

**2012 Science Textbook Approval Committee Consensus  
Correlation to the 2010 Science Standards of Learning and Curriculum Framework – Grade One**

Text Title: A Closer Look Grade One Publisher School Education Group, a division of The McGraw-Hill Companies, Inc. Print    Digital    Combination   X  

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade One Summary	Rating		
	Adequate	Limited	No Evidence
1.1	X		
1.1a	X		
1.1b	X		
1.1c	X		
1.1d	X		
1.1e	X		
1.1f	X		
1.1g	X		
1.1h	X		
1.1i	X		
1.1j	X		
1.2	X		
1.2a	X		

Section I. Correlation with the 2010 Science Standards of Learning and Curriculum Framework  Grade One Summary	Rating		
	Adequate	Limited	No Evidence
1.2b	X		
1.2c	X		
1.3		X	
1.3a		X	
1.3b		X	
1.3c	X		
1.4	X		
1.4a	X		
1.4b	X		
1.4c	X		
1.5		X	
1.5a	X		
1.5b		X	

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	Adequate	Limited	No Evidence
1.5c		X	
1.6	X		
1.6a	X		
1.6b	X		
1.7	X		
1.7a	X		
1.7b	X		
1.7c	X		
1.8	X		
1.8a	X		
1.8b		X	
1.8c	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Textbook is logically organized and grade/age appropriate for students.	Textbook lacks consistency in organization and appropriateness for the grade/age of students.	Textbook is not reasonably organized and is inappropriate for the grade/age of the students.
	Comments:		
2. The textbook is organized appropriately within and among units of study.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequence is difficult to read and understand.
	Comments:		
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Organizational properties of the textbook assist in understanding and processing content.	Organizational properties of the textbook offer limited assistance in understanding and processing content.	Organizational properties of the textbook do not assist in understanding and processing content.
	Comments:		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Place an X to the right of your choice (Adequate, Limited , No Evidence) Must provide comments to support the ratings other than Adequate.		
4. The writing style, syntax, and vocabulary are appropriate.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words.	Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be inappropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar.	Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar.
	Comments:		
5. Graphics and illustrations are appropriate.	<b>Adequate X</b>	<b>Limited</b>	<b>No Evidence</b>
	Visuals are accurate, support the text, and enhance student understanding.	Visuals are somewhat unclear and offer limited support for the text and student understanding.	Visuals are inaccurate, do not support the text, and do not enhance student understanding.
	Comments:		
6. Sufficient, high-quality instructional strategies are provided to promote depth of understanding.	<b>Adequate</b>	<b>Limited X</b>	<b>No Evidence</b>
	Materials (investigations, laboratories, and inquiry activities) provide students with opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with limited opportunities to integrate skills and concepts.	Materials (investigations, laboratories, and inquiry activities) provide students with no opportunities to integrate skills and concepts.
	Comments:		

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Science Standard of Learning	Rating Scale Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	Limited	No Evidence
1.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	X		
a) the senses are used to observe differences in physical properties;	X		
b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;	X		
c) objects or events are classified and arranged according to characteristics or properties;	X		
d) simple tools are used to enhance observations;	X		
e) length, mass, volume, and temperature are measured using nonstandard units;	X		
f) inferences are made and conclusions are drawn about familiar objects and events;	X		
g) a question is developed from one or more observations;	X		
h) predictions are made based on patterns of observations;	X		
i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and	X		
j) simple investigations and experiments are conducted to answer questions.	X		

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Comments: Provide comments to support “limited” or “no evidence” ratings.

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	Adequate	Limited	No Evidence
1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include	X		
a) objects may have straight, circular, and back-and-forth motions;	X		
b) objects may vibrate and produce sound; and	X		
c) pushes or pulls can change the movement of an object.	X		
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	Adequate	Limited	No Evidence
1.3 The student will investigate and understand how different common materials interact with water. Key concepts include		X	
a) some solids will separate when mixed with water, but others will not;		X	
b) some solids will dissolve in water, but others will not; and		X	
c) some substances will dissolve more readily in hot water than in cold water.	X		
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	Adequate	Limited	No Evidence
1.4 The student will investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include	X		
a) plants need nutrients, air, water, light, and a place to grow;	X		
b) basic part of plants; and	X		
c) plants can be classified based on a variety of characteristics.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

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	Adequate	Limited	No Evidence
1.5 The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include	X		
a) basic needs include adequate air, food, water, shelter, and space (habitat);	X		
b) animals, including humans, have many different physical characteristics; and		X	
c) animals can be classified according to a variety of characteristics.	X		
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	Adequate	Limited	No Evidence
1.6 The student will investigate and understand the basic relationships between the sun and Earth. Key concepts include	X		
a) the sun is the source of energy and light that warms the land, air, and water; and	X		
b) the sun relative position in the morning is east and in the late afternoon is west.	X		
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	Adequate	Limited	No Evidence
1.7 The student will investigate and understand weather and seasonal changes. Key concepts include	X		
a) changes in temperature, light, and precipitation affect plants and animals, including humans;	X		
b) there are relationships between daily and seasonal changes; and	X		
c) changes in temperature, light, and precipitation can be observed and recorded over time.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			

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	Adequate	Limited	No Evidence
1.8 The student will investigate and understand that natural resources are limited. Key concepts include	X		
a) identification of natural resources;	X		
b) factors that affect air and water quality; and		X	
c) recycling, reusing, and reducing consumption of natural resources.	X		
<b>Comments: Provide comments to support “limited” or “no evidence” ratings.</b>			