

INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3289

Recommendation

Yes

Comments: I would recommend this material for adoption. Ideally suited for digital schools with individual student access to computers. The materials include Page Keeley science probes embedded within the text to help students deepen knowledge. As a teacher, I would feel comfortable utilizing these materials for science instruction.

Material for Review

Course: Science - Grade One (5020020)

Title: Inspire Science, Grade 1, Florida Edition , Edition: 1

Copyright: 2019

Author: McGraw-Hill Education, LLC

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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To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

Justification:

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

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

Justification:

3. A. The materials are adaptable and useful for classroom instruction.

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

Justification:

The materials are adaptable for individual student needs and differentiated classroom instruction.

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:

Each unit provides lesson to help with understanding and deepen knowledge.

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 5 E Model helps the students to work through the complexity of the standard.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

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

Justification:

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

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

Justification:

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

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

Justification:

The materials include information and videos with information from outside sources that reflect expert knowledge and tie in real-life examples.

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 sources help students make personal and meaningful connections to the information.

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 material is presented accurately and without errors.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

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

Justification:

No bias or contradictions noted.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

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

Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

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

Justification:

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

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

Justification:

The material is current and provides students with accurate information.

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:

No concerns noted.

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:

No concerns noted.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

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

Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

The components of the submission align 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:

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:

The content provides students with appropriate content presented in many different formats.

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 materials are organized in a clear pace that allows the students to work through the 5 E model.

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:

The material is easy to navigate and assistive supports are included.

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 satisfy all the presentation requirements.

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 material provides many visuals and examples to keep students engaged and 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:

All standards are met within the curriculum.

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:

Guidance and support are incorporated throughout each lesson and have further suggestions within the teacher's guide.

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:

The content follows the five 5 model providing the students a logical extension of content.

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:

Students are asked to complete vocabulary lessons, lab reports and hands on learning in addition to comprehension.

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 Be a Scientist Notebook assessing the student's performance throughout the lesson in addition to the formative assessments.

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:

Strategies included throughout the entire curriculum.

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:

There is an opportunity for students to use mathematical practices within the textbook when discussing force and motion.

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

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

Justification:

The textbook reviews this concept multiple times through science probes, instruction, labs and lessons.

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

Remarks/Examples:

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

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

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

Remarks/Examples:

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

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

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

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

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

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

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

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

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

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

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

Remarks/Examples:

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

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

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

Remarks/Examples:

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

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

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

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

Remarks/Examples:

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

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

"Be a Scientist" student notebook has students utilize this standard.

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

Remarks/Examples:

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

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

Justification:

Several opportunities for students to think, pair and share information.

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

Remarks/Examples:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

The use of many videos takes away from the opportunity for students to read.

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

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

Justification:

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

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

Justification:

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

a. Recognize that the ruler is a tool that can be used to measure the attribute of length.

b. Understand the importance of the zero point and end point and that the length measure is the span between two points.

c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

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

Justification:

Standard is only used only in force and Motion Module

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

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

Justification:

Incorporated in four modules throughout the textbook.

27. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

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

Justification:

Vocabulary and assistive tools are incorporated throughout the materials.

28. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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

Justification:

ELL strategies are included throughout the text and clearly identified for teachers to incorporate.

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

Remarks/Examples:

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

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

Justification:

Difficulty finding the materials that align with this standard. The given pages do not align.