

**Report on
Review of Core Reading Program
Alignment to Social Studies and
Science Standards**

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Standards and Assessment Division
Arizona Department of Education*

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Report on Review of Core Reading Program Alignment to Arizona Social Studies and Science Standards

Table of Contents

Introduction	Page 2
Purpose of the Review	Page 3
Selection of Core Reading Review Panel Members	Page 4
Alignment Process	Page 4
Step 1	Page 5
Step 2	Page 6
Step 3	Page 7
Program Reviews – Reading the Tables	Page 7
Alphabetical List of Reviewed Publishers	Page 12
Evaluation Rubrics	Page 13

The Arizona Department of Education AZ Academic Standards office would like to extend our thanks and appreciation to the Review of Core Reading Programs for Social Studies and Science Standards Alignment Panel members for their commitment of time and conscientious work in providing this guidance to schools. We also extend thanks to the publishers of reading materials and their sales representatives who participated in this project. Through shared accountability and the cooperative efforts of many, we will reach our common goal to include rich content in our K-3 reading programs.

Introduction

The Arizona Department of Education (ADE) is committed to support and assist schools in implementing the Arizona Academic Standards so that all Arizona's students have the opportunity to learn them. With that goal in mind, and to be responsive to the field, the ADE is conducting a series of ongoing analyses of the alignment of reading, mathematics, science and social studies programs to the Arizona Standards. The Arizona Department of Education AZ Academic Standards Unit is providing this information as a service to Arizona districts and schools to assist them in making informed choices in the selection and use of instructional materials. This report includes reviews of core reading program alignment with Arizona Social Studies and Science Standards and the Arizona Reading Standard Strand Three.

How Arizona Districts Might Use This Information ...

- To identify passages in their currently adopted reading programs that would support instruction in their standards-based social studies and science courses;
- To identify those core reading programs that they would analyze in greater depth to determine which is the best match for their student and teacher needs;
- To support their selection of a core reading program;
- To assist in the curriculum development and alignment process.

How Arizona Schools Might Use This Information ...

- To identify passages in their currently adopted reading programs that would support instruction in their standards-based social studies and science courses;
- To support the inclusion of rich content into reading classes;
- To plan for cross-curricular instruction in reading/social studies/science.

How Arizona Teachers Might Use This Information ...

- To identify passages in currently adopted reading programs that would support instruction in standards-based social studies and science classes;
- To support the integration of social studies and science into their reading class;
- To support the inclusion of rich content into their reading class.

How Arizona Parents Might Use This Information ...

- To reinforce information in passages in their child's currently adopted reading programs that support social studies and science;
- To encourage further inclusion of reading materials at home to support social studies and science.

Purpose of the Review of Core Reading Program Alignment to Arizona Social Studies and Science Standards

The Arizona Department of Education AZ Academic Standards Unit is providing information as a service to Arizona districts and schools to assist them in making informed choices in the selection and use of reading programs that are aligned to the Arizona Articulated Social Studies and Science Standards.

The Arizona Review of Core Reading Programs for Social Studies and Science Standards Alignment had three objectives:

- 1) Identify the amount of Core and Supplemental Informational text in the reading series
- 2) Analyze those passages identified as informational text to determine the degree to which they align with the Arizona Articulated Social Studies and Science Standards
- 3) Analyze those passages identified as informational text to determine the degree to which they align with Strand 3 of the Arizona Articulated Reading Standard

This report is released with the following clarifications:

What It is *Not*...

- **It in no way constitutes an approved or recommended reading textbook/program adoption list for Arizona schools or an endorsement of any program;**
- **It is not an all-inclusive list; it includes only those publishers who chose to submit materials for review upon invitation;**
- **It is an important, but not the only, factor that districts and schools need to consider when selecting reading materials.**

What It *Is*...

- **An analysis of a core reading program to determine its amount of core and supplemental informational text;**
- **An analysis of a core reading program's alignment to the Arizona Articulated Social Studies and Science Standards;**
- **An analysis of a core reading program's alignment to Strand 3 of the Arizona Articulated Reading Standard.**

Selection of Panel Members for Review of Core Reading Program Alignment to Arizona Reading, Social Studies and Science Standards

The Arizona Department of Education issued a call to educators across the state to serve on the Reading Program Review for Social Studies and Science Standards Alignment Panel. Panel members were selected based on their knowledge of and experience using the Arizona Articulated Social Studies or Science Standards. The Panel represented both urban and rural districts from various geographic regions in Arizona. The Panel reviewed and analyzed all submitted materials. Arizona Department of Education AZ Academic Standards staff members provided the training, facilitated the work of the Panel, and assisted Panel members, but did not participate in the analysis of the materials submitted.

Process of the Review of Core Reading Program Alignment to Arizona Reading, Social Studies and Science Standards

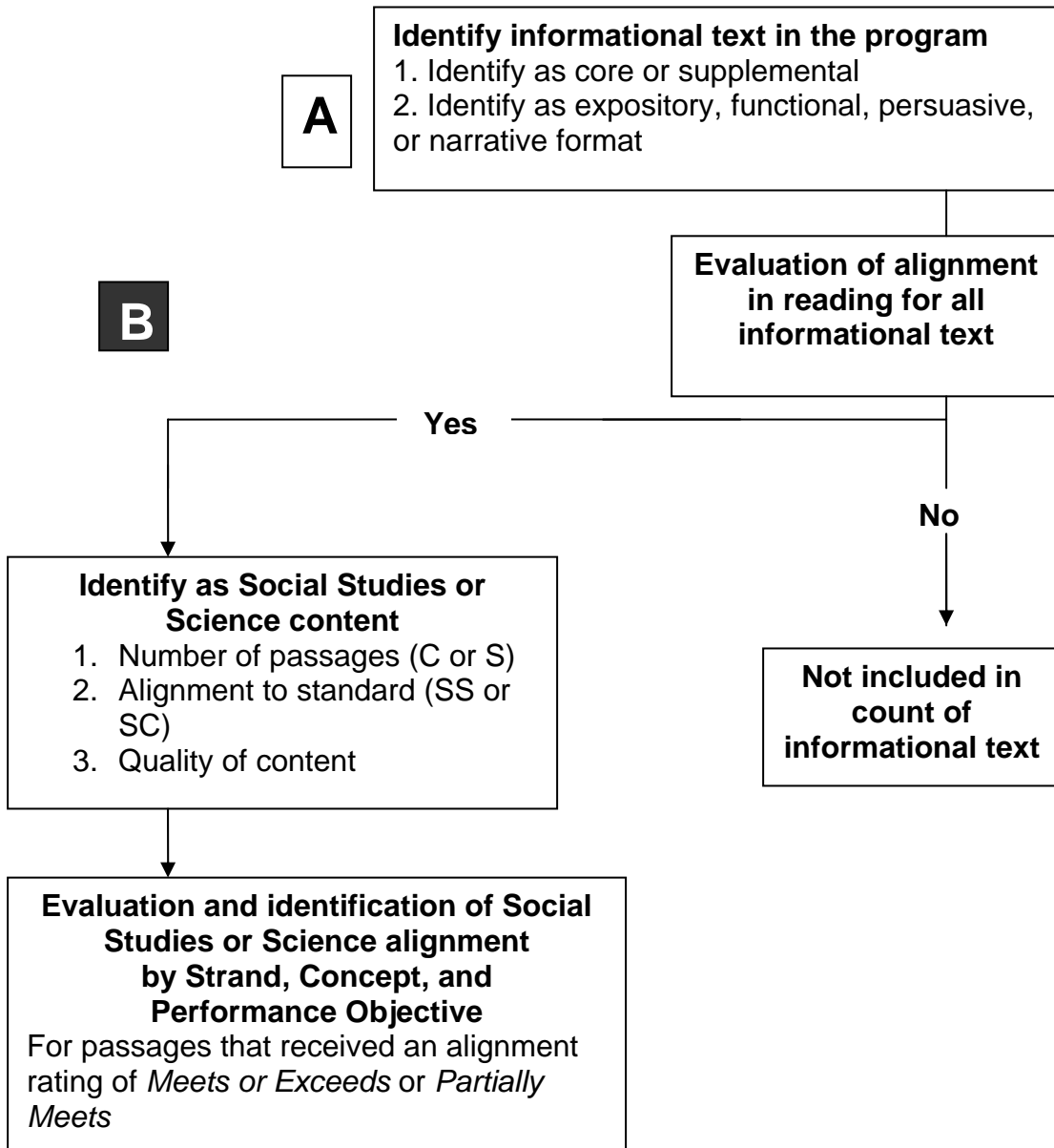
An announcement was posted on the ADE website inviting publishers to submit for review their core K-3 reading materials including teacher guides, student texts and reading material, and scientific based research. Publishers were informed of the purpose of this review and the definition of “core program.” A core reading program is the principle tool that teachers use to teach children to learn to read and addresses the five essential components of reading instruction explicitly, systematically and coherently with ample practice opportunities. Publishers were informed that this review was voluntary and was not for the purpose of establishing an adopted or approved list of core reading programs for the state of Arizona.

