*Florida Department of* **EDUCATION**

## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** Strengths:

large amount of digital resources

time lines and foundation skills are appropriate for all students.

Strong resources in maps, globes, and holidays.

Weakness are in the content area of writing.

### Material for Review

**Course:** Social Studies Grade 1 (5021030)

**Title:** Neighborhoods Near and Far Exploring Where and Why Complete Hands-on Program- Florida Grade 1 Class , Edition: 1

**Copyright:** 2016

**Author:** Nystrom Education

**Grade Level:** K - 5

### Content

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5 - VERY GOOD ALIGNMENT
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1 - VERY POOR/NO ALIGNMENT

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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 and benchmarks are what Florida expects for each first grade student to be able to accomplish.

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 exact state 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:
Teachers may use the digital, or if they prefer not to use this the publisher has included with each lessons a hard copy activity.

**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:
Clear and easy to understand details for topics and events.

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 complexity of the content is consistent with the standards.

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 complexity of the content matches what is expect of all students in grade one.

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 complexity of the content matches the time constraints.

**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:
Expert sources have been utilized for the subjects content.

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 quality of the content is exceptional.

**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 presented accurately.

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 content is free of bias and is noninflammatory in mature.

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 materials and models used are in line with the social studies curriculum.

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 content is free of mistakes.

**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.

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 relevant to the standards.

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 appropriate for the first grade students.

**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 starts with what the students already knows helping them to feel successful from the beginning.

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 interdisciplinary connections are meaningful to students and very helpful to teachers.

**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:
I found the multicultural representation to be fair and unbiased.

**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 portray people and animals with compassion.

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:
I found the content to align with the standards and the expectations are at the level that is required for first graders.

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:
Week by week curriculum guide that is aligned directly to the state standards and all handouts are included.

**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 aligned with each other and with the curriculum.

**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 material starts with what the student knows and moves step by step into introducing them to new information in an organized and consistent 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:
Activities and methods target many different learning styles and abilities.

**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 content and the pacing is what would be expected in a first grade classroom.

**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:
The submission meets all the requirements for the presentation.

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:
The features would encourage and get first graders motivated to learn.

**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 amount of themes and concepts are taught very thoroughly.

**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:
I found the statements to be clear.

**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 are designed to help students to think critically with guidance and support.

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 support in the content allows teachers to modify for a variety of learning styles.

**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 students are engaged with the hands on activities provided.

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 well organized and the extensions that are offered help teachers to support students to meet the objectives.

**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 materials include many high yield strategies that increase student engagement and learning.

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 that are included help teachers to be able to teach the concept more effectively and meet the targeted outcome.

**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 assessments are targeted to meet the learning goals.

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 assessments are effective in assessing the learner's performance in regard to the targeted outcome.

**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 variety of activities and approaches to learning in the materials meets the needs of all students.

13. 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:
This submission satisfy all learning requirements as set forth by the standards.


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. **SS.1.A.1.1:** Develop an understanding of a primary source.

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

Justification:
Starts very basic with what they know.

2. **SS.1.A.1.2:** Understand how to use the media center/other sources to find answers to questions about a historical topic.

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

Justification:
I thought this was a good but could be made more user friendly.

3. **SS.1.A.2.1:** Understand history tells the story of people and events of other times and places.

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

Justification:
Very well done without any biases.

4. **SS.1.A.2.2:** Compare life now with life in the past.

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

Justification:
Deepens students understanding of past and present.

5. **SS.1.A.2.3:** Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

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

Justification:
The year around tree was awesome to help student's to remember important holidays.

6. **SS.1.A.2.4:** Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

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

Justification:
Great job in hi-lighting people from the past who still influence our country today in a positive manner.

7. **SS.1.A.2.5:** Distinguish between historical fact and fiction using various materials.

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

Justification:
Does a good job but maybe noted more for students.

8. **SS.1.A.3.1:** Use terms related to time to sequentially order events that have occurred in school, home, or community.

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

Justification:
Great use of sequential order for first graders.

9. **SS.1.A.3.2:** Create a timeline based on the student's life or school events, using primary sources.

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

Justification:
Timeline was set up that students are able to understand the significance and importance of why it is needed.

10. **SS.1.C.1.1:** Explain the purpose of rules and laws in the school and community.

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

Justification:
Helps students to understand why we have laws and rules.

11. **SS.1.C.1.2:** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

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

Justification:
Teaches this concept in a way that first graders are able to see why community helpers are important to them.

12. **SS.1.C.1.3:** Give examples of the use of power without authority in the school and community.

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

Justification:
Gives great examples of the use of power.

13. **SS.1.C.2.1:** Explain the rights and responsibilities students have in the school community.

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

Justification:
Helps them to see themselves as important people that have rights and responsibilities at their school and they can make it better!

14. **SS.1.C.2.2:** Describe the characteristics of responsible citizenship in the school community.

