

Savvas Grade 6

English Language Arts and Reading Program Summary

Section 1. English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 6	100.00%	100.00%	100.00%	100.00%
Grade 7	100.00%	100.00%	100.00%	100.00%
Grade 8	100.00%	100.00%	100.00%	100.00%

Section 2. Texts

- The sixth-, seventh-, and eighth-grade materials include high-quality texts across a variety of text types and genres as required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The sixth-, seventh-, and eighth-grade materials include a variety of text types and genres across content as required by the TEKS. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

Section 3. Literacy Practices and Text Interactions

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within and across texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials include a plan to support and hold students accountable in independent reading.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences.
- The materials provide opportunities for students to apply composition convention skills in increasingly complex contexts throughout the year.
- The materials support students' listening and speaking about texts and engage students in productive teamwork and student-led discussions in a variety of settings.

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- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.
- The materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

Section 4. Developing and Sustaining Foundational Literacy Skill

- N/A for ELAR 6-8

Section 5. Supports All Learners

- The materials offer differentiation supports for students who are performing below and above grade level.
- The materials provide support and scaffolding strategies for English Learners (EL) that are commensurate with the various levels of English language proficiency as defined by the ELPS.

Section 6. Implementation

- The materials include a TEKS for English Language Arts and Reading-aligned scope and sequence.
- The materials include annotations and support for engaging students in the materials as well as annotations and ancillary materials that provide support for student learning and assistance for teachers and administrators.

Section 7. Additional Information

- The publisher submitted the technology, cost, professional learning, and additional language supports worksheets.

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Indicator 2.1

Materials include high-quality texts for ELAR instruction and cover a range of student interests.

- The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Materials include increasingly complex traditional, contemporary, classical, and diverse texts.

Meets 4/4

The materials include high-quality texts for ELAR instruction, which represent the quality of content, language, and writing that experts in various disciplines produce. The texts cover a range of student interests and include increasingly complex traditional, contemporary, classical, and multiculturally diverse texts.

Evidence includes but is not limited to:

Unit 1 includes a variety of genres and texts that appeal to sixth-grade students. For example, they include an excerpt from the memoir *Brown Girl Dreaming* by the well-known author Jacqueline Woodson who relates her childhood experiences through poetry; a short story, “The Sound of Summer Running,” by the acclaimed science-fiction writer Ray Bradbury; and other selections including texts that represent a variety of well-known contemporary writers such as Gary Soto and Sandra Cisneros. The materials provide increasingly complex themes throughout the units. For example, this first unit contains texts involving the accessible theme of growing up and features text that sixth graders can easily connect with, such as the short story “The Sound of Summer Running,” where the protagonist, Douglas, wants a new pair of sneakers for summer and finds a way that he can buy them for himself.

Unit 2 includes a variety of texts by experts and well-known authors. For example, an excerpt from acclaimed primatologist Jane Goodall’s autobiography *My Life With the Chimpanzees*, T.S. Eliot’s classic poem “The Naming of Cats,” contemporary works such as the nonfiction article “How Smart Are Animals?” by Dorothy Hinshaw Patent, and the multiculturally diverse text “The Tale of the Hummingbird,” a Puerto Rican myth by Pura Belpré, the famous librarian, author, and inspiration behind the Pura Belpré literature award.

Unit 3 includes the contemporary essay “The Black Hole of Technology” by Leena Khan, with rich information about the drawbacks of constant access to smartphones. The text connects to the younger audience in this grade level and gives them an alternate perspective on how smartphones can disconnect people from the outside world. The unit also includes the multiculturally diverse vignette “Eleven” by Sandra Cisneros. Students read selections thematically linked to the more complex Technology and Society concept in this unit, reading more informational texts and media connections, which expose students to less accessible

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structures and content. In the informational text “The Biometric Body,” author Kathiann M. Kowalski offers an introductory look into biometrics and shares some of the benefits and concerns that come with this advanced technology. The texts align with the complicated essential question: “Is technology helpful or harmful to society?”

Unit 4 contains classic Lewis Carroll texts such as “Jabberwocky,” “The Mock Turtle’s Song,” and an excerpt from the traditional *Alice’s Adventures in Wonderland*. The unit includes the contemporary essay “The Importance of Imagination” by Esha Chhabra and a multiculturally diverse novel excerpt from *The Shah of Blah* by Salman Rushdie.

Unit 5 includes *The Hero Twins Against the Lords of Death: A Mayan Myth*, a contemporary graphic novel with bright illustrations that engage young readers with mythology from Mayan culture. This unit culminates with texts focused on the theme of Exploration and the essential question “What drives people to explore?” For example, students read the memoir *A Long Way Home* by Saroo Brierly. Brierly tells about how, after getting lost at age five in a train station in India, he became an orphan and then was adopted by a family in Australia. As an adult, he later decides to find where he was born. The unit requires students to explore more complex themes and less explicit connections between the texts and the theme.

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Indicator 2.2

Materials include a variety of text types and genres across content that meet the requirements of the TEKS for each grade level.

- Text types must include those outlined for specific grades by the TEKS:
 - Literary texts must include those outlined for specific grades.
 - Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.
- Materials include print and graphic features of a variety of texts.

Meets 4/4

The materials include various text types and genres across content that meet the TEKS requirements. The materials also include print and graphic features of a variety of texts.

