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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.
 |

|  |  | **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).** | Describe how historical people, groups, and events have influenced the local community.  |       |       |  |
|  | **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).** | Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, Cesar Chavez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM]). |       |       |  |
|  | **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).** | Describe and compare similarities of the history of peoples in North America through literature (e.g., storytelling, fables, folktales, fairy tales).  |       |       |  |
|  | **I-D** | **SKILLS** **Understand time passage and chronology.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4.** | **I-D(1).** | Correctly sequence historical events.  |       |       |  |
|  |  | **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).** | Use a variety of maps to locate specific places and regions.  |       |       |  |
|  |  | **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** |
| **6.** | **II-B(1).** | Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.  |       |       |  |
| **7.** | **II-B(2).** | Explain how people depend on the environment and its resources to satisfy their basic needs.  |       |       |  |
|  |  | **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 ways in which people depend on natural and man-made environments including natural resources to meet basic needs.  |       |       |  |
|  |  | **II-D. Understand how physical processes shape the Earth’s surface patterns and biosystems.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9.** | **II-D(1).** | Describe the physical processes that affect the Earth’s features. |       |       |  |
| **10.** | **II-D(2).** | Identify characteristics of physical systems.  |       |       |  |
|  |  | **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).** | Describe how characteristics of culture affect behaviors and lifestyles.  |       |       |  |
|  |  | **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)** | Describe ways that people and groups can conserve and replenish 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).** | Understand the purposes of government.  |       |       |  |
| **14.** | **III-A(2)** | Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules).  |       |       |  |
|  |  | **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** |
| **15.** | **III-B(1).** | Identify local governing officials and explain how their roles reflect their community.  |       |       |  |
|  |  | **III-C. Become familiar with the basic purposes of government in New Mexico and the United States.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16.** | **III-C(1).** | Describe the concept of “public good,” and identify local examples of systems that support the “public good.” |       |       |  |
|  |  | **III-D. Understand rights and responsibilities of “good citizenship” as members of a family, school and community.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **17.** | **III-D(1).** | Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.  |       |       |  |
| **18.** | **III-D(2).** | Explain the responsibilities of being a member of various groups (e.g. family, school, community).  |       |       |  |
|  |  | **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** |
| **19.** | **IV-A(1).** | Identify economic decisions made by individuals and households and explain how resources are distributed.  |       |       |  |

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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** |
| **20.** | **IV-B(1).** | Understand the roles of producers and consumers in the production of goods and services.  |       |       |  |
| **21.** | **IV-B(2).** | Explain the role of the worker in the local economy.  |       |       |  |
|  |  | **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** |
| **22.** | **IV-C(1).** | Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.  |       |       |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **23.** |  | **Grade 2 students will:**(a) apply digital tools to gather, evaluate, and use information; |       |       |  |
| **24.** |  | (b) use digital media and environments to communicate and work collaboratively. |       |       |  |

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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 STANDARDS**

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|  |  | **CCSS – Reading Informational Text** | **Citation Level 2** | **Citation level 3** | **Score** |
| **25.** | **CCSS.ELA. RI.2.1** | **Key Ideas and Details:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |       |       |  |
| **26.** | **CCSS.ELA. RI.2.2** | **Key Ideas and Details:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |       |       |  |
| **27.** | **CCSS.ELA. RI.2.3** | **Key Ideas and Details:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |       |       |  |
| **28.** | **CCSS.ELA. RI.2.4** | **Craft and Structure:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |       |       |  |
| **29.** | **CCSS.ELA. RI.2.5** | **Craft and Structure:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |       |       |  |
| **30.** | **CCSS.ELA. RI.2.6** | **Craft and Structure:** Identify the main purpose of a text, including what the author wants to answer, explain, ordescribe. |       |       |  |
| **31.** | **CCSS.ELA. RI.2.7** | **Integration of Knowledge and Ideas:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |       |       |  |
| **32.** | **CCSS.ELA. RI.2.8** | **Integration of Knowledge and Ideas:** Describe how reasons support specific points the author makes in a text. |       |       |  |
| **33.** | **CCSS.ELA. RI.2.9** | **Integration of Knowledge and Ideas:** Compare and contrast the most important points presented by two texts on the same topic. |       |       |  |
| **34.** | **CCSS.ELA. RI.2.10** | **Range of Reading and Level of Text Complexity:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |       |       |  |

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

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|  |  | **2.B CCSS – Writing** | **Citation Level 2** | **Citation level 3** | **Score** |
| **35.** | **CCSS.ELA.****W.2.1** | **Text Type and Purposes:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |       |       |  |
| **36.** | **CCSS.ELA.****W.2.2** | **Text Type and Purposes:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concludingstatement or section. |       |       |  |
| **37.** | **CCSS.ELA.****W.2.6** | **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. |       |       |  |
| **38.** | **CCSS.ELA.****W.2.7** | **Research to Build and Present Knowledge:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |       |       |  |
| **39.** | **CCSS.ELA.****W.2.9** | **Research to Build and Present Knowledge:** Recall information from experiences or gather information from provided sources to answer a question. |       |       |  |

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

|  | **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** |
| **40.** | **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. |       |       |       |  |
| **41.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **42.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **43.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **44.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **45.** | **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. |       |       |       |  |
| **46.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **47.** | **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. |       |       |       |  |
| **48.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **49.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **50.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
|  **51.** | **Technology and Digital Resources:** Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |       |       |       |  |

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|  | **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** |
| --- | --- | --- | --- | --- | --- |
| **52.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **53.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **54.** | 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. |       |       |       |  |
| **55.** | 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. |       |       |       |  |
| **56.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **57.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **58.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **59.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **60.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **61.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **62.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **63.** | 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. |       |       |       |  |
| **64.** | 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. |       |       |       |  |

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|  | **SECTION 2.D – OTHER RELEVANT CRITERIA – STUDENT/TEACHER EDITION** | **SECTION 2.D SUBTOTAL** |  |