

## INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3381

### Recommendation

No

**Comments:** Content covers most standards well but is limited in the complexity of some science standards; limited math standards covered; interactive opportunities for students

### Material for Review

**Course:** Science - Grade Kindergarten (5020010)

**Title:** Pearson Elevate Science, Florida Edition, Grade K , Edition: 1st

**Copyright:** 2019

**Author:** Miller, et al

**Grade Level:** K - 5

### Content

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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

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- 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:

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:

some areas are not at the correct skill level

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:

**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:

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:

not all content matches the complexity levels

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:

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:

**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:

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:

**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:

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:

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:

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:

**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:

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:

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:

**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:

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:

language arts is somewhat sufficient but math and health connections are limited

**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:

**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:

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:

### Presentation

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**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:

**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:

**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:

**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:

**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:

**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:

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:

## Learning

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**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:

labs and interactive 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:

**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:

**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:

multiple prompts for students to respond

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:

**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:

interactive text

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:

**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:

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:

**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:

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:

**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:

**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:

very limited

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:

### Standards

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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:  
lab investigation

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:  
photographs and interactive text

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:  
photographs and interactive text

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:  
photographs and interactive text

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:  
photographs and interactive text

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:  
Udemonstrate lab

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:  
images; check-in lab; limited text - more description and examples needed

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:  
interactive text; pictures; lab

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:

multiple examples and interactive text

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:

only a few opportunities

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:

multiple opportunities throughout

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:

multiple opportunities throughout

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:

not enough opportunities for a standard with high complexity rating

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:

multiple opportunities

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:

limited information about observable properties like temperature and weight; no sorting categories by count

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:

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:

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:

Not enough opportunities for a standard with a high cognitive complexity

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:

lab opportunities

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:

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:

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:

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:

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:

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:

limited activities

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:

very limited opportunities

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:

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:

multiple opportunities

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:  
only mention the body parts related to the five senses once