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

2017 English Standards of Learning and Curriculum Framework – Kindergarten Reading: Wonders

Virginia Department of Education, 2018

**Text/Instructional Material Title:\_\_\_\_\_\_\_Wonders\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_McGraw Hill\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Date:\_\_\_\_\_\_\_\_\_\_\_\_August 28, 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** |
| --- | --- |
| **K.3** |  |
| **K.3a** | Adequate |
| **K.3b** | Adequate |
| **K.3d** | Adequate |
| **K.3e** | Adequate |
| **K.3f** | Adequate |
| **K.3g** | Adequate |
| **K.4** |  |
| **K.4a** | Adequate |
| **K.4b** | Adequate |
| **K.4c** | Adequate |
| **K.4d** | Adequate |
| **K.4e** | Adequate |
| **K.5** |  |
| **K.5a** | Adequate |
| **K.5b** | Adequate |
| **K.5c** | Adequate |
| **K.5d** | Adequate |
| **K.6** |  |
| **K.6a** | Adequate |
| **K.6b** | Adequate |
| **K.6c** | Adequate |
| **K.6d** | Adequate |
| **K.6e** | Adequate |
| **K.7** |  |
| **K.7a** | Adequate |
| **K.7b** | Adequate |
| **K.7c** | Adequate |
| **K.7d** | Adequate |
| **K.7e** | Adequate |
| **K.7f** | Adequate |
| **K.7g** | Adequate |
| **K.7h** | Adequate |
| **K.8** |  |
| **K.8a** | Adequate |
| **K.8b** | Adequate |
| **K.8c** | Adequate |
| **K.8d** | Adequate |
| **K.8e** | Adequate |
| **K.9** |  |
| **K.9a** | Adequate |
| **K.9b** | Adequate |
| **K.9c** | 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 K.3

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

| K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. | Rating |
| --- | --- |
| a) Begin to discriminate between spoken sentences, words, and syllables. | Adequate |
| b) Identify and produce words that rhyme. | Adequate |
| c) Blend and segment multisyllabic words at the syllable level. | Adequate |
| d) Blend and segment one-syllable words into phonemes including onset and rime. | Adequate |
| e) Identify words according to shared beginning and/or ending sounds. | Adequate |
| f) Blend sounds to make one-syllable words. | Adequate |
| g) Segment one-syllable words into individual phonemes. | Adequate |

## English Standard K.4

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

| K.4 The student will understand how print is organized and read. | Rating |
| --- | --- |
| a) Hold print materials in the correct position. | Adequate |
| b) Identify the front cover, back cover, and title page of a book. | Adequate |
| c) Distinguish between print and pictures. | Adequate |
| d) Follow words from left to right and from top to bottom on a printed page. | Adequate |
| e) Match voice with print. | Adequate |

## English Standard K.5

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

| K.5 The student will demonstrate an understanding that print conveys meaning. | Rating |
| --- | --- |
| a) Identify common signs and logos. | Adequate |
| b) Explain that printed materials provide information. | Adequate |
| c) Read and explain own writing and drawings. | Adequate |
| d) Read his/her name and commonly used high-frequency words. | Adequate |

## English Standard K.6

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

| K.6 The student will develop an understanding of basic phonetic principles. | Rating |
| --- | --- |
| a) Identify and name the capital and lowercase letters of the alphabet. | Adequate |
| b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. | Adequate |
| c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. | Adequate |
| d) Identify initial consonant sounds in one-syllable words. | Adequate |
| e) Identify final consonant sounds in one-syllable words. | Adequate |

## English Standard K.7

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

| K.7 The student will expand vocabulary and use of word meanings. | Rating |
| --- | --- |
| a) Discuss meanings of words. | Adequate |
| b) Increase vocabulary by listening to a variety of texts read aloud. | Adequate |
| c) Use vocabulary from other content areas. | Adequate |
| d) Ask about words not understood. | Adequate |
| e) Use number words. | Adequate |
| f) Use nouns to identify and name people, places, and things. | Adequate |
| g) Use adjectives to describe location, size, color, and shape. | Adequate |
| h) Use verbs to identify actions. | Adequate |

## English Standard K.8

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

| K.8 The student will demonstrate comprehension of fictional texts. | Rating |
| --- | --- |
| a) Identify the role of an author and an illustrator. | Adequate |
| b) Relate previous experiences to what is read. | Adequate |
| c) Use pictures to make predictions. | Adequate |
| d) Ask and answer questions about what is read. | Adequate |
| e) Use story elements of characters, settings, and eventsto retell stories sequentially using beginning, middle, and end. | Adequate |

## English Standard K.9

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

| K.9 The student will demonstrate comprehension of nonfiction texts. | Rating |
| --- | --- |
| a) Use pictures to identify topic and make predictions. | Adequate |
| b) Identify text features specific to the topic, such as titles, headings, and pictures. | Adequate |
| c) Ask and answer questions about what is read. | 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 |