Examples of literary texts include but are not limited to:

“The Sand Castle” by Alma Luz Villanueva (science fiction)

“Prince Francis” by Roddy Doyle (realistic short story)

“The Naming of Cats” by T.S. Eliot (poetry)

“The Tale of the Hummingbird” by Pura Belpre (myth)

Excerpt from *My Life With the Chimpanzees* by Jane Goodall (memoir)

“Black Cowboy, Wild Horses” by Julius Lester (narrative biography)

The Phantom Tollbooth, Act I and Act II, a play by Susan Nanus based on the book by Norton Juster (drama)

“Jabberwocky” by Lewis Carroll (narrative poem)

From *The Misadventures of Don Quixote* by Miguel de Cervantes, retold by Tom Lathrop (fiction)

Excerpt from *Sacajawea* by Joseph Bruchac (historical fiction)

Examples of informational texts include but are not limited to:

“How Smart Are Animals?” by Dorothy Hinshaw Patent (nonfiction/science article)

“So What Is a Primate?” by Faith Hickman Brynie (nonfiction/ science article)

“Pet Therapy: How Animals And Humans Heal Each Other” by Julie Rovner (news article)

“All the Pretty Ponies” by Oscar Casares (reflective essay/autobiographical essay)

“The Black Hole of Technology” by Leena Khan (persuasive essay)

“7-Year-Old Girl Gets New Hand From 3-D Printer” by John Rogers (news article)

“To the Top of Everest” by Samantha Larson (blog post)

“The Legacy of Arctic Explorer” by Matthew Henson (informational text)

“Barrington Irving, Pilot and Educator” by *National Geographic* (magazine article)

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Examples of print and graphic features include but are not limited to:

Unit 1 includes a gallery of *Calvin and Hobbes* comics, featuring three comic strips by Bill Watterson. The traditional comic strip format with entertaining and humorous black and white drawings helps students access the learning and make inferences.

Unit 2 provides the informational video *The Secret Life of the Dog* from the BBC about how human ancestors domesticated wolves, aiding in human evolution. This footage of wild animals and interviews with scientists is an engaging mini-documentary.

Unit 3 contains a media photo essay with “Mexico’s Abandoned Railways and the SEFT” by Ivan Puig Domene and Andres Padilla Domene. The textbook provides five images for students to analyze to conduct a debate in response to the prompt, “The disadvantages of technology outweigh its benefits.” The photo essay shows some of the sights the two brothers saw and items they collected through their journey down the railways in Mexico. In addition, the materials support the core texts with graphics and colorful images. For example, *The Phantom Tollbooth, Act I* and *Act II* contains many colorful drawings that showcase the drama’s characters, setting, and events.

Unit 5 includes the graphic novel *The Hero Twins Against the Lords of Death: A Mayan Myth* written by Dan Jolley and illustrated by David Witt and an excerpt from the graphic novel *Lewis & Clark* by Nick Bertozzi. Both texts feature complex and detailed illustrations that help students visualize and understand the myth and the historical story.

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Indicator 2.3

Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

- Texts are accompanied by a text-complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.

Meets 4/4

The materials include appropriately challenging texts and are at an appropriate level of complexity to support students at their grade level. The publisher provides a text-complexity analysis showing the texts are at the appropriate quantitative levels and qualitative features for the grade level.

Evidence includes but is not limited to:

The publisher includes a text-complexity analysis at the beginning of each text throughout the materials. The analysis includes quantitative measures: Lexile level and text length. According to the “Text Complexity Rubric,” the analysis also includes qualitative measures in the following areas: Content Knowledge Demands, Text and Sentence Structure, Language Conventions and Vocabulary, and Ideas and Meaning. Each area is ranked from 1–5, with one being the least complex and five being the most complex. Each area also includes a rationale for the text’s qualitative ranking. While the Lexile levels increase as the units progress, the materials provide a range in each unit that allows for various proficiency levels. Because of the diverse Lexile levels, text lengths, and qualitative complexities, the materials are appropriate for all learners in grade 6.

In Unit 1, the text “Brown Girl Dreaming” by Jaqueline Woodson is an appropriately complex text for grade 6 students. The Lexile is NP, non-prose, and significant additional analyses support appropriate quality and complexity. The text’s length is 186 lines. The “Text Complexity Rubric” (1=least complex, 5=most complex) measures this text as a level 3 in Content Knowledge Demands and Text and Sentence Structure while scoring a 4 in Language Conventions and Vocabulary and Ideas and Meaning. The text-complexity analysis justifies each measure. For example, Ideas and Meaning is a four on the rubric because the poems contain multiple meanings, themes are subtle, and the reader must make inferences to connect meaning.

Unit 3 provides a grade-level appropriate range of texts from 750L to 1370L. Examples include *The Fun They Had* by Issac Asimov, a science fiction text, with a Lexile of 750; “The Biometric Body” by Kathiann M. Kowalski, an informational article with a Lexile of 970; and “Teen Researchers Defend Media Multitasking,” a news article with a Lexile of 1370. The Text

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Complexity Rubric provides qualitative analysis. For example, the text *Feathered Friend* by Arthur C. Clarke scores a 3 for Text and Sentence Structure and analyzes point of view, dialogue, and narration to justify the score.

