehension, Read, Communicate TE Unit 3: 357f- Writing, Persuasive Speech, Routine Quick Write for Fluency, Team Talk, 1. Talk, 2. Write, 3. Share	TE Unit 4: 72c- Social Studies in Reading, Persuasive Text: Essay, Discuss the Genre, Bullets 1-7 TE Unit 5: SG•11- Access for All, Strategic Intervention, 2 Text-Based Comprehension, Read, Performance Task•Prove It! Communicate	
	Presentation of Knowledge and Ideas	Citation Level 2	Citation Level 3	Score
34	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	TE Unit 3: 353a- Listening and Speaking, Play Review, Teach, On Their Own TE Unit 5: 227a- Media Literacy, Newcast, Guide Practice, On Their Own	TE Unit 1: 109a- Listening and Speaking, How-To Demonstration, Teach, Guide Practice, On Their Own TE Unit 2: 317a-Media Literacy, Documentary, Guide Practice, On Their Own	
35	Include multimedia components (e.g., graphics, sound) and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	TE Unit 4: SG•43- Access for All, Strategic Intervention, 2 Text-Based Comprehension, Read,	TE Unit 4: 45a- Let's Learn It! Listening and Speaking, How-To Demonstration, Practice It!	

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		<p>Performance Task •Prove It! Communicate</p> <p>TE Unit 6: SG•16- Access for All, Advanced, 2 Text-Based Comprehension, Read, Performance Task•Prove It! Communicate</p> <p>#36- LOCKED CELL BELOW, 2nd citation: TE Unit 2: 256-257- Let's Learn It! Listening and Speaking, Practice It!</p>	<p>TE Unit 5: 227a- Bridge to Common Core, Presentation of Knowledge/Ideas, Sentence 3 starting Students can make...</p> <p>#36 - LOCKED CELL BELOW, 2nd citation: TE Unit 4: 102-103- Let's Learn It! Listening and Speaking, Description, Practice It!</p>	
36	Adapt speech to a variety of contexts and tasks, using formal English, when appropriate, to task and situation. (See grade 5 language standards 1 and 3 for specific expectations.)	<p>TE Unit 5: 254-255- Listening and Speaking, Storytelling, Practice It!</p> <p>TE Unit 2: 256-257- Let's</p>	<p>TE Unit 2: 201a- Media Literacy, Talk Show, Guide Practice, On Their..</p> <p>TE Unit 4: 102-103- Let's</p>	
	Language Standards			
	Conventions of Standard English	Citation Level 2	Citation Level 3	Score
37	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections, in general, and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>a. TE Unit 3: 459c- Conventions, Prepositions and Prepositional Phrases, Guide Practice, On Their Own</p> <p>TE Unit 3: 335a- ELL, Vocabulary: Interjections</p> <p>b. TE Unit 3: 345e- Conventions, Past, Present,</p>	<p>a. TE Unit 3: 473p- Writing, Expository Text, Mini-Lesson Proofread, Proofread for Prepositions, Proofread, Proofreading Tips</p> <p>TE Unit 6: 369p- Writing, Mystery, Mini-Lesson, Proofread for Conjunctions,</p>	

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SECTION 1: Common Core State Standards – English Language Arts

<p>d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>and Future Tenses, Review, Connect to Oral Language, On Their Own TE Unit 3: SG•16- Access for All, Advanced, 1 Build Word Knowledge, Extend Past, Present, and Future Tenses, Identify and Extend c. TE Unit 2: 233d- Conventions, Action and Linking Verbs, Make Connections, Teach, Model, Guide Practice, Apply TE Unit 3: 346-347- Let's Write It!, Write a Play, Conventions, Past, Present, and Future Tenses d. TE Unit 3: 371c- Conventions, Principal Parts of Regular Verbs, Teach, Guide Practice, On Their Own TE Unit 3: 427d- Conventions, Troublesome Verbs, Make Connections, Teach, Model, Guide Practice, Apply</p>	<p>Proofread, Proofreading Tips b. TE Unit 3: SG•32- Access for All, Advanced, 1 Build Word Knowledge, Extend Principal Parts of Regular Verbs, Identify and Extend TE Unit 3: 387p-387q- Writing, Persuasive Speech, Mini-Lesson Writing for Tests: Revising, Bullets 1, 2, 3, Revising Tips, Evaluate c. TE Unit 2: 281b- Writing, Personal Narrative, Mini-Lesson Using Powerful Verbs, Drafting Tips, Last sentence starting Have students consider... TE Unit 2: SG•64- Access for All, 1 Build Word Knowledge, Extend Main and Helping Verbs, Identify and Extend d. TE Unit 3: 447p- Writing, Description, Mini-Lesson Proofread for Troublesome Verbs, Proofread, Proofreading Tips</p>
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SECTION 1: Common Core State Standards – English Language Arts

