

Savvas Reading Street © 2013 correlated to the Instructional Materials Evaluation Toolkit (IMET): Grade 1

Non-Negotiable 1: ELA/literacy texts have the appropriate level of complexity for the grade, according to both quantitative measures and qualitative analysis of text complexity—texts are worthy of student time and attention.

Metric	Evidence
<p>NN Metric 1A: 100% of anchor texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure. Read-aloud texts should measure within or above the grades 2 – 3 band. Second grade anchor texts should measure within the grades 2 – 3 band.</p>	<p>Selections for <i>Reading Street</i> Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. The <i>Reading Street</i> Student Edition contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The following chart for Grade 1 shows the text complexity for the main selections in each unit.</p>

Grade 1 Selections

Title—Unit 1	Lexile	Average Sentence Length	Word Frequency
<i>Sam, Come Back!</i>	Beginning Level	3.64	3.46
<i>Pig in a Wig</i>	70	3.55	3.26
<i>The Big Blue Ox</i>	70	4.27	3.45
<i>A Fox and a Kit</i>	100	5.45	3.68
<i>Get the Egg!</i>	210	4.77	3.56
<i>Animal Park</i>	150	5.59	3.55
Title—Unit 2			
<i>A Big Fish for Max</i>	410	7.12	3.72
<i>The Farmer in the Hat</i>	380	6.68	3.45
<i>Who Works Here?</i>	210	6.23	3.78
<i>The Big Circle</i>	350	6.44	3.53
<i>Life in the Forest</i>	370	6.97	3.27
<i>Honey Bees</i>	380	7.26	3.27
Title—Unit 3			
<i>A Place to Play</i>	390	7.83	3.85
<i>Ruby in Her Own Time</i>	460	8.07	3.39
<i>The Class Pet</i>	530	7.81	3.46
<i>Frog and Toad Together</i>	480	7.62	3.64
<i>I'm a Caterpillar</i>	170	4.53	3.31
<i>Where Are My Animal Friends?</i>	Poetry N/P	5.51	3.55
Title—Unit 4			
<i>Mama's Birthday Present</i>	450	7.35	3.58
<i>Cinderella</i>	350	6.52	3.58
<i>A Trip to Washington, D.C.</i>	380	7.84	3.83
<i>A Southern Ranch</i>	630	8.95	3.46
<i>Peter's Chair</i>	410	7.49	3.74

<i>Henry and Mudge and Mrs. Hopper's House</i>	660	9.70	3.53
Title—Unit 5			
<i>Tippy-Toe Chick, Go!</i>	550	7.63	3.52
<i>Mole and the Baby Bird</i>	360	6.78	3.65
<i>Dot & Jabber</i>	660	6.38	3.49
<i>Simple Machines</i>	500	9.03	3.45
<i>Alexander Graham Bell: A Great Inventor</i>	320	9.83	3.46
<i>The Stone Garden</i>	560	9.16	3.66

<p>NN Metric 1B: 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade level placement.</p>	<p>See the back of each weekly tab for specific information. The quantitative criteria are combined with the qualitative and reader-task criteria, such as levels of meaning, structure, language conventionality and clarity, appropriateness of concepts, and reading purpose and task. These items were measured and assessed to place selections within and across grade levels. To support teachers, Text Complexity Rubrics for all main selections have been created and included on the back of the weekly Teacher's Edition tabs. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Karen Wixson. The program also includes <i>Reading Street Sleuth</i> selections. All concept-related <i>Sleuth</i> selections follow appropriate Lexile scores for the grade level.</p>
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Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Metric	Evidence
<p>NN Metric 2A: Eighty percent of questions and tasks are text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).</p>	<p>At all grade levels in <i>Reading Street</i>, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher's Edition for the main and paired selections include the 1st Read/Access Text questions, in which students explore the content of the selections, and the 2nd Read/Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p>
<p>NN Metric 2B: Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: while multiple Standards will be addressed with every text, not every Standard must be assessed with every text.</p>	<p>On Day 1 of every lesson when the Text-Based Comprehension concepts are presented (Grade 1 Teacher's Edition pages 17a and 17b), the Model a Close Read section has the teacher assist students by modeling reading and interpretation. The Teach section extends the application, and the Guide Practice section provides specific practice for student mastery. This structure helps students understand how to gather evidence and build knowledge as they apply these skills when they read the selection.</p>