In Unit 4, students read an excerpt from *The Misadventures of Don Quixote* by Miguel de Cervantes during the Peer Group Learning segment. The Text Complexity Rubric indicates that this selection is at a Lexile level of 940L and contains 1,010 words. The rubric's qualitative components range from a complexity level of three to five. In Ideas and Meaning, the text rates a three because readers must make inferences to fully understand the main character and how his overactive imagination leads to his misguided adventures. The text earns a rating of five for Language Conventions and Vocabulary because "[t]he story includes descriptive language, some formal, along with words that will be unfamiliar to readers; meanings are sometimes clarified by context."

In Unit 5, the Lexile levels range from 950L to 1240L. The text "Ada and the Thinking Machines" by Ada Lovelace has a Lexile level of 960L with a Text Length of 1,493 words. Regarding qualitative measures, the complexity analysis describes the Content Knowledge Demands: "Students would benefit from some background knowledge of the Industrial Revolution, as well as the social culture of Great Britain during this time. Some information is provided in the background and throughout the text." The Text and Sentence Structure description is: "Text is written in a simple chronological structure, with headings that allow students to predict the main idea of each section. However, many sentences are more complex, featuring more than two clauses. Features provide additional information." The Language Conventions and Vocabulary are: "Language is mostly on level, except for a few mostly British usages, which are explained in context. Some quotes feature higher-level vocabulary." The Ideas and Meaning is: "Main ideas and theme are explicit. The author provides a brief note before the selection, in which she explains why she feels Lovelace is an important subject. "

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Indicator 3.A.1

Materials contain questions and tasks that support students in analyzing and integrating knowledge, ideas, themes, and connections within and across texts.

- Most questions and tasks build conceptual knowledge, are text specific/dependent, target complex elements of the texts, and integrate multiple TEKS.
- Questions and tasks require students to
 - make connections to personal experiences, other texts, and the world around them and
 - identify and discuss important big ideas, themes, and details.

Meets 4/4

The materials contain questions and tasks that support students in analyzing and integrating knowledge, ideas, topics, themes, and connections within and across texts. Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS. The questions and tasks require students to make connections to personal experiences, other texts, and the world around them and identify and discuss important big ideas, themes, and details.

Evidence includes but is not limited to:

In Unit 1, students make connections across texts and make connections to personal experiences. After reading “Prince Francis” by Roddy Doyle and “The Sound of Summer Running” by Ray Bradbury, students compare and contrast the conflicts in each story and provide text evidence to support their answers. The task builds on conceptual knowledge by beginning with multiple-choice questions that compare and contrast the two stories. The assignment progresses to allow students to draw conclusions, deduce, and analyze while comparing and contrasting the stories. After reading an excerpt from the memoir *Bad Boy* by Walter Dean Myers, students build insight by responding to questions that require them to make connections to personal experiences, other texts, and the world around them and identify and discuss important big ideas, themes, and details. The first two questions ask students to make connections: “1. If young Myers were your friend, what advice would you give him? Explain. 2. (a) Cite one connection to society you made as you read this memoir. (b) In what ways was this strategy useful? Explain.” The next three questions are analysis and discussion questions that target making inferences, drawing conclusions, and distinguishing and analyzing complex aspects of the text by discussing and writing about explicit or implicit meanings of the text: “3. (a) Why do you think Myers pretends he doesn’t like dancing? (b) What do you think it was like to grow up in Myers’s neighborhood? Explain. 4. In young Myers’s mind, which interests are acceptable and which are not? (b) Explain why Myers feels that he has to keep so many of his interests a secret. 5. (a) If Myers had been honest about his interest, how might his childhood have been different? (b) Do you agree with Myers’ decision to hide his

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passion for reading? Explain.” The teacher then has students discuss what the excerpt suggests about growing up.

In Unit 2, students read and compare two science articles about animals: “How Smart Are Animals?” by Dorothy Hinshaw Patent and “So What Is a Primate?” by Faith Hickman Brynie. After reading both articles, the materials ask multiple-choice questions that require students to make text-to-text connections about the two texts’ big ideas and themes. The first question asks students to choose a key difference between the two articles. The second question provides an excerpt from each text and asks students what idea both passages suggest.

In Unit 3, the readings center on the essential question, “Is technology helpful or harmful to society?” The “EQ Notes” provides a question analysis tool in the form of a chart for students to use while reading text selections in the unit. The chart has columns for titles, ideas/observations, and text evidence/information. After every text selection, the EQ Notes section asks students, “What have you learned about technology and society from reading [this selection]?” The unit culminates in an opportunity for students to make a personal connection to the essential question and respond in an argumentative essay using evidence from multiple texts.

In Unit 4, students make a personal connection to the reflective essay “The Importance of Imagination” by Esha Chabra by responding to the prompt: “Do you agree that creativity should be encouraged? Cite the text in your response.”

In Unit 5, students respond to tasks requiring a personal connection, inferencing, and analyzing questions in the “Build Insight” section of the memoir excerpt from *A Long Way Home* by Saroo Brierley. The personal connection question asks, “If you didn’t know your address or even the state or town you came from, what landmarks might you use to find your home on Google Earth? Explain.” The analysis section questions state, “(b)What does that evidence tell you about Brierly’s personality? (c)Why do you think Brierly didn’t give up on his search? Support your answer with text evidence.”

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Indicator 3.A.2

Materials contain questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts.

- Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to
 - analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
 - compare and contrast the stated or implied purposes of different authors' writing on the same topic;
 - analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts); and
 - ask students to study the language within texts to support their understanding.

Meets 4/4

The materials contain questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts. Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to explore the author's purpose, choices, and language in various ways.