		<p>e. TE Unit 6: 347d- Conventions, Conjunctions, Make Connections, Teach, Model, Guide Practice, Apply</p> <p>TE Unit 6: 361e- Conventions, Conjunctions, Review, Connect to Oral Language, On Their Own</p>	<p>TE Unit 3: 327d- Conventions, Past, Present, and Future Tenses, Make Connections, Teach, Model, Guide Practice, Apply</p> <p>e. TE Unit 6: SG•32- Access for All, Advanced, 1 Build Word Knowledge, Extend Conjunctions, Identify and Extend</p> <p>TE Unit 6: UR•24-UR•25- Conventions, Review Conjunctions, On Their Own, Routine, Quick Write for Fluency, 1. Talk, 2. Write, 3. Share</p>	
38	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct</p>	<p>a. TE Unit 6: 395e- Conventions, Commas, Connect to Oral Language, On Their Own</p> <p>TE Unit 6: UR•34- Conventions, Review Commas, On Their Own, Routine, Quick Write for</p>	<p>a. TE Unit 5: WP•9- Writing Process, Argument/Persuasive Essay, 4 Edit, Mini-Lesson Editing: Line by Line, Bullets 2, 4</p> <p>TE Unit 6: 373d- Conventions, Commas,</p>	



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SECTION 1: Common Core State Standards – English Language Arts

<p>address (e.g., Is that you, Steve?)</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Fluency, 1. Talk, 2. Write, 3. Share</p> <p>b. TE Unit 1: 95c- Conventions, Independent and Dependent Clauses, Guide Practice, Sentence 2, On Their Own</p> <p>TE Unit 6: 401c- Conventions, Commas, Test Practice, On Their Own</p> <p>c. TE Unit 6: 383c- Conventions, Commas, ELL, Conventions</p> <p>TE Unit 6: UR•35- Routine, Quick Write for Fluency, 1. Talk, 2. Write, 3. Share</p> <p>d. TE Unit 6: 405d- Conventions, Quotations and Quotation Marks, Make Connections, Teach, Model Guide Practice, Apply</p> <p>TE Unit 6: 405e- Writing, Critical Review, Mini-Lesson Writing for Tests: Read Like a Writer, Key Features, Discuss</p> <p>e. TE Unit 1: 33c- Spelling, Short Vowel VCCV, VCV, Teach, Guide Practice, On Their Own</p>	<p>Make Connections, Teach, Model, Guide Practice, Apply</p> <p>b. TE Unit 6: 383c- Conventions, Commas, Teach, Guide Practice, On Their Own</p> <p>TE Unit 6: 401p- Writing, Parody, Mini-Lesson Proofread, Proofread for Commas, Proofread</p> <p>c. TE Unit 6: 401o- Conventions, Commas, More Practice, Guide Practice, On Their Own</p> <p>TE Unit 6: SG•48- Access for All, Advanced, 1 Build Word Knowledge, Extend Commas, Identify and Extend</p> <p>d. TE Unit 6: 417c- Conventions, Quotations and Quotations Marks, Teach, Guide Practice, On Their Own</p> <p>TE Unit 6: 433p- Writing, Critical Review- Mini-Lesson Writing for Tests: Proofread, Proofread for Quotations, Italics, and Underlining, Bullets 1-3</p>
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SECTION 1: Common Core State Standards – English Language Arts

