INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3384

Recommendation

Yes

Comments: This material gets the highest recommendation from me. I have to mention how impressed that I was with the open inquiry labs in these materials. Typically, publishers call something inquiry, when it is really not. However, Pearson actually 'nailed it' when it comes to their inquiry activities. Students ask their own questions about a presented topic. They develop their own ways of investigating that question and they are able to draw conclusions about their question from this information. It was refreshing to see that students are the center to the inquiry process and they are the ones making decisions on how proceed in an investigation. They contain a variety of support structures that truly provide teachers with what they need to teach science effectively.

Overall, The materials are fantastic. Although nothing is perfect, Pearson really provides teaches with everything they could possibly need. They allow all types of teachers, from the veteran to the 1st year teacher, to teach science in an effective manner. Support is available for all types of students and the program makes science come alive as the exciting subject that it is. Most importantly, the program (although with some flaws listed above) gets students to think critically. This is to be applauded since higher order thinking is the means by which students will navigate through life.

Material for Review

Course: Science - Grade Three (5020040)
Title: Pearson Elevate Science, Florida Edition, Grade 3 , Edition: 1st
Copyright: 2019
Author: Miller, et al
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.
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5 - VERY GOOD ALIGNMENT
4 - GOOD ALIGNMENT
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1 - VERY POOR/NO ALIGNMENT

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A. Alignment with curriculum1. 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:

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 Treatment4. 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:

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 Development8. 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 Content10. 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 Content14. 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:

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 Components2. 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 Materials3. 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 Materials4. 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 Content5. 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:

Accessibility6. 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 Strategies1. 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:

C. Explicit Instruction3. 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 Support4. 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:

E. Active Participation of Students6. 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:

F. Targeted Instructional Strategies8. 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 Strategies10. 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 Learning12. 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 Practice13. 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:

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
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.3.E.5.1:** Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

2. **SC.3.E.5.2:** Identify the Sun as a star that emits energy; some of it in the form of light.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

3. **SC.3.E.5.3:** Recognize that the Sun appears large and bright because it is the closest star to Earth.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

4. **SC.3.E.5.4:** Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

5. **SC.3.E.5.5:** Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

6. **SC.3.E.6.1:** Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

7. **SC.3.L.14.1:** Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

   Remarks/Examples:
   Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and LAFS.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

   ⦿ **VERY GOOD ALIGNMENT**   ◯ GOOD ALIGNMENT   ◯ FAIR ALIGNMENT   ◯ POOR ALIGNMENT   ◯ VERY POOR/NO ALIGNMENT
   Justification:

8. **SC.3.N.1.5:** Recognize that scientists question, discuss, and check each other's evidence and explanations.

   Remarks/Examples:
   Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

9. **SC.3.N.1.6:** Infer based on observation.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

10. **SC.3.N.1.7:** Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

11. **SC.3.N.3.1:** Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

Remarks/Examples:
Florida Standards Connections: LAFS.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

12. **SC.3.N.3.2:** Recognize that scientists use models to help understand and explain how things work.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

13. **SC.3.N.3.3:** Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

14. **SC.3.P.8.1:** Measure and compare temperatures of various samples of solids and liquids.

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

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

15. **SC.3.P.8.2:** Measure and compare the mass and volume of solids and liquids.

Remarks/Examples:
Introduce the term mass as compared to the term weight.
Florida Standards Connections: MAFS.3.MD.1.2 MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

16. **SC.3.P.8.3:** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

Remarks/Examples:

Florida Standards Connections: MAFS.3.MD.2.4;
MAFS.K12.MP.5: Use appropriate tools strategically; and,
MAFS.K12.MP.6: Attend to precision.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

17. **SC.3.P.9.1:** Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

18. **SC.3.P.10.1:** Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

19. **SC.3.P.10.2:** Recognize that energy has the ability to cause motion or create change.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

20. **SC.3.P.10.3:** Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

21. **SC.3.P.10.4:** Demonstrate that light can be reflected, refracted, and absorbed.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

22. **SC.3.P.11.1:** Investigate, observe, and explain that things that give off light often also give off heat.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

23. **SC.3.P.11.2:** Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

24. **LAFS.3.RI.1.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

25. **LAFS.3.RI.2.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

26. **LAFS.3.RI.4.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

27. **LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

28. **LAFS.3.W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

29. **HE.3.C.1.4:** Recognize common childhood health conditions.

Remarks/Examples:
Asthma, diabetes, food allergies, dental cavities, and colds.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

30. **HE.3.C.1.5:** Recognize that body parts and organs work together to form human body systems.

Remarks/Examples:
Circulatory system, digestive system, nervous system, reproductive system, and other body systems.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

31. **MAFS.3.MD.1.2:** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

Remarks/Examples:
Examples of Opportunities for In-Depth Focus
Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole- number problems involving such quantities.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

32. **MAFS.3.MD.2.4:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

◉ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

33. **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:

34. **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: