

**TEXTBOOK SCREENING INSTRUMENT**  
**ESL K-5**

Consensus Review

<b>Book Code:</b> PEPL-1310-LCS	<b>Reviewer Level:</b> Basal
<b>Category:</b> ESL	
<b>Publisher's Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
**Pearson Longmam**

**Title:**  
Longman Cornerstone Series

**Author:** Anna Chamot, Jim Cummins, Sharroky Hollie

**Edition:** 1 **Copyright:** 2010

**Recommended:**

☒ YES ☐ NO

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## Consensus Review

**I. Tennessee Framework****Documentation**

**STRENGTHS:** The Pearson/Longman Series, Cornerstone, is a visually **appealing** presentation of strong Language Arts context-based learning, specifically designed for English as a Second Language learners. Direct and evident correlations exist between the ESL Tennessee Standards and the material chosen as content. (For example, using pre-reading strategies, accessing prior knowledge of vocabulary as well as content). The series is divided into a reading component (leveled by reading proficiencies), and a language text (designated by grade). The series directly addresses the specific needs of language learners with phonic treatments of pertinent vocabulary, context-rich text embedded with the academic language of instruction, and relevant, high interest topics. The materials also adequately address the Tennessee state standards for ESL and Language Arts by modeling and illustrating communication skills of listening, speaking, reading and writing. Word recognition and decoding are presented in academic vocabulary (compare, contrast, infer, evaluate, etc.), as well as subject area or content specific words, in compound and complex form. An in depth treatment of word attack strategies (prefix, suffix, root words, etc.) prepares the ELL to become an independent and competent reader.

**MATTERS OF FACT:** Graphic Organizers are used as learning tools from kindergarten to grade 5 grades in order to equip and prepare the ELL for the regular classroom. These include word webs, sentence flow charts, and bubble maps. Essential (or Big) questions about each lesson prepare the learner, and activate prior knowledge about the task as well as providing a responsive summary for the end of the unit so that the learner can evaluate what they have learned in terms of content, vocabulary and reading/comprehension skills.

Reading strategies/comprehension skills are spiraled, i.e., reinforced/repeated at least three times through multiple readings within a unit.

**CONCERNS:** none

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## Consensus Review

**II. National Standards or Industry Standards****Documentation**

**STRENGTHS:** The Cornerstone series sufficiently addresses the National Standards for Language Arts in all the domains of language acquisition. Students are taught specific word attack methods, to decode and define relevant vocabulary. Listening and speaking in the formal and informal register, personal letter writing, listening to and giving speeches, successful writing and editing of text are some of the topics included in the basal text.

**MATTERS OF FACT:** Each chapter presents a pre-reading and post-reading activity, as well as writer's strategies and techniques for better composition of student text.

**CONCERNS:** none

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## Consensus Review

**III. Program Design****Documentation**

**STRENGTHS:** The Longman/Pearson series is sequential in design, with new skills built upon those already covered. Pre-writing, self editing, and other Writer's Craft skills are present in every grade and skill level. Reading for understanding, and self-directed assessment are also strong points in the entire series. Student interest, through story choice and graphic design, is promoted throughout the series. Differentiated instruction is available to meet the needs of individual students via varied response options, resources and assessment modifications. Center activities are provided for each lesson. Cornerstone has also included a video program to enhance language learning. Cornerstone has developed level 1 and 2 in a similar format. Students build English by practicing phonics, vocabulary, reading and fluency from the basics of what they are most familiar with to the abstract. In levels A,B,and C which are designated for 3-5 the program offers words they need to know as well as academic content vocabulary. Students have access to practice work on CD's when needed.

**MATTERS OF FACT:** Teacher editions are succinct and easy to follow. They are not, however, all inclusive, leaving time and space for teacher individualization.

Assessment ancillaries are well done and closely correlate to Tennessee testing vehicles. There are guided reading selections with comprehension checks in both the student and teacher books. Center activities are also included for all levels.

Culturally responsive for grades 1-5 wherein classic American literature that reveals American, English speaking culture, history, and values is used with a 50/50 literature/expository text split.