		TE Unit 2: 213c- Spelling, Irregular Plurals, Teach, Guide Practice, On Their Own	e. TE Unit 5: 269c- Spelling, Latin Roots, Teach, Guide Practice, On Their Own TE Unit 6: 459e- Spelling, Easily Confused Words, Frequently Misspelled Words, On Their Own	
	Knowledge of Language	Citation Level 2	Citation Level 3	Score
39	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	a. TE Unit 2: 229d- Writing, Informal Letter, Mini-Lesson Revise: Subtracting, Bullets 1-3, Revising Tips TE Unit 4: 61e- Writing, Friendly Letter, Mini-Lesson Sentence Variety, Bullets 1, 2, Sentence b. TE Unit 3: 332-333- Close Reading, Analysis TE Unit 6: 380-381- Close Reading, Analysis• Text Evidence	a. TE Unit 1: 109d- Writing, Invitation, Mini-Lesson Revise: Consolidating, Bullets 1-3, Revising Tips TE Unit 5: 249b- Writing, Biographical Sketch, Writing Trait: Sentences, Mini-Lesson Write Effective Sentences, Drafting Tips, Last paragraph b. TE Unit 3: 340-341- Close Reading, Analysis TE Unit 6: 386-387- Close Reading, Analysis	
	Vocabulary Acquisition and Use	Citation Level 2	Citation Level 3	Score
40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and	a. TE Unit 4: 60-61- Access	a. TE Unit 1: 24e-	

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SECTION 1: Common Core State Standards – English Language Arts

<p>content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis.)</p> <p>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.</p>	<p>Text, Unfamiliar Words, On Their Own TE Unit 5: 283a- Vocabulary, Unfamiliar Words, Guide Practice, On Their Own</p>	<p>Vocabulary Skill, Homographs, Read, Teach Context Clues, Guide Practice, On Their Own TE Unit 2: 180e- Vocabulary Skill, Unfamiliar Words, Read, Teach Context Clues, Guide Practice, On Their Own</p>
	<p>b. TE Unit 2: 257a- Vocabulary Skill, Greek and Latin Roots, Guide Practice, On Their Own TE Unit 5: 178-179a- Access Text, Greek and Latin Roots, On Their Own c. TE Unit 2: 214-215- Access Text, Unknown Words, On Their Own TE Unit 3: 423h- Vocabulary Skill, Review Homonyms, Teach, Guide Practice, On Their Own, Sentence 2</p>	<p>b. TE Unit 2: 234e- Vocabulary Skill, Greek and Latin Roots, Guide Practice, On Their Own TE Unit 5: 172e- Vocabulary Skill, Greek and Latin Roots, Guide Practice, On Their Own c. TE Unit 2: 206e- Vocabulary Skill, Unknown Words, Read, Teach Dictionary/ Glossary, Guide Practice, On Their Own TE Unit 6: 322e- Vocabulary Skill, Unknown Words, Read, Teach, Guide Practice, On Their Own</p>

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SECTION 1: Common Core State Standards – English Language Arts

41	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>a. TE Unit 2: 234d- Literary Terms, Symbolism, Guide Practice, On Their Own TE Unit 5: 260d- Literary Terms, Figurative Language: Simile, Guide Practice, On Their Own</p> <p>b. TE Unit 4: 75a- Vocabulary Skill, Idioms, Guide Practice, On Their Own TE Unit 5: 232d- Literary Terms, Idioms, Guide Practice, On Their Own</p> <p>c. TE Unit 4: 80e- Vocabulary Skill, Synonyms, Guide Practice, On Their Own TE Unit 6: 438e- Vocabulary Skill, Homographs, Guide Practice, On Their Own</p>	<p>a. TE Unit 4: 80d- Literary Terms, Metaphor, Guide Practice, On Their Own TE Unit 4: 140d- Literary Terms, Figurative Language: Simile, Guide Practice, On Their Own</p> <p>b. TE Unit 2: 287a- Vocabulary Skill, Adages and Sayings, Guide Practice, On Their Own TE Unit 4: 24d- Literary Terms, Idioms, Guide Practice, On Their Own</p> <p>c. TE Unit 1: 32-33- Access Text, Homographs, On Their Own TE Unit 3: 428e- Vocabulary Skill, Antonyms, Guide Practice, On Their Own</p>	
42	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition.)</p>	<p>TE Unit 4: 24a- Content Knowledge, Build Oral Language, Talk About Sentences and Words, Team Talk</p>	<p>TE Unit 1: 21a- Content Knowledge, Build Oral Vocabulary, Introduce Amazing Words, Amazing Words at Work TE Unit 3:</p>	

