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| Publisher / Imprint: |       | Grade(s) |       |
| Title of Student Edition: |       | ISBN: |       |
| Title of Teacher Edition: |       | ISBN: |       |
| Title of SE Workbook: |       | ISBN: |       |

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| Reviewer Name:  |  | Reviewer Number: |  | Date: |  | Facilitator: |  |
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**TOTAL SCORE – to be completed after all criteria are scored**

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| **SECTION** | **REVIEWER TOTAL** | **FACILITATOR VERIFICATION** | **FACILITATOR NOTES:**Facilitator Signature:  |
| **Section 1** |  |  |
| **Section 2.A** |  |  |
| **Section 2.B** |  |  |
| **Section 2.C** |  |  |
| **Section 2.D** |  |  |
| **TOTAL** |  |  |

FACILITATOR USE ONLY

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| FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR) |
| 🞏 | Verified:90% or Higher | Facilitator Signature: |  |  |
| 🞏 | Verified:89% or Lower  | Facilitator Signature: |  |  |
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| **Publisher:*** Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* For Section 1 you may enter two citations per citation level per criteria.
* Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook
 |
| * **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.**
* Ten (10) points: The citation demonstrates Bloom’s Level 3.
* Six (6) points: The citation demonstrates Bloom’s Level 2.
* Zero (0) points: The citation does not meet either Level 2 or Level 3.
* For highlighted rows only – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet.
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|  |  | **SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
|  |  | **I. HISTORY** **STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**  |  |  |  |
|  | **I.A** | **NEW MEXICO** **Describe how contemporary and historical people and events have influenced New Mexico communities and regions.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1.** | **I-A(1).** | Identify the customs, celebrations, and holidays of various cultures in New Mexico.  |       |       |  |
|  | **I-B** | **UNITED STATES** **Understand connections among historical events, people, and symbols significant to United States history and cultures.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **2.** | **I-B(1).** | Demonstrate an awareness of community leaders.  |       |       |  |
|  | **I-C** | **WORLD** **Students will identify and describe similar historical characteristics of the United States and its neighboring countries.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **3.** | **I-C(1).** | Identify the local, state, and national symbols (e.g., flag, bird, song).  |       |       |  |
|  | **I-D** | **SKILLS** **Understand time passage and chronology.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4.** | **I-D(1).** | Understand the concept of past and present.  |       |       |  |
|  |  | **II. GEOGRAPHY** **STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
|  |  | **II-A. Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **5.** | **II-A(1).** | Define relative location of items in the physical environment in terms of over  |       |       |  |
| **6.** | **II-A(2).** | Define personal direction of front  |       |       |  |
|  |  | **II-B. Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7.** | **II-B(1).** | Identify natural characteristics of places (e.g., climate, topography).  |       |       |  |
|  |  | **II-C. Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **8.** | **II-C(1).** | Identify family customs and traditions and explain their importance.  |       |       |  |
| **9.** | **II-C(2).** | Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, and weather).  |       |       |  |
|  |  | **II-D. Understand how physical processes shape the Earth’s surface patterns and biosystems.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10.** | **II-D(1).** | Describe the Earth’s physical characteristics.  |       |       |  |
|  |  | **II-E. Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **11.** | **II-E(1).** | Identify classroom population.  |       |       |  |
|  |  | **II-F. Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12.** | **II-F(1).** | Identify natural resources.  |       |       |  |
|  |  | **III. CIVICS AND GOVERNMENT** **STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.**  |  |  |  |
|  |  | **III-A. Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13.** | **III-A(1).** | Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).  |       |       |  |
|  |  | **III-B Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.**  |  |  |  |
|  |  | III-B(1). Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include:  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **14.** | **III-B(1)a.** | United States symbols to include the flag, bald eagle, monuments |       |       |  |
| **15.** | **IIIB(1)b.** | New Mexico symbols to include the flag, Smokey Bear, State Bird, chili  |       |       |  |
| **16.** | **III-B(1)c.** | Tribal symbols and activities to include Feast Days, pottery, arts, storytelling.  |       |       |  |
| **17.** | **III-B(2).** | Recognize patriotic activities including “The Pledge of Allegiance, The Star-Spangled Banner,” the salute to the New Mexico flag, and New Mexico state songs |       |       |  |
|  |  | **III-C. Become familiar with the basic purposes of government in New Mexico and the United States.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **18.** | **III-C(1).** | Describe and provide examples of fairness.  |       |       |  |
|  |  | **III-D. Understand rights and responsibilities of “good citizenship” as members of a family, school, community.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19.** | **III-D(1).** | Describe what is meant by citizenship.  |       |       |  |
|  |  | III-D(2). Explain what is meant by “good citizenship,” to include:  |  |  |  |
| **20.** | **III-D(2)a.** | taking turns and sharing  |       |       |  |
| **21.** | **III-D(2)b.** | taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.  |       |       |  |
|  |  | **IV. ECONOMICS** **STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.**  |  |  |  |
|  |  | **IV-A. Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22.** | **IV-A(1).** | Understand that basic human needs are met in many ways.  |       |       |  |

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|  |  | **IV-B Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **23.** | **IV-B(1).** | Understand the concept of product (something produced by human, mechanical, or natural process).  |       |       |  |
| **24.** | **IV-B(2).** | Understand the importance of jobs.  |       |       |  |
|  |  | **IV-C. Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **25.** | **IV-C(1).** | Describe trade (e.g., buying and selling, bartering, simple exchange).  |       |       |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **26.** |  | **E.1 - Writing Standard: (***Production and Distribution of Writing)* Kindergarten students will apply digital tools to gather, evaluate, and use information. |       |       |  |

