

**Savvas Reading Street © 2013 correlated to the
Instructional Materials Evaluation Toolkit (IMET): Grade 4**

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 |
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| NN Metric 1A: 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade band placement. | 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 each grade shows the text complexity for the main selections in each unit. |

Grade 4 Selections

| Title—Unit 1 | Lexile | Average Sentence Length | Word Frequency |
|--|-----------|-------------------------|----------------|
| <i>Because of Winn-Dixie</i> | 750 | 11.2 | 3.66 |
| <i>Lewis and Clark and Me</i> | 480 | 8.80 | 3.63 |
| <i>On the Banks of Plum Creek</i> | 720 | 10.73 | 3.69 |
| <i>The Horned Toad Prince</i> | 1000 | 12.7 | 3.47 |
| <i>Letters Home from Yosemite</i> | 820 | 12.32 | 3.5 |
| Title—Unit 2 | | | |
| <i>What Jo Did</i> | 880 | 14.07 | 3.64 |
| <i>Coyote School News</i> | 740 | 12.03 | 3.66 |
| <i>Scene Two</i> | Drama N/A | 7.47 | 3.40 |
| <i>Horse Heroes</i> | 840 | 13.62 | 3.52 |
| <i>So You Want to Be President?</i> | 890 | 12.65 | 3.40 |
| Title—Unit 3 | | | |
| <i>The Man Who Named the Clouds</i> | 920 | 13.58 | 3.49 |
| <i>Adelina’s Whales</i> | 1080 | 17.98 | 3.56 |
| <i>How Night Came from the Sea</i> | 950 | 16.03 | 3.73 |
| <i>Eye of the Storm</i> | 1060 | 15.98 | 3.52 |
| <i>Paul Bunyan</i> | 1000 | 14.52 | 3.49 |
| Title—Unit 4 | | | |
| <i>The Case of the Gasping Garbage</i> | 460 | 8.65 | 3.33 |
| <i>Encantado: Pink Dolphin of the Amazon</i> | 770 | 11.44 | 3.54 |
| <i>Navajo Code Talkers</i> | 1170 | 16.47 | 3.40 |
| <i>Seeker of Knowledge</i> | 810 | 12.04 | 3.51 |
| <i>Encyclopedia Brown</i> | 770 | 10.25 | 3.48 |

| Title—Unit 5 | | | |
|---|-----------|-------|------|
| <i>Smokejumpers</i> | 900 | 13.82 | 3.46 |
| <i>Lost City</i> | 730 | 10.72 | 3.40 |
| <i>Cliff Hanger</i> | 480 | 7.98 | 3.61 |
| <i>Antarctic Journal</i> | 890 | 13.9 | 3.47 |
| <i>Moonwalk</i> | 630 | 8.90 | 3.50 |
| Title—Unit 6 | | | |
| <i>My Brother Martin</i> | 1060 | 17.38 | 3.59 |
| <i>Jim Thorpe’s Bright Path</i> | 880 | 13.15 | 3.57 |
| <i>How Tía Lola Came to Visit Stay</i> | 840 | 12.03 | 3.49 |
| <i>A Gift from the Heart</i> | Drama N/A | 10.2 | 3.55 |
| <i>The Man Who Went to the Far Side of the Moon</i> | 800 | 13.18 | 3.26 |

| Metric | Evidence |
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| <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 Sleuth 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 |
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| <p>NN Metric 2A: At least eighty percent of all questions and tasks should be 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 addressed with every text.</p> | <p>On Day 1 of every lesson when the Text-Based Comprehension concepts are presented, 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 provides specific practice for student mastery. See the following examples:</p> <ul style="list-style-type: none"> • Grade 4 Student Edition 4.1 pages 174–175 and Unit 2 Teacher’s Edition page 173c <p>Every selection includes critical-thinking questions that promote deep thinking and substantive analysis.</p> <ul style="list-style-type: none"> • See the following Grade 4 example on page 184–185: “Analysis • Text Evidence How does T.J.’s reaction to Jo’s talents compare to those of the other players?” |

Alignment Criterion 1: Materials must reflect the distribution of text types and genres required by the Standards.

| Metric | Evidence |
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| <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.</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 4 Unit 1 Week 1 pages 20d–20e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 4 pages 20j, 24a, 32a, 42a, 45f) 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> |