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SECTION 1: Common Core State Standards – English Language Arts

		TE Unit 6: 321a- Selection Vocabulary, See It/Say It, Hear It, Define It, Make Connections, Record	401e- Writing, Advertising Brochure, Mini-Lesson Choosing Precise Words, Paragraph 3	
Additional New Mexico Content Standards for English Language Arts				
	Reading Literature	Citation Level 2	Citation Level 3	Score
43	Students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.	TE Unit 1: 53e- Writing, Tall Tale, Key Features, Discuss TE Unit 4: 126-127- Think Critically, 1, Text to Self	TE Unit 2: 254c-254d- Social Studies in Reading, Discuss the Genre, Team Talk TE Unit 6: 465a- Reading and Writing Across Texts, Sentences 1, 2, 3	
44	Students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.	TE Unit 2: 236-237 - Text-Based Comprehension, Introduce Main Selection, Genre TE Unit 2: 234-235- The Meaning of Tales, Words to Write	TE Unit 2: 237a- Access Main Selection, Reader and Task Suggestions, Preparing to Read, Text bullet #2 TE Unit 2: 250-251- Thinking Critically, 2	
	Writing Standards: Production and Distribution	Citation Level 2	Citation Level 3	Score
45	Students will gather relevant information from multiple sources, including oral knowledge.	TE Unit 1: 95b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, Sentence 2 TE Unit 2: 255a- Access Text, On Their Own	TE Unit 1: 49b- Research and Inquiry, Step 4 Synthesize, Teach, Guide Practice, On Their Own TE Unit 4: SG•32- Access for All, Advanced, 2 Text-Based Comprehension,	

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			Performance Task•Prove It!	
46	Students will apply digital tools to gather, evaluate, and use information.	TE Unit 1: 33b- Research and Inquiry, Step 2 Navigate/Search, Teach, Guide Practice, On Their Own TE Unit 5: 253a- Get Online! Online Directories, For More Practice	TE Unit 2: SG•43- Access for All, Strategic Intervention, 2 Text-Based Comprehension, Performance Task•Prove It! Communicate TE Unit 5: SG•59- Access for All, Strategic Intervention, 2 Text-Based Comprehension, Performance Task•Prove It! Communicate	
47	Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	TE Unit 5: SG•48- Access for All, Advanced, 2 Text-Based Comprehension, Performance Task•Prove It!, Communicate TE Unit 6: 329b- Research and Inquiry, Step 2 Navigate/Search, Guide Practice, On Their Own	TE Unit 4: 131a- Access for All, Advanced, Encourage students to design... TE Unit 5: SG•16- Access for All, 2 Text-Based Comprehension, Performance Task•Prove It! Communicate	
Speaking and Listening		Citation Level 2	Citation Level 3	Score
48	Students will understand the influence of heritage language in English speech patterns.	TE Unit 2: 217a- ELL, Language Transfer TE Unit 3: 461a- ELL, Language Transfer	TE Unit 2: 189c- ELL, Language Transfer, Plural Nouns TE Unit 4: 131a- ELL, Language Transfer, Names	
49	Students will orally compare and contrast accounts of the same event and text.	TE Unit 2: 257a- Listening and Speaking, Readers'	TE Unit 5: 196-197- Let's Learn It! Listening and	

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		Theater, On Their Own, Begin sentence 2 TE Unit 6: 466-467- Let's Learn It! Listening and Speaking, Readers' Theater, Practice It! Sentence 3	Speaking, Dramatization, Practice It! Sentence 4 TE Unit 5: 226-227- Let's Learn It! Media Literacy, Newscast, Practice It! Sentence 4	
50	Students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	TE Unit 1: 139n- Research and Inquiry, Step 5 Communicate, Listening, Listen to Ideas TE Unit 4: 121a- Access for All, Strategic Intervention	TE Unit 1: 81a- Listening and Speaking, Storytelling, On Their Own, Sentence 2 TE Unit 6: 368-369- Listening and Speaking, Interview, Tips, Listening	

	Publisher's Criteria - Content	Citation Level 2	Citation Level 3	Score
51	Materials provide activities such as taking notes on main ideas, asking relevant questions, and elaborating.	TE Unit 1: 131d- Research and Inquiry, Step 3, Analyze Information, On Their Own, Sentence 2 TE Unit 5: 217c- Research and Study Skills, Note Taking, Guide Practice, On Their Own	TE Unit 2: SG•34- Access for All, On-Level, 2 Text-Based Comprehension, Ask Questions, Make Your Case TE Unit 6: SG•76- Access for All, Advanced, 3 Inquiry: Extend Concepts, Identify Questions	
52	Materials provide activities where students have an opportunity to engage with peers and collaborate in groups.	TE Unit 1: 99a- Access for All, Strategic Intervention TE Unit 3: 419a- Access for All, Advanced	TE Unit 2: 286-287- Let's Learn It! Listening and Speaking, Panel Discussion, Practice It! TE Unit 6: 449a- Access for All, Strategic Intervention	
53	Materials provide teacher resources to support research based strategies for instruction at grade level.	TE Unit 1: Divider across from 20a- Text-Based	TE Unit 4: 21c- Text-Based Comprehension, Draw	

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		Comprehension, Text Complexity Measures, Bridge to Complex Knowledge TE Unit 3: 324j-325- Content Knowledge, Inventors Inspire Imaginations, Build Oral Language, Talk About..., Connect to Reading, Street Interactive, ELL	Conclusions, Questioning, Read, Model, Teach, Guide Practice, Apply TE Unit 6: 376-377a- Text-Based Comprehension, Introduce Main Selection, Genre, Preview and Predict, Purpose, Access Main Selection, Reader and Task Suggestions, Read, Routine, Small Group Time, Access for All, Strategic Intervention, Advanced, ELL	
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SECTION I:	TOTAL SECTION SCORE	
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SECTION II: OTHER RELEVANT CRITERIA
<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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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)

Key Criteria for Text Selection					
	Text Complexity	Occurrence 1	Occurrence 2	Occurrence 3	Score
54	All students (including those who are behind) have extensive opportunities to encounter grade-level complex texts.	TE Unit 1: 20f-20g- Access for All, Small Group Lesson Plan, Days 1-5, Differentiate Vocabulary, Comprehension, Close Reading Vocabulary, Reteaching	TE Unit 3: 324f-324g- Access for All, Small Group Lesson Plan, Days 1-5, Differentiate Vocabulary, Comprehension, Close Reading Vocabulary, Reteaching	TE Unit 5: 168f-168g- Access for All, Small Group Lesson Plan, Days 1-5, Differentiate Vocabulary, Comprehension, Close Reading Vocabulary, Reteaching	
55	Shorter, challenging text that elicit close reading and re-reading are provided regularly at each grade level.	TE Unit 1: SG•2-SG•6- On Level; SG•12-SG•16- Advanced; SG•7-SG•11- Strategic Intervention	TE Unit 4: 155c-159a- 21st Century Skills, Online Reference Sources, All About Gymnastics	TE Unit 6: 364c-367a- City Hawks	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
56	Materials provide activities for distinguishing and interpreting words with multiple meanings.	TE Unit 1: 144e-Vocabulary Skill, Multiple-Meaning Words, Guide	TE Unit 1: 169h-Vocabulary Skill, Review Multiple-Meaning Words,	TE Unit 3: 328e-Vocabulary Skill, Multiple-Meaning Words, Guide	

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

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

		Practice, On Their Own	Guide Practice, On Their Own	Practice, On Their Own	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
57	Materials provide activities where students gradually minimize supports to work toward independent work.	TE Unit 2: 229a- Listening and Speaking, Informational Speech, Teach, Guide Practice, On Their Own	TE Unit 4: 69e- Conventions, Pronouns and Antecedents, Review, Connect to Oral Language, On Their Own	TE Unit 6: 429a- Access for All, Advanced, Have students do a keyword...	
58	Materials include activities to incorporate scaffolding, and re-reading for deeper understanding of text.	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	
Range and Quality of Texts:					
59	Materials are recalibrated to reflect a mix of 50 percent informational text, and 50 percent literary text at grade level.	TE Unit 1: 20d-20e- The lesson structure summarized on the 5-Day Planner, Literature Selection, Red Kayak	TE Unit 1: 140d-140e- The lesson structure summarized on the 5-Day Planner for each week, Informational Text, Ten-Mile	TE Unit 4: 76d-76e- The lesson structure summarized on the 5-Day Planner for each week, Informational Text, Exploding Ants	