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

Justification:
Allows students to understand positive citizenship.

15. **SS.1.C.2.3:** Identify ways students can participate in the betterment of their school and community.

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

Justification:
Encourages students to be critical thinkers in doing better in their school community.

16. **SS.1.C.2.4:** Show respect and kindness to people and animals.

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

Justification:
Encourages and supports being kind to people and animals.

17. **SS.1.C.3.1:** Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

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

Justification:
Uses many examples of resolving conflict in a positive way.

18. **SS.1.C.3.2:** Recognize symbols and individuals that represent American constitutional democracy.

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

Justification:
Use of symbols for students is done in a fun and engaging way.

19. **SS.1.E.1.1:** Recognize that money is a method of exchanging goods and services.

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

Justification:
Helps students to understand that money is only one way of exchanging goods and services.

20. **SS.1.E.1.2:** Define opportunity costs as giving up one thing for another.

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

Justification:
Encourages critical thinking into is this worth the cost?

21. **SS.1.E.1.3:** Distinguish between examples of goods and services.

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

Justification:
Does a good job of having the first graders to be able to understand this challenging content.

22. **SS.1.E.1.4:** Distinguish people as buyers, sellers, and producers of goods and services.

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

Justification:
Helps students to understand that people are buyers, sellers, and producers of goods and services.

23. **SS.1.E.1.5:** Recognize the importance of saving money for future purchases.

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

Justification:
Helps students to understand the importance of saving money

24. **SS.1.E.1.6:** Identify that people need to make choices because of scarce resources.

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

Justification:
Helps students to understand scared resources and why we should protect them.

25. **SS.1.G.1.1:** Use physical and political/cultural maps to locate places in Florida.

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

Justification:
Great use of maps to increase student map skill knowledge.

26. **SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

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

Justification:
Helps students to obtain a greater understanding of maps with the hands on activities, books, and handouts.

27. **SS.1.G.1.3:** Construct a basic map using key elements including cardinal directions and map symbols.

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

Justification:
Very student appropriate.

28. **SS.1.G.1.4:** Identify a variety of physical features using a map and globe.

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

Justification:
Good use of a variety of maps for students to utilize.

29. **SS.1.G.1.5:** Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

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

Justification:
Starts with using students schema and building upon that for greater understanding of their world.

30. **SS.1.G.1.6:** Describe how location, weather, and physical environment affect the way people live in our community.

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

Justification:
Uses a variety of learning tools to help students to understand weather.

31. **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:
Encourages ELL's to communicate for instructional purposes with the school setting.

32. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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

Justification:
Does a great job in including strategies for ELL's.

33. **HE.1.C.2.4:** Recognize health consequences for not following rules.

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

Justification:
More hands on needed in this area.

34. **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:
Great questions.

35. **LAFS.1.RI.1.2:** Identify the main topic and retell key details of a text.

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

Justification:
Guides students into being able to understand what the main topic is and enables them to tell the key details.

36. **LAFS.1.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

Justification:
Helps students to make connections to their self, the text, and the world.

37. **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:
Great use of multiple meanings to help them understand the text.

38. **LAFS.1.RI.2.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

Justification:
Great use of text features to help first graders.

39. **LAFS.1.RI.2.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
The pictures really help students be able to understand the text.

40. **LAFS.1.RI.3.7:** Use the illustrations and details in a text to describe its key ideas.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
The illustrations are amazing!

41. **LAFS.1.RI.3.8:** Identify the reasons an author gives to support points in a text.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Students are able with guidance and support identify the authors reasoning.

42. **LAFS.1.RI.3.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Lends itself to using the top hat a high yield strategy for similarities and differences.

43. **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:
Excellent resources for the informational text.

44. **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:
The content discussion questions promotes collaborative conservation.

45. **LAFS.1.SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Great use of media to provoke good questions.

46. **LAFS.1.SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
More clarification on the speaker.

47. **LAFS.1.SL.2.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Great description of people, places, and events with great details.

48. **LAFS.1.W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
The information provided helps students to reach their own opinions allowing them to write and support their opinion.

49. **LAFS.1.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

Justification:
The information provided helps students to write their own informative and explanatory stories.

50. **LAFS.1.W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

    **VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Using the time line will help them in writing their narratives based on the sequence of events.

51. **LAFS.1.W.2.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

    **VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Strong teacher support.

52. **LAFS.1.W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

53. **LAFS.1.W.3.7:** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

    VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
More how to books should be included.

54. **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:

55. **MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

    **VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Working through the critical thinking problems as included.

56. **MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

    **VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Promotes critical thinking of all students.

57. **MAFS.K12.MP.5.1:** Use appropriate tools strategically.

    **VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT
Justification:
Using the variety of teaching methods lends itself to using the tools strategically.

58. **MAFS.K12.MP.6.1:** Attend to precision.

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

Instead, contact this office by phone or in writing.