

# INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3288

## Recommendation

Yes

**Comments:** This material is aligned to the MAFS, LAFS, and Next Generation Science Standards. It is engaging, interactive, and includes academic games as well as visuals/graphics that captivate and motivate the learners. The material is accurate, factual, and visibly organized free from errors and misconceptions.

## Material for Review

**Course:** Science - Grade Kindergarten (5020010)  
**Title:** Inspire Science, Grade K, Florida Edition , Edition: 1  
**Copyright:** 2019  
**Author:** McGraw-Hill Education  
**Grade Level:** K - 5

## Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments may be used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Alignment with curriculum**  
 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content aligns to the LAFS, MAFS, and Next Generation Science Standards. The students are being scaffolded to master the standards on the appropriate instructional level within each subject area.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content is written to the appropriate instructional level and aligns with the standards and benchmarks in LAFS, MAFS, and Next Generation Science Standards.

3. A. The materials are adaptable and useful for classroom instruction.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials are user friendly, aligned to the standards, and engaging/interactive. This makes it adaptable and useful for classroom instruction.

**B. Level of Treatment** 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material includes details that are comprehensible to the students in terms of the topics and lessons being taught at hand.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content matches the standards and the level of difficulty is appropriate for the grade level.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content matches the kindergarten grade level and current abilities.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The time period allowed for teaching matches the content at hand. The scope and sequence is paced appropriately for kindergarten.

**C. Expertise for Content Development** 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The sources used in the material are reflective of expert information in the areas of science, mathematics, and reading/language arts.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The sources provide a high quality content in the materials. The materials are aligned and deemed appropriate to ensure standards mastery.

**D. Accuracy of Content** 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content is accurately presented. No typos or errors evident. The text is grade level appropriate.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material is not presented in a bias way. The material is presented objectively.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material includes concepts/standards from various subject areas (LAFS, MAFS, Next Generation Science Standards).

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material was accurate and no mistakes were evident.

**E. Currency of Content** 14. E. The content is up-to-date according to current research and standards of practice.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content is up to date and aligned to the current standards and assessments. The LAFS and Next Generation Science Standards.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content is appropriate to the kindergarten curriculum, standards, and benchmarks.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content is grade level appropriate and relevant context. It is aligned to the standards and concepts being taught in the classroom today in preparation for the next grade level.

**F. Authenticity of Content** 17. F. The content includes connections to life in a context that is meaningful to students.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content provides students with the opportunities to make connections (text to text, text to self, and text to real world). These connections make the context meaningful to students.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material includes interdisciplinary connections (LAFS-Language Arts, MAFS-Mathematics, Next Generation Science Standards).

**G. Multicultural Representation** 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material is unbiased to a particular group. It suits all audiences. No unfair content displayed in the material at all.

**H. Humanity and Compassion** 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials does not display any cruelty to animals nor humans in no form whatsoever.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The content of the benchmarks and standards covered in the material is very good when it comes to alignment of standards, accuracy of content, multicultural representation, humanity and compassion.

## Presentation

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.

- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Comprehensiveness of Student and Teacher Resources**1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The student resources are engaging, user friendly, and aligned to the standards. The targeted outcomes are addressed and even the new teacher or the teacher who is not that strong in instructing science can benefit from the course layout/materials/resources.

**B. Alignment of Instructional Components**2. B. All components of the major tool align with the curriculum and each other.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The components of the major tool are aligned to the ELA standards as well as the Next Generation Sunshine State Standards. Close reading, ELA question stems which require text-based evidence, FSA aligned format, and read alouds (fiction and nonfiction).

**C. Organization of Instructional Materials**3. C. The materials are consistent and logical organization of the content for the subject area.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials are organized in a user friendly manner with engaging graphics and visuals. The printed material as well as the interactive material is logically organized and sequenced in a very good manner.

**D. Readability of Instructional Materials**4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The gamification (academic games) is engaging to the audience as well as the audio and visual components. Read Alouds and opening pieces for each lesson assists with engaging the student with reading as well as listening which in turn helps them comprehend and master the standards.