Evidence includes but is not limited to:

In Unit 1, after reading "The Sand Castle" by Alma Luz Villanueva, students utilize a "Close Read" model before creating their own "Close Read" question and conclusion. The model includes the question "Why has the author chosen to repeat these sounds?" and provides text evidence and analysis to support the question. Students then have the opportunity to analyze the author's choices by creating an original "Close Read" question and conclusion based on the model provided. Students write a short story related to the "The Sand Castle" events. They have the opportunity to deepen their understanding of the author's craft through reflection questions such as, "The words you choose make a difference in your writing. Which words helped you describe what you wanted your readers to imagine as they read?"

In Unit 2, students read and compare two science articles about animals: "How Smart Are Animals?" by Dorothy Hinshaw Patent and "So What Is a Primate?" by Faith Hickman Brynie. After reading the articles, students analyze the authors' choices and their implied purposes. Students "Review the authors' word choices in each article. Which article seems written for an audience of middle-school students? Explain, citing examples to support your judgment." Students continue answering, "Which article seems written for an audience of middle-school students? Explain, citing examples to support your judgment."

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In Unit 3, after reading “Biometrics Are Not Better,” the teacher discusses the claim and organizational patterns and asks questions such as, “What is the author’s claim in this text? Cite two different pieces of evidence he uses to support that claim. Explain your choices. Do you think an advantage/disadvantage organization is an effective way to present an argument? Explain, citing details from this essay as examples.” All units begin with a “Mentor Text” that supports the unit’s common theme to build background knowledge and provides students with a model for their writing later in the unit. This unit’s mentor text is the argument text “That’s Not Progress!” As the students read, the teacher reminds them to notice the structure and determine the author’s claim and how the author supports that claim. Students write their argumentative essay during the Whole-Group Performance Task in the unit. The materials refer back to the Mentor Text and ask students to explain the writer’s counterclaim and mark where the writer addresses the counterclaim. Additionally, during revising, the materials provide an excerpt of the Mentor Text and ask students to analyze specific choices made by the author: “Why did the writer move this sentence to the next paragraph? Why did the writer replace this sentence?”

In Unit 5, students compare the author’s craft across genres. Students read historical fiction in an excerpt from *Sacajawea* by Joseph Bruchac and compare it to the graphic novel “Lewis and Clark” by Nick Bertozzi. Before reading, students use an informational chart to understand the author’s purpose, characteristics, and structure of both texts. After reading *Sacajawea*, questions focus on analyzing how the author uses figurative language to develop Sacajawea’s character. Students then read “Lewis and Clark,” make connections to *Sacajawea*, and analyze the author’s choice with questions such as, “why do you think the artist chose to draw the men without adding words?” Students also read “The King of Mazy May” by Jack London. During a “Close Read” after the students have read and discussed the selection, the teacher presents questions that require students to analyze the author’s craft: “Discuss the effectiveness of the author’s decision to introduce Walt by comparing his knowledge to that of other boys his age,” “Discuss Long’s choice of verbs in this paragraph and their effect,” and “Discuss London’s description of the trail and the effect it has on readers’ abilities to form mental pictures.”

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Indicator 3.A.3

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

The materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts, including ways to apply words in appropriate contexts and differentiated vocabulary development for all learners.

Evidence includes but is not limited to:

The research behind the materials supports “generative vocabulary,” acknowledging that there are too many English words to teach vocabulary in isolation or within word lists without additional instruction. So it presents academic and concept vocabulary with an emphasis on teaching morphemes (roots, suffixes, prefixes), dictionary skills, and vocabulary strategies (e.g., context clues) throughout the units. Each unit begins with introducing five academic vocabulary words common to the specific genre highlighted in that unit. When materials introduce academic vocabulary words at the beginning of each unit, students first study each word and its origin and word parts (i.e., root words). Then students read two mentor sentences for each vocabulary word to study the words in context. Then with a partner, students read each word with their mentor sentences out loud and determine the meaning and usage of each word, using a dictionary if necessary and recording responses in the chart in their textbook. Finally, students list at least two related words for each vocabulary word. In addition, each text within the unit contains “Concept Vocabulary” instruction. The materials introduce the Concept Vocabulary words before text selections. The students engage in a brief vocabulary strategy activity, such as rating their vocabulary knowledge, studying how to employ context clues to determine word meaning, and practicing dictionary skills. As students read the text, the materials provide the definitions of the Concept Vocabulary so students can see the word meaning in and out of context. As well as definitions, the materials often offer vocabulary tips, techniques, strategies, and activities throughout the texts. After reading the text selection, the students participate in various Concept Vocabulary activities that include language study and word study. The materials also provide selection assessments that include questions that check for understanding of the Concept Vocabulary. Students individualize and differentiate their vocabulary learning and development through “Word Networks.” Each unit contains a word network or graphic organizer/concept map with the unit’s thematic topic written in the middle.

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Students fill out the word network by adding words they feel are related to the topic as they read the texts throughout the unit.

In Unit 1, the academic vocabulary relates to nonfiction narrative and includes the words *reflect*, *mission*, *contribute*, *recognize*, and *memorize* and each word's Latin Root *-flect-*, *-mis-/mit-*, *-trib-*, *-cogn-*, and *-mem*. Students work with a partner to practice building knowledge of these words by completing a chart that provides each word and two mentor sentences. First, students read aloud each word, its root, and the mentor sentences. The partners then determine each word's meaning and usage using the mentor sentences and a dictionary, if needed. Lastly, students list at least two related words for each word.

