

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Three*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards Met _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 168 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Three Content Standards

Each content area completes the stem "Students will...."

Literacy Foundations

Oral Language

Citations

<p>1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</p> <p style="padding-left: 20px;">a. Elaborate on responses in conversations and discussions.</p> <p style="padding-left: 40px;"><i>Examples: use precise, descriptive language; build upon previously expressed ideas</i></p>	<p style="text-align: center;">1 2 3 4 IE</p>	
<p>2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</p> <p style="padding-left: 20px;">a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.</p>	<p style="text-align: center;">1 2 3 4 IE</p>	
<p>3. Apply oral literacy skills by participating in a variety of oral language activities.</p> <p style="padding-left: 20px;"><i>Examples: plays, dramas, choral readings, oral reports</i></p>	<p style="text-align: center;">1 2 3 4 IE</p>	
<p>4. Ask and answer questions using complete sentences and grade-level vocabulary.</p>	<p style="text-align: center;">1 2 3 4 IE</p>	
<p>5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.</p>	<p style="text-align: center;">1 2 3 4 IE</p>	
<p>6. Use digital tools to enhance oral presentations, working collaboratively.</p>	<p style="text-align: center;">1 2 3 4 IE</p>	

<p>7. Demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. Delete phonemes in initial and final blends of a spoken word. <i>Examples: Say smoke. Now say smoke, but don't say /m/. (soak)</i> <i>Say best. Now say best, but don't say /s/. (bet)</i></p> <p>b. Substitute phonemes in initial and final blends in a spoken word. <i>Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep)</i> <i>Say list. Now say list, but change the /s/ to /f/. (lift)</i></p> <p>c. Reverse phonemes in a spoken word <i>Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face) Say slack. Now say slack but say the last sound first and the first sound last. (class)</i></p> <p>d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. <i>Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame</i></p> <p>e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. <i>Examples: Say photograph. Change graph to cell. (photo cell)</i> <i>Say anytime. Change time to where. (anywhere)</i> <i>Say blocked. Change /t/ to /ng/. (blocking)</i></p>	<p>1 2 3 4 IE</p>	<p>Citations</p>
---	-------------------	------------------

Phonics

<p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Examples: VC/CV, VC/V, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p>	<p>1 2 3 4 IE</p>	<p>Citations</p>
--	-------------------	------------------

<p>c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph <i>eigh</i>, combinations, diphthongs, and silent letter combinations.</p> <p><i>Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gn</i></p> <p>d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p> <p><i>Examples: y can be read /y/ in yet, /ē/ in candy, /f/ in fly digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school</i></p> <p><i>diphthong ow is read /ou/ in cow, but digraph ow is read /o/ in snow</i></p> <p>e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate.</p> <p><i>Examples: the noun con /'vict vs. the verb con/vict'; the noun pro /'duce vs. the verb pro/duce'</i></p> <p>f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p><i>Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, jet, form, dict</i></p> <p>g. Decode and encode contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p><i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p> <p>h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p> <p><i>Examples: hear/here; night/knight; tacks/tax</i></p> <p>i. Decode and encode words with hard and soft <i>c</i> and <i>g</i>.</p> <p>j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>		
<p>Fluency</p> <p>9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic</p>	<p>1 2 3 4 IE</p>	<p>Citations</p>

<p>words with accuracy and automaticity, in and out of context.</p>		
<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p>	<p>1 2 3 4 IE</p>	
<p>11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.</p>	<p>1 2 3 4 IE</p>	
<p>12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences</i></p>	<p>1 2 3 4 IE</p>	
<p>Vocabulary</p>		<p>Citations</p>
<p>13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p> <p>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>1 2 3 4 IE</p>	
<p>13. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <p>a. Determine meaning of words using synonyms in context.</p> <p>b. Determine meaning of words using antonyms as a clue.</p> <p>c. Describe the similarities and differences between related words.</p>	<p>1 2 3 4 IE</p>	

<p>d. Use knowledge of homophones to determine appropriate use of words.</p> <p>e. Interpret figurative language.</p> <p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</p> <p><i>Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>		
<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. <i>Examples: affixes -less, -ful, pro-, trans-; roots aqua, cent, port, form, ject, spect, dict, tend, fer</i></p> <p>b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p> <p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. <i>Examples: pre-, re-, mis-, -ly, -less, -ful, -able, -ment</i></p> <p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p> <p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	
<p>16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	
<p>17. Use grade-level academic and domain-specific vocabulary in writing.</p> <p><i>Comprehension</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	<p><i>Citations</i></p>
<p>18. Demonstrate content knowledge built during independent reading of</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	

<p>informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>		
<p>19. Determine the explicit or implied main idea and supporting details of a text.</p> <p>a. Explain how supporting details contribute to the main idea, using textual evidence.</p> <p>b. Recount or summarize the key ideas from the text.</p>	<p>1 2 3 4 IE</p>	
<p>20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.</p> <p><i>Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose</i></p>	<p>1 2 3 4 IE</p>	
<p>21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.</p> <p><i>Examples: pronoun references, conjunctions, word substitution using synonyms</i> <i>Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i></p>	<p>1 2 3 4 IE</p>	
<p>22. Describe literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.</p> <p>b. Explain how the characters' actions and dialogue contribute to the meaning of the story.</p> <p>c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</p> <p>d. Compare and contrast the themes, settings, and plots from two texts.</p>	<p>1 2 3 4 IE</p>	
<p>23. Identify and use text features in informational passages to locate information.</p> <p><i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i></p>	<p>1 2 3 4 IE</p>	

<p>24. Identify the text structures within literary and informational texts.</p> <p>a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p>1 2 3 4 IE</p>	
<p>25. Identify statements in informational texts as facts or opinions.</p> <p>a. Use prior knowledge and/or details from the text to distinguish fact from opinion.</p> <p>b. Use information gathered from research to evaluate opinions.</p>	<p>1 2 3 4 IE</p>	
<p>26. Use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <p>a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.</p> <p>b. Compare different versions of the same story.</p>	<p>1 2 3 4 IE</p>	
<p>27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.</p> <p><i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i></p>	<p>1 2 3 4 IE</p>	
<p>28. Identify the narration of a literary text as first person or third person.</p>	<p>1 2 3 4 IE</p>	
<p>29. Determine the main idea of a text read aloud or information presented in an audible format.</p> <p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i>, and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p>	<p>1 2 3 4 IE</p>	

<p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p>	<p>1 2 3 4 IE</p>	
<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable/division rules, and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VCV, CVVC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-t, vowel-consonant-e, vowelteams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eight</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p> <p>d. Encode words with less common prefixes, suffixes, and common Latin roots. <i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</i> <i>Latin roots: port, form, ject, spect, dict, tend, fer</i></p> <p>e. Encode frequently confused homophones accurately, using context to determine correct spelling. <i>Examples: hear/here, night/knight; tacks/tax</i></p>	<p>1 2 3 4 IE</p>	
<p>33. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.</p>	<p>1 2 3 4 IE</p>	
<p>34. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.</p>	<p>1 2 3 4 IE</p>	
<p>35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various</p>	<p>1 2 3 4 IE</p>	

sources, and a conclusion.					
36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.					
<ul style="list-style-type: none"> a. Use articles <i>a, an, and the</i> correctly. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. 	1	2	3	4	IE
37. Compose simple, compound, and complex sentences with correct subject-verb agreement.					
<ul style="list-style-type: none"> a. Identify and correct sentence fragments and run-on sentences. b. Identify the subject and predicate of a sentence. 	1	2	3	4	IE
38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.					
1	2	3	4	IE	
39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.					
<ul style="list-style-type: none"> a. Avoid plagiarism by using their own words and utilizing digital sources ethically. 	1	2	3	4	IE
40. Use grade-level and domain-appropriate vocabulary in writing.					
<ul style="list-style-type: none"> a. Use specific vocabulary to develop a story. b. Use specific vocabulary to explain or inform on a topic 	1	2	3	4	IE
41. Use words and phrases in writing for effect and elaboration.					
<ul style="list-style-type: none"> a. Use transition words and phrases for sentence variety. 	1	2	3	4	IE

42. Write poetry or prose in response to visual images to interpret their meanings.

1	2	3	4	IE
---	---	---	---	----

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Four*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards Met _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 168 possible points.

4—Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3—Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2—Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1—Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE—Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Four Content Standards

Each content area completes the stem "Students will..."

Literacy Foundations

Phonics

1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.

1 2 3 4 IE

Citations

2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables.

1 2 3 4 IE

Examples: dam-age, ac-tive, na-tion

3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.

1 2 3 4 IE

4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

1 2 3 4 IE

Fluency

5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.

1 2 3 4 IE

6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.