**E. Pacing of Content**5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The pacing of the lessons are presented in a rate that allows the students to understand it and retain the information. The scope and sequences is logically organized.

**Accessibility**6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material contains text to speech tool, the videos are closed captioned, with specific navigation tools all of which supports students with disabilities interact and access the material.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The submission highly satisfies the presentation requirements. The materials are accessible and aid with supporting students with disabilities to interact with the resources. The pacing of the content is presented in a rate that is fair and that students can comprehend the texts and master the standards. The readability and the organization of the material is very good. The material aligns to the ELA standards, Next Generation Science Standards, and targets the ELL strategies.

## Learning

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come

back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The instructional materials include features that maintain learner motivation such as gamification (academic games), read alouds, interactive components, openings for each lesson, and visuals/graphics in the text.

**B. Teaching a Few "Big Ideas"**2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The instructional materials thoroughly teach big ideas aligned to the Next Generation Sunshine Standards. The essential question is posed in the beginning of each lesson and is addressed throughout the lesson. The modules are addressing important ideas and concepts.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The material is user friendly and includes information that is clearly and explicitly stated. Outcomes are clear and understandable.

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials provide a scaffolding approach. Differentiation instruction is evident within the teacher guide. The leveled readers are leveled for each reading level (approaching, beyond, on, ELL). The students are provided opportunities to do experiments (hands on approach).

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials provide a scaffolding approach. Differentiation instruction is evident within the teacher guide. The leveled readers are leveled for each reading level (approaching, beyond, on, ELL). The students are provided opportunities to do experiments (hands on approach).

**E. Active Participation of Students**6. E. The materials engage the physical and mental activity of students during the learning process.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The interactive components ensures active participation of the students. The materials are engaging with the gamification piece (academic games). The read alouds and interactive openings for each lesson.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials are organized in a manner that is comprehensible and allows with the teacher to scaffold and instruct at a logical pace. Goal and objectives can be reached and maintained as a result of the speed and pacing of the pacing guide of the lesson and its content.

**F. Targeted Instructional Strategies**8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.



**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The curriculum includes ELL strategies, differentiated instruction, and alignment to the ELA and Next Generation Sunshine Standards. The outcome and learning objectives are addressed.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials are instrumental in incorporating instructional strategies that are proven to teach targeted outcomes.

**G. Targeted Assessment Strategies** 10. G. The materials correlate assessment strategies to the desired learning outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials include assessments that are in preparation for the Next Generation Sunshine State Standards Assessment, the ELA FSA Assessment, and performance tasks aligned to the outcomes.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The lessons incorporate material that will be assessed and target the outcomes that prove to be effective in assessing the performance tasks at hand.

**Universal Design for Learning** 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The materials is accessible to all students (ELL, Students with disabilities, and students who are performing on the appropriate instructional level and those performing below the appropriate instructional level).

**Mathematical Practice** 13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The mathematical practices are applicable and applied in the lessons. The students are asked to perform mathematical actions that align to the MAFS such as measurement, data collection/analysis, and computation.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Overall, the submission highly satisfies the learning requirements. It meets the needs of all learners (ELL, students with disabilities, and students performing below/on appropriate instructional level). It targets the instructional and assessment strategies. It is engaging and interactive to the users. It provides a great deal of scaffolding and addresses big ideas/essential questions.

## Standards

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating.

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them

improve their products

- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf) For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SC.K.E.5.1:** Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Module: Earth and Space: Lesson 3: The moon addresses and is aligned to this standard/benchmark. It is marked as a level 2 in the science file: gravity section of the material.

2. **SC.K.E.5.2:** Recognize the repeating pattern of day and night.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Module: Earth and Space: Lesson 1: Day and Night addresses and is aligned to this standard/benchmark. It is marked as a level 3 because it provides strategic reasoning and complex thinking (displayed in science probe, science paired read aloud, video, leveled readers).