	<p>The questions and tasks in <i>Reading Street</i> have been written to cultivate students’ abilities to ask and answer questions. The questions around all pieces of text challenge students to delve into the text and provide evidence in their answers. For examples of text-based questions about a main selection, see Grade 1 Teacher's Edition Unit 5 pages 98–99, 118–119.</p>
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Alignment Criterion 1: Materials must reflect the distribution of text types and genres required by the Standards.

Metric	Evidence
<p>AC Metric 1A: Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study, particularly for texts read aloud by the teacher in grades K – 2 and student reading materials in grade 2.</p>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade 1 Unit R Week 1 pages 12d–12e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 1 pages 12j, 15j, 16a, 16m, 32a) for the integrated daily plan.</p> <p>Extended writing applications can be found in the <i>Writing to Sources</i> component for each grade level. <i>Writing to Sources</i> uses a variety of activities to explore narrative, informative/explanatory, and opinion/argument writing carefully coordinated with the reading selections in <i>Reading Street</i>.</p>
<p>AC Metric 1B: Within a sequence or collection of texts, specific anchor texts of grade level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading. This may be for texts read aloud by the teacher and for student reading materials in grade 2. Other texts in the collection can and should vary widely in complexity to accommodate a full range of student independent reading ability.</p>	<p>Most of the main selections are excerpts from published books or original selections created by well-known, grade-level appropriate authors. Each grade also has a drama or play. The selections at Grade 1 range from 10 to 20 pages. Full-length books can be found in the Independent Reading activities for the Savvas Trade Book Library.</p> <p>The main purpose of the reading materials used in the program is to include a wide variety of reading genres and grade-appropriate subjects related to the unit topic and concepts. These materials allow the instruction to use the questioning techniques to build comprehension concepts.</p>

<p>AC Metric 1C: In grades K – 2, literacy programs shift the balance of texts and instructional time to 50% high quality literature / 50% content-rich informational text.</p>	<p>Literature and informational texts appear in the Big Book/Trade Book selections, the Let’s Practice It! selections, and the <i>Reading Street Sleuth</i> selections as well as in all the related Trade Books and Leveled Readers.</p> <ul style="list-style-type: none"> For Grade 1, there are 40 Literature selections and 32 Informational Text selections in the Student Edition with an additional 16 <i>Reading Street Sleuth</i> selections to give informational text more than 50% of the total. <p>Students build content knowledge throughout <i>Reading Street</i> during every week of instruction, across units within grades, and across grade levels. Weekly Science and Social Studies Knowledge Goals allow students to integrate knowledge and ideas as they access multiple texts. Related texts across units ensure that content knowledge is comprehensive and unified. A concept-related graphic organizer is developed over the course of each week, highlighting science and history/social studies words and concepts learned. Students build oral vocabulary by acquiring academic vocabulary and domain-specific words, exemplified in each week’s Amazing Words. See the following examples:</p> <ul style="list-style-type: none"> Grade 1 Teacher’s Edition Unit 1 pages 20j, 12–13, 18a–18b, 30a– 30b, 34a–34b, 36a–36b
<p>AC Metric 1D: Texts included in instructional materials include and reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	<p>The selections provide an equal balance of literary and informational text. For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most main selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The paired selections are shorter works. Most are a different genre from that of the main selection. The program’s weekly <i>Reading Street Sleuth</i> selections include fiction and nonfiction selections. Each <i>Sleuth</i> selection is two pages with text, illustrations, and text-based questions.</p> <ul style="list-style-type: none"> Grade 1 Student Editions include the following genres: animal fantasy, autobiography, biography, drama, expository text, fable, fairy tale, fiction, folk tale, how-to article, informational fiction, literary nonfiction, magazine article, photo essay, poetry, procedural text, realistic fiction, recipe, sing-along, 21st century skills, and web sites.

<p>AC Metric 1E: Student reading materials markedly increase the opportunity for regular independent reading of texts that develop foundational skills, build knowledge, and increase student ability with complex texts.</p>	<p>The <i>Reading Street</i> instructional model is based on the gradual release instructional concept developed by P. David Pearson. Scaffolded supports during the reading of the Main Selection provide access to the text for those students who need more help with reading comprehension. All students demonstrate independent reading capacities by responding to higher-order thinking questions during a close reading of the text.</p> <ul style="list-style-type: none"> • Grade 1 Teacher’s Edition 1.4: 20–21 through 43a <p>The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts and many opportunities to read and apply the concepts. The Small Group pages for each Day suggest Trade Books for Independent Reading Options and Leveled Readers for Group Time Reading. Trade Books and Leveled Readers can be accessed on the Leveled Reader Database. The Preview Your Week page (Grade 1 Unit 1 page 12b) has Optional Concept-Based Reading in which the Digital Path can be used to access readers offering different levels of text complexity, and Independent Reading (Grade 1 page 12i) has suggestions for a variety of activities for independent reading.</p>
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Alignment Criterion 2: Questions support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade level academic language.

Metric	Evidence
<p>AC Metric 2A: High-quality sequences of text-dependent questions can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.</p>	<p>For Grade 1, the main and paired selections progress from simpler to more complex texts across the six units in the level. Likewise, the discussion questions for the selections, both those that appear in the Student Edition and those that accompany the selections in the Teacher’s Edition, build on concepts that students have learned previously and expect students to dig deeper to make their responses.</p> <ul style="list-style-type: none"> • Compare the Grade 1 Unit 1 main selection <i>Sam, Come Back!</i> and the questions on Teacher’s Edition pages 20–21 to 28–29 to the Unit 5 selection <i>Alexander Graham Bell</i> and the questions on Teacher’s Edition pages 174–175 and 192–193.

<p>AC Metric 2B: Questions and tasks support students in acquiring the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>The <i>Reading Street</i> program presents Amazing Words and Academic Vocabulary in every lesson (Grade 1, Unit 2 pages 12j, 13a–13b, 18a–18b, 34a–34b, 38a–38b, 42a–42b). Throughout the lesson, Academic Vocabulary is presented in the context of the lesson to help students comprehend the meanings and uses of the terms. See Grade 1, Unit 3 pages 17c, 20a, 20b, 33g, 34h.</p> <p>The Content Knowledge/Build Oral Vocabulary section focuses on the Tier 2 Amazing Words. The Robust Vocabulary Routine can be used to present the words. Vocabulary activities help students focus on the words’ meanings. Throughout <i>Reading Street</i>, students use transferable academic vocabulary as they utilize text to build knowledge in the disciplines.</p> <p>Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. <i>Reading Street</i> provides ample opportunities to use the conventions in speaking and writing. Teacher’s Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more.</p> <ul style="list-style-type: none"> • See the following pages for Grade 1 Unit 1 Week 1: 17c, 29c, 32a, 35c, 37g.
<p>AC Metric 2C: Questions build to a deep understanding of the central ideas of the text.</p>	<p>Text-based instruction is the most important aspect of all instruction in <i>Reading Street</i>, and interaction with complex text begins on Day 1 at all grades. Interaction with complex text goes beyond the main selection and includes teacher read-aloud passages (Day 1), skill passages (Day 1), Big Books (Day 2), main selection (Days 2 and 3) and paired selection (Day 4), and <i>Reading Street Sleuth</i> (Days 4 and 5). See Grade 1, Unit 4, Teacher’s Edition page 52j for examples of a list of the complex texts students engage with over the course of a lesson. All pre-reading activities are text- and research-based and are highly focused on text-based skills such as vocabulary or the concept development based on the knowledge and ideas developed through the reading of the texts.</p> <p>Teacher scaffolding is focused on reader and task suggestions to access text, routines for reading for understanding, and a two-tiered questioning strategy to address deep reading. For evidence of text as the central focus of daily instruction, see the following examples.</p> <ul style="list-style-type: none"> • Grade 1 Teacher’s Edition Unit 2 13a–13b, 17a–17b, 18a–18b, 20a–33a, 34a–34b, 34h–35a, 38a–38b, 38i–41a, 42a–42b

