Florida Department of EDUCATION

INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: Overall, this material is comprehensive, aligned very closely to the standards, integrates the standards into multiple lessons, and seems highly interactive and engaging for students.

Material for Review

Course: Social Studies Grade 5 (5021070)
Title: Networks Social Studies Florida, Grade 5 , Edition: 1
Copyright: 2018
Author: Banks 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
3 - FAIR ALIGNMENT
2 - POOR ALIGNMENT
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:

The correlation guides provided demonstrate how the content is aligned with the state's standards and benchmarks for subject, grade level and learning outcomes.

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:
Foldables are provided for student use as graphic organizers. Worktext is adaptable for student through an "Approaching Level" text option as well as a Spanish option for ELLs.

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:
The resources include more than enough details for student understanding.

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:
This can be said more specifically for the intermediate grades in particular.

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:
Primary and Secondary sources are incorporated throughout the student text for reference.

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:
Overall, the content is presented accurately with no errors found.

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:
Bias is not apparent in the presentation of the content.

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:
No mistakes within the content were found.

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:
Content seems up-to-date as of 2016.

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 Content17. 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 materials provide opportunities for teachers to relate the content to student life.

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:
Interdisciplinary connections are made throughout the content in order for students to make meaningful connections to other subjects.

G. Multicultural Representation19. 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 Compassion20. 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 Resources1. 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:
There are more than enough materials available to share with students. The Learn In, Try It, Apply It tasks can be helpful when providing students multiple learning opportunities with content.

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:
The materials build upon and complement one another.

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:
The texts are engaging and include primary sources.

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:
The option for Approaching Level texts are helpful for those students not able to work with grade level texts on their own.

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:
The materials are presented in a logical and student friendly way. They are organized and sequential and aid in supporting student learning.

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:
The materials provide multiple opportunities for students to explore with varying teaching strategies to keep students 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:
Each unit it broken into multiple lessons centered around a Big Idea.

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:
The Learn It, Try It, Apply It activities break the content into smaller, more understandable chunks.

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:
The Help Tab provides directions and the text can be read aloud to students for support of independent work.

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 Help Tab provides directions and the text can be read aloud to students for support of independent work.

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:
A variety of lesson resources are provided for students to explore within each unit.

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:
Activities seem directly aligned and in a logical sequence of lesson objectives.

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:
Materials incorporate technology and interactive strategies to engage students in the learning process.

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:
Assessment opportunities are aligned with lesson content and objectives.

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:
The UDL Questionnaire provides clarification of how it is incorporated into the materials provided.

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:

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.5.A.1.1:** Use primary and secondary sources to understand history.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the primary source library.

2. **SS.5.A.1.2:** Utilize timelines to identify and discuss American History time periods.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the primary source library and work text.

3. **SS.5.A.2.1:** Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text and leveled reader library.

4. **SS.5.A.2.2:** Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the primary source library and leveled reader library.

5. **SS.5.A.2.3:** Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text.

6. **SS.5.A.3.1:** Describe technological developments that shaped European exploration.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text and leveled reader library.

7. **SS.5.A.3.2:** Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the primary source library and work text.

8. **SS.5.A.3.3:** Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text.

9. **SS.5.A.4.1:** Identify the economic, political and socio-cultural motivation for colonial settlement.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the primary source library and work text.

10. **SS.5.A.4.2:** Compare characteristics of New England, Middle, and Southern colonies.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text.

11. **SS.5.A.4.3:** Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text and primary source library.

12. **SS.5.A.4.4:** Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text.

13. **SS.5.A.4.5:** Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text. and primary source library.

14. **SS.5.A.4.6:** Describe the introduction, impact, and role of slavery in the colonies.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text and primary source library.

15. **SS.5.A.5.1:** Identify and explain significant events leading up to the American Revolution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the primary source library.

16. **SS.5.A.5.10:** Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text.

17. **SS.5.A.5.2:** Identify significant individuals and groups who played a role in the American Revolution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the leveled reader library and work text.

18. **SS.5.A.5.3:** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text.

19. **SS.5.A.5.4:** Examine and explain the changing roles and impact of significant women during the American Revolution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically the work text. Could use more integration into the lessons.

20. **SS.5.A.5.5:** Examine and compare major battles and military campaigns of the American Revolution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

21. **SS.5.A.5.6:** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text. Could use more integration throughout the lessons.

22. **SS.5.A.5.7:** Explain economic, military, and political factors which led to the end of the Revolutionary War.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

23. **SS.5.A.5.8:** Evaluate the personal and political hardships resulting from the American Revolution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

24. **SS.5.A.5.9:** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

25. **SS.5.A.6.1:** Describe the causes and effects of the Louisiana Purchase.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library. Could use more integration into the lessons.

