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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reviewer Name: |  | Reviewer Number: |  | Date: |  | Facilitator: |  |
|  |  |  | |  | |  | |

**TOTAL SCORE – to be completed after all criteria are scored**

|  |  |  |  |
| --- | --- | --- | --- |
| **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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR) | | | | |
| 🞏 | Verified:  90% or Higher | Facilitator Signature: |  |  |
| 🞏 | Verified:  89% or Lower | Facilitator Signature: |  |  |
|  | | | | |

|  |
| --- |
| **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. |

|  |  | **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 common attributes of people living in New Mexico today. |  |  |  |
|  | **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).** | Identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Veterans Day, United States flag, bald eagle). |  |  |  |
| **3.** | **I-B(2).** | Identify and recognize major political and social figures in the United States. |  |  |  |
|  | **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** |
| **4.** | **I-C(1).** | Identify and compare celebrations and events from the United States, Mexico, and Canada. |  |  |  |
|  | **I-D** | **SKILLS**  **Understand time passage and chronology.** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  |  | **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).** | Understand maps and globes as representations of places and phenomena. |  |  |  |
| **6.** | **II-A(2).** | Identify and use the four cardinal directions to locate places in community, state, and tribal districts. |  |  |  |
| **7.** | **II-A(3).** | Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state). |  |  |  |
|  |  | **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** |
| **8.** | **II-B(1).** | Identify and classify characteristics of places as human or natural. |  |  |  |
|  |  | **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** |
| **9.** | **II-C(1).** | Identify examples of and uses for natural resources in the community, state, and nation. |  |  |  |
| **10.** | **II-C(2).** | Describe the human characteristics of places such as housing types and professions. |  |  |  |
|  |  | **II-D. Understand how physical processes shape the Earth’s surface patterns and biosystems.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **11.** | **II-D(1).** | Describe the Earth-Sun relationship and how it affects living conditions on Earth. |  |  |  |
|  |  | **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** |
| **12.** | **II-E(1).** | Identify characteristics of culture (e.g., language, customs, religion, shelter). |  |  |  |
|  |  | **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** |
| **13.** | **II-F(1).** | Describe the role of resources in daily life. |  |  |  |
| **14.** | **II-F(2).** | Describe ways that humans depend upon, adapt to, and affect the physical environment. |  |  |  |
|  |  | **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.** |  |  | **Score** |
|  |  | **III-A. Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **15.** | **III-A(1).** | Understand the purpose of rules and identify examples of rules and the consequences of breaking them. |  |  |  |
| **16.** | **III-A(2)** | Describe different groups and rules that apply to them (e.g., families, classrooms, communities). |  |  |  |
|  |  | **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.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **17.** | **III-B(1).** | Identify the President of the United States and the Governor of New Mexico. |  |  |  |
| **18.** | **III-B(2).** | Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent. |  |  |  |
|  |  | **III-C. Become familiar with the basic purposes of government in New Mexico and the United States.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19.** | **III-C(1).** | Describe different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal]). |  |  |  |
|  |  | **III-D. Understand rights and responsibilities of “good citizenship” as members of a family, school, community.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **20.** | **III-D(1).** | Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history. |  |  |  |
| **21.** | **III-D(2).** | Explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy. |  |  |  |
|  |  | **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.** |  |  | **Score** |
|  |  | **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 how resources are limited and varied in meeting human needs. |  |  |  |
| **23.** | **IV-A(2).** | Define and differentiate between needs and wants. |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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** |
| **24.** | **IV-B(1).** | Understand the concept of goods and services. |  |  |  |
| **25.** | **IV-B(2).** | Understand the condition of not being able to have all of the goods and services one wants. |  |  |  |
| **26.** | **IV-B(3).** | Understand the value of work. |  |  |  |
|  |  | **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** |
| **27.** | **IV-C(1).** | Define the simplest form of exchange (the barter system being the direct trading of goods and services between people). |  |  |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **28.** |  | **E.1 - Writing Standard: (***Production and Distribution of Writing)* Grade 1 students will apply digital tools to gather, evaluate, and use information. |  |  |  |