Alignment Criterion 3: Written tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Metric	Evidence
<p>AC Metric 3A: Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information. Materials are organized to elicit responses to sources in age-appropriate ways (could include activities such as dictation, making pictures to express thoughts, etc., in addition to writing).</p>	<p>For Grade 1, each main selection in the Student Editions includes a Think Critically page with a Look Back and Write question. Each paired selection in the Student Edition includes a Writing Across Texts prompt. Both writing tasks require students to answer the question and communicate their thinking. See Grade 1 Unit 2 Student Edition pages 34, 41 and Unit 2 Teacher’s Edition pages 34–35, 35a, 40–41.</p> <p>The weekly Research and Inquiry projects guide students in writing and answering inquiry questions and collecting and organizing information before communicating their findings to others. See Grade 1 Unit 2 Teacher’s Edition pages 17f, 33g, 37c, 41e, 43j.</p> <p>Writing to Sources Grade 1 UR: 6–31, 34–37; U1: 42–61, 64–67, 68, 70–71; U2: 78–89, 92–93, 96–103, 106–107, 109; U3: 114–127, 130–137, 141, 142–143; U4: 152–167, 172–175, 177, 178–179; U5: 186–211, 213, 214–215, 216, 218; MCT: 224–243</p>
<p>AC Metric 3B: Materials create prominent and varied opportunities for opinion, informative/explanatory and narrative writing</p>	<p>Writing activities in <i>Reading Street</i> ©2013 are text dependent and require students to confront the text directly. Daily, weekly, and unit writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>Reading Street</i> addresses argumentative, explanatory, and narrative writing tasks, as required by the Common Core State Standards.</p>

Grade 1

Mode	Write Like a Reporter (weekly)	Connect the Texts (weekly)	Prove It! (unit)	Total number of writing tasks	Percentage
Argument/Opinion					33%
Unit 3	6	6	1	13	
Unit 5	6	6	1	13	
Informative/Explanatory					33%
Unit 2	6	6	1	13	
Unit 4	6	6	1	13	
Narrative					33%
Unit R	6	6	1	13	
Unit 1	6	6	1	13	

<p>AC Metric 3C: Extensive practice with short, focused, grade appropriate research projects is provided. Materials require students to engage in many short research projects annually.</p>	<p>In many of the Research and Inquiry projects for each week, students locate information about the unit topic or concept as they prepare to make a report or presentation on the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete the Research and Inquiry project.</p> <ul style="list-style-type: none"> • See Grade 1 Unit 2 Week 1 Teacher’s Edition pages 17f, 33g, 37c, 41e, and 43j for one example.
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Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, word awareness, phonics and vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Metric	Evidence
<p>AC Metric 4A: Submissions address grade level CCSS for foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, word recognition and reading fluency in a research-based and transparent progression.</p>	<p>Foundational skills are central components of <i>Reading Street</i> lessons. Print concepts, phonemic awareness, phonics and word recognition, vocabulary, and fluency are reviewed, applied, and extended in Grade 1.</p> <ul style="list-style-type: none"> • See Grade 1 Teacher’s Edition 5-Day Planner for Unit R Week 1 pages 12d–12e and the Access for All charts on pages 12f–12g.
<p>AC Metric 4B: Submissions include a variety of student reading material that allows for systematic, regular and frequent practice of all foundational skills.</p>	<p><i>Reading Street</i> provides explicit and systematic instruction and support at point of use for all foundational skills—concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, Student Editions, Reader’s and Writer’s Notebooks, ancillary materials, and digital offerings.</p> <p><i>Reading Street</i> materials provide all students opportunities to engage with complex texts as defined by the Common Core State Standards. For one of the examples at each level, see the following:</p> <p>Student Edition Main Selections</p> <ul style="list-style-type: none"> • Grade 1 Unit 2 Week 1: <i>A Big Fish for Max</i> <p>Student Edition Paired Selections</p> <ul style="list-style-type: none"> • Grade 1 Unit 1 Week 2: <i>Helping Hands at 4-H</i> <p>Reading Street Sleuth</p> <ul style="list-style-type: none"> • Grade 1 Unit 3 Week 4: “A Magical Garden”

<p>AC Metric 4C: Materials provide regular practice in encoding (spelling) and decoding (reading) the sound-symbol relationships of English.</p>	<p><i>Reading Street</i> contains lessons that focus on blending phonemes to make words. Listening for initial sounds in words is followed by listening for medial and final sounds so that students become accustomed to listening for the locations of sounds in words. After the auditory skills are mastered, the program advances to the decoding and encoding processes of matching sounds and letters.</p> <ul style="list-style-type: none"> • See Grade 1 Unit 1 Week 1 pages 16d, 19e, 30f, 34h, 36d. <p>In Grade K, every lesson begins with four introductory pages (see Grade K <i>My Skills Buddy</i> Unit 1 Week 6 pages 112–113, 116–117) for practice with spelling/sound patterns. The fourth page focuses on recognizing and reading high-frequency words and using word analysis techniques. These skills are then applied in the Decodable Reader selection (pages 118–125). This carefully structured practice with the accompanying Teacher’s Edition instruction (Unit 1 Week 6 pages 546–547, 548–549, 551, 552–553) helps students learn to read words independently and then apply those decoding and encoding techniques to new words they read. This organization is found in all units for Grade K with a similar organization in Grade 1.</p> <ul style="list-style-type: none"> • See the following pages for Grade 1 Unit 1 Week 1: 15a, 16–16a, 16b–16c, 16d, 18d, 18–19a, 19d, 19e, 30d, 30e, 30f, 34d, 34h, 36c, 36d.
<p>AC Metric 4D: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>The instruction, activities, and questions for the selections focus on the foundational skills students need to read and comprehend literature and informational texts. The foundational skills are presented, reinforced, and applied to reading selections including the Decodable Stories and Readers and Big Book/Trade Book selections throughout the week in the daily lesson plans. The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts and many opportunities to read and apply the concepts. Foundational skills together with comprehension tools developed in the program enable students to comprehend texts at different levels of understanding so that they become proficient, independent readers.</p>

Alignment Criterion 5: Materials must adequately address the Language Standards for the grade.

Metric	Evidence
<p>AC Metric 5A: Materials address the grammar and language conventions specified by the Language Standards at each grade level.</p>	<p>Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. The conventions concepts begin with sentences as students learn the four different kinds of sentences: declarative, interrogative, imperative, and exclamatory.</p> <ul style="list-style-type: none"> • See Grade 1 Unit 1 Week 1 pages 17c, 29c, 32a, 35c, and 37g. This skill is emphasized in the writing activity, Let’s Write It! on pages 32–33 and 33a. Students work with and apply their knowledge of sentences as they complete the Writing activity for the week on page 37h. Each week a new skill is presented and practiced using this spiral structure. <p><i>Writing to Sources</i> includes instruction in grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading. See one unit examples listed for each grade level.</p> <p>Writing to Sources Grade 1 U1: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39</p>
<p>AC Metric 5B: Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.</p>	<p>By Grade 1 <i>Reading Street</i>, students know how to write all the uppercase and lowercase letters of the alphabet, they have learned sound-spelling correspondences for many consonants and vowels, and they can construct simple sentences. Students review these skills in Unit R of Grade 1 and then apply them in the genre writing lessons they begin in Unit 1. As they continue to build their phonics, spelling, and grammar knowledge, students also improve and expand their writing abilities.</p> <ul style="list-style-type: none"> • See the Grade 1 Day 1 lesson structure for phonics, spelling, and grammar in Unit 2: Student Edition pages 16, 17; Teacher’s Edition pages 15a, 16, 16a, 16d, 17, 17c. <p>At all grades in <i>Reading Street</i>, there is explicit instruction in conventions. In Grade 1, the instruction includes the following:</p> <ul style="list-style-type: none"> • Daily conventions lessons focused on a weekly grammar skill. • Additional instruction and support for daily lessons in the Reader’s and Writer’s Notebook and the Let’s Practice It! pages on the TR DVD. • Instruction in grammar, usage, and mechanics in the context of reading and writing. • Cumulative grammar, usage, and mechanics practice through the Daily Fix-It activities. • Grammar, usage, and mechanics practice in the Editing or Proofreading steps of the Weekly and Unit writing lessons.

<p>AC Metric 5C: Materials provide a mirror of real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p>In the Teacher’s Edition for Grade 1 Unit 1 Week 1, Preview Your Week (Grade 1 page 12b) shows the Social Studies (or Science) connection to the lesson. The Think Critically page (Grade 1 page 30–31) at the end of each selection has a content connection question, which students use to extend their understanding of the text by telling or writing about the concept and content. The Look Back and Write prompt on that page also focuses on identifying key ideas and details and using text evidence to broaden world knowledge. At the end of the paired selection, the Student Edition and the Teacher’s Edition have Reading and Writing Across Texts activities (Grade 1 page 35a) that ask students to combine what they are learning with other information to gain broader knowledge.</p>
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Alignment Criterion 6: To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills as outlined in the Standards.

Metric	Evidence
<p>AC Metric 6A: Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others’ ideas.</p>	<p>All phases of the lessons incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade 1 Unit R Week 1 pages 12d–12e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 1 pages 12j, 15j, 16a, 16m, 32a) for the integrated daily plan.</p> <p>Many pages in the Student Edition for Unit 1 Grade 1 have topics intended to encourage discussion and participation. See the following references for the first selection: Review the Let’s Talk About (Grade 1 pages 12–13), Let’s Listen for... (Grade 1 pages 14–15), and Think Critically questions (Grade 1 page 30). The Listening and Speaking (or Media Literacy) activities (Grade 1 page 36) are also discussion-based.</p>
<p>AC Metric 6B: Materials develop active listening skills, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.</p>	<p>Student Edition pages for Speaking and Listening (Grade 1 Unit 1 pages 36–37) or Media Literacy (Grade 1 Unit 4 pages 152–153) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Grade 1 page 30) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners. See Student Edition 1.1 pages 36–37, 64–65, 92–93, 118–119, 144–145, 170–171. This is also supported by the presentations for each Research and Inquiry project on Day 5 of each weekly lesson. For instructional examples, see Grade 1 Teacher’s Edition Unit 3 pages 12j–13b, 18a–b, 34a–b, 37b, 38a–b, 42a–b, 42–43.</p>

<p>AC Metric 6C: Materials require students to marshal evidence when speaking.</p>	<p><i>Reading Street</i> provides a myriad of opportunities for students to present ideas and information each day that involve speaking activities based on using information from the selections as text evidence.</p> <p>Examples of presenting drawings:</p> <ul style="list-style-type: none"> • Grade 1: Unit 1, pages 20a, SG6, 65j, WP10 <p>Examples of speaking experiences:</p> <ul style="list-style-type: none"> • Grade 1: Unit 1, pages 64–65, 92–93, 118–119, 144–145
<p>AC Metric 6D: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.</p>	<p>Each grade level is organized into six units. For each unit, a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6. For Grade 1 Unit R, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Students build content knowledge throughout <i>Reading Street</i> during every week of instruction, across units within grades, and across grade levels. Weekly Science and Social Studies Knowledge Goals allow students to integrate knowledge and ideas as they access multiple texts. Related texts across units ensure that content knowledge is comprehensive and unified. In Grade 1, a concept-related graphic organizer is developed over the course of each week, highlighting science and history/social studies words and concepts learned. In Grade 1, students build oral vocabulary by acquiring academic vocabulary and domain-specific words, exemplified in each week’s Amazing Words. See the following examples:</p> <ul style="list-style-type: none"> • Grade 1 Teacher’s Edition Unit 1 pages 12j, 12–13, 18a–18b, 30a–30b, 34a–34b, 36a–36b.

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Metric	Evidence
<p>AC Metric 7A: Do the materials regularly provide all students, including those who read, write, speak or listen below grade level, with extensive opportunities to work with and meet grade level Standards?</p>	<p>In the Grade 1 Teacher’s Editions, the Small Group lesson pages (SG pages) provide a variety of selections and activities to teach the concepts and enhance the learning experience. <i>My Sidewalks</i> and the Intervention Kit for Grade 1 provide a wealth of lesson materials and techniques to reteach reading concepts to help students improve achievement. From the hands-on Picture Cards at Grade 1 to Online Readers, these materials provide alternate instruction to help students master reading concepts successfully.</p> <p>Beginning with phonemic awareness activities, students regularly listen to and say words to understand how the sounds are blended together to form words. From that carefully developed background, students move from the phonological awareness activities in which they learn the letters that stand for the sounds in words and begin to master the decoding process.</p> <ul style="list-style-type: none"> • See the following representative pages for Grade 1 Unit 1 Week 1 Day 1: 14–15, 15a, 16–16a, 16b–16c. <p>Every lesson includes pages for practice with decoding words. Students are introduced to sounds and the letters that spell those sounds. Then they apply these concepts when reading Decodable Stories and Readers. The carefully structured Teacher’s Edition instruction helps students learn to decode the words independently and then apply the decoding process as they read new text. This organization is found in all units.</p> <ul style="list-style-type: none"> • See the following representative pages for Grade 1 Unit 1 Week 1: 15a, 16–16a, 16b–16c, 18c–18d, 18–19a, 19b–19c, 19d, 30e, 34d, 34e–34f, 34g. <p>The Teacher’s Edition vocabulary prompts that accompany the reading selections guide students in using word and picture context to determine word meaning. For Oral Language vocabulary development and explicit vocabulary instruction that focuses on recognizing high-frequency words and defining selected story words, see pages 20a, 30g, and 37b for Grade 1 Unit 1 Week 1.</p>

<p>AC Metric 7B: Do materials regularly include extensions and/or more advanced opportunities for students who read, write, speak or listen above grade level?</p>	<p>Every lesson in the program is coordinated to advanced materials to use with students to read beyond the current grade level. The <i>Reading Street Sleuth</i> provides opportunities for all students to engage with complex text. In addition, optional Leveled Readers are provided online.</p> <p>For examples, see the following:</p> <ul style="list-style-type: none"> • <i>Reading Street Sleuth</i>, Unit 1, pages 4–9. • Grade 1 Unit 1 Week 1, Advanced Leveled Reader, <i>Carlos Picks a Pet</i>. <p>Each lesson in <i>Reading Street</i> has an accompanying <i>Reading Street Sleuth</i> selection. In Grade 1 each <i>Sleuth</i> selection is two pages with text and illustrations, follows Lexile ratings, and focuses on Text-Based Comprehension. The Day 1 Small Group lesson introduces the selection with Access Text activities—Gather Evidence, Ask Questions, Make Your Case—and Day 5 rereads the text with Extend Understanding, Performance Task • Prove It!, and Communicate activities. The instruction in Small Group is created to assist On-Level (Unit 1 Week 1 pages SG•2, SG•6), Advanced (Unit 1, Week 1 pages SG•12, SG•16), and Strategic Intervention (Unit 1, Week 1 pages SG•7, SG•11) levels of readers in working with complex text to enhance reading comprehension. <i>Reading Street Sleuth</i> selections are available for every week of instruction in Grades K through 6.</p> <p>Independent Reading Options and More Reading for Group Time are identified on the Small Group pages (see Grade 1 Unit 1 Week 1 SG•1 to SG•17) and can be accessed on the Leveled Reader Database. The Preview Your Week page (Grade 1 Unit 1 page 12b) has Optional Concept-Based Reading, using the Digital Path to access readers offering different levels of text complexity, and Independent Reading (Grade 1 page 12i) has suggestions for a variety of activities for independent reading.</p>
<p>AC Metric 7C: Are there suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)?</p>	<p>The Small Group pages for each week in Grade 1 contain additional instruction for the main selection on Day 2 and Day 3 that addresses the needs of Strategic Intervention, On-Level, and Advanced readers. Day 1 On-Level and Strategic Intervention sections review the Decodable Reader for the week while the Advanced section works with a new Advanced Selection. Day 4 and Day 5 provide scaffolded instruction for the <i>Reading Street Sleuth</i> selection for the week. See the Small Group pages SG•1 to SG•17 in the Teacher’s Edition for Grade 1 Unit 1 Week 1.</p>

