

## INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID- 3382

### Recommendation

Yes

**Comments:** This program is very well developed. Again, I wish I could have had access to the additional online resources such as leveled readers, videos, and digital field trips. The program does an excellent job in terms of supporting differentiation of instruction for all learners. In addition, the "Short on Time" feature will be very helpful in classrooms with limited time while still supporting key concepts. The only concern with the program has to do with the elimination of the 5E model of inquiry and it being replaced with Pearson's new take as the CISD model. Many schools and districts have moved to a common theme of 5E and asking teachers to alter semantics seems like just another way to outsource and make money on a proven strategy by changing the wording. This is a real concern, but not a deal breaker as the program covers the content within the course in an overall strong manner.

### Material for Review

**Course:** Science - Grade One (5020020)

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

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.

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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:

All standards within the course are represented within the program including additional grade level appropriate standards in ELA.

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:

Grade level specific content is presented at the correct skill level. There are parts of the program that go beyond skill level in terms of vocabulary, but it is not assessed and therefore exposure is not of a negative context.

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 only reason I have chosen fair alignment as I was unable to access any of the additional online components of the program. I was unable to access additional assessments, online leveled text, videos, digital field trips, etc. TE and SE are a good alignment in terms of use.

**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:

Again, I have to choose fair alignment as I was unable to access additional online resources. Some content that is critical to this grade level was only covered in a small passage within the text, such as how the sun can be beneficial or harmful. I would suspect that additional supports are covered in the other online tools, but was unable to verify.

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:

Some content is taken beyond the scope of the grade level, but again, it is not assessed and therefore exposure is not a negative.

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:

Some content is taken beyond the scope of the grade level, but again, it is not assessed and therefore exposure is not a negative.

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:

Pacing is in alignment with a typical school year. In addition, the program includes a "short on time" feature that allows for a faster track while not cutting out vital content.

**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:

Known authors, connection to real life,

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:

Known authors, connection to real life,

**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:

No errors were found in this area.

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:

No bias was found.

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:

Science is sound.

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:  
No errors were found.

**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:  
No errors found. Content current.

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:  
May be able to rate Very good if I was able to access additional online resources.

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:  
May be able to rate Very good if I was able to access additional online resources.

**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:  
Problem based activities built within the program support this statement.

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 program does a good job of integrating math and ela into the content.

**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:  
No issues with bias were noticed along with no inappropriate portrayals.

**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:  
Again, possible very good alignment if additional online components were available for review.

### 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:

Review of the TE and SE are good, but could only give fair alignment as additional online supports were not available to review such as leveled readers, videos, etc.

**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:

Brief introduction to other resources within the major tool on the reviewer video support this.

**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:

Foundations were laid out in a strong manner. Starting with a hook and ending with a project based activity.

**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:

Pacing was well done and additional "Short on Time" feature allows for teachers to narrow down the focus without missing critical content.

**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:

Each unit covered these areas in the front matter. It was also a plus to see the supports for ELLs divided into the five levels rather than a general statement for all learners.

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:

Again, access to the additional online tools would have been of a great benefit.

## 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:

**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 power benchmarks or those that are vital to this grade appear to be covered in depth. Some parts of the supports were not available to review.

**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:

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:

Students can demonstrate knowledge through multiple choice, hands-on, ELA strategies, as well as performance tasks.

**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:

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:

I would have most likely rated good, but not able to view additional online components to support this statement entirely.

**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:

Students can demonstrate knowledge through multiple choice, hands-on, ELA strategies, as well as performance tasks.

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:

Both formative and summative as well as remedial strategies were seen.

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:

Students can demonstrate knowledge through multiple choice, hands-on, ELA strategies, as well as performance tasks.

**Universal Design for Learning**<sup>12</sup>. 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:

Pages designated to suggest supports for all learners were seen.

**Mathematical Practice**<sup>13</sup>. 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:

This program does a good job of exposing students to these practices.

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:

Content is presented in a format that allows for growth and students are given multiple ways to demonstrate mastery of the benchmarks.

## 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.1.E.5.1:** Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

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

## Justification:

2. **SC.1.E.5.2:** Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

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

## Justification:

3. **SC.1.E.5.3:** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

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

## Justification:

Good focus on the use of both hand lenses as well as telescopes.

