INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3382

Recommendation

Yes

Comments: Strengths: The material supports the digital interface requirements; seems engaging for targeted audience (1st graders) and different learners; vivid and clear graphic designs; innovative stem activities; detailed teaching strategies.

Weaknesses: some standards not fully aligned; some content not appropriate for grade level. (some times too complex, others too basic.)

It should be piloted in Florida to collect feeback.

Material for Review

Course: Science - Grade One (5020020)
Title: Pearson Elevate Science, Florida Edition, Grade 1 , Edition: 1st
Copyright: 2019
Author: Miller, et al
Grade Level: K - 5

Content

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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 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:

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:
at times not grade appropriate

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:
at times not grade appropriate

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:
at times not grade appropriate

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

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

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

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

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

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

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

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

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

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

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

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

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

E. Currency of Content14. E. The content is up-to-date according to current research and standards of practice.

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

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

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

16. E. The content is presented in an appropriate and relevant context for the intended learners.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
content presentation at times not grade appropriate

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:

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 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:

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

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

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

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

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

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

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Material is inclusive of outlined requirements for targeted audience and meets presentation requirements.

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:
various tools used to engage learner

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

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

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

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

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

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

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

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

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
hands on labs and stem activities are found throughout

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

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

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
various strategies included for essential content

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

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

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

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

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
suggestions are included in Teacher's guide

Mathematical Practice13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

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

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Material is inclusive of outlined requirements for targeted audience and meets learning requirments

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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:
   Presented frequently and in various formats

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:
   connections to real-world applications are made, activities are frequently

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:
   connections to real-world applications are made, activities are frequently; are regular opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted

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:
   There are occasional opportunities to apply knowledge and solve problems - Identifying the 4 different seasons is appropriate for first grade; understanding why seasons happen should not although it is presented through a hands-on lab. Why seasons happen is a very complex topic for a first grader.

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:
   The material offers limited opportunities to examine the concepts or practice the skills addressed by the criteria.

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:
   The material offers limited opportunities to examine the concepts or practice the skills addressed by the criteria. Does not describe the need for water.

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:
   Hurricanes may have been ideal to include in the lesson for Florida's edition.

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:
limited support for HE.1.C.1.6

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:
Concepts and skills addressed by the criteria

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:
Concepts and skills addressed by the criteria

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:
Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material.

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:
Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material.

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:
Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material.

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:
Concepts and skills addressed by the criteria are presented frequently and in various formats throughout the material.

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:
Concepts and skills addressed by the criteria

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:

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:
Collaboration opportunities found throughout

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:

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:

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:

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:

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:
The concept or skill addressed by the criteria is not evident