3. **SC.K.E.5.3:** Recognize that the Sun can only be seen in the daytime.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Module: Earth and Space: Lesson 2: The Sun and Stars addresses and is aligned to this standard/benchmark. It is marked as a level 2 (displayed in science probe, science paired read aloud, video, and digital interactive).

4. **SC.K.E.5.4:** Observe that sometimes the Moon can be seen at night and sometimes during the day.

VERY GOOD ALIGNMENT  GOOD ALIGNMENT  **FAIR ALIGNMENT**  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is addressed but only in the Talk About It section of the Teacher Edition. The standard will need to be addressed or incorporated in other places to provide the students with more exposure of this benchmark.

5. **SC.K.E.5.5:** Observe that things can be big and things can be small as seen from Earth.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The standard/benchmark is mentioned in the Be A Scientist Notebook of the teacher's edition and in the paired read aloud. Not much hands on exposure to this benchmark. The teacher will need to incorporate more exposure to this standard/benchmark.

6. **SC.K.E.5.6:** Observe that some objects are far away and some are nearby as seen from Earth.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The standard/benchmark is mentioned in the Be A Scientist Notebook of the teacher's edition and in the paired read aloud. Not much hands on exposure to this benchmark. The teacher will need to incorporate more exposure to this standard/benchmark.

7. **SC.K.L.14.1:** Recognize the five senses and related body parts.

#### Remarks/Examples:

Integrate HE.K.C.1.5. Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Module: Plants and Animals: Lesson 2: Parts of Plants, Module: Plants and Animals: Lesson 3: Parts of Animals, & Module: Plants and Animals: Lesson 4: Plant and Animal Survival addresses and is aligned to this standard/benchmark. It is marked as a level 3 because it provides strategic reasoning and complex thinking (displayed in Be a Scientist Notebook, science paired read aloud, video, digital interactive). This benchmark is addressed in several lessons.

8. **SC.K.L.14.2:** Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This benchmark is marked as a level 2 and is evident that it is being addressed in the curriculum/materials.

9. **SC.K.L.14.3:** Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

#### Remarks/Examples:

Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This benchmark is marked as a level 2 and is evident that it is being addressed in the curriculum/materials.

10. **SC.K.N.1.1:** Collaborate with a partner to collect information.

**Remarks/Examples:**

Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The standard is exercised when the students collaborate with partners during discussions and in the experimental sections. Level 3 is what this standard is marked as due to the strategic reasoning and critical thinking.

11. **SC.K.N.1.2:** Make observations of the natural world and know that they are descriptors collected using the five senses.

**Remarks/Examples:**

Florida Standards Connections: LAFS.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information experiences or gather information from provided sources to answer a question.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard can be marked as a level 3 (strategic reasoning and complex thinking). It is covered and exposed in several lessons and using different materials (videos, Be a Scientist Notebook). The Writing standards is addressed within this standard which provides students with the opportunity to exercise this standard through several exercises/activities.

12. **SC.K.N.1.3:** Keep records as appropriate -- such as pictorial records -- of investigations conducted.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard can be marked as a level 3 (strategic reasoning and complex thinking). It is covered and exposed in several lessons (Be a Scientist Notebook). The Writing standards is addressed within this standard which provides students with the opportunity to exercise this standard through several exercises/activities.

13. **SC.K.N.1.4:** Observe and create a visual representation of an object which includes its major features.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Good Alignment of this standard is evident marking it a level 2. This benchmark was evident in Module: Plants and Animals: Lesson 4: Plant and Animal Survival using the Be a Scientist Notebook.

14. **SC.K.N.1.5:** Recognize that learning can come from careful observation.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend precision.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The standard is addressed and marked at a level 3 in alignment with the MAFS standards being addressed during the experimental pieces. Critical thinking and strategic reasoning is evident using this standard/benchmark using several different materials ( videos, Be a Scientist Notebook).