In the Unit 2 performance assessment, teachers encourage students to use one or more of the Academic Vocabulary words they learned at the unit's beginning. One of the checklist requirements says, "Use New Words." The directions state, "Refer to your Word Network to vary your word choice. Also, consider using one or more of the Academic Vocabulary terms you learned at the beginning of the unit: *justify*, *dissent*, *certainty*, *discredit*, *assumption*."

In Unit 3, academic vocabulary supports exist, including an activity titled "Word Network for Technology and Society." Students create a web and build a collection of words around the unit, Technology, and Society's central topic. Students use the mentor text to begin their "Word Network" and build the web throughout the unit. Differentiated instructional scaffolds are provided for English learners. For example, Intermediate level students receive help from the teacher with word definitions and making connections to the mentor text. In small groups, students add basic grade-level words and discuss their meaning. Additionally, when students read "Feathered Friends" by Arthur C. Clarke, teachers provide help to students below grade level by modeling and reinforcing context clues. The materials explain that some of this selection's words and phrases are archaic or outdated and directs teachers to model using context clues in paragraph two with a scripted example for teachers to use. The materials also list other words from the text for teachers to guide students to understand this strategy.

Unit 5 includes an excerpt from a memoir titled *A Long Way Home* by Saroo Brierly. The pre-reading section titled "Vocabulary Development" directs students to explore the word families of genre-related vocabulary words *conflict*, *description*, *sensory*, and *chronological*. In the same passage, students rank the following words from most familiar (1) to least familiar (6): *deliberate*, *quest*, *thorough*, *obsessive*, *intensity*, and *relentlessly*.

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Indicator 3.A.4

Materials include a clearly defined plan to support and hold students accountable as they engage in independent reading.

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

The materials include a clearly defined plan to support and hold students accountable as they engage in independent reading. The procedures and protocols, along with support for teachers, foster independent reading by providing a plan for students to self-select texts and read independently for a sustained period and planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

In the introduction to each unit, there is a section titled “Unit Goals.” One goal is “I can read a selection of my choice independently and make meaningful connections to other texts.” Before beginning the unit, students rate each statement from 1–5 (1 being “Not at all well” to 5 being “Extremely well”) on how well they meet the goal. After completing the unit, they return to their goals, reflect on their growth, and rate themselves again. This goal setting includes a statement for independent reading.

The materials provide support for students to self-select texts and read independently. Students read independently and collect evidence about the unit’s essential theme during each unit’s last section. The teacher encourages students to think about what they have already learned about the unit’s theme and what else they would like to know. Students establish a purpose for their reading, describing three common purposes: read to learn, read to enjoy, read to form a position. The materials then provide a video of independent learning strategies and a chart that lists learning strategies. The materials state: “Throughout your life, in school, in your community, and your career, you will need to rely on yourself to learn and work on your own. Use these strategies to keep your focus as you read independently for sustained periods of time.” Categories for strategies include creating a schedule, taking notes, and reading with a purpose. The materials list some ideas for them, and students can add their ideas under these categories. Teachers advise students to scan and preview the selections they would like to read. Teachers may use the texts’ summaries, insights, and the provided text complexity analyses to make suggestions for students’ choices.

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Book Club is a flexible component of the materials. The Teacher Guide provides an overview of two book club suggestions for each unit and a list of additional novels that align with each unit's theme. Within the overview of the two book club selections for each unit, the Teacher Guide provides the book's Lexile level, a summary of the selection, and a connection to the unit's essential connection. It links the book club title with the unit's main text selections. The materials also provide teacher resources for launching the book club, reviews of author and background information, reading comprehension strategies, and TEKS-aligned questions and projects. The bottom of each Book Club page has a section on Flexible Pacing and Implementation that outlines how to use Book Club as a supplement to the unit, a substitute for Unit selections, or an Independent Learning extension. It provides recommended pacing for each option.

The materials provide audio, interactive digital texts, and an assessment for each independent learning selection. They provide procedures, routines, and protocols for students to learn independently and then share their learning with their classmates. While reading, students annotate their selections. Afterward, they fill out a "Close-Read Guide" that helps them analyze their selection. The close read tasks ask students to record the title, purpose for reading, and minutes read. It directs students to look at the sections they found interesting to see what they can conclude. It also asks students to "Think about the author's choices of literary elements, techniques, and structures. Select one and record your thoughts." Another question asks them to describe their interaction with the digital text and how it affected their reading experience. The guide contains a section for students to perform a Quick Write with the following prompt: "Choose a paragraph from the text that grabbed your interest. Explain the power of this passage." Additionally, students share their independent learning with classmates after reading.

Unit 2 includes "Independent Learning Strategies" to support students in planning and accountability for achieving independent reading goals. Before self-selecting an independent reading text, students are provided a chart with the columns "Strategy" and "My Action Plan." Strategies are provided, including "create a schedule," "read with purpose," and "take notes." Each strategy is followed by a brief list of tips and suggestions such as, "be aware of your deadlines." Students determine an action plan to accomplish each strategy and record responses in the "My Action Plan" column. Also, in Unit 2, one of the book club suggestions is *Where the Red Fern Grows* by Wilson Rawls. The Teacher Guide recommends three options for having students read this text for Book Club. One option is to supplement the unit by having students read *Where the Red Fern Grows* at home for 20–30 minutes per day, and the recommended pacing is one chapter per day. Another option is to have students read *Where the Red Fern Grows* in class in place of the Peer-Group Learning selections. Materials refer teachers to the Unit at a Glance as they plan for standards coverage. The recommended pacing for this option is two chapters per day. A third option is to extend Independent Learning by having students read *Where the Red Fern Grows* in class and at home in place of the

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Independent Learning selections. The recommended pacing is three chapters per day, and the materials direct teachers to extend Independent Learning as needed.

Unit 5 provides students with five different selections in their Independent Learning section, including: “To the Top of Everest” by Samantha Larson, an excerpt from *Shipwreck at the Bottom of the World* by Jennifer Armstrong, the magazine article “Berrington Irving, Pilot and Educator” from *National Geographic*, “The Legacy of Arctic Explorer Matthew Henson” by James Mills, and “The Hero Twins Against the Lords of Death: A Mayan Myth,” the graphic novel by Dan Jolley. Students again can choose independent readings that they are interested in and complete the assignments provided in the textbook.

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Indicator 3.B.1

Materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences.

- Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.
- Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.
- Materials provide students opportunities to write correspondence in a professional or friendly structure.

Meets 4/4

The materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences. The materials provide students with opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas; informational texts to communicate ideas and information to specific audiences for specific purposes; argumentative texts to influence the attitudes or actions of a specific audience on specific issues; and correspondence in a professional or friendly structure.

Evidence includes but is not limited to:

The digital platform provides “Reading and Writing Skills Videos” for multiple genres, including argument, informational, personal narrative, research, and short story writing. These video collections show students the different modes of writing and specific elements and skills that correlate with those modes. For example, the Argumentative Essay collection contains eight videos: Argumentative Essay, Counterclaim and Rebuttal, Structure Including Counterclaim and Rebuttal, Logical Organization, Commas with Nonrestrictive Elements, Rhetorical Devices and Logical Fallacies, Logical Fallacy Overgeneralization, and Logical Fallacy Single Cause. Each video is a few minutes in length, and teachers can show them to the class at once or assign them to students individually on the digital platform.

In Unit 1, after reading an excerpt from Jacqueline Woodson’s memoir *Brown Girl Dreaming*, students write a brief poem, using Woodson’s memoir as inspiration. Students choose a single moment from their life to focus on and then use sensory language to write a prose paragraph describing the moment. The teacher explains how to plan for writing the poem by suggesting students use a chart to record descriptive words and phrases in the categories labeled “Setting,” “People,” and “How I Felt.” Students then change their prose to poetry by adding poetic elements, such as breaking up sentences to make lines or repeating important words or phrases. Once the poem is organized, students add dialogue or descriptive details.

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In Unit 2, students read three poems about cats: “The Naming of Cats” by T.S. Eliot, “Predators” by Linda Hogan, and “Nikita” by Alberto Rios. Students choose a cat from one of the poems and write a friendly letter from the cat to the poem’s speaker. Students express an opinion from the cat’s point of view to the speaker by choosing one of the materials’ options or coming up with their idea. The materials support teachers in providing students support to grow their composition skills. Teachers guide students to understand the elements of a friendly letter, plan and draft their letters, and reflect on their writing when complete. The materials provide tips for students and a graphic organizer to plan what opinions they will express and what support they will provide for those opinions. After reading a portion of Jane Goodall’s autobiography *My Life with Chimpanzees*, the students write a how-to essay. The teacher explains the content and structure of this type of writing and then connects this structure to Dr. Goodall’s process of earning the chimpanzee’s trust as a model. The students then write their how-to essay defining and detailing a process the student wants readers to take to earn an animal’s trust.

In Unit 3, students read “Feathered Friend” by Arthur C. Clarke and write an argumentative essay in which they take a position on the story’s theme: it is risky for people to become dependent on technology. The teacher reminds students that “the writer of an argumentative piece takes a position, or expresses an opinion, on an issue. The writer then attempts to convince readers to agree with this position, expressed as a claim, by supporting it with reasons, evidence, and examples.” The teacher helps students decide on a stance by creating a two-column chart labeled “Yes” and “No.” Students review the story and collect evidence for or against the claims’ support. Before writing, the materials remind students to state their claim or position clearly, include evidence to support their claim, set up a logical organizational structure, show how their reasons and evidence connect to their claim, begin with an engaging introduction, and end with a memorable conclusion that restates their claim.

In Unit 4, students read “The Importance of Imagination” by Esha Chhabra. After reading, students write an explanatory essay about Esha Chhabra’s ideas in her reflective essay. Students choose to either write a comparison-and-contrast essay in which they compare their experience with imagination with that of the author or a cause-and-effect essay. They explain how the author developed her views on imagination. The teacher shares useful phrases that may help students with their writing by creating a two-column chart on the board labeled “Comparison and Contrast” and “Cause and Effect.” The materials offer the teacher suggested phrases for the two columns and include instructions on gathering text evidence, drafting their essay, editing, sharing, and revising based on feedback.

Unit 5 provides students the opportunity to write a business letter between two companies or between an organization and a customer or client. Students work with a partner to make a plan for their writing, focusing on details for authenticity. Students then write a multi-paragraph letter using the template provided. After reading “The King of Mazy May” by Jack London,

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teachers review a business letter's structure and content. Students work with a partner to write a business letter to The Department of Resources, Government of Yukon, requesting information about registering a claim or registering a complaint about the claim jumpers who have come to Mazy May. Students can write in their voice or from Walt's point of view.

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Indicator 3.B.2

Most written tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

- Materials provide opportunities for students to use evidence from texts to support their opinions and claims.
- Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

Meets 4/4

The materials require students to use clear and concise information and well-defended, text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts. The materials provide opportunities for students to use evidence from texts to support their opinions and claims and demonstrate in writing what they have learned through reading and listening to texts.

Evidence includes but is not limited to:

The materials provide consistent opportunities for students to use clear and concise information and well-defended text-supported claims as they fill out their Essential Question (EQ) Notes throughout each unit. The EQ Notes ask students to record their ideas and observations about the texts and their related theme in each unit based on their observations while reading. The materials provide a chart for their EQ notes divided into three columns: Title, My Ideas/Observations, Text Evidence. Students take notes as they read and after reading. At the end of each text, the materials remind students to complete their EQ notes and provide a question to help them focus on the text's essential theme.

In Unit 2, students read an excerpt from *My Life with Chimpanzees* by Jane Goodall. Students support their responses to questions that follow the reading with evidence from the text. For example, "What part of Goodall's work do you find most interesting? Cite a specific passage or detail that led to your response," and "What do David Greybeard's visits to Goodall's camp suggest about the chimpanzees' changing response to her presence? Cite text evidence that supports your response."

In Unit 3, after reading "The Biometric Body" by Kathiann M. Kowalski, teachers extend the learning in the "Inquiry and Research" section by reviewing each type of biometric mentioned in the article and directing students to write their questions about ideas or situations they read about in the article. After formulating research questions, students use one as the focus of brief, informal research, jotting down answers that they find. The materials provide instruction for controlling ideas, organizational patterns, and citations in an informational text to build

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students' research writing capacity. Later, students read "Biometrics Are Not Better" by Reuben Lorre and then write a comparison-and-contrast essay. They must take a position about which text, the informational article or the argument, they liked more and found more meaningful. Materials ask students to cite evidence in their analysis while explaining the similarities and differences between the texts.

In Unit 4, the students read the poems "Jabberwocky" and "The Mock Turtle's Song" by Lewis Carroll. Afterward, in the "Short Response" section, students write their answers to several questions, citing text evidence to support their thinking. One question asks students how the challenges the boy and the snail face in the two poems are similar and different. Another question asks students which of two characters from the poems they would rather have a friend. Students explain their thinking with text evidence. After reading Acts I and II of Susan Nanus's dramatic adaptation of *The Phantom Tollbooth*, students answer questions using evidence from the text to support their ideas: "What is one theme, or deeper message, you think this play conveys? Explain your thinking, citing text evidence from both acts of the play."

Additionally, students write a casting profile in which they explain why an actor of their choice should play Milo's role in a new play production. Students state their purpose and main point, focus on those main points, including facts and descriptive detail from the play, explain why the actor they are recommending is a good match, and write a memorable conclusion in which they restate their main point.

In Unit 5, students explore texts related to the Essential Question, "What drives people to explore?" After reading an excerpt from *A Long Way Home* by Saroo Brierly, students receive the prompt, "What have you learned about exploration from reading this memoir? Go to your Essential Question Notes and record your observations and thoughts about *A Long Way Home*."

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Indicator 3.B.3

Over the course of the year, composition convention skills are applied in increasingly complex contexts, with opportunities for students to publish their writing.

- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students' own writing as the year continues.

Meets 4/4

Over the year, composition convention skills are applied in increasingly complex contexts, with opportunities for students to publish their writing. The materials facilitate students' coherent use of the writing process elements to compose multiple texts and provide opportunities for practice and application of academic language conventions when speaking and writing, including punctuation and grammar, which are taught systematically, both in and out of context. The materials provide editing practice in students' own writing as the year continues.

Evidence includes but is not limited to:

In each unit, students practice the writing process in its entirety during their Whole-Group Learning Performance Task and at the end of each unit during their Performance-Based Assessment.

In Unit 1, students focus on the narrative writing mode. First, students read and analyze the nonfiction narrative text "Wagon Train at Dusk." The teacher materials facilitate analysis of the text through directives such as, "Have students note the way the author recounts the story in chronological order, describing people, places, and things, using specific and descriptive words." Throughout the unit, students continue analyzing narrative texts, including an excerpt from *Bad Boy* by Walter Dean Myers and "The Boy Nobody Knew" by Faith Ringold. Students apply their learning and compose a personal narrative in response to the prompt "When did you use your imagination to solve a problem?" The teacher materials indicate that students should plan their writing using the "writing approach they find most conducive to generating ideas: writing phrases, sentences, or even single words." Students hone their planning by choosing a focus, clarifying the situation, and planning a structure. Before students compose a draft, they reference the mentor text and note the structure and details included. Examples from the mentor text and specific instructions regarding building composition convention skills support each writing process step. For example, students revise for "clarity, development, organization, style, and tone" through questions such as, "Is the sequence of events clear?"

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Editing focuses are subject-verb agreement and commonly misspelled words. The materials offer students choices regarding how they want to publish their narrative.

In Unit 2, after students read from *My Life with the Chimpanzees* by Jane Goodall, they receive comma usage examples. Students then reread paragraph 30 of the autobiography and mark the commas in the paragraph with a written explanation of each comma's usage.