|  |  |  |
| --- | --- | --- |
| **SECTION I:** | **TOTAL SECTION 1 SCORE** |  |

|  |
| --- |
| **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. |

**SECTION 2.A-2.B: COMMON CORE READING AND WRITING STANDARDS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **SECTION 2A: CCSS – Reading Informational Text** | **Citation Level 2** | **Citation level 3** | **Score** |
| **29.** | **CCSS.ELA-RI.1.1** | **Key Ideas and Details:** Ask and answer questions about key details in a text. |  |  |  |
| **30.** | **CCSS.ELA-RI.1.2** | **Key Ideas and Details:** Identify the main topic and retell key details of a text. |  |  |  |
| **31.** | **CCSS.ELA-RI.1.3** | **Key Ideas and Details:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |  |  |
| **32.** | **CCSS.ELA-RI.1.4** | **Craft and Structure:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  |  |  |
| **33.** | **CCSS.ELA-RI.1.5** | **Craft and Structure:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |  |  |  |
| **34.** | **CCSS.ELA-RI.1.6** | **Craft and Structure:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |  |  |  |
| **35.** | **CCSS.ELA-RI.1.7** | **Integration of Knowledge and Ideas:** Use the illustrations and details in a text to  describe its key ideas. |  |  |  |
| **36.** | **CCSS.ELA-RI.1.8** | **Integration of Knowledge and Ideas:** Identify the reasons an author gives to support  points in a text. |  |  |  |
| **37.** | **CCSS.ELA-RI.1.9** | **Integration of Knowledge and Ideas:** Identify basic similarities in and differences between two texts on the same topic (e.g., in  illustrations, descriptions, or procedures). |  |  |  |
| **38.** | **CCSS.ELA-RI.1.10** | **Range of Reading and Level of Text Complexity:** With prompting and support, read informational texts appropriately complex for grade 1. |  |  |  |

|  |  |  |
| --- | --- | --- |
| **SECTION 2.A: COMMON CORE READING STANDARDS** | **TOTAL SECTION 2.A SUBTOTAL** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **2B. CCSS – Writing** | **Citation Level 2** | **Citation level 3** | **Score** |
| **39.** | **CCSS.ELA-W.1.1** | **Text Type and Purposes:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |  |  |  |
| **40.** | **CCSS.ELA-W.1.2** | **Text Type and Purposes:** Write informative/explanatory texts in which they  name a topic, supply some facts about the topic,  and provide some sense of closure. |  |  |  |
| **41.** | **CCSS.ELA-W.1.6** | **Production and Distribution of Writing:** With guidance and support from adults, use a  variety of digital tools to produce and publish  writing, including in collaboration with peers. |  |  |  |
| **42.** | **CCSS.ELA-W.1.7** | **Research to Build and Present Knowledge:** Participate in shared research and writing  projects (e.g., explore a number of “how-to”  books on a given topic and use them to write a  sequence of instructions). |  |  |  |
| **43.** | **CCSS.ELA-W.1.8** | **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. |  |  |  |

|  |  |  |
| --- | --- | --- |
| **SECTION 2.B – COMMON CORE WRITING STANDARDS** | **SECTION 2.B SUBTOTAL** |  |

|  |
| --- |
| **SECTION 2.C – 2.D: 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. |

|  | **SECTION 2.C: Other Relevant Criteria – Publisher’s Criteria** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
|  | **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** |
| **44.** | **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. |  |  |  |  |
| **45.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |  |  |  |  |
| **46.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |  |  |  |  |
| **47.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |  |  |  |  |
| **48.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |  |  |  |  |
| **49.** | **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. |  |  |  |  |
| **50.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |  |  |  |  |
| **51.** | **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. |  |  |  |  |
| **52.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |  |  |  |  |
| **53.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |  |  |  |  |
| **54.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |  |  |  |  |
| **55.** | **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** | |
| --- | --- | --- | --- | --- | --- | --- |
| **56** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  | |
| **57.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  | |
| **58..** | 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. |  |  |  |  | |
| **59.** | 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. |  |  |  |  | |
| **60.** | The textbook provides references to support student learning such as a glossary and word lists. |  |  |  |  | |
| **61.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  | |
| **62.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  | |
| **63.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  |  |  |  | |
| **64.** | The Teacher’s Edition provides writing activities where students explain their thinking. |  |  |  |  | |
| **65.** | The Teacher’s Edition provides cooperative learning strategies. |  |  |  |  | |
| **66.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |  |  |  |  | |
| **67.** | 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. |  |  |  |  | |
| **68.** | 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** | |  |