1 2 3 4 IE

Citations

7. Read words with irregular and regular spelling patterns accurately and automatically.	1	2	3	4	IE	
8. Write routinely and independently in response to text.	1	2	3	4	IE	
Vocabulary						
9. Accurately interpret general academic and domain-specific words and phrases.	1	2	3	4	IE	
10. Interpret words and phrases, including figurative language, as they are used in a text. <ul style="list-style-type: none"> a. Explain how specific word choices shape meaning or tone. b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. 	1	2	3	4	IE	
11. Use commonly misused words correctly in writing. <i>Examples: accept/except; effect/affect; racket/raquet; its/it's; your/you're; our/are; quiet/quit/quite</i>	1	2	3	4	IE	
12. Consult reference materials to find the pronunciation of unknown words and phrases.	1	2	3	4	IE	
13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.	1	2	3	4	IE	
Vocabulary						
14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.	1	2	3	4	IE	
15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text. <ul style="list-style-type: none"> a. Identify and explain attitudes and influences of multiple 	1	2	3	4	IE	

<p>characters within a text.</p> <ul style="list-style-type: none"> b. Explain how the main character changes throughout the story, using explicit evidence from the text. c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story. 		
<p>16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.</p> <ul style="list-style-type: none"> a. Identify clues in the text to recognize implicit meanings. b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning. c. Make an inference about the meaning of a text and support it with textual evidence. 	<p>1 2 3 4 IE</p>	
<p>17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.</p> <ul style="list-style-type: none"> a. Explain the difference between first person and third person narration, including omniscient and third person limited. b. State an opinion of the author's use of narration, supporting reasoning with examples from the text. 	<p>1 2 3 4 IE</p>	
<p>18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.</p> <ul style="list-style-type: none"> a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided. b. Compare the perspectives of different characters within a text. 	<p>1 2 3 4 IE</p>	
<p>19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <ul style="list-style-type: none"> a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature. b. Analyze a common or shared theme and its development in 	<p>1 2 3 4 IE</p>	

stories, myths, and/or other traditional literature.

<p>20. Use details and examples from a text to indicate what the text explicitly states.</p> <ol style="list-style-type: none"> Interpret facts from an informational article, using details and examples from the text to explain the interpretation. List the main questions answered by an informational article. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice. Explain the differences between primary and secondary sources, giving examples from texts. 	<p>1 2 3 4 IE</p>	
<p>21. Explain how relevant details support the implied or explicit main idea of a text.</p> <ol style="list-style-type: none"> Determine the central idea or theme of a text. Explain the difference between implied and explicit details. Summarize the key supporting details by citing evidence from a text. 	<p>1 2 3 4 IE</p>	
<p>22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</p> <ol style="list-style-type: none"> Cite evidence to explain the author's perspective toward a topic in an informational text. 	<p>1 2 3 4 IE</p>	
<p>23. Evaluate how text features and structures contribute to the meaning of an informational text.</p> <ol style="list-style-type: none"> Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect. Interpret information from text features in both print and digital formats. 	<p>1 2 3 4 IE</p>	
<p>24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <ol style="list-style-type: none"> Make text-based inferences to determine possible reasons for an author's stance. 	<p>1 2 3 4 IE</p>	

<p>34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.</p>	<p>1 2 3 4 IE</p>	
<p>35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.</p>	<p>1 2 3 4 IE</p>	
<p>36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.</p>	<p>1 2 3 4 IE</p>	
<p>37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p>1 2 3 4 IE</p>	
<p>38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.</p> <p>a. Order adjectives within sentences according to conventional patterns. <i>Example: a small red bag rather than a red small bag</i></p> <p>b. Form and use prepositional phrases and conjunctions.</p> <p>c. Recognize and correct sentence fragments and run-on sentences.</p> <p>d. Use commas, apostrophes, and quotation marks correctly.</p> <p>e. Use correct capitalization, including familial relations and proper adjectives.</p> <p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>1 2 3 4 IE</p>	
<p>39. Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Use relative pronouns <i>who, whose, which, and that</i>, relative adverbs <i>where, when, and how</i>, and irregular possessive nouns.</p> <p>b. Form and use the progressive verb tenses.</p>	<p>1 2 3 4 IE</p>	

Examples: I was walking, I am walking
 c. Use modal auxiliaries to convey various conditions.
Examples: can, may, must

<p>40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Write return address and mailing address in the proper locations on an envelope</p>	<p>1 2 3 4 IE</p>	
<p>41. Present an opinion orally, sequencing ideas logically and using relevant facts.</p> <p>a. Express appropriate and meaningful responses to questions posed by others.</p>	<p>1 2 3 4 IE</p>	
<p>42. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.</p>		

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Five*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards Met _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 168 possible points.

4-Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3-Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2-Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1-Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE-Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Five Content Standards

Each content area completes the stem "Students will..."