15. **SC.K.P.8.1:** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

**Remarks/Examples:**

The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

Florida Standards Connections: MAFS.K.MD.2.3 Classify objects into given categories count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard/benchmark is used during the experimental pieces in which with the students are sorting, measuring, and conducting data collection/analysis. This is marked a level 3 as a result of the strategic reasoning and critical thinking. This benchmark is addressed in the Be a Scientist Notebook and Science Paired Read Aloud.

16. **SC.K.P.9.1:** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.



VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is marked as a level 2 and is addressed in the following materials: science paired read aloud, science probe, Be a Scientist Notebook, and digital interactive. This is addressed in the Module Matter in Lessons 1 & 2.

17. **SC.K.P.10.1:** Observe that things that make sound vibrate.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is marked as a level 2 and is addressed in the following materials: science paired read aloud, science probe, Be a Scientist Notebook, and video. This is addressed in the Module Sound Energy in Lessons 1

18. **SC.K.P.12.1:** Investigate that things move in different ways, such as fast, slow, etc.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is marked as a level 3 as a result of the strategic reasoning and critical thinking. The benchmark was addressed in the Forces and Motion Module - Lesson 2: When Objects Collide. The following materials are used to apply this standard/benchmark: science probe, video, digital interactive, leveled reader, and Be a Scientist Notebook.

19. **SC.K.P.13.1:** Observe that a push or a pull can change the way an object is moving.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is marked as a level 3 as a result of the strategic reasoning and critical thinking. The benchmark was addressed in the Forces and Motion Module - Lesson 2: When Objects Collide. The following materials are used to apply this standard/benchmark: science probe, video, digital interactive, science file, simulation, and Be a Scientist Notebook.

20. **LAFS.K.RI.1.1:** With prompting and support, ask and answer questions about key details in a text.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The students are asked to ask and answer questions using text-based evidence. This LAFS standard is marked as a level 3. Informational text/topics allows the students to apply this standard to the lessons.

21. **LAFS.K.RI.2.4:** With prompting and support, ask and answer questions about unknown words in a text.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The vocabulary is being identified when it comes to unknown words in the text. This standard is marked as a level 3. With scaffolding and support the students are applying this standard.

22. **LAFS.K.RI.4.10:** Actively engage in group reading activities with purpose and understanding.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The students are engaged throughout the lessons by completing reading activities collectively as a group (i.e., interactive games, experiments, performance based tasks). This is marked as a level 3 because of the strategic reasoning and critical thinking occurring throughout the lesson when it comes to this standard.

23. **LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The students are engaged throughout the lessons by completing reading activities collectively as a group (i.e., interactive games, experiments, performance based tasks). This is marked as a level 3 because of the strategic reasoning and critical thinking occurring throughout the lesson when it comes to this standard. The students will be participating in whole group discussions, turn and talk, and think pair and share. All of which addresses this standard.

24. **LAFS.K.W.3.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The students will recall information from experiences, experiments, performance based tasks, from text, and discussions. The students will refer to the text as evidence to support recalling the information. With guidance and support the students will critically apply this standard (marked as a level 3).

25. **MAFS.K.MD.1.2:** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is addressed and marked as level 2. The students will apply this standard in the science experiments and in the performance based tasks.

26. **MAFS.K.MD.2.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This standard is addressed and marked as level 2. The students will apply this standard in the science experiments and in the performance based tasks.

27. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

ELL strategies are applied and the standards are addressed in the lesson. The material is equitable to all students including ELL students. Teacher Guide highlights the ELL strategies.

28. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

ELL strategies are applied and the standards are addressed in the lesson. The material is equitable to all students including ELL students. Teacher Guide highlights the ELL strategies.

29. **HE.K.C.1.5:** Recognize there are body parts inside and outside of the body.

**Remarks/Examples:**

Brain, muscles, and skin.

VERY GOOD ALIGNMENT  GOOD ALIGNMENT  **FAIR ALIGNMENT**  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Level 2 marked. this benchmark is slightly evident in the curriculum. Exposure and practice will need to be added when teaching this benchmark.