**CONCERNS:** A. Suitable for all ELDA levels: Suitable for levels newcomer to some level 3/4s under these conditions:

1. regular reading/ELA series lacks ELL component covering four domains of ELL standards
2. regular classroom series does not facilitate ELL spiraling/frontloading/sheltering of what is going on in regular classroom.
3. ESL program does not/cannot go towards more inclusive practices like SIOP/academic standards based instruction, e.g, due to ESL service scheduling conflicts
4. where it seems logical to mirror/echo the regular classroom literature, the standards pacing/presentation and academic vocab in a newcomers program, in approaching level flex group for differentiated instruction or with ELLs needing practice in transfer of the phonics/decoding

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instruction from their phonetic controlled readers to “real” readings.

Suitable for TCAP standards driven laboratory settings focusing on mastery of reading standards/skills, learning strategies, academic language of instruction per riders 1-4 previously listed above.

The Kindergarten level phonics instruction would not appeal to multiple intelligences; activities are limited to matching letters by drawing a line. Writing standards seem low compared to literacy assessments for the state standards.

Letter Home to parents are in English and Spanish only.

Strategies/skills worksheets, practice workbooks and graphic organizers are not tiered/differentiated.

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## Consensus Review

**IV. Assessment****Documentation**

**STRENGTHS:** Assessment materials are aligned with and closely follow state standardized testing format. Practice questions acquaint the student with testing format they will later see through Tennessee Comprehensive Assessment Programs. Pre-testing and post testing are a part of the formula for students to self-evaluate. Good, teacher-friendly evaluative tools in each component of the series.

Test taking tips and numerous deliveries of assessments are a desirable part of the program.

Cornerstone's assessment tools allow teachers to place a child into the right level of proficiency with the Success Tracker. The Success Tracker identifies areas of a student's weakness and offers additional reteaching strategies. There is a unit for standardized test prep coaching. On-going assessments occur through daily and weekly progress monitoring and at the conclusion of each unit. Cornerstone also includes an exit test for each level that shows whether the ELLs are able to be mainstreamed into the regular classroom or continue to the next level.

Portfolio procedures discussed along with teacher scoring rubric and a letter home to parents regarding portfolio contents and ELLs progress with standards; there are suggestions for how teachers can encourage ELLs to share work/progress with parents (student led conferences)

Students self-evaluate their learning of concepts and strategies in grades 3-5 units.

For grades 3-5, paper or on-line tests can be personalized per learning objective, state or local standard, type of question (multiple choice, T/F, short answer, essay) and difficulty, etc., with Exam View test generator CD-ROM.

**MATTERS OF FACT:**

**CONCERNS:** none

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#### V. Other Comments

##### Documentation

**STRENGTHS:** Bright, colorful design, easy to follow format, and leveled instruction delivery are the most appealing aspect of the Cornerstone series. Attention to state and national standards, through direct correlation, are well done and pertinent.

Cornerstone offers a strong basis of vocabulary both in thematic and critical academic vocabulary. Reading strategies are taught during each lesson. There is a wide variety of literature including all genre. The writing component meets the Tennessee standards for each grade levels' prompts.

Guides for teachers are friendly, scripted where helpful, and would be a user friendly series that an non ESL regular classroom teacher or paraprofessional could use with minimal support from the ELL teacher.

**MATTERS OF FACT:** Teacher support, from diagnostic testing, through lesson delivery and differentiated instruction, to simple and thorough assessment makes the Cornerstone series a strong choice for the multi level ESL classroom.

Suggested timelines /pacing valuable for flexible groups/differentiated instruction/itinerant schedules/novice-non ESL teacher.

**CONCERNS:** none

Additional instructional time is not factored into the unit planner for levels 3-5 requiring phonemic awareness /phonics instruction.

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**VI. List of Components Reviewed****Documentation**

The following materials in the Cornerstone series were reviewed:

Cornerstone Language Arts K-5 Basals, teacher guides, transparencies, BIG BOOKS and accompanying CD-ROMS, Ebook versions of texts, Penguin leveled libraries, vocabulary cards, unit concepts posters, assessment materials with Exam View test generator and Success tracker, K-2 puppets, consumable practice workbooks, building background DVDs, and audio CDs that correspond to each unit's listening standards as well differentiate instruction in reading and phonics, phonics kit.

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**VII. State Textbook Commission Members Comments****Documentation**

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

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<b>Book Code:</b> RIG-1310-OOWtEK	<b>Reviewer Level:</b> Basal
<b>Category:</b> ESL	
<b>Publisher’s Bid Level:</b> Basal	<b>Reviewer Delivery Method:</b> Traditional

**Publisher:**  
Rigby, an imprint of HMH Supplemental Publishers Inc.

**Title:**  
On Our Way to English K-5

**Author:** Rigby  
**Edition:** 2nd

**Copyright:** 2010

**Recommended:**  
☒ YES   ☐ NO

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## Consensus Review

**I. Tennessee Framework****Documentation**

**STRENGTHS:** Rigby's "On Our Way to English" satisfies the requirements for Tennessee state standards in Language Arts. Moreover, lessons have been correlated with the standards in an easy-to-use teacher manual. There is early evidence that these standards had a part in driving the lessons and materials (reading selections, etc.) selected, as pre-writing, graphic organizers, and self-evaluation at the end of a writing assignment are presented at the Kindergarten level, and continue throughout all of the grade levels. (K-5).

Academic vocabulary, word families, irregular verbs and sources of information are present throughout the series.

**MATTERS OF FACT:** On Our Way to English k-5 has two strands: 8 thematic content literacy units and a differentiated instruction leveled reading series. Both are embedded with activities in all four LED domains, cognitive and metacognitive strategy instruction

**CONCERNS:** none

RIG-1310-OOWtEK-914-YES-Basal-----9/15/2009 @ 10:37:34 AM

**II. National Standards or Industry Standards****Documentation**

**STRENGTHS:** As the Tennessee State Standards, as well as the national TESOL standards are imbedded in the National Standards, Rigby's "On Our Way to English" successfully fulfills the content and materials requirements for the National standards, at each grade level. Students are guided through the standards for listening, speaking, reading, and writing in good sequence, with strong scaffolding of learning these standards present throughout the series.

Test taking tips and strategies are given early on, with the standardized test format highlighted, as early as Kindergarten.

Being that English as a Second Language standards ARE the National Standards, it follows that industry and content-specific standards are satisfactorily taught as well.

**MATTERS OF FACT:** Test taking is leveled in the Progress tests.

Technology provided: oral language, word study, interactive phonics, and anthology CDs.

**CONCERNS:** Simplified content could lead to students missing higher level requirements of national standards.

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**III. Program Design****Documentation**

**STRENGTHS:** Series gives focus on the language necessary for English Language Learners to succeed in academic content through vocabulary and lesson design.

Language and literacy coexist in differentiated instructional techniques, both for class activities as well as independent learning.

**MATTERS OF FACT:** There is routine and rhythm in each lesson, with predicability lending support to language learners at all levels of proficiency.

**CONCERNS:** Student book leans heavily on support from ancillary materials to give complete coverage of required content.

RIG-1310-OOWtEK-916-YES-Basal-----9/15/2009 @ 10:37:09 AM

**IV. Assessment****Documentation**

**STRENGTHS:** There are several levels of assessment, from casual peer assessment and evaluation, through chapter summary and evaluative paragraph writing, up to sophisticated standardized test practices.

Students may produce something other than written tests (retells, dioramas, etc.) to show comprehension of content.

Students edit and revise writing, and there is room for self-evaluation in most writing assignments.

Students also meet standards requirements by reading graphs for information and learning various methods and sources of research.

The four domains are tested with specific recommendation for remediation and placement.

**MATTERS OF FACT:** There is an assessment handbook, unit progress tests for each unit, and an assessment piece, an 'ELL Assessment Kit'.

**CONCERNS:** none

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**V. Other Comments****Documentation**

**STRENGTHS:** A beautifully illustrated series with strong visual appeal, ‘On Our Way to English’ is full of high interest content, with good flow between chapters.

The ancillary pictures, books, and CDs are exceptional.

The guides are well-planned, scripted and sectioned off into the four domains and content skills.

Technology is incorporated to help with motivation and learning.

Reading strategy cards graphically depict the strategy, in addition to listing the steps for the ELL to acquire the strategy.

The Skills Master books bridge home to school connections with letters to parents in seven languages in addition to English.

**MATTERS OF FACT:** Series has chant charts, big books for whole class reading, assessment kit, and several other fine ancillaries.

**CONCERNS:** The core text seems simplistic and needs heavy support from ancillaries.

RIG-1310-OOWtEK-918-YES-Basal-----9/15/2009 @ 10:37:09 AM

**VI. List of Components Reviewed****Documentation**

Reviewed the following:

“On Our Way to English”, Student Anthology K-5, with all accompanying ancillaries (Charts, posters, CDs, Assessment Kit, Phonics Kit, etc.), Teacher editions (K-5), and several supplementary leveled readers

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### VII. State Textbook Commission Members Comments

#### Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

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