

Criteria		Example Evidence in <i>Exploring Social Studies: California Edition</i>
Content	Do the instructional materials reflect and incorporate the content with an explanation of significance and depth?	All lessons provide both historical background and significance to the pertinent subject matter, allowing for in-depth analysis with before, during, and after reading and writing activities. See: • Grade 3, <i>Doing Your Part: Serving Your Community</i>
	Does the text present an engaging story with a coherent narrative that appropriately incorporates content that is new to the Framework (e.g., the FAIR Act or financial literacy)?	Every lesson revolves around high-quality nonfiction books or reader's theater scripts that actively engage students in the learning process. All lessons also adhere to the FAIR Act by showing families in inclusive ways through words and images, as well as including perspectives and images of diverse people throughout the lessons. See: • Grade 1, <i>What Makes a Family?</i> • Grade 4, <i>Trails to California</i> (C. Parkhurst)
	Do the materials include sufficient depth of coverage to represent multiple perspectives?	Every grade level includes a range of books that include multiple perspectives.
	Within the narrative does the text present race, class, ethnicity, and gender in a manner appropriate to the historical context? Are the perspectives and experience of different groups presented?	All lessons strive to present race, class, ethnicity, and gender in a manner appropriate to the historical context while presenting the varied perspectives and experiences of different groups. See: • Kindergarten, <i>American Heroes</i> • Grade 5, <i>American Indians in the 1800s: Right and Resistance</i>
	Does the text present debates within history as well as different interpretations of historical events so that students will understand the importance of reasoned debate and reliable evidence in the discipline of history?	Each grade level takes care in presenting debates within history as well as different interpretations of historical events. See: • Grade 3, <i>Declaring Our Independence</i> • Grade 4, <i>California's Spanish Missions</i>
Inquiry	Do the instructional materials include the investigation questions (or similar open-ended, discipline-specific analytic questions) from the Framework?	Every lesson includes a specific Essential Question (EQ) on which to focus while learning. Further, each unit includes an overarching EQ for students.
	Do the materials include primary sources for students to explore the questions?	There are primary sources throughout the readers and within the <i>Primary Sources</i> kits for student study as they respond to the EQs and other activities.
	Do the materials include sufficient depth and complexity of coverage to demonstrate the interpretive aspect of a question or topic?	All lessons include activities designed to guide students toward reaching their own conclusions regarding the unit and lesson EQs.
	Are the following analysis skills incorporated into the text and support materials (cause and effect; change over time; examination of evidence and primary sources; geographical skills; significance of events, topics, and people)?	Every grade level of the series addresses each of these analysis skills numerous times throughout the school year. See: • Grade 2, <i>Diplomacy Makes a Difference</i> • Grade 5, <i>Reasons for a Revolution</i>
Citizenship	Does the text place sufficient emphasis on civic values and democratic principles?	Every grade level addresses civic values and democratic principles in multiple texts.
	Do the materials include suggestions for experiential activities that can bridge classroom and community learning?	Throughout the series, project-based learning (PBL) activities are included to involve students in their own learning. Each grade level has two PBLs during the year as well as a culminating PBL.
	Does the narrative provide opportunities for students to critically reflect on the concept of citizenship in the topic of study?	The concept of citizenship is addressed in all grade levels at multiple points, including within the culminating PBL. See: • Grade 2, <i>You and the U.S. Government</i> • Grade 3, <i>We the People: Civic Values in America</i>

Reviewer Notes:

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Common Core & ELD Alignment	Do the materials provide different genres (chronological narrative, compare/contrast, explanation, argument, etc.) of writing so that students can become proficient in the comprehension of both simple and complex text?	Every level of the series requires students to use all genres of writing throughout the school year. See: <ul style="list-style-type: none"> Grade 1, <i>What Makes a Town?</i> Grade 4, <i>Biddy Mason: Becoming a Leader</i>
	Do the materials include literacy strategies to support reading, comprehension, and analysis of primary and secondary sources?	All lessons include vocabulary and comprehension strategies to aid students' understanding of primary and secondary sources, which are both separate from and embedded within the texts.
	Do the materials include sufficient literacy support for students with diverse levels of literacy (non-native English speakers, native speakers with low levels of literacy, and proficient readers)?	Embedded differentiation occurs within all lessons. See: <ul style="list-style-type: none"> Kindergarten, <i>Rules at Home</i> Grade 5, <i>We the People</i>
	Do the instructional materials include collaborative (engagement in dialogue with others) ELD alignment?	There is 100% ELD standard alignment in all grade levels with expert-created support strategies detailed in every lesson.
Access & Equity	Do the materials offer guidance for effective instruction to ensure both access to the curriculum and the development of critical thought for all students?	Every lesson was written by teachers, for teachers, with an emphasis on effective instructional strategies that support critical thinking coupled with active student engagement.
	Does the program provide guidance and activities for students below grade level and for English learners to accelerate their reading and writing skills as well as content understanding?	All lessons include various differentiation strategies. See: <ul style="list-style-type: none"> Grade 2, <i>You and the Law</i> Grade 4, <i>Californians Who Made a Difference</i>
	Do the activities for advanced or emerging learners provide sufficient support?	Activities throughout the series provide support for learners at all levels. See: <ul style="list-style-type: none"> Grade 1, <i>Coming to America</i> Grade 3, <i>Our Natural Resources</i>
Assessment	Do the assessments measure students' mastery of the content, skills, literacy, and civic demands of the subject?	A varied selection of assessment tools within the series allows for all four levels of Depth of Knowledge to be addressed multiple times.
	Are multiple assessment tools provided for each lesson/unit (i.e., multiple choice, short answer, essay writing, projects)?	Both summative and formative assessments are provided as multiple-choice questions, document-based questions, short-answer responses, oral-reading records, and PBL activities.
	Will the assessment tools help teachers measure their students' progress, as defined by the Standards? Will they provide information about student progress so that teachers can modify their instruction appropriately and communicate students' progress towards mastery?	The assessment tools are designed to support the standards being addressed within each particular lesson. Diagnostic decisions can be made based on student scores. There are quizzes, essay questions, oral reading records, and assorted formative activities aligned with the standards.
	Does the assessment program provide sufficient answer keys, rubrics, and/or grading criteria?	Answer keys, document-based assessment rubrics, fluency rubrics, and PBL rubrics are included at every level.
	Does the program include writing assignments that assess student achievement of the Framework goals?	There are writing assignments and assessments included in every lesson.
Local Priorities	Do the materials provide a clear road map for planning instruction to meet the needs of students in your school and district?	Full-year and modified pacing plans are included at every level. Each lesson includes a suggested timeline for teachers to follow.
	Does the program provide extension opportunities (like homework, technology, service learning) that meet the goals of your school and district?	All activity sheets are designed to be used within the lessons but can also be modified as homework assignments. Every nonfiction book in the series has an Interactiv-eBook and audio recording.
	Do the materials include suggestions for parents on how to support student achievement?	Several lessons include opportunities for students to write letters to their families. In grades K-3, every primary source lesson has a school-home connection component built into the lesson. See: <ul style="list-style-type: none"> Kindergarten, <i>Amazing Americans: Pocahontas</i> Grade 2, <i>Rural, Urban, and Suburban Areas</i>

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