

**Textbook Alignment to the Utah 4th Grade Language Arts Core Curriculum
Rubric for “Recommended Primary” Materials**

Title _____ ISBN# _____			
Publisher: _____			
Name of Person(s) conducting alignment and evaluation: _____			
Overall percentage of coverage of the Utah State Core Curriculum: _____%			
Standard I: (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1.1: Develop language through listening and speaking.	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).		
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an		

	opinion with supporting evidence).		
	c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).		
	d. Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.		
Objective 1.2: Develop language through viewing media and presenting.	a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).		
	b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).		
Standard II (Concepts of Print): Students develop an understanding of how printed language works.			
Percentage of coverage for Standard II: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage

Objective 2.1: Demonstrate an understanding that print carries “the” message.	a. Recognize that print carries different messages.		
	b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).		
Objective 2.2: Demonstrate knowledge of elements of print within a text.	a. Identify front/back, top/bottom, left/right of text/book.		
	b. Discriminate between upper- and lower-case letters, numbers, and words in text.		
	c. Show the sequence of print by pointing left to right with return sweep.		
	d. Identify where text begins and ends on a page.		
	e. Identify punctuation in text (i.e., periods, question marks, exclamation points).		
Standard III: (Phonological and Phonemic awareness): Students develop phonological and phonemic awareness. (See kindergarten and first grade).			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 3.1: Demonstrate phonological awareness.	a. Count the number of words in a sentence.		
	b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, _____).		
	c. Recognize words		

	beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas).		
Objective 3.2: Recognize like and unlike word parts (oddy tasks).	a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).		
	b. Identify the words with same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).		
Objective 3.3: Orally blend word parts (blending).	a. Blend syllables to make words (e.g., /ta.../ble/, table).		
	b. Blend onset and rimes to make words (e.g., /p.../an/, pan).		
	c. Blend individual phonemes to make words (e.g., /s.../a.../t/, sat).		
Objective 3.4: Orally segment words into word parts (segmenting).	a. Segment words into syllables (e.g., table, /ta.../ble/).		
	b. Segment words into onset and rime (e.g., pan, /p...an).		
	c. Segment words into individual phonemes (e.g., sat, /s.../a.../t/).		
Objective 3.5: Orally manipulate phonemes in	a. Substitute initial sound (e.g., replace the first sound		

words and syllables (manipulation).	in mat to /s/, say sat).		
	b. Substitute initial sound to create new words (e.g., replace the first sound in mat with letters of the alphabet).		
Standard IV. (Phonics and Spelling): Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds.	N/A		
Objective 4.2: Use knowledge of structure analysis to decode words.	N/A		
Objective 4.3: Spell words correctly.	a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.		
	b. spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration).		
	c. Spell an increasing number of high-frequency and irregular words correctly (e.g., explain,		

	course, several).		
	d. Learn the spellings of irregular and difficult words (e.g., triangle, volcanoes, minerals, county).		
Objective 4.4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).	a. Use knowledge about spelling to predict the spelling of new words.		
	b. Visualize words while writing.		
	c. Associate spelling of new words from known words and word patterns.		
	d. Use spelling generalities to assist spelling of new words.		
Standard V: (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.			
Percentage of coverage for Standard V: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 5.1: Read aloud grade level text with appropriate speed and accuracy.	a. Read grade level text at a rate of approximately 120-150 wpm.		
	b. Read grade level text with an accuracy rate of 95-100%		
Objective 5.2: Read aloud grade level text effortlessly with clarity.	a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.		
	b. Read grade level words with automaticity.		

Standard VI: (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.			
Percentage of coverage for Standard VI: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 6.1: Learn new words through listening and reading widely.	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.		
	b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).		
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts.	a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).		
	b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).		
Objective 6.3: Use structural analysis and context clues to determine meanings of words.	a. Identify meanings of words using roots and affixes (e.g., disrespectfully).		
	b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes and idioms.		

	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there/their/they're) and multiple-meaning words (e.g., rock).		
--	---	--	--

Standard VII: (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Percentage of coverage for Standard VII: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 7.1: Identify purposes of text.	a. Identify purpose for reading.		
	b. Identify author's purpose.		
Objective 7.2: Apply strategies to comprehend text.	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).		
	b. Generate questions about text (e.g., factual, inferential, evaluative).		
	c. form mental pictures to aid understanding of text.		
	d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.		
	e. Make inferences and draw conclusions from text.		
	f. Identify theme/topic/main idea from text; note details.		
	g. Summarize important ideas/events; summarize		

	supporting details in sequence.		
	h. Monitor and clarify understanding applying fix-up strategies while interacting with text.		
	i. Compile, organize, and interpret information from text.		
Objective 7.3: Recognize and use features of narrative and informational text.	a. Identify characters, setting, sequence of events, problem/resolution.		
	b. Identify different genres; fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.		
	c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.		
	d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).		
	e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).		

Standard VIII: (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.			
Percentage of coverage for Standard VII: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).	a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.		
	b. Select and narrow a topic from generated ideas.		
	c. Identify audience, purpose, form for writing.		
	d. Use a variety of graphic organizers to organize information.		
Objective 8.2: Compose a written draft.	a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details, characterization; setting, plot)		
	b. Use voice to fit the purpose and audience.		
	c. Use strong verbs and precise and vivid language to convey meaning.		
	d. Identify and use effective leads and strong endings.		
Objective 8.3: Revise by elaborating and clarifying a written draft.	a. Revise draft to add details, strengthen word choice, clarify main idea,		

	and reorder content.		
	b. enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).		
	c. Revise writing, considering the suggestions of others.		
Objective 8.4: Edit written draft for conventions.	a. Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).		
	b. Edit for spelling of grade level-appropriate words.		
	c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).		
	d. Edit for appropriate formatting features (e.g., margins, indentations, titles).		
Objective 8.5: Use fluent and legible handwriting to communicate.	a. Write using upper and lower-case cursive letters with proper form, proportions, and spacing.		
	b. Increase fluency with cursive handwriting.		

	c. Produce legible documents with cursive handwriting.		
Objective 8.6: Write in different forms and genres.	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).		
	b. Produce traditional and imaginative stories, narrative and formula poetry.		
	c. Produce informational text (e.g., book reports, compare and contrast essays, observational reports, research reports, content area reports, biographies, summaries).		
	d. Produce writing to persuade (e.g., response to newspaper and magazine articles).		
	e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations).		
	f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.		
	g. Publish 6-8 individual		

	products.		
--	-----------	--	--

General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an	Materials reflect current content	Materials have some content	Materials show many content inaccuracies	Materials have major content		

age-appropriate manner.	knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and knowledge.		
Review Category Physical Qualities	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of	Student materials provide necessary	Student materials provide some table	Student materials provide a limited	Student materials provide very little,		

contents, glossary, index, and etc.	table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	amount of table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	if any, table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for teaching.	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		

			expertise. Manuals are included.			
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good	Parent ancillary materials are appropriate providing adequate	Parent ancillary materials are not always appropriate nor do they provide	There are no parent ancillary materials available.		

	support for desired student learning through home activities, homework, and practice opportunities.	support for desired student learning through a variety of opportunities and activities.	adequate support through a variety of opportunities for student learning.			
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		
Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments
Program content	Program provides	Program provides	Program provides	Program provides		

accurately reflects diverse populations.	ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	some ways to adapt curriculum to meet special learning needs of students.	limited strategies to assist special learning needs of students.	no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
- (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
 - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
 - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
- (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
- (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
 Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.**
 Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: _____

Date: _____