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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)

			Day		
		Occurrence 1	Occurrence 2	Occurrence 3	Score
60	High quality texts are used, are worth reading, and exhibit exceptional craft, as well as useful information.	TE Unit 1: 88-95a to 96c-99a- Island of the Blue Dolphins, Novel	TE Unit 5: 290-297a to 298c-301a- Ghost Town of the American West, Expository Text	TE Unit 6: 440-449a to 450c-457a- Sweet Music in Harlem, Realistic Fiction	
Criteria for Key Questions and Tasks		Occurrence 1	Occurrence 2	Occurrence 3	Score
61	Instructional design cultivates student interest and engagement in reading rich texts carefully.	TE Unit 1: 56-57a- Text-Based Comprehension, Introduce Main Selection, Access Main Selection, Routine: Read for Understanding	TE Unit 3: 394-395a- Text-Based Comprehension, Introduce Main Selection, Access Main Selection, Routine: Read for Understanding	TE Unit 5: 204-205a- Text-Based Comprehension, Introduce Main Selection, Access Main Selection, Routine: Read for Understanding	
Cultivating Students’ ability to Read Complex Texts Independently		Occurrence 1	Occurrence 2	Occurrence 3	Score
62	Reading strategies support comprehension of specific texts and focus on building knowledge and insight.	TE Unit 1: 21c-Text-Based Comprehension,	TE Unit 2: 203c-Text-Based Comprehension,	TE Unit 5: 257c-Text-Based Comprehension,	

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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)

		Literary Elements: Character and Plot, Monitor and Clarify, Read, Model a Close Read, Teach, Guide Practice	Sequence, Inferring, Read, Model a Close Read, Teach, Guide Practice: Skill, Strategy, Apply	Cause and Effect, Summarize, Read, Model a Close Read, Teach, Guide Practice: Skill, Strategy, Apply	
		Occurrence 1	Occurrence 2	Occurrence 3	Score
63	Questions and tasks require careful comprehension of the text, before asking for further evaluation or interpretation.	TE Unit 1: 42-43- Think Critically, 2. The author includes...	TE Unit 3: 415c- Access for All, Advanced , Work with students...	TE Unit 6: 336-337- Think Critically, 3. At first...Why did attitude...	
	Key Criteria for Academic Vocabulary	Occurrence 1	Occurrence 2	Occurrence 3	Score
64	Materials focus on academic vocabulary prevalent in a complex text, through reading, writing, listening, and speaking instruction.	TE Unit 2: 231c- Text-Based Comprehension, Compare and Contrast, Story Structure, Apply, Academic Vocabulary	TE Unit 4: 157a- ELL, Build Academic Vocabulary, Show...	TE Unit 6: 319c- Text-Based Comprehension, Draw Conclusions, Important Ideas, Apply, Academic Vocabulary	
65	Materials provide opportunities where students are exposed to diverse vocabulary through reading stories provided by informational texts keeping struggling and ELL students in mind.	TE Unit 1: 113b- Academic Vocabulary, ELL: Multilingual Vocabulary, ELL	TE Unit 3: SG•24- Access for All, Strategic Intervention, 1 Build Word Knowledge,	TE Unit 5: 209a- ELL: Vocabulary, Inferring	

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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)

			Reteach Selection Vocabulary, Define It, Team Talk, Corrective Feedback		
	High Quality, Text Dependent Questions and Tasks	Occurrence 1	Occurrence 2	Occurrence 3	Score
66	Materials provide activities involving texts requiring students to demonstrate mastery from evidence drawn from text.	TE Unit 1: 32-33- Close Reading, Analysis•Text Evidence	TE Unit 3: 366- 367- Close Reading, Synthesis•Text Evidence	TE Unit 6: 414- 415- Close Reading, Evaluation•Text Evidence	
67	Questions and tasks require careful comprehension of the text, before asking for further critique, evaluation, or interpretation.	TE Unit 1: 160- 161- Think Critically, 5. Look Back and Write	TE Unit 2: SG•28- Access for All, Text-Based Comprehension, Read The Price of Freedom, Gather Evidence, Ask Questions, Make Your Case	TE Unit 6: 423a- Close Reading, Analysis, What was the author's purpose...	
68	Materials provide writing strategies that reflect actual practice at all grades levels.	TE Unit 1: WP•5- Writing Process, Personal Narrative, 2 Draft, Display Rubric, Scoring Rubric Personal Narrative,	TE Unit 3: 423p- 423q- Writing, Advertising Brochure, Review Revising, Mini- Lesson Proofread, Proofread,	TE Unit 5: 231e- 231f- Writing, Biographical Sketch, Mini- Lesson Read Like a Writer, Introduce, Examine Model	

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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)

		Prepare to Draft	Proofreading Tips, Present	Text, Key Features, Review Key Features	
	Writing and Research that Analyzes Sources and Deploys Evidence	Occurrence 1	Occurrence 2	Occurrence 3	Score
69	Materials provide evidence of increasing focus on argument and informative writing.	TE Unit 1: 139-139q- Writing, Newsletter Article, Review Revising, Proofread, Present	TE Unit 4: 89d-89e- Writing, Formal Letter, Introduce the Prompt, Select a Topic, Narrow the Topic, Mini-Lesson Conventions of Letters	TE Unit 5: WP•1-WP•10 Writing Process, Argument/ Persuasive Essay	
70	Materials provide extensive practice with short, focused research projects.	TE Unit 1: 161d- Research and Inquiry, Step 3 Analyze Information, Guide Practice, On Their Own	TE Unit 3: 353b- Research and Inquiry, Step 4 Synthesize, Guide Practice, On Their Own	TE Unit 5: 227n- Research and Inquiry, Step 5 Communicate, Present Ideas	
71	Materials provide activities that mirror real world activities.	TE Unit 1: 140-141- Let's Talk About Life in a New Country	TE Unit 4: SG•16- Access for All, Advanced, 2 Text-Based Comprehension, performance	TE Unit 6: SG•11- Access for All, Strategic Intervention, 2 Text-Based Comprehension,	

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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)

			Task•Prove It!	Extend Understanding, Performance Task•Prove It!	
	Criteria for Student Reading, Writing, Speaking and Listening	Occurrence 1	Occurrence 2	Occurrence 3	Score
72	Materials require independent student work throughout the curriculum.	TE Unit 2: 226-227- Get Online! 21st Century Skills Online Activity	TE Unit 4: SG•29- Access for All, Advanced, 3 Inquiry: Extend Concepts, Investigate	TE Unit 5: 297d-297e- Writing, Summary, Introduce the Prompt, Select a Topic, Mini-Lesson Creating an Outline	
73	Materials skillfully use multimedia and technology to deepen encounters with texts and to provide opportunities for presenting and sharing information.	TE Unit 1: 133a- Access for All, Advanced, Have students...	TE Unit 3: 470-471a- Get Online! 21st Century Skills Online Activity, Search Engines	TE Unit 4: 46-47- Let's Talk About Overcoming Obstacles, Concept Talk Video	
74	Materials provide speaking and listening prompts and questions offering opportunities for students to share evidence and research.	TE Unit 2: 317n- Research and Inquiry, Step 5	TE Unit 4: 75a- Listening and Speaking,	TE Unit 6: WP•10- Writing Process,	

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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)

		Communicate, Present Ideas, Speaking	Persuasive Speech, Teach, Guide Practice, On Their Own	Research Report, 5 Publish and Present, Options for Presenting	
	Efficacy of Aligned Materials	Occurrence 1	Occurrence 2	Occurrence 3	Score
75	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?	
76	Materials are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles without lowering text complexity levels.	TE Unit 2: SG•1- Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL, Independent Practice	TE Unit 4: SG•1- Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL, Independent Practice	TE Unit 6: SG•1- Small Group Time, Access for All, Differentiate Vocabulary, Comprehension, Close Reading, Vocabulary, Reteaching, ELL, Independent Practice	
77	Materials provide a balanced representation of people and points of view regarding issues of race, gender, religion, ethnic groups and culture.	TE Unit 1: SG•48- Access for All,	TE Unit 3: SG•64- Access for All,	TE Unit 6: 440-441- Text-Based	