26. **SS.5.A.6.2:** Identify roles and contributions of significant people during the period of westward expansion.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

27. **SS.5.A.6.3:** Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

28. **SS.5.A.6.4:** Explain the importance of the explorations west of the Mississippi River.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

29. **SS.5.A.6.5:** Identify the causes and effects of the War of 1812.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

30. **SS.5.A.6.6:** Explain how westward expansion affected Native Americans.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

31. **SS.5.A.6.7:** Discuss the concept of Manifest Destiny.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

32. **SS.5.A.6.8:** Describe the causes and effects of the Missouri Compromise.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in one lesson throughout this resource specifically work text Unit 7. Needs more integration into the lessons.

33. **SS.5.A.6.9:** Describe the hardships of settlers along the overland trails to the west.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

34. **SS.5.C.1.1:** Explain how and why the United States government was created.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

35. **SS.5.C.1.2:** Define a constitution, and discuss its purposes.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

36. **SS.5.C.1.3:** Explain the definition and origin of rights.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library. Could use more opportunities for integration into lessons.

37. **SS.5.C.1.4:** Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library. Could be integrated more into lessons.

38. **SS.5.C.1.5:** Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

39. **SS.5.C.1.6:** Compare Federalist and Anti-Federalist views of government.

   VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

40. **SS.5.C.2.1:** Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

41. **SS.5.C.2.2:** Compare forms of political participation in the colonial period to today.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in a few lessons throughout this resource specifically primary source library and work text. Needs more integration into the lessons.

42. **SS.5.C.2.3:** Analyze how the Constitution has expanded voting rights from our nation's early history to today.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

43. **SS.5.C.2.4:** Evaluate the importance of civic responsibilities in American democracy.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

44. **SS.5.C.2.5:** Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

   VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:
   According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically

primary source library.

45. **SS.5.C.3.1:** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

46. **SS.5.C.3.2:** Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

47. **SS.5.C.3.3:** Give examples of powers granted to the federal government and those reserved for the states.

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

Justification:
According to the standards alignment document, this standard is represented in one lesson throughout this resource specifically work text unit 6. Needs more integration into the materials provided.

48. **SS.5.C.3.4:** Describe the amendment process as defined in Article V of the Constitution and give examples.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

49. **SS.5.C.3.5:** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

50. **SS.5.C.3.6:** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

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

Justification:
According to the standards alignment document, this standard is represented in two lessons throughout this resource specifically work text unit 6.

51. **SS.5.E.1.1:** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

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

Justification:
According to the standards alignment document, this standard is represented in two lessons throughout this resource specifically work text.

52. **SS.5.E.1.2:** Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

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

Justification:
According to the standards alignment document, this standard is represented in three lessons throughout this resource specifically work text and primary source library.

53. **SS.5.E.1.3:** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

54. **SS.5.E.2.1:** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work

text.

55. **SS.5.G.1.1:** Interpret current and historical information using a variety of geographic tools.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource.

56. **SS.5.G.1.2:** Use latitude and longitude to locate places.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and work text.

57. **SS.5.G.1.3:** Identify major United States physical features on a map of North America.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

58. **SS.5.G.1.4:** Construct maps, charts, and graphs to display geographic information.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

59. **SS.5.G.1.5:** Identify and locate the original thirteen colonies on a map of North America.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

60. **SS.5.G.1.6:** Locate and identify states, capitals, and United States Territories on a map.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

61. **SS.5.G.2.1:** Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

62. **SS.5.G.3.1:** Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

63. **SS.5.G.4.1:** Use geographic knowledge and skills when discussing current events.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

64. **SS.5.G.4.2:** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

65. **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:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

66. **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:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

67. **HE.5.C.2.4:** Give examples of school and public health policies that influence health promotion and disease prevention.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

68. **LAFS.5.RI.1.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

69. **LAFS.5.RI.1.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and leveled reader library.

70. **LAFS.5.RI.1.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and leveled reader library.

71. **LAFS.5.RI.2.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

72. **LAFS.5.RI.2.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

73. **LAFS.5.RI.2.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

74. **LAFS.5.RI.3.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

75. **LAFS.5.RI.3.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

76. **LAFS.5.RI.3.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and leveled reader library.

77. **LAFS.5.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 4–5 text complexity band independently and proficiently.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

78. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

79. **LAFS.5.SL.1.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

80. **LAFS.5.SL.1.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and work text.

81. **LAFS.5.SL.2.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text, primary source library and leveled reader library.

82. **LAFS.5.W.1.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
d. Provide a concluding statement or section related to the opinion presented.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

83. **LAFS.5.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and leveled reader library.

84. **LAFS.5.W.1.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically leveled reader library.

85. **LAFS.5.W.2.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library and leveled reader library.

86. **LAFS.5.W.2.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text, primary source library, and leveled reader library.

87. **LAFS.5.W.2.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

88. **LAFS.5.W.3.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

89. **LAFS.5.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text.

90. **LAFS.5.W.3.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a

drama, drawing on specific details in the text [e.g., how characters interact]").

b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and primary source library.

91. **LAFS.5.W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically primary source library.

92. **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:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

93. **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:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

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

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

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

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

Justification:
According to the standards alignment document, this standard is represented in multiple lessons throughout this resource specifically work text and leveled reader library.

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