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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.** |  |  |  |
|  |  | **SECTION I: CONTENT STANDARDS, BENCHMARKS, PERFORMANCE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
|  | **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 the lives and contributions of people of New Mexico influenced local communities and regions.  |       |       |  |
|  | **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 local events and their connections to state history.  |       |       |  |
|  | **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 and compare components that create a community in the United States and its neighboring countries.  |       |       |  |
|  | **I-D** | **SKILLS** **Understand time passage and chronology.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4.** | **I-D(1).** | Interpret information from multiple resources and contexts to determine chronological relationships.  |       |       |  |
|  |  | **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.**  |  |  |  |
|  |  | **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).** | Identify and use the mapping tools of scale, compass rose, grid, symbols, and mental mapping to locate and draw places on maps and globes.  |       |       |  |
|  |  | **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 human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).  |       |       |  |
| **7.** | **II-B(2).** | Explore examples of environmental and social changes in various regions.  |       |       |  |
|  |  | **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 personal behaviors that can affect community planning.  |       |       |  |
| **9.** | **II-C(2).** | Identify ways in which people have modified their environments (e.g., building roads, clearing land for development, mining, and constructing towns and cities).  |       |       |  |
| **10.** | **II-C(3).** | Describe the consequences of human modification of the natural environment (e.g., use of irrigation to improve crop yields, highways).  |       |       |  |
|  |  | **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).** | Identify the components of the Earth’s biosystems and their makeup (e.g., air, land, water, plants, and animals).  |       |       |  |
| **12.** | **II-D(2).** | Describe how physical processes shape features on the Earth’s surface. |       |       |  |
|  |  | **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** |
| **13.** | **II-E(1).** | Describe how patterns of culture vary geographically.  |       |       |  |
| **14.** | **II-E(2).** | Describe how transportation and communication networks are used in daily life.  |       |       |  |
| **15.** | **II-E(3).** | Describe how cooperation and conflict affect neighborhoods and communities.  |       |       |  |
|  |  | **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** |
| **16.** | **II-F(1).** | Identify the characteristics of renewable and nonrenewable 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** |
| **17.** | **III-A(1).** | Explain the basic structure and functions of local governments.  |       |       |  |
| **18.** | **III-A(2).** | Describe and give examples of “public good.”  |       |       |  |
| **19.** | **III-A(3).** | Explain how New Mexico helps to form a nation with other states.  |       |       |  |
|  |  | **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** |
| **20.** | **III-B(1).** | Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.  |       |       |  |
|  |  | **III-C. Become familiar with the basic purposes of government in New Mexico and the United States.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **21.** | **III-C(1).** | Describe how the majority protects the rights of the minority.  |       |       |  |
| **22.** | **III-C(2).** | Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.   |       |       |  |
|  |  | **III-D. Understand rights and responsibilities of “good citizenship” as members of a family, school, community.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **23.** | **III-D(1).** | Explain the significance of participation and cooperation in a classroom and community.  |       |       |  |
| **24.** | **III-D(2).** | Understands the impact of individual and group decisions on communities in a democratic society.  |       |       |  |
| **25.** | **III-D(3).** | Explain the significance and process of voting.  |       |       |  |
|  |  | **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** |
| **26.** | **IV-A(1).** | Explain that people want more goods and services than is possible to produce.  |       |       |  |
| **27.** | **IV-A(2).** | Define and categorize resources (e.g., human, financial, natural).  |       |       |  |
| **28.** | **IV-A(3).** | Identify a variety of products that use similar resources.  |       |       |  |
|  |  | **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** |
| **29.** | **IV-B(1).** | Recognize that a market system exists whenever buyers and sellers exchange goods and services.  |       |       |  |
| **30.** | **IV-B(2).** | Understand how businesses operate in the United States’ free enterprise system. |       |       |  |
| **31.** | **IV-B(3).** | Identify examples of economic systems.  |       |       |  |
|  |  | **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** |
| **32.** | **IV-C(1).** | Understand the purposes of spending and saving money.  |       |       |  |
| **33.** | **IV-C(2).** | Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.  |       |       |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34.** |  | **F. Writing standards: text type and purposes.** In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others. |       |       |  |
| **35.** |  | **G. Writing standards: research to build and present knowledge:****(**a) gather relevant information from multiple sources, including oral knowledge |       |       |  |
| **36.** |  | **G.** **Writing standards: research to build and present knowledge:** (b) 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 STANDARDS**

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|  |  | **Section 2.A CCSS – Reading Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **37.** | **CCSS.ELA-RI.3.1** | **Key Ideas and Details:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |       |       |  |
| **38.** | **CCSS.ELA-RI.3.2** | **Key Ideas and Details:** Determine the main idea of a text; recount the key details and explain how they support the main idea. |       |       |  |
| **39.** | **CCSS.ELA-RI.3.3** | **Key Ideas and Details:** Describe the relationship between a series of historical events usinglanguage that pertains to time, sequence, andcause/effect. |       |       |  |
| **40.** | **CCSS.ELA-RI.3.4** | **Craft and Structure:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |       |       |  |
| **41.** | **CCSS.ELA-RI.3.5** | **Craft and Structure:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |       |       |  |
| **42.** | **CCSS.ELA-RI.3.6** | **Craft and Structure:** Distinguish their own point of view from that of the author of a text. |       |       |  |
| **43.** | **CCSS.ELA-RI.3.7** | **Integration of Knowledge and Ideas:** Use information gained from illustrations (e.g.,maps, photographs) and the words in a text todemonstrate understanding of the text (e.g.,where, when, why, and how key events occur). |       |       |  |
| **44.** | **CCSS.ELA-RI.3.8** | **Integration of Knowledge and Ideas:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |       |       |  |
| **45.** | **CCSS.ELA-RI.3.9** | **Integration of Knowledge and Ideas:** Compare and contrast the most important points and key details presented in two texts on the same topic. |       |       |  |
| **46.** | **CCSS.ELA-RI.3.10** | **Range of Reading and Level of Text Complexity:** By the end of the year, read and comprehendinformational texts, including history/social studies, at the high end of the grades 2–3 text complexity band independently and proficiently. |       |       |  |

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

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|  |  | **2.B: CCSS – Writing Standards** | **Citation Level 2** | **Citation Level 3** | **Score** |

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| **47.** | **CCSS.ELA-W.3.1a** | **Write informative/explanatory texts to examine a****topic and convey ideas and information clearly:**a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |       |       |  |
| **48.** | **CCSS.ELA-W.3.1b** | **Write informative/explanatory texts to examine a****topic and convey ideas and information clearly:**b. Develop the topic with facts, definitions, anddetails. |       |       |  |
| **49.** | **CCSS.ELA-W.3.1c** | **Write informative/explanatory texts to examine a****topic and convey ideas and information clearly:**c. Use linking words and phrases (e.g., also,another, and, more, but) to connect ideaswithin categories of information. |       |       |  |
| **50.** | **CCSS.ELA-W.3.1d** | **Write informative/explanatory texts to examine a****topic and convey ideas and information clearly:**d. Provide a concluding statement or section. |       |       |  |
| **51.** | **CCSS.ELA-W.3.4** | **Production and Distribution of Writing:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  |       |       |  |
| **52.** | **CCSS.ELA-W.3.7** | **Research to Build and Present Knowledge:** Conduct short research projects that buildknowledge about a topic. |       |       |  |

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

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| **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** |  |  |  |  |
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|  | **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** |
| **53.** | **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. |       |       |       |  |
| **54.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **55.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **56.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **57.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **58.** | **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. |       |       |       |  |
| **59.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **60.** | **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. |       |       |       |  |
| **61.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **62.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **63.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **64.** | **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** |
| --- | --- | --- | --- | --- | --- |
| **65.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **66.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **67.** | 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. |       |       |       |  |
| **68.** | 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. |       |       |       |  |
| **69.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **70.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **71.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **72.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **73.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **74.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |
| **75.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **76.** | 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. |       |       |       |  |
| **77.** | 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** |  |