Panel committee members were provided with one half-day of training and practice using the rubric. Members were organized into teams of four who then reviewed in pairs (social studies and science). After each pair reviewed the instructional materials at the prospective grade levels, the team of four compiled and reviewed results to examine K-3 alignment. Programs which were fully reviewed, but had area (s) that appeared to require further examination were given a second review by a different team. The Arizona Department of Education panel members did not review supplemental and intervention reading materials.

Teachers’ guides and representative student materials for each program component were thoroughly examined to identify all informational text. Panel members then examined the informational text for content and alignment to the Social Studies, Science, and Reading Strand 3 Standards. All differences of opinion were resolved in consensus discussions.

The following information illustrates the classification process.

Step 1. Classification Process: Determine Informational Text



Step 2. Evaluation of a Core Reading Program’s Informational Text and its Alignment to Social Studies, and Science, and Strand 3 of the Reading Standards

When the Review panel determined the text met the criteria as outlined above and identified it as informational, it was then evaluated using a rubric.

- All informational text was identified as Core or Supplemental and by the type of informational text (expository, functional, persuasive, narrative format.)
 - ✓ **Core passages** – those that teachers are required to teach in order to maintain fidelity to the program (for most anthologies, that was the main passage)
 - ✓ **Supplemental passages** – those passages other than the main passage, which often are the "optional" passages within the core program
 - ✓ **Expository Text:** Primary purpose is to convey information about the natural or social world, including a person’s life or an event/series of events. Typically includes technical vocabulary; realistic illustrations or photographs; labels and captions; navigational aides, such as indexes and headings; and various graphical devices such as diagrams, tables and charts.
 - Examples include reference books, question-and-answer books, magazines, brochures, Internet web pages, etc.
 - ✓ **Functional Text:** Primary purpose is to tell someone how to do something and not convey information *about* something.
 - Examples include cookbooks, technical manuals, how-to manuals, assembly guides, etc.
 - ✓ **Persuasive Text:** Primary purpose is to convince the designated audience to support a point of view, make a decision, or take an action.
 - Examples include editorial essays, reviews, critiques, etc.
 - ✓ **Informational Text in narrative format:** Primary purpose is to convey information about a life or an event/series of events. Typically in a story format and often contains a clear beginning, middle and end; may include a plot.
 - Examples include historical fiction, facts told through an animal’s or child’s perspective, family history in a narrative format, fact-based plays, biographies, autobiographies, personal diaries, etc.
- Instructional strategies for teaching all expository, functional, and persuasive passages were analyzed to determine the degree of alignment to the concepts in Strand 3 of the Arizona Articulated Reading Standard.
- Both core and supplemental passages came from the "core program". The committee did not review leveled readers or components above and beyond the core program.
- Grade level summaries of Social Studies and Science alignments were scored as *Meets or Exceeds*, *Partially Meets*, or *Does Not Satisfy*.
- Social Studies and Science alignment was determined using a scale of 1 – 3 (see rubrics, pages 13-14).

- Passages identified as being aligned (assigned score of 2 or 3) were rated on quality. The quality of Social Studies and Science content was rated according to 5 quality rating elements (see rubrics, pages 14-15). The maximum “Quality Rating” possible was 15 points.
- Only informational text receiving an alignment score of 2 or 3 was identified by title and listed as aligned to Strand, Concept, and Performance Objective. If a passage received a score of 2 or 3 for alignment, but received a score of 1 for one or more of the quality indicators, it was not identified by title on the Content Alignment Sheet. However, the score was included on the Content Alignment Summary.

Step 3. Report of the Review of Core Reading Program Alignment to Reading, Social Studies and Science Standards

The final step in the Review of Core Reading Programs for Social Studies and Science Standards Alignment was the compilation of results. Publishers were given the opportunity to review and discuss results with ADE staff prior to publication.

Program Reviews – Reading the Tables

Table 1 - Summary of Informational Text in the Program and its Alignment to Strand 3 of the Arizona Articulated Reading Standard.

The informational text in each program was identified as core or supplemental and by the type of informational text; expository, functional, persuasive, or narrative format. Both core and supplemental passages came from the "core program". Leveled readers or components above and beyond the core program were not reviewed.

Core passages were those that teachers were required to teach in order to maintain fidelity to the program (for most anthologies that was the main passage). Table 1A displays the number of core passages (both informational and non-informational text) found in each grade level. This table also displays the total number of core passages identified as informational text and the number of passages of each type. These numbers of core passages include all content areas represented in the core program.

Example of Table 1A

Informational Text in the Core Program

	Kindergarten	Grade 1	Grade 2	Grade 3
Number of all core passages in program	15	30	30	40
Number of passages informational text	12	15	20	25
Number of Expository text passages	8	5	7	12
Number of Functional text passages	1	2	0	0
Number of Persuasive text passages	0	0	0	1
Number of Informational passages in narrative format	3	8	13	12

Table 1A shows that 30 passages in the first grade program were identified to be core passages. Of these 30 passages, 15 of them contained informational text. Of these 15 informational text passages, 5 passages were written as expository text, 2 passages were functional text, and 8 passages were informational text in a narrative format. There were no examples of persuasive text in the 30 core passages at first grade.

Supplemental passages were those passages other than the main passages, which often are the "optional" passages within the core program. Table 1B displays the number of supplemental passages (both informational and non-informational text) found in each grade level. This table also displays the total number of supplemental passages identified as informational text and the number of passages of each type. These numbers of supplemental passages include all content areas represented in the core program.

Example of Table 1B

Supplemental Informational Text in the Program

	Kindergarten	Grade 1	Grade 2	Grade 3
Number of all supplemental passages in program	2	75	95	138
Number of passages informational text	2	58	84	94
Number of Expository text passages	0	40	53	46
Number of Functional text passages	0	2	4	7
Number of Persuasive text passages	0	0	0	1
Number of Informational passages in narrative format	2	16	27	40

Table 1B shows that 75 passages in the first grade program were identified as supplemental passages: paired reading selections, poetry selections, content connections, etc. Of these 75 passages, 58 of them contained informational text. Of these 58 informational text passages, 40 passages were written as expository text, 2 passages were functional text, and 16 passages were informational text in a narrative format. There were no examples of persuasive text in the 75 supplemental passages at first grade.

Table 1C displays the degree of alignment of the informational text passages to Strand 3 of the Arizona Articulated Reading Standard. The Comprehending Informational Text – Reading Rubric (see page 13) was used to determine whether the core reading program provided instructional strategies to identify, analyze, and apply knowledge of the purpose, structures, and elements of expository, functional and persuasive text. ***Performance objectives for persuasive text only apply to Grade 3.***

Example of Table 1C

Degree of Alignment to Strand 3 of the Arizona Reading Standard

	Kindergarten	Grade 1	Grade 2	Grade 3
Concept 1: Expository Text	Sometimes, but not completely	Consistently / Depth	Consistently/ Depth	Sometimes, but not completely
Concept 2: Functional Text	No Evidence	No Evidence	Sometimes, but not completely	No Evidence
Concept 3: Persuasive Text *Performance objectives in Grade 3 only	N/A	N/A	N/A	No Evidence

Table 1C indicates that the first grade program provided reading strategies consistently and to depth necessary to teach Strand 3, Concept 1 (expository text) of the Arizona Reading Standard across all of the expository core and supplemental passages. Analysis of the core and supplemental passages of functional text indicated no evidence of reading strategies aligned to the Arizona Reading Standard Strand 3, Concept 2 (functional text) for this first grade program.

Tables 2 and 3 - Summary of Science or Social Studies Informational Text in the Program and its Alignment to the Articulated Science and Social Studies Standards

Core and supplemental informational text was scored for alignment to the Articulated Science and Social Studies Standards using the Quality Alignment Rubrics for Science and Social Studies (pages 14-15). Passages identified as being strongly or partially aligned (scores of 2 or 3 on rubric) were rated on quality; passages identified as not aligned were not reviewed for quality of content.

The quality of Social Studies and Science content was rated according to the accuracy of information, consistency with current knowledge, and effective use of vocabulary.

There were 5 Quality Rating elements:

1. Content clarifies, explains, and connects basic ideas
2. Content is accurately represented
3. Content is consistent with current knowledge
4. Writing style is interesting and engaging, while respecting appropriate language
5. Vocabulary is used to facilitate understanding rather than as an end in itself

Example of portion of Table 2

SCIENCE CORE				
Summary of First Grade Ratings				
Number of science core passages				
	Meets or Exceeds	Partially M or E	Does Not Satisfy	n/a
Alignment	3	2	7	
Content (5 Quality Elements)	9	14	2	

In the example for Table 2, 12 passages were identified as core passages that contained science content. Each of the 12 science passages were analyzed for alignment to the Arizona Science Standard. Of those 12 passages, 7 did not align, 2 were somewhat aligned (supported or connected to the performance objectives), and 3 passages were strongly aligned (could be used to teach components of the concept or performance objective).

The 5 passages that were somewhat or strongly aligned to objectives in the Science Standard were further evaluated for 5 different quality indicators using the Quality Alignment Rubric for Science (page 14).

Analysis of those 5 passages resulted in a total of 9 quality elements receiving a rating of 3 (meets or exceeds quality standards), a total of 14 quality elements receiving a rating of 2 (partially meets or exceeds quality standards), and a total of 2 quality elements receiving a rating of 1 (does not satisfy requirements).

In a few cases, the reviewers determined that one or more quality indicators did not apply to a particular passage. In these cases, the total number of quality indicators that were excluded would display under the column labeled “n/a” and would also be excluded from the scores in Tables 4 and 5.

Table 4 and 5 - Alignment of Core and Supplemental Passages to the Science and Social Studies Standards

One goal of this alignment review was to determine which passages from a core reading program could also be used for science or social studies instruction. Only social studies and science passages that were partially or strongly aligned to the standard and that received all five quality ratings above a “1” were identified by title. Passages that received an alignment rating of a “1” or that received one or more quality ratings of “1” were excluded from Table 4 and Table 5. The maximum alignment rating for any passage is “3” and the maximum quality rating possible is “15”. See Quality Alignment Rubric for Science (page 14) and Social Studies (page 15).

Example of portion of Table 4
Science

Gr.	Align. Rating	Quality Ratings (3 pts max. each)					Passage Type (Core or Supp)	Name of Core Passage Anthology	Science Standard Code
		Explains Content	Accuracy of Content	Current Content	Writing style	Voc.			
K	2	2	2	3	3	3	C	Ocean Life	SC00-S5C1-01 SC00-S5C1-02
K	2	2	3	3	3	3	C	Who? What? Where? And Why?	SC00-S5C1-01
K	3	3	3	N/A	3	3	S	Shapes Around Us	SC00-S5C1-01
K	3	3	3	3	3	3	C	The World of Butterflies	SC00-S5C2-01
K	2	2	2	2	3	2	C	Baby Bears	SC00-S6C3-02
K	3	3	3	3	3	3	C	Kangaroos and Their Mothers	SC00-S4C2-01

In the example of Table 4, the passage titled “Ocean Life” was determined to be a **core** passage, **partially aligned** to Strand 5, Concept 1, PO1 of the Kindergarten Science Standard. Of the 15 total points available for the quality rating, that passage scored **13 points** (2 points for Explains Content, 2 points for Accuracy of Content, 3 points for Current Content, 3 points for Writing Style, and 3 points for Vocabulary.)

In a few cases, the reviewers determined that one or more quality indicators did not apply to a particular passage. In these cases, the excluded indicator is marked as N/A.

In the example of Table 4, the passage titled “Shapes Around Us” was determined to be a **supplemental** passage, **strongly aligned** to Strand 5, Concept 1, PO1 of the Kindergarten Science Standard. Of the 15 total points available for the quality rating (Current Content indicator excluded as not applicable), that passage scored all of the possible **12 points** (3 points for Explains Content, 3 points for Accuracy of Content, 3 points for Writing Style, and 3 points for Vocabulary.)

Alphabetical List of Reviewed Publishers

A total of nine publishers submitted a core reading program for review. These publishers are listed below in alphabetical order. Publishers did not receive a total score or ranking as a result of this analysis.

Harcourt School Publisher – Trophies 2007
Houghton Mifflin Reading 2006
MacMillan/McGraw Hill – Treasures 2007
Pearson Scott Foresman – Reading Street 2007
Rigby Literacy 2004
Sopris West Educational Services – Read Well 2006
SRA/McGraw Hill Open Court Reading 2002
SRA/McGraw Hill Reading Mastery Plus 2003
Voyager Expanded Learning 2004

A copy of the analysis results from one or more publisher is available on request from the Arizona Department of Education. Requests should be emailed to AcadStandards@azed.gov and include the name of the requesting individual and his or her school or district and the Publisher name(s) that are being requested.

Content-Rich Alignment Review Rubric

Part Two: Strand 3 - Comprehending Informational Text-Reading Program's name _____ Grade level _____

Directions: Look to the **Reading Standard** at the appropriate **grade level** and determine to what degree the instructional strategies are aligned to the performance objectives of the Arizona Reading Standard.

Rating scale: **1= No evidence**

2= Sometimes, but not completely

3= Consistently/Depth

Rating Scale	All Informational Text	Evidence/Comments
1 2 3	2.1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
1 2 3	2.2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevance of functional text.	
1 2 3	2.3 ** Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	

** This concept will not be present in K-2.

Strand Three Alignment

Tally the number of elements with each rating. 1 _____ 2 _____ 3 _____

Grade Span

Content-Rich Alignment Review Rubric

Part Three: Quality Alignment-Science

Program's name _____ Grade level _____

Passage Title _____

Directions: Look to the **Science Standard** at the appropriate **grade level** and determine to what degree the concepts present in each of the informational science selections are in the core reading program.

Rating scale: 1= **Not aligned**

2= Somewhat aligned
(Supports or connects to the Concept or PO)

3= Strongly aligned
(Could be used to teach components of the Concept or PO)

Rating Scale	Science	Evidence/Comments
1 2 3	3.1 Science content is aligned to the Arizona Science Standard	
1 2 3	3.2 Supplemental activities and/or "connections" are aligned to the Arizona Science Standard	
Alignment to which Concept(s)?		

Tally the number of elements with each rating. 1 _____ 2 _____ 3 _____

Rating scale: 1= **No evidence**

2= Sometimes, but not completely

3= Consistently/Depth

Rating Scale	Science	Evidence/Comments
1 2 3	3.3 Science content clarifies, explains, and connects basic ideas	
1 2 3	3.4 Science content is accurately represented	
1 2 3	3.5 Science content is consistent with current scientific knowledge	
1 2 3	3.6 Writing style is interesting and engaging, while respecting scientific language	
1 2 3	3.7 Vocabulary is used to facilitate understanding rather than as an end in itself	

Tally the number of elements with each rating. 1 _____ 2 _____ 3 _____

Content-Rich Alignment Review Rubric

Part Two: Quality Alignment-Social Studies

Program's name _____ Grade level _____

Passage Title _____

Directions: Look to the **Social Studies Standard** at the appropriate **grade level** and determine to what degree the concepts present in each of the informational social studies selections are in the core reading program.

Rating scale: **1= Not aligned**

2= Somewhat aligned
(Supports or connects to the Concept or PO)

3= Strongly aligned
(Could be used to teach components of the Concept or PO)

Rating Scale	Social Studies	Evidence/Comments
1 2 3	3.1 Social Studies content is aligned to the Arizona Social Studies Standard	
1 2 3	3.2 Supplemental activities and/or "connections" are aligned to the Arizona Social Studies Standard	
Alignment to which Concept(s)?		

Tally the number of elements with each rating. 1 _____ 2 _____ 3 _____

Rating scale: **1= No evidence**

2= Sometimes, but not completely

3= Consistently/Depth

Rating Scale	Social Studies	Evidence/Comments
1 2 3	3.3 Social Studies content clarifies, explains, and connects basic ideas	
1 2 3	3.4 Social Studies content is accurately represented	
1 2 3	3.5 Social Studies content is consistent with current knowledge	
1 2 3	3.6 Writing style is interesting and engaging, while respecting appropriate language	
1 2 3	3.7 Vocabulary is used to facilitate understanding rather than as an end in itself	

Tally the number of elements with each rating. 1 _____ 2 _____ 3 _____