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| **SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS**  | **TOTAL SECTION 1 SCORE** |  |

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| **Publisher:*** Section 2.A-2.B criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels.
* Citations for Section 2.A-2.B will refer to the Student Edition, Teacher Edition, or Student Workbook
* For Section 2.A-2.B you may enter one citation per citation level per criteria.
 |
| **Reviewer: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review*** Six (6) points: The citation demonstrates Bloom’s Level 3.
* Four (4) points: The citation demonstrates Bloom’s Level 2.
* Zero (0) points: The citation does not meet either Level 2 or Level 3.
* For highlighted rows only – Four (4) points if the citation meets the standard and Zero (0) points if the citation does not meet standard.
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**SECTION 2.A-2.B: COMMON CORE READING AND WRITING STANDARD**

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|  |  | **Section 2.A CCCS - Reading Informational Text** | **Citation Level 2** | **Citation Level 3** | Score |
| **27.** | **CCSS.ELA-Literacy.RI.K.1** | **Key Ideas and Details:** With prompting and support, ask and answer questions about key details in a text. |       |       |  |
| **28.** | **CCSS.ELA-Literacy.RI.K.2** | **Key Ideas and Details:** With prompting and support, identify the main topic and retell key details of a text. |       |       |  |
| **29.** | **CCSS.ELA-Literacy.RI.K.3** | **Key Ideas and Details:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |       |       |  |
| **30.** | **CCSS.ELA-Literacy.RI.K.4** | **Craft and Structure:** With prompting and support, ask and answer questions about unknown words in a text. |       |       |  |
| **31.** | **CCSS.ELA-Literacy.RI.K.5** | **Craft and Structure:** Identify the front cover, back cover, and title page of a book. |       |       |  |
| **32.** | **CCSS.ELA-Literacy.RI.K.6** | **Craft and Structure:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |       |       |  |
| **33.** | **CCSS.ELA-Literacy.RI.K.7** | **Integration of Knowledge and Ideas:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |       |       |  |
| **34.** | **CCSS.ELA-Literacy.RI.K.8** | **Integration of Knowledge and Ideas:** With prompting and support, identify the reasons an author gives to support points in a text. |       |       |  |
| **35.** | **CCSS.ELA-Literacy.RI.K.9** | **Integration of Knowledge and Ideas:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |       |       |  |
| **36.** | **CCSS.ELA-Literacy.RI.K.10** | **Range of Reading and Level of Text Complexity:** Actively engage in group-reading activities with purpose and understanding. |       |       |  |

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| **SECTION 2.A:**  | **TOTAL SECTION 2.A SUBTOTAL** |  |

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|  |  | **2.B CCCS – Writing** | **Citation Level 2** | **Citation Level 3** | Score |
| **37.** | **CCSS.ELA-Literacy.W.K.1** | **Text Types and Purposes:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., Myfavorite book is . . .). |       |       |  |
| **38.** | **CCSS.ELA-Literacy.W.K.2** | **Text Types and Purposes:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |       |       |  |
| **39.** | **CCSS.ELA-Literacy.W.K.5** | **Production and Distribution of Writing:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |       |       |  |
| **40.** | **CCSS.ELA-Literacy.W.K.6** | **Production and Distribution of Writing:** With guidance and support from adults, explorea variety of digital tools to produce and publishwriting, including in collaboration with peers. |       |       |  |
| **41.** | **CCSS.ELA-Literacy.W.K.7** | **Research to Build and Present Knowledge:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |       |       |  |
| **42.** | **CCSS.ELA-Literacy.W.K.8** | **Research to Build and Present Knowledge:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |       |       |  |

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| **SECTION 2.B:**  | **TOTAL SECTION 2.B SUBTOTAL** |  |

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| **SECTION 2.C: OTHER RELEVANT CRITERIA** |
| * **Publisher:**
* Section 2.C-2.D criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s.
* Citations for Section 2.C-2.D “Other Relevant Criteria” will usually refer to the Teacher Edition or the Student Edition.
* List one citation per occurrence cell.
* All three citation occurrences must be found satisfactory by the Reviewer to meet the requirements of the standard.
 |
| **Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.*** Zero (0): One or more of the citations did not meet the requirements of the standard
* Five (5): All 3 citations met the requirements of the standard.
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|  | **SECTION 2.C: Other Relevant Criteria – Publisher’s Criteria** |  |  |  |  |
|  | **Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.*****(Specify or cite how the following instructional recommendations occur within this curriculum.)*** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **43.** | **Speaking and Listening:** Materials help teachers plan substantive academic discussions around grade-level topics and texts that students have studied and researched. Text provides opportunities to strengthen students’ listening skills. |       |       |       |  |
| **44.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **45.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **46.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **47.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **48.** | **Content:** Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards. |       |       |       |  |
| **49.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **50.** | **Equity:** Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices. |       |       |       |  |
| **51.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **52.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **53.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **54.** | **Technology and Digital Resources:** Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |       |       |       |  |
|  | **SECTION 2.C – OTHER RELEVANT CRITERIA – PUBLISHER’S CRITERIA** | **SECTION 2.C SUBTOTAL** |  |

|  | **SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **55.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **56.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **57.** | The textbook provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction. |       |       |       |  |
| **58.** | The textbook provides activities for students to make interdisciplinary connections to science, language arts, math, music, art and sports plus connections with their personal experiences. |       |       |       |  |
| **59.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **60.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **61.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **62.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **63.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **64.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **65.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **66.** | The Teacher’s Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives. |       |       |       |  |
| **67.** | The Teacher’s Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. |       |       |       |  |
|  | **SECTION 2.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION** | **SECTION 2.D SUBTOTAL** |  |