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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)					
		Advanced, 2 Text-Based Comprehension, Performance Task•Prove It!	Advanced, 2 Text-Based Comprehension, Performance Task•Prove It!	Comprehension, Introduce Main Selection, Sweet Music in Harlem, Purpose, Strategy Response Log	
SECTION 2.B – Other Relevant Criteria – Student Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score
78	Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	SE 1: 111- Photographs	SE 2: 250- Photograph	SE 2: 445- Illustration	
79	Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	SE 1: 137- Let's Think About..., Writing Across Texts	SE 1: 308- Think Critically, 1, Text to World	SE 2: 68- Think Critically, 1, Text to Self	
80	Textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, religion, creed, national origin, age, gender, language or disability.	SE 1: 230- Oral Vocabulary, Let's Talk About	SE 2: 20- Oral Vocabulary, Let's Talk About	SE 2: 136- Oral Vocabulary, Let's Talk About	
81	Textbook provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	SE 1: 27- Question of the Week, What inspires people to act courageously?	SE 1: 183- Question of the Week, Why is honesty important?	SE 2: 324- How can unpleasant situations have positive outcomes?	

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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)

82	Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	SE 1: 25- Your Turn! Need a Review? For additional...	SE 1: 329- Your Turn! Need a Review? For additional...	SE 2: 173- Your Turn! Need a Review? For additional...	
83	Textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art, and sports in addition to connections with their personal experiences.	SE 1: 104- Science in Reading, Genre, How-To Text, Bullet 4	SE 1: 198- Social Studies in Reading, Genre, Legend, Bullet 4	SE 2: 458- Think Critically, 1, Text to Self	
84	Textbook provides references to support student learning such as a glossary and word lists.	TE Unit 1: 43c- Research and Study Skills, Dictionary/ Glossary, Teach, Guide Practice, On Their Own	SE 1: 206- Envision It! Words to Know	SE 2: 172- Envision It! Words to Know	
SECTION 2.B – Other Relevant Criteria – Teacher Edition		Occurrence 1	Occurrence 2	Occurrence 3	Score

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

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

85	Within each lesson of the Teacher’s Edition, there are clear, measurable learning objectives and opportunities for differentiated instruction.	TE Unit 1: 41a-CCSS Objectives, Access for All, Strategic Intervention, Advanced, ELL	TE Unit 3: 371a-CCSS Objectives, Access for All, Strategic Intervention, Advanced, ELL	TE Unit 6: 359a-CCSS Objectives, Access for All, Strategic Intervention, Advanced, ELL	
86	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	
87	Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)	TE Unit 1: 133a-ELL, Leveled Support: Newsletter Article, Beginning, Intermediate, Advanced	TE Unit 2: 233d-ELL, Leveled Support: Action and Linking Verbs, Beginning, Intermediate, Advanced	TE Unit 5: 201d-ELL, Leveled Support: Adjectives and Articles, Beginning, Intermediate, Advanced/Advanced High	

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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)

88	Teacher’s Edition presents writing activities where students explain their thinking.	TE Unit 1: 132-133- Let’s Write It! Newsletter Article, Writing Prompt, Think about...	TE Unit 3: 345d- Research and Inquiry, Step 3 Analyze Information, Guide Practice, On Their Own	TE Unit 6: 426-427- Let’s Write It! Critical Review, Writing Prompt	
89	Teacher’s Edition provides opportunities for students to explore presentation of knowledge and ideas, enhanced through organization and style for an audience, via the use of visual displays, technology and appropriate use of language.	TE Unit 1: 49n- Research and Inquiry, Step 5 Communicate, Present Ideas	TE Unit 4: 45n- Research and Inquiry, Step 5 Communicate, Present Ideas	TE Unit 6: SG•16- Access for All, Advanced, 2 Text-Based Comprehension, Performance Task•Prove It!	
90	Teacher’s Edition provides 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: WP•10- Comic Book/Graphic Novel, 5 Publish and Present, Evaluating Writing, Bullet 2	TE Unit 4: 45r- Assessment Checkpoints for the Week, Weekly Assessment	TE Unit 5: 171c- Spelling Pretest, Multisyllabic Words	
91	Teacher’s Edition provides embedded student assessments that are accompanied by student work exemplars and that score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	TE Unit 1: 44-45a- Let’s Write It! Directions, Student Model, Scoring Rubric	TE Unit 3: WP•7- Compare-and-Contrast Essay, Revise Model	TE Unit 6: 338-339a- Let’s Write It! Journal Entry, Student Model, Scoring Rubric	

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