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

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____	_____	_____
Number of Standards	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 160 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.

Kindergarten Content Standards

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

Literacy Foundations

Oral Language						*Citations*
1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support. a. Use speech that is understandable with only grade-appropriate errors. b. Use word endings to indicate plurals, possessives, and verb tenses in speech. *Examples: dogs, brother's shirt, jumped* c. Use age-appropriate irregular plurals in conversation. *Examples: foot/feet, tooth/teeth, mouse/mice* d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.	1	2	3	4	IE	
2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build backgroundknowledge needed to be successful as they learn to read and, later, read to learn.	1	2	3	4	IE	
3. Actively participate in teacher-led choral and shared reading experiences. *Examples: reciting nursery rhymes, songs, poems, stories*	1	2	3	4	IE	
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presentedorally, through text, or other media. *Example: Use interrogatives who, what, where, when, why, and how to ask questions.*	1	2	3	4	IE	

5. With guidance and support, present information orally, using complete sentences in correct word order.
   a. Speak audibly and express thoughts, feelings, and ideas clearly.
   b. Describe people, places, things, and events with relevant details in a story with three to five events.

   1 2 3 4 IE

6. Uses spatial and temporal concepts correctly.
   Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last
   Note: This is important as children learn to match print to speech in order to read, and speech to print in order towrite.

   1 2 3 4 IE

7. Restate and follow one- and two-step directions.

   1 2 3 4 IE

Concepts of Print

Citations

8. Demonstrate understanding of the organization and basic features of printed materials.
   a. Recognize and demonstrate that print conveys meaning.
      Examples: Share a favorite book with peers. Share a list of birthday gifts received.
   b. With prompting and support, explain the roles of the author and illustrator of a text.
   c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.
   d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
   e. Point to words using one-to-one correspondence, noting that words are separated by spaces.
   f. Distinguish letters from words within sentences.
   g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approachstrokes for writing.

   1 2 3 4 IE

Phonological Awareness/Phonemic Awareness

Citations

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

   a. Count the number of words in a spoken sentence.

   b. Recognize alliterative spoken words.

   c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

   d. Count, blend, and segment syllables in spoken words, including compound words.

   e. Blend and segment onsets and rimes of single-syllable spoken words.

   f. Identify the initial, final, and medial sounds of spoken words.

   g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.

   h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

      Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)

   Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.

Phonics	Citations				
10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.	1	2	3	4	IE
a. Produce the most frequent sound(s) for each consonant, including *x* and *q*, which have two phonemes (sounds). *Examples: x=/ks/ and q=/kw/*	1	2	3	4	IE
b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.					
c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.					
d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.					
e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sound for the five					

major vowels in vowel-consonant-e syllables.

f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ soundsfor letter s.

Examples: pups, cats, pigs, dogs

Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.

g. With prompting and support, produce the most frequent sound for digraphs *ck, sh, th, ch, wh, ng,* and combination *qu,* making the connection that a two-letter grapheme can represent one phoneme (sound).

h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.

Example: mat/sat, pan/pat, tip/top

i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-graphemecorrespondences.

Examples: am, at, get, like, make, that, this, me, she, be

Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS© heart word strategy

Fluency					Citations
11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.	1	2	3	4	IE
12. Arrange and name letters of the alphabet in sequential order from *a* to *z*, with accuracy and automaticity. *Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters. Note: This will help students with alphabetical order requirements in future grades and also facilitate learning ofpositional words like before/after, initial/final, reversals, and letter naming in general.*	1	2	3	4	IE

Standard	1	2	3	4	IE	Citations
13. With prompting and support, recognize and name digraphs *ck, sh, th, ch, wh, ng,* and combination *qu.*	1	2	3	4	IE	
14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in andout of context.	1	2	3	4	IE	
15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate tosupport comprehension.	1	2	3	4	IE	
16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. *Note: As noted in the phonics standards, 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 it to a personalword 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.*	1	2	3	4	IE	
Vocabulary						
17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words toprior knowledge.	1	2	3	4	IE	
18. Identify new meanings for familiar words and apply them accurately. *Example: multiple meaning words such as duck, run, and bat*	1	2	3	4	IE	

	1	2	3	4	IE	Citations
19. Ask and answer questions about unfamiliar words in discussions and/or text. a. Describe the relationship between words, including relating them to synonyms and antonyms.	1	2	3	4	IE	
20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. *Examples: apples, oranges, grapes; hammer, nails, screwdriver*	1	2	3	4	IE	