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| <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.</p> | <p>The <i>Reading Street</i> selections were chosen for their interesting content for each unit topic and because they are high-quality selections written by trade book authors. The program includes well-known authors and selections.</p> <ul style="list-style-type: none"> Grade 4 examples: Kate DiCamillo who created the Newbery Honor Book <i>Because of Winn-Dixie</i>, Donald J. Sobol who wrote the <i>Encyclopedia Brown</i> series |
| <p>AC Metric 1C: In grades 3-5, literacy programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6-12 ELA materials include substantial attention to high quality nonfiction.</p> | <p>Literature and informational texts appear in the main selections, the paired 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 4, 32% of those selections in the Student Edition are literature and 68% are informational text. <i>Reading Street Sleuth</i> selections, Trade Books, and Leveled Readers are additional literature and informational texts with a science or social studies connection. <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 4 Teacher’s Edition Unit 2 pages 172j, 172–173, 176a–176b, 184a–184b, 192a–192b, 195f–195g. |
| <p>AC Metric 1D: A large majority of texts included in instructional materials 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 4 Student Editions include the following genres: advertisement, autobiography, biography, drama, e-mail, expository text, fable, fiction, historical fiction, how-to article, magazine article, movie review, myth, online directories, online reference sources, online sources, personal essay, persuasive essay, poetry, procedural text, realistic fiction, recipe, science fiction, search engines, tall tale, trickster tale, and web sites. |

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| <p>AC Metric 1E: Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.</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 4 Teacher's Edition 4.4: 90–91 through 103a <p>In the Teacher's Edition, 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 4: page 172b) 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 4: page 172i) 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 |
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| <p>AC Metric 2A: High-quality sequences of text-dependent questions are prevalent and 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>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 Grades 3 through 6 Unit 1, 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.</p> <p>Every main selection is accompanied in the Teacher's Edition by two sequences of questions: 1st Read/Access Text questions, which help students clarify their understanding of the text, and 2nd Read/Close Reading questions, which help students draw knowledge from the text through Analysis, Synthesis, and Evaluation. Both sequences of questions are specific to the text they accompany and require students to cite evidence from the text.</p> <ul style="list-style-type: none"> • See Grade 4 Unit 2 Teacher's Edition pages 178–179 to 183a and 184–185 to 187a. |

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| <p>AC Metric 2B: Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.</p> | <p>The <i>Reading Street</i> program presents Amazing Words, Selection Vocabulary, and Academic Vocabulary in every lesson (Grade 4 pages 173a–173b, 176b, 184b, 192b, 195g). 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, and the words are used in a Read Aloud to promote understanding in context.</p> <p>The Selection Vocabulary (Grade 4 pages 175a, 176e, 176–177, 195h) includes Tier 2 words. This vocabulary appears in the main selection read on Day 2 and Day 3. Vocabulary activities help students focus on the words’ meanings.</p> <p>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 4 pages 173c, 175d, 176d, 178–179, 183d, 191a.</p> |
| <p>AC Metric 2C: Questions build to a deep understanding of the central ideas of the text.</p> | <p>The 5-Day lesson plan provides the same instructional plan for each selection. The lessons for an Informational Text or a Literature selection contain the same lesson sections including Access Text and Close Reading questions. This structure is summarized on the 5-Day Planner for each week.</p> <ul style="list-style-type: none"> • See Grade 4 Unit 1 Week 1 pages 20d–20e for a literature selection and Grade 4 Unit 1 Week 5 pages 138d–138e for an informational text selection. <p>For the main selection in each lesson of <i>Reading Street</i>, the Access Text questions in the 1st Read and the Close Reading questions in the 2nd Read in the Teacher’s Edition provide two types of text comprehension activities. The Close Reading sections use Analysis, Synthesis, and Evaluation questions to extend the interpretation of the text using higher-level thinking skills. These questions require a thorough understanding of the text, and the answers are to be supported by Text Evidence. See these following list for representative pages:</p> <ul style="list-style-type: none"> • Grade 4 Unit 1 Week 1 Teacher’s Edition: 26–27 to 31a and 32–33 to 37a. |

Alignment Criterion 3: Written and oral 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 |
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| <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.</p> | <p>Daily writing instruction is an integral part of the five-day instructional plan in which students write in response to high-quality, complex texts. Each assignment takes students through the steps in the writing process and focuses on the traits and craft of good writing.</p> <p>Weekly writing is in response to reading in whole or small group and requires students to use text evidence to support ideas, claims, and opinions. In grades K–6 Look Back and Write on each Think Critically page in the Student Edition requires students to respond in writing to the text and use textual evidence to support inferences from the text. On Day 4 in weekly small group instruction, students confront the text in <i>Sleuth</i> by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.</p> <p>In <i>Reading Street Common Core: Writing to Sources</i>, students receive weekly writing instruction aligned with a unit level writing focus. Each week students “Write Like a Reporter” and “Connect the Texts” in the same mode of writing throughout the unit, culminating in a unit level “Prove It!” in that featured mode.</p> <ul style="list-style-type: none"> • In weekly “Write Like a Reporter” tasks, students write an argumentative, explanatory, or narrative paragraph in response to the main selection and draw on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text. • For weekly “Connect the Texts,” students write in response to two sources—the weekly main and paired selections—drawing on evidence from two texts to write an argument/opinion, to write to inform/explain, or to write a narrative. These lessons are in support of the requirement in the Standards that students make an increasing number of connections among ideas within and between texts as they develop their ability to use textual evidence with increasing facility. |

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| <p>(continued) 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.</p> | <p>(continued)</p> <ul style="list-style-type: none"> In the unit level “Prove It!” writing tasks, students respond to multiple sources within a unit of instruction to prepare for performance tasks and the changing expectations of the upcoming Common Core assessments. In the first part of each unit-level writing task, students are asked to answer evidence-based short response questions based on three texts from that unit of instruction to demonstrate comprehension of key ideas and details. In the second half of the writing task, students use the texts and their notes from the short response questions to write an argument, explanation, or narrative that synthesizes information in response to a text-based prompt. All of the writing tasks in the new <i>Reading Street Common Core: Writing to Sources</i> align to the Common Core State Standards and are supported with teacher instruction and rubrics. <p>Unit writing process lessons provide structure to guide students through each step in the writing process. Students use selections from the student anthology as mentor texts to examine traits common to the genre of text they are writing, e.g., personal narrative, or compare and contrast essay.</p> |
| <p>AC Metric 3B: Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g. exposition and persuasion):</p> <p>Grades 3–5 (exposition 35%; persuasion 30%; narrative 35%)</p> <p>Grades 6–8 (exposition 35%; argument 35%; narrative 30%)</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. See the following charts for a breakdown of writing activities.</p> |

Grade Four

| Mode | Weekly and Unit Writing in the Teacher’s Editions | More Connect the Texts in <i>Writing to Sources</i> | Total Number of Writing Tasks | Percentage |
|-------------------------|---|---|-------------------------------|------------|
| Argument/Opinion | 5 | 15 | 20 | 33% |
| Informative/Explanatory | 11 | 9 | 20 | 33% |
| Narrative | 20 | 0 | 20 | 33% |

| Metric | Evidence |
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| <p>AC Metric 3C: Writing opportunities for students are prominent and varied.</p> | <p>Each Day of the 5-Day lesson plan provides Writing instruction for a specific writing form that is compatible with the selection content and extends skills as students write. The Writing strand involves students in developing thinking and writing skills. Students are guided to use both print and digital materials to locate the information they need to answer inquiry questions, narrow their topic, and support their thesis.</p> <ul style="list-style-type: none"> • On Day 1 (Grade 4 pages 259e–259f), students use a model to learn the features of the genre and examine the author’s thinking and writing. • On Day 2 (Grade 4 pages 267d–267e), students begin their own writing. As they use the Student Edition Let’s Write It! pages (Grade 4 pages 276–277), students interact with another writing model. • Related instruction is provided on the Day 3 Teacher’s Edition pages (Grade 4 pages 276–277, 277a, 277b–277c). • The writing process steps continue on Day 4 (Grade 4 pages 283d–283e) and Day 5 (Grade 4 pages 283p–283q). Students use the selection and models to develop knowledge they can apply to their writing. |
| <p>AC Metric 3D: Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.</p> | <p><i>Reading Street</i> provides daily Research and Inquiry projects each week in the core lessons. The Research and Inquiry project expands and extends the weekly concept. In the Research and Inquiry projects, students find information about a chosen topic as they prepare a report or presentation on the topic. The daily Research and Inquiry strand (Grade 4 Unit 2 Week 1 pages 175b, 183b, 189d, 195b, 195n) provides opportunities to write.</p> |

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in phonics, 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 |
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| <p>AC Metric 4A: Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression.</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>Within the Grade 4 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 provide a wealth of lesson materials and techniques to reteach reading concepts to help students improve achievement. From the hands-on Picture Cards to On-Line Readers, these materials provide alternate instruction to help students master reading concepts successfully.</p> |
| <p>AC Metric 4B: 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><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 4 Unit 1 Week 1, the lesson reading strategy is introduced on pages 21c and 22–23 and applied as students read the selection “Going Batty.” 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 4 Week 3 and Unit 6 Week 3. |

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| <p>AC Metric 4C: Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p> | <p>Fluency is a core instructional strand at all grades in <i>Reading Street</i>. Fluency instruction begins at the primary grades with accurate word reading and progresses across the grades to reading lists, sentences, and longer, more complex text. Weekly fluency instruction is found within the Student Editions, Teacher's Editions, and the Fresh Reads for Fluency and Comprehension ancillary. The fluency lessons in each week in the program focus on one aspect of fluent reading: accuracy, appropriate rate, expression and intonation, or phrasing. For examples, see the following representative Fluency pages for the first lesson in the Teacher's Edition.</p> <ul style="list-style-type: none"> Grade 4 Unit 2: 174–175, 176–177, 189b, 194–195, 195j–195k, SG•6, SG•7, SG•11, SG•12, SG•16 |
| <p>AC Metric 4D: Materials guide students to read grade-level text with purpose and understanding.</p> | <p>The instructional design of <i>Reading Street</i> ensures that all students have extensive opportunities to encounter grade-level complex text through scaffolds in the core lessons and the Small Group lessons. The selections in <i>Reading Street</i> were chosen to foster the integration of knowledge and ideas. These high-quality texts provide opportunities for students to integrate and evaluate content and analyze ideas. In the Teacher's Editions, see the Read for Understanding Routine on Day 2 of the core lesson, the Days 2 and 3 Small Group lessons, and the unit Content Knowledge Overview on page xxii.</p> |

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

| Metric | Evidence |
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| <p>AC Metric 5A: Materials address the grammar and language conventions specified by the Language Standards at each grade level.</p> | <p>At all grades in <i>Reading Street</i>, there is explicit instruction in grammar. In Kindergarten, grammar instruction is explicit and direct. In Grade 4, grammar 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>See Grade 4 Unit 2 pages 175d, 183c, 189e, 195c, 195o, and 227p.</p> |

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| <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>Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of writing 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 4 Unit 2 Week 1 pages 175d, 183c, 189e, 195c, and 195o. This skill is emphasized in the writing activity, Let’s Write It! on pages 190–191 and 191a. Students work with and apply their knowledge of common and proper nouns as they complete the Writing activity for the week on page 195p. Each week a new skill is presented and practiced using this spiral structure. |
| <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 Preview Your Week (Grade 4 page 172b) shows the Social Studies (or Science) connection to the lesson. The Think Critically page (Grade 4 page 188–189) at the end of each selection has a content connection question, which students use to extend their understanding of the text by writing or telling about the concept and content. The Look Back and Write section on that page also focuses on key ideas and details 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 4 page 193a) that ask students to combine what they are learning with other information to gain broader knowledge.</p> |

Alignment Criterion 6: To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.

| Metric | Evidence |
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| <p>AC Metric 6A: Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non- Negotiable and Alignment Criterion 1).</p> | <p>Every Day in each lesson begins with a speaking and listening activity related to oral language development that uses the Amazing Words and the weekly concept to build a concept map (Grade 4 Unit 2 Week 1 pages 172j, 172–173, 176a–176b, 184a–184b, 192a–192b, 195f–195g).</p> <p>At the end of each selection, the Let’s Learn It! has many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork. (Grade 4 Student Edition 4.1 Media Literacy pages 194–195 or Speaking and Listening pages 282–283).</p> <p>The oral activities on the Think Critically page (Student Edition Grade 4 pages 46–47) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group pages have Team Talk discussion activities on Days 1, 2, and 4 for On-Level, Strategic Intervention, and Advanced learners.</p> |
| <p>AC Metric 6B: 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>For each selection, the Let’s Learn It! Student Edition page for Listening and Speaking (Student Edition Grade 4 pages 282–283) or Media Literacy (Grade 4 pages 194–195) provides opportunities for students to share preparation, evidence, and research while learning guidelines for speaking, listening, and teamwork, which are presented in the Tips section. Each Research and Inquiry project begins with discussion and preparation of questions about the topic to guide research. In the final step on Day 5, Communicate (Grade 4 Teacher’s Edition Unit 2 page 195n), students share their work and practice the guidelines for good listeners and speakers. Guidelines are also presented in the Tips section on the Media Literacy or Speaking and Listening page.</p> |
| <p>AC Metric 6C: Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.</p> | <p>Participating in activities on the Let’s Learn It! Student Edition page for Listening and Speaking (Student Edition 4.1 pages 282–283) or Media Literacy (Student Edition 4.1 pages 194–195) helps students learn about the speaking and listening skills required in discussions. The Team Talk activities also provide a wealth of opportunities for students to give and receive information orally with a partner, a small group, or the class.</p> |

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| <p>AC Metric 6D: Materials require students to marshal evidence to orally present findings from research.</p> | <p>A key feature of the Let’s Learn It! Student Edition page for Listening and Speaking (Student Edition 4.1 page 283) or Media Literacy (Student Edition 4.1 page 195) is the Tips section, which helps students review how to be a good speaker and a good listener. The accompanying Teacher’s Edition page (Grade 4 Unit 1 pages 195a and 283a) gives further information about how to be a good listener and speaker. The Teamwork tips emphasize ways to participate in discussions and other speaking activities when sharing information with others. These activities are found in every weekly lesson in the program. This is also supported by the presentations for each Research and Inquiry project on Day 5 of each weekly lesson.</p> |
| <p>AC Metric 6E: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.</p> | <p>The <i>Reading Street</i> program presents Amazing Words and Academic Vocabulary in every lesson (Grade 4 pages 21a–21b, 24b, 32b, 42b, 45g). 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 4 pages 21c, 23d, 24d, 26–27.</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, and the words are used in a Read Aloud to promote understanding in context. 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> |

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

| Metric | Evidence |
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| <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>Each main selection is accompanied by two sets of questions. The Access Text questions used in the 1st Read help students comprehend the text. The Close Reading questions used in the 2nd Read extend the interpretation of the text using higher-level thinking skills with Analysis, Synthesis, and Evaluation questions applied to the text and supported by Text Evidence. In addition, scaffolding is provided in small group lessons to address the complex text provided in the Student Edition and in <i>Reading Street Sleuth</i>.</p> <p>For examples, see the following Teacher’s Edition pages:</p> <ul style="list-style-type: none"> Grade 4 Unit 2, pages 178–179 to 183a and 184–185 to 187a; pages SG•2–SG•16 |

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| <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><i>Reading Street</i> is dedicated to the advancement of all learners, including the gifted. Daily enrichment and targeted text, all designed by national gifted education expert, Dr. Sally Reis, ensure consistent engagement for this specialized population.</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. For examples, see the following:</p> <ul style="list-style-type: none"> • <i>Reading Street Sleuth</i>, all grades Unit 1, pages 4–9. • Grade 4 Unit 2 Week 1, Advanced Leveled Reader, <i>Equality in American Schools</i>. <p>Each lesson in <i>Reading Street</i> has an accompanying <i>Reading Street Sleuth</i> selection. 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>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>A proud hallmark of the <i>Reading Street</i> program is its embedded standard of rigor for all, due in part to the influence of lead author Dr. Jeanne Paratore, whose multi-text model informed the instructional processes. With rigor being a widely validated component of motivation, we provide multiple means and ample opportunity to open up access to grade-level content and beyond for all levels of learners in both whole and small group. The goal of the <i>Reading Street</i> instructional design is that all students grapple with rich, complex text and ideas in order to advance their vocabulary, concept development, and syntax needed for strong reciprocal writing.</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>The architecture of the daily instructional design affords specific strategies for mediating content in both whole and small group for the range of learning style and proficiencies in classrooms. Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series.</p> |

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| <p>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?</p> | <p>At all grade levels, <i>Reading Street</i> 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:</p> <ul style="list-style-type: none"> • Grade 4 Teacher’s Edition Unit 1 pages 53a, 54–55 to 61a, 62c–69a. <p>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 <i>Reading Street Assessment</i> 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 <i>Reading Street Sleuth</i> (included in the Teacher’s Editions), Unit Benchmark tests, and End-of-Year Benchmark Tests.</p> |
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