

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>1. With prompting and support, ask and answer questions about key details in a text [R.L.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>a. Make predictions to determine main idea and anticipate an ending. </p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Literature - Key Ideas and Details – Students will:

<p>2. With prompting and support, ask and answer questions about key details in a text [RL.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>3. With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Literature – Craft and Structure – Students will:

4. Ask and answer questions about unknown words in a text. [RL.K.4]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

Reading Standards for Literature – Craft and Structure – Students will:

5. Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

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Reading Standards for Literature – Craft and Structure – Students will:

<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:

<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7].</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:

<p>8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Range of Reading and Level of Text Complexity – Students will:

<p>9. Actively engage in group reading activities with purpose and understanding. [RL.K.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>10. With prompting and support, ask and answer questions about key details in a text. [RI.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>11. With prompting and support, identify the main topic and retell key details of a text. [RI.K.2].</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Craft and Structure – Students will:

<p>13. With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text – Craft and Structure – Students will:

14. Identify the front cover, back cover, and title page of a book. [RI.K.5]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

Reading Standards for Informational Text – Craft and Structure – Students will:

15. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.K.6]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

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Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>16. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>17. With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>18. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.K.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Range of Reading and Level of Text Complexity – Students will:

<p>19. Actively engage in group reading activities with purpose and understanding. [RI.K.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Print Concepts – Students will:

<p>20. Demonstrate understanding of the organization and basic features of print. [RF.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Print Concepts – Students will:

<p>a. Follow words from left to right, top to bottom, and page by page. [RF.K.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Print Concepts – Students will:

<p>b. Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Print Concepts – Students will:

<p>c. Understand that words are separated by spaces in print. [RF.K.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Print Concepts – Students will:

<p>d. Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonological Awareness – Students will:

<p>21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Phonological Awareness – Students will:

<p>a. Recognize and produce rhyming words. [RF.K.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonological Awareness – Students will:

<p>b. Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b].</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Phonological Awareness – Students will:

<p>c. Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonological Awareness – Students will:

<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.) [RF.K.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Phonological Awareness – Students will:

<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3].</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Fluency – Students will:

<p>23. Read emergent-reader texts with purpose and understanding. [RF.K.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>24. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). [W.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will:

<p>25. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>26. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Production and Distribution of Writing – Students will:

<p>27. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Production and Distribution of Writing – Students will:

<p>28. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>29. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>31. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>b. Continue a conversation through multiple exchanges. [SL.K.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>32. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>33. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>34. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>35. Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>36. Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>a. Print many uppercase and lowercase letters. [L.K.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>b. Use frequently occurring nouns and verbs. [L.K.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.K.1e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>f. Produce and expand complete sentences in shared language activities. [L.K.1f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>a. Capitalize the first word in a sentence and the pronoun I. [L.K.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>b. Recognize and name end punctuation. [L.K.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.K.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>40. With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE K (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard