

**SUMMARY REPORT**  
**KINDERGARTEN TEXTBOOK ADOPTION**

**Publisher: Harcourt School Publishers**  
**Title of Text: Trophies**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

K.1 ✓ K.2 ✓ K.4 ✓ K.5 ✓ K.6 ✓ K.7 ✓ K.8 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. NA Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. NA Percentage of Decodability of Student Text > 69%
8. ✓ Decodability of Supplemental Text > 69%

**Comments**

Section II  
3 & 7 - No student text at the kindergarten level

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile

**SUMMARY REPORT**  
**FIRST GRADE TEXTBOOK ADOPTION**

**Publisher: Harcourt School Publishers**

**Title of Text: Trophies**

**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

1.1 ✓    1.4 ✓    1.5 ✓    1.6 ✓    1.7 ✓    1.8 ✓    1.9 ✓    1.10 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. \_\_\_ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. \_\_\_ Percentage of Decodability of Student Text > 69%
8. ✓ Decodability of Supplemental Text > 69%

**Comments**

**Section II**

3 – Harcourt stated there is an accelerated progression of readability for the student text but did not list specific readability.

7 – The percentage of decodability for first grade student text ranged from 50% - 70%.

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**SECOND GRADE TEXTBOOK ADOPTION**

**Publisher: Harcourt School Publishers**  
**Title of Text: Trophies**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

2.4 ✓    2.5 ✓    2.6 ✓    2.7 ✓    2.8 ✓    2.9 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**THIRD GRADE TEXTBOOK ADOPTION**

**Publisher: Harcourt School Publishers**  
**Title of Text: Trophies**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

3.3 ✓    3.4 ✓    3.5 ✓    3.6 ✓    3.7 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FOURTH GRADE TEXTBOOK ADOPTION**

**Publisher: Harcourt School Publishers**  
**Title of Text: Trophies**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

4.3 ✓  4.4 ✓  4.5 ✓  4.6 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓  Scope and Sequence
2. ✓  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓  Range of Readability
4. ✓  Alternative Instructional Strategies
5. ✓  Classroom Assessments

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIFTH GRADE TEXTBOOK ADOPTION**

<b>Publisher: Harcourt School Publishers</b> <b>Title of Text: Trophies</b> <b>Copyright: 2003</b>
<b>Summary of Evaluation Criteria</b>
<b>Section I – Correlation with the selected English Standards of Learning</b> (✓ = adequately meets Standard)  5.4 <input checked="" type="checkbox"/> 5.5 <input checked="" type="checkbox"/> 5.6 <input checked="" type="checkbox"/> 5.7 <input checked="" type="checkbox"/>
<b>Section II - Additional Criteria</b> (✓ = adequately meets criteria)  1. <input checked="" type="checkbox"/> Scope and Sequence 2. <input checked="" type="checkbox"/> Percentage of fiction and nonfiction selections (nonfiction > 30%) 3. <input checked="" type="checkbox"/> Range of Readability 4. <input checked="" type="checkbox"/> Alternative Instructional Strategies 5. <input checked="" type="checkbox"/> Classroom Assessments
<b>Comments</b>

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**The Virginia Department of Education recommends to the Board of Education: Yes  No**

**SUMMARY REPORT**  
**KINDERGARTEN TEXTBOOK ADOPTION**

**Publisher: Houghton Mifflin**  
**Title of Text: Nation's Choice**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

K.1 ✓    K.2 ✓    K.4 ✓    K.5 ✓    K.6 ✓    K.7 ✓    K.8 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. ✓ Percentage of Decodability of Student Text > 69%
8. NA Decodability of Supplemental Text > 69%

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIRST GRADE TEXTBOOK ADOPTION**

**Publisher: Houghton Mifflin**  
**Title of Text: Nation's Choice**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

1.1 ✓    1.4 ✓    1.5 ✓    1.6 ✓    1.7 ✓    1.8 ✓    1.9 ✓    1.10 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. \_\_\_ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. ✓ Percentage of Decodability of Student Text > 69%
8. NA Decodability of Supplemental Text > 69%

**Comments**

Section II  
2 – nonfiction text 27%

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**SECOND GRADE TEXTBOOK ADOPTION**

**Publisher: Houghton Mifflin**  
**Title of Text: Nation's Choice**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

2.4 ✓    2.5 ✓    2.6 ✓    2.7 ✓    2.8 ✓    2.9 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**THIRD GRADE TEXTBOOK ADOPTION**

**Publisher: Houghton Mifflin**  
**Title of Text: Nation's Choice**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

3.3 ✓    3.4 ✓    3.5 ✓    3.6 ✓    3.7 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FOURTH GRADE TEXTBOOK ADOPTION**

**Publisher: Houghton Mifflin**  
**Title of Text: Nation's Choice**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

4.3 ✓    4.4 ✓    4.5 ✓    4.6 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIFTH GRADE TEXTBOOK ADOPTION**

**Publisher: Houghton Mifflin**  
**Title of Text: Nation's Choice**  
**Copyright: 2003**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

5.4  5.5  5.6  5.7

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**The Virginia Department of Education recommends to the Board of Education: Yes  No**

**SUMMARY REPORT**  
**KINDERGARTEN TEXTBOOK ADOPTION**

**Publisher: Scott Foresman**  
**Title of Text: Reading**  
**Copyright: 2004**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

K.1 ✓    K.2 ✓    K.4 ✓    K.5 ✓    K.6 ✓    K.7 ✓    K.8 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓    Scope and Sequence
2.     Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. NA Range of Readability
4. ✓    Alternative Instructional Strategies
5. ✓    Classroom Assessments
6. ✓    Fluency
7. NA Percentage of Decodability of Student Text > 69%
8. ✓    Decodability of Supplemental Text > 69%

**Comments**

Section II

2 – Nonfiction 17%

3 & 7 – No student text at kindergarten level

8 - Kindergarten supplemental decodable readers are 68% - 100%. How the percentage was calculated was not indicated.

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIRST GRADE TEXTBOOK ADOPTION**

**Publisher: Scott Foresman**  
**Title of Text: Reading**  
**Copyright: 2004**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

1.1 ✓    1.4 ✓    1.5 ✓    1.6 ✓    1.7 ✓    1.8 ✓    1.9 ✓    1.10 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. \_\_\_ Percentage of Decodability of Student Text > 69%
8. ✓ Decodability of Supplemental Text > 69%

**Comments**

Section II

- 2 – Only the 1.5 anthology met criteria, other text ranged from 0% - 50% nonfiction.
- 7 - Due to the inclusion of authentic literature, the percentage of decodability for the student anthology is less than 70%.

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**SECOND GRADE TEXTBOOK ADOPTION**

**Publisher: Scott Foresman**  
**Title of Text: Reading**  
**Copyright: 2004**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

2.4  2.5  2.6  2.7  2.8  2.9

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments
6.  Fluency

**Comments**

Section I

2.6a – No examples cited for use of knowledge of simple abbreviations.

Section II

2 - Fiction 77%, nonfiction 23% and Fiction 73%, nonfiction 27%.

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**THIRD GRADE TEXTBOOK ADOPTION**

**Publisher: Scott Foresman**  
**Title of Text: Reading**  
**Copyright: 2004**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

3.3 ✓    3.4 ✓    3.5 ✓    3.6 ✓    3.7 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FOURTH GRADE TEXTBOOK ADOPTION**

**Publisher: Scott Foresman**  
**Title of Text: Reading**  
**Copyright: 2004**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

4.3 ✓    4.4 ✓    4.5 ✓    4.6 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. ✓ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIFTH GRADE TEXTBOOK ADOPTION**

**Publisher: Scott Foresman**  
**Title of Text: Reading**  
**Copyright: 2004**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

5.4  5.5  5.6  5.7

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments

**Comments**

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**The Virginia Department of Education recommends to the Board of  
Education: Yes  No**

**SUMMARY REPORT**  
**KINDERGARTEN TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Open Court**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

K.1 ✓    K.2 ✓    K.4 ✓    K.5 ✓    K.6 ✓    K.7 ✓    K.8 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. \_\_\_ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. NA Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. NA Percentage of Decodability of Student Text > 69%
8. ✓ Decodability of Supplemental Text > 69%

**Comments**

Section II  
2 - Nonfiction 24%  
3 & 7 - No student text at the kindergarten level

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIRST GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Open Court**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

1.1 ✓    1.4 ✓    1.5 ✓    1.6 ✓    1.7 ✓    1.8 ✓    1.9 ✓    1.10 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. \_\_\_ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. \_\_\_ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. \_\_\_ Percentage of Decodability of Student Text > 69%
8. ✓ Decodability of Supplemental Text > 69%

**Comments**

Section II

- 2 - Fiction 75%, nonfiction 25%
- 3 – Lexile range included but not specific range of readability.
- 7 – Student Anthology not used until second semester. Did not provide readability for anthology.

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**SECOND GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Open Court**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

2.4 ✓    2.5 ✓    2.6 ✓    2.7 ✓    2.8 ✓    2.9 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. \_\_\_ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

Section II

3 - Lexile range included but not specific range of readability

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**THIRD GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Open Court**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

3.3 ✓    3.4 ✓    3.5 ✓    3.6 ✓    3.7 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. \_\_\_ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. \_\_\_ Range of Readability
4. ✓ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

Section II

2 – Fiction 79%, nonfiction 21%

3 - Lexile range included but not specific range of readability

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FOURTH GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Open Court**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

4.3  4.4  4.5  4.6

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments

**Comments**

Section II

3 - Lexile range included but not specific range of readability

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIFTH GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Open Court**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

5.4  5.5  5.6  5.7

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments

**Comments**

Section II

3 - Lexile range included but not specific range of readability

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**The Virginia Department of Education recommends to the Board of Education: Yes  No**

**SUMMARY REPORT**  
**KINDERGARTEN TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Reading Mastery Plus**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

K.1 ✓ K.2 ✓ K.4 ✓ K.5 ✓ K.6 ✓ K.7 ✓ K.8 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. \_\_\_ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. **NA** Range of Readability
4. \_\_\_ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency
7. **NA** Percentage of Decodability of Student Text > 69%
8. ✓ Decodability of Supplemental Text > 69%

**Comments**

Section I

K.8f – no examples for nonfiction.

Section II

- 2 – Fiction 100%, nonfiction 0%
- 3 & 7 – No student text at kindergarten level
- 4 - Program is based on direct instruction – see general comment.

General Comment

“*Reading Mastery Plus* has been carefully designed to help students who are at-risk of failure.”

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIRST GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Reading Mastery Plus**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

1.1  1.4  1.5  1.6  1.7  1.8  1.9  1.10

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments
6.  Fluency
7.  Percentage of Decodability of Student Text > 69%
8. **NA** Decodability of Supplemental Text > 69%

**Comments**

Section I

1.10 – Did not provide examples for this standard.

Section II

- 2 – Fiction 100%, nonfiction 0%
- 3 - A readability range was not provided
- 4 - Program is based on direct instruction – see general comment.

General Comment

“*Reading Mastery Plus* has been carefully designed to help students who are at-risk of failure.”

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**SECOND GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Reading Mastery Plus**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

2.4  2.5  2.6  2.7  2.8  2.9

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments
6.  Fluency

**Comments**

Section I

2.7 & 2.8 – Limited opportunity to work with nonfiction.

Section II

- 2 - Fiction 95%, nonfiction 5%
- 3 - A readability range was not provided
- 4 - Program is based on direct instruction – see general comment.

General Comment

“*Reading Mastery Plus* has been carefully designed to help students who are at-risk of failure.”

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile

**SUMMARY REPORT**  
**THIRD GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Reading Mastery Plus**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

3.3 ✓    3.4 ✓    3.5 ✓    3.6 ✓    3.7 ✓

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ Scope and Sequence
2. ✓ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. \_\_\_\_\_ Range of Readability
4. \_\_\_\_\_ Alternative Instructional Strategies
5. ✓ Classroom Assessments
6. ✓ Fluency

**Comments**

Section II

3 - A readability range was not provided

4 - Program is based on direct instruction – see general comment.

General Comment

“*Reading Mastery Plus* has been carefully designed to help students who are at-risk of failure.”

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FOURTH GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Reading Mastery Plus**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

4.3  4.4  4.5  4.6

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1.  Scope and Sequence
2.  Percentage of fiction and nonfiction selections (nonfiction > 30%)
3.  Range of Readability
4.  Alternative Instructional Strategies
5.  Classroom Assessments

**Comments**

Section II

- 2 – Nonfiction range of 13% - 22%
- 3 - A readability range was not provided
- 4 - Program is based on direct instruction – see general comment.

General Comment

“*Reading Mastery Plus* has been carefully designed to help students who are at-risk of failure.”

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**SUMMARY REPORT**  
**FIFTH GRADE TEXTBOOK ADOPTION**

**Publisher: SRA/McGraw Hill**  
**Title of Text: Reading Mastery Plus**  
**Copyright: 2002**

**Summary of Evaluation Criteria**

**Section I – Correlation with the selected English Standards of Learning**

(✓ = adequately meets Standard)

5.4 ✓ \_\_\_    5.5 ✓ \_\_\_    5.6 ✓ \_\_\_    5.7 ✓ \_\_\_

**Section II - Additional Criteria**

(✓ = adequately meets criteria)

1. ✓ \_\_\_ Scope and Sequence
2. ✓ \_\_\_ Percentage of fiction and nonfiction selections (nonfiction > 30%)
3. \_\_\_ Range of Readability
4. \_\_\_ Alternative Instructional Strategies
5. ✓ \_\_\_ Classroom Assessments

**Comments**

Section II

3 - A readability range was not provided.

4 - Program is based on direct instruction – see general comment.

General Comment

*“Reading Mastery Plus has been carefully designed to help students who are at-risk of failure.”*

The Virginia Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected and reported in the correlation profile.

**The Virginia Department of Education recommends to the Board of Education: Yes ✓ \* No \_\_\_**

**\* Recommended for students who are at-risk of reading failure.**