<p>AC Metric 7D: Do materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade level Standards?</p>	<p>Coverage of Common Core State Standards within and across grade levels of <i>Reading Street</i> constitutes a learning progression that follows the manner in which the skills and concepts of the standards naturally advance and deepen over time. In addition, unit themes allow students to build content knowledge on various topics from week to week. Numerous science and social studies informational texts foster the accumulation of conceptual understanding across grade levels. <i>Reading Street</i> integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. In the Student Editions, sidebar notes and questions for the first reading selection of each unit and all paired selections help students comprehend the text and genres. Each concept and skill is presented and then reviewed in succeeding lessons and represented and extended in following unit instruction using a carefully constructed scope and sequence. See the following listing for a skill trace for one concept/skill in each level:</p> <ul style="list-style-type: none"> • For Grade 1 Unit 1 Week 1, the lesson reading strategy is introduced on pages 17a and applied as students interact with the Teacher Read Aloud “A Hamster for Ana.” The strategy is then applied to the main selection as students read it to help them clarify the meaning of the text. The concepts and skills are then reintroduced, practiced, and extended in Unit 1 Week 3 and Unit 5 Week 1.
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AC Metric 7E:

Do the materials regularly and systematically offer assessment opportunities that genuinely measure progress? Does this progress include gradual release of supporting scaffolds for students to measure their independent abilities?

Each week has a specific set of target instructional concepts. The assessment activities on Day 5 (Grade 1, Unit 1, Week 1 pages 37d–37e, 37f) evaluate those concepts. The assessments are grade level appropriate ranging from letter recognition, word reading, and sentence reading to fluency, monitor accuracy, and comprehension. The Assessment Checkpoints for the Week are listed (Grade 1, Unit 1 Week 1 page 37i). This page shows the complete assessment program for this week of instruction. The Assessment Checkpoints include Weekly Assessment, Differentiated Assessment, and Managing Assessment. Managing Assessment identifies the key components of the Assessment Handbook: Weekly Assessment Blackline Masters for Monitoring Progress, Observation Checklists, Record-Keeping Forms, and Portfolio Assessment.

At all grade levels, the *Reading Street Assessment Handbook* provides an item-by-item Common Core State Standards alignment for the print and online assessments included in *Reading Street*. Reading foundations are assessed in both Weekly and Unit Benchmark Tests, and fluency assessment is emphasized each week in Fresh Reads for Fluency and Comprehension. For example, see Assessment: 5 Steps to Success on *Reading Street* pages xviii and xix at all grade levels.

At all grade levels, *Reading Street* follows a Read for Understanding routine to ensure that students first comprehend the text, and secondly, further evaluate and interpret the text. See the Read for Understanding Routine on Day 2 of all grade levels. Only after this careful comprehension occurs are students asked to provide further evaluation or interpretation through Think Critically questions and other weekly assessments. For examples, see the following listing:

- Grade 1 Teacher’s Edition Unit R pages 18a to 29a.

A comprehensive 5-step assessment system includes formative and formal daily, weekly, unit, and summative opportunities in print and fully digital formats. Support for using all soft and hard data to know and serve the Zone of Proximal Development (ZPD) for students is found in the *Assessment Handbook*. Suggestions and ideas for assisting and scaffolding of students at their Zone of Proximal Development are given in the chapters of the Assessment Handbook, but are also dealt with extensively in the Teacher’s Editions and in suggestions in the Teacher’s Manuals of the various formal assessments. The *Reading Street Assessment* offerings include: Baseline Group Tests Corrective Feedback and Progress Monitoring (included at point of use in the Teacher’s Editions), Weekly Assessments (included in the Teacher’s Editions), Weekly Tests Fresh Reads for Fluency and Comprehension Performance Tasks based on the *Reading Street Sleuth* (included in the Teacher’s Editions), Unit Benchmark tests, and End-of-Year Benchmark Tests.

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