# 2018 English Language Arts Textbook and Instructional Materials Committee Rating Sheet for the

2017 English Standards of Learning and Curriculum Framework Grade One: Into Reading

Virginia Department of Education, 2018

**Text /Instructional Material Title:\_\_\_\_Into Reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_Houghton Mifflin Harcourt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member : \_\_\_\_\_Consensus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_August 22, 2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Section I – English Language Arts Standard and Rating Chart

Directions: Please mark the following standard correlations as Adequate, Limited, or No Evidence

| Section I. English Language Arts Standard | Rating |
| --- | --- |
| 1.3 |  |
| 1.3a | Adequate |
| 1.3b | Adequate |
| 1.3c | Adequate |
| 1.3d | Adequate |
| 1.3e | Adequate |
| 1.3f | Adequate |
| 1.4 |  |
| 1.4a | Adequate |
| 1.4b | Adequate |
| 1.4c | Adequate |
| 1.5 |  |
| 1.5a | Adequate |
| 1.5b | Adequate |
| 1.5c | Adequate |
| 1.5d | Adequate |
| 1.5e | Adequate |
| 1.5f | Adequate |
| 1.5g | Adequate |
| 1.5h | Adequate |
| 1.6 |  |
| 1.6a | Adequate |
| 1.6b | Adequate |
| 1.6c | Adequate |
| 1.6d | Adequate |
| 1.6e | Adequate |
| 1.7 |  |
| 1.7a | Adequate |
| 1.7b | Adequate |
| 1.7c | Adequate |
| 1.7d | Adequate |
| 1.7e | Adequate |
| 1.7f | Adequate |
| 1.7g | Adequate |
| 1.7h | Adequate |
| 1.8 |  |
| 1.8a | Adequate |
| 1.8b | Adequate |
| 1.9 |  |
| 1.9a | Adequate |
| 1.9b | Adequate |
| 1.9c | Adequate |
| 1.9d | Adequate |
| 1.9e | Adequate |
| 1.9f | Adequate |
| 1.9g | Adequate |
| 1.9h | Adequate |
| 1.9i | Adequate |
| 1.10 |  |
| 1.10a | Adequate |
| 1.10b | Adequate |
| 1.10c | Adequate |
| 1.10d | Adequate |
| 1.10e | Adequate |
| 1.10f | Adequate |
| 1.10g | Adequate |
| 1.10h | Adequate |

## Section II. Additional Criteria: Instructional Planning and Support.

Please mark the following correlations as Adequate, Limited, or No Evidence.

| **Section II. Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| **1.** Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. | Adequate |
| **2.** Materials are organized appropriately within and among units of study. | Adequate |
| **3.** Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| **4.** Writing style, length of sentences, and vocabulary are appropriate. | Adequate |
| **5.** Sufficient instructional strategies are provided to promote depth of understanding. | Adequate |

### English Standard 1.3

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| **1.3** The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. | Rating |
| --- | --- |
| a) Create rhyming words. | Adequate |
| b) Count phonemes in one-syllable words. | Adequate |
| c) Blend sounds to make one-syllable words. | Adequate |
| d) Segment one-syllable words into individual phonemes. | Adequate |
| e) Add or delete phonemes to make new words. | Adequate |
| f) Blend and segment multisyllabic words at the syllable level. | Adequate |
| g) Segment one-syllable words into individual phonemes. | Adequate |

### English Standard 1.4

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| **1.4** The student will apply knowledge of how print is organized and read. | Rating |
| --- | --- |
| 1. Read from left to right and from top to bottom.
 | Adequate |
| b) Match spoken words with print. | Adequate |
| c) Identify letters, words, sentences, and ending punctuation. | Adequate |

### English Standard 1.5

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| **1.5** The student will apply phonetic principles to read and spell. | Rating |
| --- | --- |
| a) Use initial and final consonants to decode and spell one- syllable words. | Adequate |
| b) Use two-letter consonant blends to decode and spell one-syllable words. | Adequate |
| c) Use consonant digraphs to decode and spell one-syllable words.  | Adequate |
| d) Use short vowel sounds to decode and spell one-syllable words. | Adequate |
| e) Blend initial, medial, and final sounds to recognize and read words. | Adequate |
| f) Use word patterns to decode unfamiliar words. | Adequate |
| g) Read and spell simple two-syllable compound words. | Adequate |
| h) Read and spell commonly used sight words. | Adequate |

### English Standard 1.6

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| * 1. The student will use semantic clues and syntax for support when reading.
 | Rating |
| --- | --- |
| a) Use words, phrases, and sentences. | Adequate |
| b) Use titles and pictures. | Adequate |
| c) Use information in the story to read words. | Adequate |
| d) Use knowledge of sentence structure. | Adequate |
| e) Reread and self-correct.   | Adequate |

### English Standard 1.7

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| * 1. The student will expand vocabulary and use of word meanings.
 | Rating |
| --- | --- |
| a) Discuss meanings of words in context. | Adequate |
| b) Develop vocabulary by listening to and reading a variety of texts. | Adequate |
| c) Ask for the meaning of unknown words and make connections to familiar words. | Adequate |
| d) Use text clues such as words or pictures to discern meanings of unknown words. | Adequate |
| e) Use vocabulary from other content areas. | Adequate |
| f) Use singular and plural nouns. | Adequate |
| g) Use adjectives to describe nouns. | Adequate |
| h) Use verbs to identify actions. | Adequate |

### English Standard 1.8

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| * 1. The student will use simple reference materials.
 | Rating |
| --- | --- |
| a) Use knowledge of alphabetical order by first letter.  | Adequate |
| b) Use a picture dictionary to find meanings of unfamiliar words.  | Adequate |

### English Standard 1.9

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| * 1. The student will read and demonstrate comprehension of a variety of fictional texts.
 | Rating |
| --- | --- |
| a) Preview the selection. | Adequate |
| b) Set a purpose for reading. | Adequate |
| c) Relate previous experiences to what is read. | Adequate |
| d) Make and confirm predictions. | Adequate |
| e) Ask and answer who, what, when, where, why, and how questions about what is read. | Adequate |
| f) Identify characters, setting, and important events.  | Adequate |
| g) Retell stories and events, using beginning, middle, and end in a sequential order.  | Adequate |
| h) Identify theme. | Adequate |
| i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. | Adequate |

### English Standard 1.10

Please indicate the rating for each standard by selecting Adequate, Limited, or No Evidence.

| * 1. The student will read and demonstrate comprehension of a variety of nonfiction texts.
 | Rating |
| --- | --- |
| a) Preview the selection. | Adequate |
| b) Use prior and background knowledge as context for new learning.  | Adequate |
| c) Set a purpose for reading. | Adequate |
| d) Identify text features such as pictures, headings, charts, and captions. | Adequate |
| e) Make and confirm predictions. | Adequate |
| f) Ask and answer who, what, where, when, why, and how questions about what is read. | Adequate |
| g) Identify the main idea. | Adequate |
| h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. | Adequate |

## II. Additional Criteria: Instructional Planning and Support

(Reported but not used in correlation and adoption considerations.)

|  **Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | Adequate |
| 2. The textbook is organized appropriately within and among units of study. | Adequate |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| 4. The writing style, syntax, and vocabularyare appropriate. | Adequate |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. | Adequate |