Literacy Foundations

Phonics

Citations

<p>1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.</p>	<p>1 2 3 4 IE</p>	
<p>2. Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.</p>	<p>1 2 3 4 IE</p>	
<p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	<p>1 2 3 4 IE</p>	
<p>4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.</p>	<p>1 2 3 4 IE</p>	<i>Citations</i>
<i>Fluency</i>		
<p>5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.</p>	<p>1 2 3 4 IE</p>	
<p>6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.</p>	<p>1 2 3 4 IE</p>	
<p>7. Write routinely and independently for varied amounts of time.</p>	<p>1 2 3 4 IE</p>	

<p>8. Orally present information and original ideas clearly.</p> <p>9. Express ideas clearly and effectively to diverse partners or groups.</p> <ol style="list-style-type: none"> Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others. Verbally summarize information read aloud or presented in diverse media and formats. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details. Speak clearly at an understandable rate. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	
<p>10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.</p> <ol style="list-style-type: none"> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	
<i>Vocabulary</i>		
<p>11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	<i>Citations</i>
<p>12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.</p> <ol style="list-style-type: none"> Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context. Explain the meanings of common idioms, adages, and proverbs. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing. <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>IE</p>	

<p>13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>1 2 3 4 IE</p>	
<p>14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	<p>1 2 3 4 IE</p>	
<p>15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.</p>	<p>1 2 3 4 IE</p>	
Comprehension		
<p>16. Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.</p>	<p>1 2 3 4 IE</p>	
<p>17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. <i>Examples: theme, plot, point of view</i></p>	<p>1 2 3 4 IE</p>	
<p>18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.</p>	<p>1 2 3 4 IE</p>	
<p>19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.</p>	<p>1 2 3 4 IE</p>	
<p>20. Explain how the author's use of character types throughout a narrative helps drive its plot. <i>Examples: static, dynamic, and stock characters</i></p>	<p>1 2 3 4 IE</p>	
<p>21. Compare and contrast characters, points of view, or events in two or more literary texts.</p>	<p>1 2 3 4 IE</p>	

<p>22. Determine the implied and/or explicit main idea in literary and informational texts.</p>	<p>1 2 3 4 IE</p>	
<p>23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.</p> <ol style="list-style-type: none"> Analyze common themes of diverse texts with support from textual evidence. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence. 	<p>1 2 3 4 IE</p>	
<p>24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.</p> <ol style="list-style-type: none"> Identify various text features used in diverse forms of text. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts. 	<p>1 2 3 4 IE</p>	
<p>25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author's opinion in informational text.</p>	<p>1 2 3 4 IE</p>	
<p>26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p> <ol style="list-style-type: none"> Explain how visual and multimedia elements contribute to the overall meaning and tone of a text. Compare and contrast the approaches to theme in several stories within a genre. Locate information quickly within a text and apply information from multiple sources to analysis of the topics. Explain how an author uses reasons and evidence to support particular points in a text. 	<p>1 2 3 4 IE</p>	

<p>e. Compare the approaches of several authors of articles about the same or similar topics.</p>		
<p>27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.</p>	<p>1 2 3 4 IE</p>	
<p>28. Use audio and/or visual sources of information to obtain the answer to a question.</p> <p>29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.</p> <p>a. Use textual evidence to support summarization.</p> <p>b. Cite appropriately when summarizing.</p>	<p>1 2 3 4 IE</p>	
<p>30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.</p>	<p>1 2 3 4 IE</p>	
<p>31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate.</p> <p><i>Examples: graphics, sounds</i></p>	<p>1 2 3 4 IE</p>	
<p>Writing</p>		
<p>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.</p>	<p>1 2 3 4 IE</p>	
<p>33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page.</p> <p><i>Examples: headings, titles, paragraph indentions</i></p>	<p>1 2 3 4 IE</p>	
<p>34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.</p>	<p>1 2 3 4 IE</p>	
<p>Citations</p>		

<p>35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.</p>	<p>1 2 3 4 IE</p>	
<p>36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion. <i>Examples: first, as a result, therefore, in addition</i></p>	<p>1 2 3 4 IE</p>	
<p>37. Write about research findings independently over short and/or extended periods of time.</p>	<p>1 2 3 4 IE</p>	
<p>38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.</p> <ol style="list-style-type: none"> Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. Integrate information from several texts on the same topic into presentations of research. 	<p>1 2 3 4 IE</p>	
<p>39. Demonstrate command of the conventions of standard English grammar and usage in writing.</p> <ol style="list-style-type: none"> Evaluate the usage of pronouns for the proper case. <i>Examples: subjective, objective, possessive</i> Identify inappropriate shifts in pronoun number and person. Use varied pronouns and their antecedents correctly in composing and revising writing. Use subject-verb agreement correctly when composing and revising writing. Use verb tenses to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. 	<p>1 2 3 4 IE</p>	

<p>g. Use perfect verb tenses to compose and revise writing.</p> <p>h. Use correlative conjunctions correctly when composing and revising writing.</p> <p>40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p> <p>b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.</p> <p>c. Spell grade-level words correctly, consulting references as needed.</p>		
<p>41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	<p>1 2 3 4 IE</p>	
<p>42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.</p> <p><i>Examples: dictionaries, glossaries</i></p>	<p>1 2 3 4 IE</p>	

Total Points: _____