4. **SC.1.E.5.4:** Identify the beneficial and harmful properties of the Sun.

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

Justification:

This benchmark was covered marginally in the SE. The content coverage may go deeper in the additional online resources, but I was unable to view.

5. **SC.1.E.6.1:** Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

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

Justification:

Content goes a bit deeper than necessary with a focus on weathering and erosion which is covered in grade 4. These terms are not assessed, therefore the use for exposure is not a negative.

6. **SC.1.E.6.2:** Describe the need for water and how to be safe around water.

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

Justification:

This benchmark was covered marginally in the SE. The content coverage may go deeper in the additional online resources, but I was unable to view.

7. **SC.1.E.6.3:** Recognize that some things in the world around us happen fast and some happen slowly.

**Remarks/Examples:**

Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.

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

Justification:

8. **SC.1.L.14.1:** Make observations of living things and their environment using the five senses.

**Remarks/Examples:**

Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

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

Justification:

The health standard is integrated in this lesson marginally. The only body part mentioned is the skin, but the focus of the use of the five senses to make observations is well covered.

9. **SC.1.L.14.2:** Identify the major parts of plants, including stem, roots, leaves, and flowers.

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

Justification:

10. **SC.1.L.14.3:** Differentiate between living and nonliving things.

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

Justification:

This section of the program goes in depth and gives students multiple experiences with the content.

11. **SC.1.L.16.1:** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

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

Justification:

12. **SC.1.L.17.1:** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

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

Justification:

13. **SC.1.N.1.1:** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

**Remarks/Examples:**

Florida Standards Connections: LAFS.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.

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

Justification:

Exposure to this standard supported throughout the program and also highlighted in the Nature of science student handbook portion.

14. **SC.1.N.1.2:** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others..

**Remarks/Examples:**

Florida Standards Connections: LAFS.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Refer to MAFS.K12.MP.5: Use appropriate tools strategically.

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

Justification:

Exposure to this standard supported throughout the program and also highlighted in the Nature of science student handbook portion.

15. **SC.1.N.1.3:** Keep records as appropriate - such as pictorial and written records - of investigations conducted.

**Remarks/Examples:**

Florida Standards Connections: MAFS.1.MD.3.4. Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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

Justification:

Exposure to this standard supported throughout the program and also highlighted in the Nature of science student handbook portion.

16. **SC.1.N.1.4:** Ask "how do you know?" in appropriate situations.

**Remarks/Examples:**

Florida Standards Connections: LAFS.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

Justification:

Exposure to this standard supported throughout the program and also highlighted in the Nature of science student handbook portion.

17. **SC.1.P.8.1:** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

**Remarks/Examples:**

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

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

Justification:

18. **SC.1.P.12.1:** Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

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

Justification:

19. **SC.1.P.13.1:** Demonstrate that the way to change the motion of an object is by applying a push or a pull.

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

Justification:

20. **LAFS.1.RI.1.1:** Ask and answer questions about key details in a text.

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

Justification:

Practice in this standard found throughout the program.

21. **LAFS.1.RI.2.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

Justification:

Practice in this standard found throughout the program.

22. **LAFS.1.RI.4.10:** With prompting and support, read informational texts appropriately complex for grade 1.

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

Justification:

Standard covered in SE and may also be covered in use of online leveled readers, but was unable to access these resources.

23. **LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

Justification:

Practice in this standard found throughout the program.

24. **LAFS.1.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:

Practice in this standard found throughout the program.

25. **MAFS.1.MD.1.a:** Understand how to use a ruler to measure length to the nearest inch.

- a. Recognize that the ruler is a tool that can be used to measure the attribute of length.
- b. Understand the importance of the zero point and end point and that the length measure is the span between two points.
- c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

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

Justification:

There is only one activity throughout the program that supports this standard found in the physical science unit.

26. **MAFS.1.MD.3.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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

Justification:

Three activities support this standard throughout the unit.

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:

Strategies to support these learners are evident in every unit.

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:

Strategies to support these learners are evident in every unit.

29. **HE.1.C.1.5:** Identify the correct names of human body parts.

**Remarks/Examples:**

Stomach, intestines, heart, lungs, skin, muscles, and bones.

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

Justification:

Only one activity supports a portion of this standard with a focus on the skin coverings of animals.