21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
   a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
   b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.
	1	2	3	4	IE	

Comprehension						*Citations*
22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.	1	2	3	4	IE	
23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	1	2	3	4	IE	
24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	1	2	3	4	IE	

Standard	1	2	3	4	IE
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.	1	2	3	4	IE
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.	1	2	3	4	IE
27. Identify and describe the main story elements in a literary text. a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.	1	2	3	4	IE
28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.	1	2	3	4	IE
29. With prompting and support, identify the main topic and key details in an informational text.	1	2	3	4	IE
30. With prompting and support, ask and answer questions about key details in literary and informational texts.	1	2	3	4	IE
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.	1	2	3	4	IE
32. With prompting and support, compare and contrast two texts. a. Distinguish between literary texts and informational texts. b. Compare and contrast the experiences of characters in a literary text. c. Compare and contrast two informational texts on the same topic.	1	2	3	4	IE

					Citations

33. Express ideas orally and connect these ideas through drawing and emergent writing.

| | 1 | 2 | 3 | 4 | IE |

34. Print legibly, using proper pencil grip.

   a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement.

   b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.

   Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation.

   Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus

   c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

| | 1 | 2 | 3 | 4 | IE |

35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

   a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).

   Examples: /b/=b, /m/=m, /k/=k, c, -ck

   b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.

   Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel

   c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.

   Examples: am, at, can, he, we, be, in, it, came, like

| | 1 | 2 | 3 | 4 | IE |

d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme- grapheme correspondences and patterns *in all but one position*, pointing out the part of the word that does not follow the regular pattern.

   Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.

36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.

   a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language.

   b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.

   c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.

   d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

   e. With prompting and support, begin each sentence with a capital letter.

   f. With prompting and support, capitalize the pronoun *I* and names of individuals.

   g. With prompting and support, recognize, name, and correctly use end punctuation.

   Examples: period, question mark, exclamation mark

37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

   a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.

   b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.

   c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for

	1	2	3	4	IE
36	1	2	3	4	IE
37	1	2	3	4	IE

the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.

d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.

e. With prompting and support, compose writing for varied purposes and audiences, across different genres.

	1	2	3	4	IE
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. *Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.*	1	2	3	4	IE
39. Participate in shared research and writing projects to answer a question or describe a topic.					
a. Include information recalled from personal experiences in research and writing projects.	1	2	3	4	IE
b. Gather information from provided sources for research and writing projects.					
40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.	1	2	3	4	IE

Total Points: _____

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

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

Directions for reviewers using this rubric:

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

Literacy Foundations

Oral Language						Citations
1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.	1	2	3	4	IE	
2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound. *Examples: read-alouds, oral dramatic activities*	1	2	3	4	IE	
3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.	1	2	3	4	IE	
4. Present information orally using complete sentences and appropriate volume. Orally describe people, places, things, and events, expressing ideas with relevant details.	1	2	3	4	IE	

Concepts of Print						Citations
5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	1	2	3	4	IE	

Phonological Awareness/Phonemic Awareness						Citations
a. Explain the roles of author(s) and illustrator(s).						

6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.

   a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.

      Examples: par-ti-cu-lar, cer-ti-fi-cate

   b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.

   c. Produce alliterative words.

   d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes.

   e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.

      Examples: pan to pant; flight to light; cat to cap

   f. Distinguish long from short vowel sounds in spoken, single-syllable words.

   g. Distinguish between commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.

      Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ĕ/ and /ā/, /ĕ/ and /ā/

      Note: This is extremely important as a foundational phonemic awareness skill for all learners.

   h. Identify the sound substitution in words with five to six phonemes.

      Example: strips/straps, square/squire

Phonics					Citations
	1	2	3	4	IE

7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within

	1	2	3	4	IE

decodable, grade-appropriate texts.

a. Produce the most frequent sound(s) for each letter of the alphabet, including *x*, *q*, and the long and short sounds of the vowels.

    Examples: x = /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/

b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.

    Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.

c. Decode words with digraphs, trigraphs, and combinations, including digraphs *ck, sh, th, ch, wh, ph, ng*, trigraphs *tch* and *dge*, and combination *qu*.

    Note: Some programs/experts call wh *a combination, others call it a digraph. Use common language across the school/district.*

d. Decode words with *a* after *w* read /ä/ and *a* before *l* read /ä/.

