|  |  |  |  |
| --- | --- | --- | --- |
| 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** **New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1.** | **I-A(1).** | Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States).  |       |       |  |
| **2.** | **I-A(2).** | Explain the reasons for European exploration of the Americas.  |       |       |  |
|  | **I-B** | **UNITED STATES** **Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **3.** | **I-B(1).** | Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernan Cortez, Jacques Cartier, Henry Hudson). |       |       |  |
| **4.** | **I-B(2).** | Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).   |       |       |  |
| **5.** | **I-B(3).** | Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, Federalist Papers, United States Constitution, Bill of Rights, the Gettysburg Address).  |       |       |  |
| **6.** | **I-B(4).** | Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).  |       |       |  |
| **7.** | **I-B(5).** | Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.  |       |       |  |
| **8.** | **I-B(6).** | Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies).  |       |       |  |
|  | **I-C** | **WORLD** **Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9.** | **I-C(1).** | Describe the characteristics of early societies, including the development of tools and adaptation to environments.  |       |       |  |
| **10.** | **I-C(2).** | Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the Era of Colonization.  |       |       |  |
| **11.** | **I-C(3).** | Identify the European countries that colonized the North American continent and their areas of settlement.  |       |       |  |
| **12.** | **I-C(4).** | Describe the development of slavery as a widespread practice that limits human freedoms and potentials.  |       |       |  |
|  | **I-D** | **SKILLS** **Research historical events and people from a variety of perspectives.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13.** | **I-D(1).** | Differentiate between, locate, and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information.  |       |       |  |
| **14.** | **I-D(2).** | Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, world wide web, family records, elders).  |       |       |  |
| **15.** | **I-D(3).** | Gather, organize, and interpret information using a variety of media and technology.  |       |       |  |
| **16.** | **I-D(4).** | Show the relationship between social contexts and events.  |       |       |  |
| **17.** | **I-D(5).** | Use effective communication skills and strategies to share research findings.  |       |       |  |
|  |  | **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 Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **18.** | **II-A(1).** | Make and use different kinds of maps, globes, charts, and databases.  |       |       |  |
| **19.** | **II-A(2).** | Demonstrate how different areas of the United States are organized and interconnected.  |       |       |  |
| **20.** | **II-A(3).** | Identify and locate each of the fifty states and capitols of the United States.  |       |       |  |
| **21.** | **II-A(4).** | Identify tribal territories within states.  |       |       |  |
| **22.** | **II-A(5).** | Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections).  |       |       |  |
| **23.** | **II-A(6).** | Demonstrate a relational understanding of time zones.  |       |       |  |
| **24.** | **II-A(7).** | Use spatial organization to communicate information.  |       |       |  |
| **25.** | **II-A(8).** | Identify and locate natural and man-made features of local, regional, state, national, and international locales.  |       |       |  |
| **26.** | **II-A(9).** | Make and use different kinds of maps, globes, charts, and databases.  |       |       |  |
|  |  | **II-B. Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27.** | **II-B(1).** | Describe human and natural characteristics of places.  |       |       |  |
| **28.** | **II-B(2).** | Describe similarities and differences among regions of the globe, and their patterns of change.  |       |       |  |
|  |  | **II-C. Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **29.** | **II-C(1).** | Describe how man-made and natural environments have influenced conditions in the past.  |       |       |  |
| **30.** | **II-C(2).** | Identify and define geographic issues and problems from accounts of current events.  |       |       |  |
|  |  | **II-D. Understand how physical processes shape the Earth’s surface patterns and biosystems.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31.** | **II-D(1).** | Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, and basin and range) support life.  |       |       |  |
|  |  | **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** |
| **32.** | **II-E(1).** | Explain how physical features influenced the expansion of the United States.  |       |       |  |
|  |  | **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** |
| **33.** | **II-F(1).** | Understand how resources impact daily life.  |       |       |  |
|  |  | **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. Understand the structure, functions, and powers of government (local, state, tribal and national).**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34.** | **III-A(1).** | Explain how the three branches of national government function and understand how they are defined in the United States Constitution.  |       |       |  |
| **35.** | **III-A(2).** | Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights: life, liberty and the pursuit of happiness, the rule of law, justice, equality under the law). |       |       |  |
| **36.** | **III-A(3).** | Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of Rights; Federalist Papers; Washington, DC; Liberty Bell; Gettysburg Address; Statute of Liberty; government to government accords; Treaty of Guadalupe Hidalgo; Gadsden Purchase).  |       |       |  |
| **37.** | **III-A(4).** | Compare and contrast the basic government sovereignty of local, state, tribal, and national governments.  |       |       |  |
|  |  | **III-B. Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **38.** | **III-B(1).** | Explain the significance and importance of American customs.  |       |       |  |
| **39.** | **III-B(2).** | Identify and summarize contributions of various racial groups.  |       |       |  |
|  |  | **III-C. Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.** |  |  |  |
|  | **III-C(1)** | **Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, to include:**  |  |  |  |
| **40.** | **III-C(1)a.** | colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution |       |       |  |
| **41.** | **III-C(1)b** | the Articles of Confederation,  |       |       |  |
| **42.** | **III-C(1)c** | the purpose of the Constitutional Convention, |       |       |  |
| **43.** | **III-C(1)d** | natural rights expressed in the Declaration of Independence. |       |       |  |
| **44.** | **III-C(2).** | Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin.  |       |       |  |
|  |  | **III-D. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **45.** | **III-D(1).** | Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution of local, state, tribal and federal governments.  |       |       |  |
|  |  | **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. Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **46.** | **IV-A(1).** | Understand the impact of supply and demand on consumers and producers in a free enterprise system.  |       |       |  |
| **47.** | **IV-A(2).** | Understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).  |       |       |  |
| **48.** | **IV-A(3).** | Describe the aspects of trade.  |       |       |  |
| **49.** | **IV-A(4).** | Explain how voluntary trade is not coercive.  |       |       |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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** |
| **50.** | **IV-B(1).** | Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?  |       |       |  |
| **51.** | **IV-B(2).** | Identify the influence of bordering countries (Canada and Mexico) on United States commerce.  |       |       |  |
|  |  | **IV-C. Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world.** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **52.** | **IV-C(1).** | Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, business).  |       |       |  |
| **53.** | **IV-C(2).** | Understand the economic motivation of exploration and colonization by colonial powers.  |       |       |  |
|  |  | **ADDITIONAL NEW MEXICO STATE STANDARDS** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **54.** |  | **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. |       |       |  |
| **55.** |  | **Grade 5 students will** gather relevant information from multiple sources, including oral knowledge;  |       |       |  |
| **56.** |  | **Grade 5 students will** apply digital tools to gather, evaluate, and use information; |       |       |  |
| **57.** |  | **Grade 5 students will** demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. |       |       |  |

|  |  |  |
| --- | --- | --- |
| **SECTION 1 – NEW MEXICO CONTENT STANDARDS AND BENCHMARKS**  | **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 2.A CCSS – Reading Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **58.** | **CCSS.ELA-RI.5.2** | **Key Ideas and Details:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |       |       |  |
| **59.** | **CCSS.ELA-RI.5.3** | **Key Ideas and Details:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. |       |       |  |
| **60.** | **CCSS.ELA-RI.5.4** | **Craft and Structure:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |       |       |  |
| **61.** | **CCSS.ELA-RI.5.6** | **Craft and Structure:** Analyze multiple accounts of the same event or topic, noting important similarities anddifferences in the point of view they represent. |       |       |  |
| **62.** | **CCSS.ELA-RI.5.7** | **Integration of Knowledge and Ideas:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |       |       |  |
| **63.** | **CCSS.ELA-RI.5.8** | **Integration of Knowledge and Ideas:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |       |       |  |
| **64.** | **CCSS.ELA-RI.5.10** | **Range of Reading and Level of Text Complexity:** By the end of the year, read and comprehend informational texts, including history/social studies, at the high end of the grades 4–5 text complexity band independently and proficiently. |       |       |  |

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

|  |  | **2.B CCSS – Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **65.** | **CCSS.ELA-W.5.2b** | **Write informative/explanatory texts to examine a****topic and convey ideas and information clearly.**Develop the topic with facts, definitions,concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain thetopic. |       |       |  |
| **66.** | **CCSS.ELA-W.5.7** | **Research to Build and Present Knowledge:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |       |       |  |
| **67.** | **CCSS.ELA-W.5.8** | **Research to Build and Present Knowledge:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |       |       |  |
| **68.** | **CCSS.ELA-W.5.9b** | **Research to Build and Present Knowledge:** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |       |       |  |

|  |  |  |
| --- | --- | --- |
| **SECTION 2.B: COMMON CORE WRITING STANDARDS**  | **TOTAL 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** |
| **69.** | **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. |       |       |       |  |
| **70.** | **Speaking and Listening:** Provide opportunities for students to develop oral fluency (e.g., oral presentation). |       |       |       |  |
| **71.** | **Speaking and Listening:** Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |       |       |       |  |
| **72.** | **Academic Vocabulary:** Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |       |       |       |  |
| **73.** | **Content:** Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |       |       |       |  |
| **74.** | **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. |       |       |       |  |
| **75.** | **Equity:** Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |       |       |       |  |
| **76.** | **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. |       |       |       |  |
| **77.** | **Equity:** Provide opportunities for teacher and students to integrate with other content areas. |       |       |       |  |
| **78.** | **Assessment:** Offer assessment tools that measure student progress in all strands of the CCSS. |       |       |       |  |
| **79.** | **Assessment:** Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **80.** | **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** | **TOTAL SECTION 2.C SUBTOTAL** |  |

|  | **SECTION 2.D: Other Relevant Criteria – Student/Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **81.** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **82.** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **83.** | 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. |       |       |       |  |
| **84.** | 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. |       |       |       |  |
| **85.** | The textbook provides references to support student learning such as a glossary and word lists. |       |       |       |  |
| **86.** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **87.** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **88.** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **89.** | The Teacher’s Edition provides writing activities where students explain their thinking. |       |       |       |  |
| **90.** | The Teacher’s Edition provides cooperative learning strategies. |       |       |       |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **91.** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **92.** | 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. |       |       |       |  |
| **93.** | 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** | **TOTAL SECTION 2.D SUBTOTAL** |  |