    Examples: wash, water, wasp; tall, talk, small, fall

e. With prompting and support, decode words with the hard and soft sounds of *c* and *g* in context and in isolation.

    Examples: c=/k/ before a, o, u,
    or any consonant and c= /s/
    before i, e, or y:g=/g/ before
    a, o, u, or any consonant
    and g=/j/ before i, e, or y

f. Decode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ĭ/ sound for these words.

    Examples: fly, my; baby, happy; myth, gym

g. Decode regularly spelled one-syllable words with vowel-r syllables, including *ar, er, ir, or,* and *ur*.

h. With prompting and support, decode words with common vowel team syllables, including *ai, ay, ee, ea, igh, ie, oa,ou, ow, au, aw, oe, oo, ew, oi, oy,* and *ue*.

i. With prompting and support, decode words that follow the *-ild, -ost, -old.*

-olt, and -ind patterns.

    Examples: mild, host, fold, jolt, kind

j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.

k. With prompting and support, decode words with silent letter combinations.

    Examples: kn, wr, mb, gh, gn

l. With prompting and support, decode words with common prefixes including *un-, dis-, in-, re-, pre-, mis-, non-,* and *ex-.*

m. With prompting and support, decode words with common suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.

    Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly

n. Decode contractions with *am, is, has,* and *not.*

    Examples: I'm, he's, she's, isn't, don't

o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-graphemecorrespondences.

    Examples: saw, all, made, can, his, walk, let, open, time

Fluency						Citations
8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in andout of context.						1 2 3 4 IE
9. Read grade-appropriate texts with accuracy and fluency.						
a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate tosupport comprehension.						1 2 3 4 IE
b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.						
c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.						

Example: Pause between stanzas and between lines where punctuation indicates.

	Citations
10. Read high-frequency words commonly found in grade-appropriate text. *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 and independently 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 for fluency practice. Avoid teaching high-frequency words as "sight words" thatneed 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.* 1 2 3 4 IE	

Vocabulary

	Citations
11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relatenew words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the wordto aid learning. 1 2 3 4 IE	

12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
  a. Identify possessives and plurals and use them as clues to the meaning of text.
 	
    Example: Jack's coat, mom's car; pigs, pig's, pigs'
  b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words,including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.
 	
    Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -edchanges a verb to past tense.
  c. Describe word relationships and nuances in word meanings, including relating them to their opposites anddistinguishing shades of meaning in similar or related words.
 	
    Examples: look, peek, glance, stare, glare; big, large, gigantic. 1 2 3 4 IE	

monstrous

Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk. Discuss synonyms and antonyms.

13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	1	2	3	4	IE
14. Sort and categorize groups of words or pictures based on meaning, and label each category. *Examples: colors, clothes, animals with wings*	1	2	3	4	IE
15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	1	2	3	4	IE
16. Use grade-appropriate academic vocabulary in speaking and writing.	1	2	3	4	IE

Comprehension | | | | | | **Citations**

17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specificdiscussions with peers and/or through drawing and writing.	1	2	3	4	IE
18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help buildsyntactic awareness and comprehension at the sentence level.	1	2	3	4	IE
19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	1	2	3	4	IE

Standard	1	2	3	4	IE
20. Use text features to locate key facts or information in printed or digital text. *Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations*	1	2	3	4	IE
21. Identify the main topic and key details of literary and informational texts.	1	2	3	4	IE
22. Ask and answer questions about key details in literary and informational texts.	1	2	3	4	IE
23. Identify and describe the main story elements in a literary text. a. Describe the characters and settings, using illustrations and textual evidence from a story. b. Retell the plot or sequence of major events in chronological order.	1	2	3	4	IE
24. Identify who is telling the story, using evidence from the text. a. Use the term *narrator* to refer to the speaker who is telling the story.	1	2	3	4	IE
25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	1	2	3	4	IE
26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.	1	2	3	4	IE
27. Make predictions using information found within a literary text.	1	2	3	4	IE
28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.	1	2	3	4	IE

29. Compare and contrast texts.

   a. Compare and contrast characters, settings, and major events in literary texts.

   b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.

   c. Point out similarities and differences between two texts on the same topic.

		Citations			
	1	2	3	4	IE

Writing

30. Write legibly, using proper pencil grip.

   a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.

   b. Print first and last names using proper letter formation, capitalization, and punctuation.

      Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker

   c. Use lower case letters in the majority of written work, using capitals only when appropriate.

   d. Write letters of the English alphabet in alphabetical order from memory.

	1	2	3	4	IE

31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

   a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.

      Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck

   b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.

      Examples: he, me, she, go, no

   c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue

	1	2	3	4	IE

during articulation.

Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sp, sw, dr, br, bl
Note: Many students spell the tr blend with digraph ch because of
the confusion of the coarticulation of the
/t/ and /r/ sounds. Many students spell the dr blend
with the letter j because of the confusion of the
coarticulation of the /d/ and /r/ sounds.

d. Encode words with consonant digraphs using knowledge that one sound
may be spelled with two letters.

Examples: sh, th, ch, wh, ng, ck

e. Encode words with vowel-consonant-e syllable patterns.

Examples: hike, spike, joke, dime, make

f. With prompting and support, encode words with the common vowel
teams and diphthongs.

Examples: ee, ea, oa, ai, ay, au, aw, oi, oy, ou, ow, oo, igh

g. With prompting and support, encode words with vowel-r combinations
ar, or, er, ir, and ur.

h. With prompting and support, encode words with final /ch/ sound spelled -
ch and *-tch.*

Examples: /ch/ = ch after a consonant, vowel-r, or vowel team as
in munch, bunch, porch, smooch

/ch/ = tch after a short vowel sound as in hatch, crutch, ditch

i. With prompting and support, encode words with final /ĕ/, /ŭ/, and /s/
sounds in one-syllable base words by doubling the final consonant
when it follows a short vowel sound.

Examples: cliff, hill, pass

j. Encode words with final /v/ sound, using knowledge that no English word
ends with a v.

Examples: have, give, save

k. Encode grade-appropriate high frequency words that follow regular
phoneme-grapheme correspondences.

Examples: am, at, can, he, we, be, in, it, came, like

l. Encode grade-appropriate high frequency words that follow
regular phoneme-grapheme correspondences and patterns in *all*
but one position, pointing out the part of the word that does not
follow the regular pattern.

Examples: said, are, to

m. Encode words with suffixes *-s, -es, -ing, -ed, -er,* and *-est.*

    Examples: dogs, wishes, jumping, jumped, faster, fastest

n. With prompting and support, encode words with common prefixes *re-, un-,* and *mis-.*

o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.

    Examples: hear/here; for/four; to/too/two.

    Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with **tw:** *twin, twice, between, tweezers*

32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

	1	2	3	4	IE

a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.

b. Transcribe spoken words to demonstrate that print represents oral language.

c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.

d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.

e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.

f. Begin each sentence with a capital letter.

g. Capitalize the pronoun *I* and names of individuals.

h. Use commas in dates and words in a series.

i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

    Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences

33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topicsentence, details to support, and a concluding sentence.

1	2	3	4	IE

34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions,incorporating relevant details, and providing a sense of closure.

1	2	3	4	IE

35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source andproviding a sense of closure.

1	2	3	4	IE

36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a sourceand providing a sense of closure.

1	2	3	4	IE

37. With prompting and support, write simple poems about a chosen subject.

1	2	3	4	IE

38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.

1	2	3	4	IE

39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to theirquestions and suggestions.

1	2	3	4	IE

40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.

1	2	3	4	IE

41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

1	2	3	4	IE

42. Participate in shared research and writing projects to answer a question or describe a topic.
 	
  a. Recall information from experiences to contribute to shared research and writing projects.
 	
  b. Gather information from provided sources.
	1	2	3	4	IE

43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.	1	2	3	4	IE

Total Points: _____

13

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

| ____ Number of Standards | ____ 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 180 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 Two Content Standards

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

Literacy Foundations

Oral Language						*Citations*
1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.	1	2	3	4	IE	
2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.						
a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.	1	2	3	4	IE	
b. Use complex sentence structures when speaking.						
c. Ask and answer questions to seek help, clarify meaning, or get information.						
3. Demonstrate oral literacy skills by participating in a variety of oral language activities.	1	2	3	4	IE	
Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories						
4. Orally answer *who, what, when, where, why,* and *how* questions about a text or conversation, using complete sentences to provide key ideas and details.	1	2	3	4	IE	

	1	2	3	4	IE	Citations

5. Create recordings of stories or poems.

6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.

    1   2   3   4   IE

7. Demonstrate standard English usage when speaking.
   a. Use collective nouns.
   b. Form and use frequently-occurring irregular plural nouns.
   c. Use reflexive pronouns.
   d. Form and use past tense forms of frequently-occurring irregular verbs.
   e. Use adjectives and adverbs.
   f. Produce and expand complete simple and compound sentences when speaking.

    1   2   3   4   IE

Phonological Awareness/Phonemic Awareness

8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused consonant sounds and commonly-confused cognate consonant sounds.

   Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ĕ/ and /ĭ/, and /ă/

   Note: This is extremely important as a foundational phonemic awareness skill for all learners.

    1   2   3   4   IE

9. Demonstrate advanced phonemic awareness skills in spoken words.
   a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.

   Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)

   Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)

    1   2   3   4   IE

Deletion - Say fin. Now say fin, but don't say /f/. (in)

Deletion - Say range. Now say range, but don't say /j/.

Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip)

Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)

b. Delete the initial sound in an initial blend in a one-syllable base word.

Example: Say prank. Now say prank, but don't say /p/. (rank)

c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.

Examples: Say snail. Now say snail, but don't say /n/. (sail)
Say wind. Now say wind, but don't say /d/. (win)

d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and sequencing of sounds from one word to the next.

Examples: bit, bet, bat, sat, sit, pit, pat

e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.

Examples: fine, knife; cat, tack; park, carp

Phonics

	Citations
10. 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.	
a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.	1 2 3 4 IE
b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on	
c. Decode and encode words with three-consonant blends and blends	

4

containing digraphs.

d. Decode and encode words with consonant digraphs, trigraphs, and combinations.

Examples: qu, sh, ch, th, ph, wh, tch, dge

e. Decode and encode words with variable vowel teams and vowel diphthongs.

Examples: oi, oy; ou, ow; au, aw; oo, ew; ue; ea; igh, ie; ai, ay

f. Decode and encode words with vowel-r combinations.

Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur

g. Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

Examples: wild, most, cold, colt, mind

h. Decode and encode words with a after w read /ă/ and a before l read /ä/.

Examples: wash, water, wasp; tall, all, talk, small, fall

i. Decode and encode words with or after w read /er/.

Examples: world, word, worm, worst, work

j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.

Examples: c=/k/ before i, e, or y g=/g/before a, o, u, or any consonant and c= /s/ before i, e, or y g=/j/ before a, o, u, or any consonant and g=/j/ before i, e, or y

k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing thedifference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

l. Decode words with silent letter combinations.

Examples: kn, mb, gh

m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffixaddition.

Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly

n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain

5

Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa)what - (a is schwa or short o depending on dialect)

- o. Decode and encode contractions with *am, is, has, not, have, would, and will.Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll*

only one irregularity.

		Citations

Fluency

11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity.

1	2	3	4	IE

12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supportscomprehension.

1	2	3	4	IE

13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.

1	2	3	4	IE

14. Read high-frequency words commonly found in grade-appropriate text.

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 timesin a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as "sight words" that need to be memorized as awhole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.

1	2	3	4	IE

Vocabulary

		Citations

15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words andrelating new words to background knowledge.

- a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the wordto aid learning.

1	2	3	4	IE

6

16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
   a. Use knowledge of antonyms and synonyms.
   b. Distinguish shades of meaning among verbs and adjectives.

   Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run, pretty, beautiful, gorgeous; tiny, small, petite

   c. Use knowledge of homophones to determine use of the correct word.
   d. With prompting and support, interpret figurative language.

17. Analyze meaningful parts of words and phrases in discussions and/or text.
   a. Identify possessives and plurals and use them as clues to the meaning of text.

   Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters

   b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.

   Examples: -less, -ful, -est
   Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.

18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.

19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.

	1	2	3	4	IE
16.		1	2	3	4	IE
17.		1	2	3	4	IE
18.		1	2	3	4	IE
19.		1	2	3	4	IE

	1	2	3	4	IE	Citations
20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.	1	2	3	4	IE	
21. Use grade-level academic and domain-specific vocabulary in writing.						
Comprehension						
22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating incontent-specific discussions with peers and/or through writing.	1	2	3	4	IE	
23. Identify the main story elements in a literary text. a. Explain the plot of a narrative, using textual evidence to list the major events in sequence. b. Describe the characters' traits, feelings, and behaviors in a story. c. Describe the setting of a narrative, using textual evidence. d. Identify the central message or moral of a story. e. Identify the theme in myths, fables, and folktales.	1	2	3	4	IE	
24. Identify the main idea and supporting details of literary and informational texts. a. Explain how the supporting details contribute to the main idea. b. Recount or summarize key ideas from the text.	1	2	3	4	IE	
25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats. a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. b. Explain how specific features can clarify a text or enhance comprehension.	1	2	3	4	IE	
26. Compare and contrast important details presented by two texts on the same topic or theme.	1	2	3	4	IE	

a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.

   Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl

b. Compare and contrast story elements of literary texts.

   Examples: characters, settings, sequence of events, plots

27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.

| | 1 | 2 | 3 | 4 | IE |

28. Establish a purpose before reading literary and informational texts to enhance comprehension.

   Examples: for pleasure, to identify main idea, to gather information or facts on a topic

| | 1 | 2 | 3 | 4 | IE |

29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.

   Examples: pronoun references, word substitution using synonyms, conjunctions

| | 1 | 2 | 3 | 4 | IE |

30. Read and comprehend literary and informational texts.

a. State and confirm predictions about a text.

b. Use background knowledge to make connections to new text.

c. Draw conclusions based on the text.

| | 1 | 2 | 3 | 4 | IE |

31. Use information from a text to determine the author's purpose in different forms of informational and literary texts.

| | 1 | 2 | 3 | 4 | IE |

32. Identify rhyme schemes in poems or songs.

33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.

34. Differentiate between fact and opinion in a text.

a. Use prior knowledge and information gathered from research to evaluate opinions in texts.

b. Use textual evidence and gathered research from reliable sources to prove facts

35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.

36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet, and so,* to help build syntactic awareness and comprehension at the sentence level.

Citations

Writing

37. Write legibly.

a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.

b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.

c. Form uppercase and lowercase letters in cursive.

38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel

Item				
33	1	2	3	4	IE
34a	1	2	3	4	IE
35	1	2	3	4	IE
36	1	2	3	4	IE
37a	1	2	3	4	IE
38	1	2	3	4	IE

teams, vowel-r, and consonant-le.

b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.

Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et

c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.

Examples: have, give, save; cage, rage, budge, lodge

d. Encode one- and two-syllable words with long and short vowel patterns.

e. Encode words with two- and three-consonant blends, including those containing digraphs.

Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr

f. Encode words with consonant digraphs, trigraphs, and combinations.

Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu

g. Encode words with the common vowel teams, including diphthongs.

Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh

h. Encode words with vowel-r combinations.

Examples: ar, or, ir, er, ur, air, ear, oar

i. Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

Examples: wild, cold, most, colt, mind

j. Encode words with a after w read /ä/ and a before l read /ä/.

Examples: wash, water, wasp; tall, all, talk, small, fall

k. Encode words with or after w read /er/.

Examples: world, word, worm, worst, work

l. Encode words with hard and soft c and g. *Examples: carry, cent; game, giraffe*

m. Encode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ǐ/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

n. Encode words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.

Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly

o. Encode grade-appropriate high frequency words that are spelled

11

using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa); from- (o is schwa); what- (a is schwa or short o depending on dialect)

p. Encode contractions with *am, is, has, not, have, would,* and *will,* using apostrophes appropriately.

Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.

Examples: their/they're/there; eight/ate; cent/scent/sent

	1	2	3	4	IE
39. Organize a list of words into alphabetical order according to first, second, and third letters.	1	2	3	4	IE
40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.	1	2	3	4	IE
41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.	1	2	3	4	IE
42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.	1	2	3	4	IE
43. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.	1	2	3	4	IE
44. Demonstrate understanding of standard English language conventions when writing. a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. b. Form regular nouns and verbs by adding -s or -es.	1	2	3	4	IE

c. Form and use simple present and past verb tenses.
d. Form plurals by changing -y to -ies.
e. Form and use frequently-occurring irregular plural nouns and verbs.
f. Use plural possessives.

45. Gather and use research to answer questions to complete a research product.
a. Create topics of interest for a research project.
b. Create questions to gather information for a research project.
c. Find information from a variety of sources.

   Examples: books, magazines, newspapers, digital media

d. Define *plagiarism* and explain the importance of using their own words.

	1	2	3	4	IE

Total Points: _____