In Unit 3, students read texts aligned to the Essential Question of "Is technology helpful or harmful to society?" As their Performance Task after the Whole-Group Learning segment, students write an argumentative essay in which they take a position on whether mobile devices improve people's lives. They must support their position with evidence from the texts, their background knowledge, and observation. The materials describe the purpose, characteristics, and structure of an argumentative essay. Partners reread the Mentor Text for the unit and use it as a model of an argumentative essay. Students take a closer look into the assignment in their digital notebooks by answering questions about audience, purpose, and types of evidence. The materials provide instructions for Freewriting during the planning phase of drafting. Differentiated instruction scaffolds learning for students who may have trouble getting started. Another planning page provides a structure for students to organize their ideas under headings such as "Focus Your Position," "Write a Claim," and "Plan a Structure." Teachers confer with students while they are planning and explain the organization of an argumentative essay. After planning, students prepare to write their first draft by looking back at the Mentor Text and "reading like a writer," specifically looking at how the writer introduces a counterclaim and marking how the writer answers that counterclaim. Materials provide a space for students to draft their essay, including a counterclaim. After drafting their essays, students revise for clarity, development, organization, style, and tone. The teacher reminds students that the purpose of revising is to strengthen their essay, and the teacher discusses the Mentor Text again and specific choices that the writer made during their revisions. A revision guide helps students self-check their work. Questions such as "Are sentence types and lengths varied?" ask students to reflect on their essay. However, the revision guide also provides suggestions for fixing this problem, such as, "Break a long, confusing sentence into two shorter sentences," or "Rewrite some sentences as questions or exclamations." Students specifically focus on the grade-level editing skill of capitalizing abbreviations, initials, and acronyms during editing. The materials provide instruction and examples for spelling and using commas correctly. After editing, students publish and present their essays. Directions task students to share their essay with their class or school community in one of the following ways: 1. Post it to a class or school blog or website and invite comments. 2. Pair with a student who took a different point of view and take turns presenting. Then invite questions from listeners.

In Unit 5, students write a formal research paper for their Whole Group Learning Performance Task. During the editing process, students learn about correlative conjunctions. The editing practice relates to the Mentor Text and provides example sentences using the conjunctions

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correctly and incorrectly. Teachers read aloud the first example and ask which sentence sounds better, explaining that reading aloud can help students to correct their errors. Students practice editing two sentences, ensuring the correlative conjunctions link parallel elements in a correct sentence pattern. Teachers perform editing Quick Conferences and ask students questions including but not limited to, “What kind of errors have you corrected? Are there any sentences you can rewrite using correlative conjunctions?”

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Indicator 3.C.1

Materials support students' listening and speaking about texts.

- Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.
- Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

Meets 4/4

The materials support students' listening and speaking about texts through opportunities that focus on the text(s) being studied in class, allowing demonstration of comprehension. Most oral tasks require students to use clear and concise information and well-defended, text-supported claims to demonstrate knowledge gained through analysis and synthesis of texts.

Evidence includes but is not limited to:

In Unit 1, students watch the video "The Moth Presents: Aleeza Kazmi." Before watching the video, teachers tell students to listen actively to interpret the speaker's message and make notes to jot down key ideas while keeping their attention on the speaker. After watching, the students participate in a group discussion about the video. Students speak respectfully with one another as they consider both explicit and implicit meanings Aleeza Kazmi shared. Students choose from two topics to focus on in their discussions: "(1) How does Kazmi's story support the idea that it is important to stand up for yourself and your beliefs? (2) How does Kazmi's story support the idea that each person should be able to determine his or her identity?"

In Unit 2, after reading Jacqueline Woodson's story excerpt from *Brown Girl Dreaming*, students gather in a partner discussion. Partners discuss the following questions: "Do you think Woodson is just using her imagination? Is there a point at which the use of imagination can become a lie?" After partners talk, the students regroup with the class and share their discussion highlights. Teachers provide discussion guidelines like rereading the text and using a chart to take notes about details that relate to the questions. After reading an excerpt from *My Life With the Chimpanzees* by Jane Goodall, students participate in a class discussion to compare and contrast chimpanzees' and humans' behaviors. Students use text evidence to support their responses, listen actively, and speak respectfully during the discussion.

In Unit 4, students read two poems by Lewis Carroll, "Jabberwocky" and "The Mock Turtle's Song." Students answer the Analysis and Discussion questions and then share their responses with the group. Students note agreements and disagreements, summarize insights, and consider opinion changes, revising their original answers as necessary after sharing. In these oral discussions, students use text evidence to support their responses. As students share

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various pieces of text evidence and learning, students synthesize this information to develop their perspective further. The questions are all text-dependent, requiring a sufficient understanding of the poems. For example, “What is the relationship between the whiting and the snail in ‘The Mock Turtle’s Song’? Does the snail trust the whiting? Support your answer with text evidence.” Another analysis question asks students what phrases the poet uses to capture Jabberwocky’s fierceness and how effective these phrases help the student imagine the Jabberwock.

In Unit 5, students discuss the unit’s essential question and use evidence from different texts throughout the unit to support their claims. The question for the group is, “Would you rather explore an ancient civilization in the middle of a desert or an island in the middle of the ocean?” Students discuss and come to a consensus. The activity specifies that groups use text evidence for “comprehension, analysis, inference, interpretation, and evaluation.” The student materials provide clarification for each skill. For example, “Inference: Identify clues that hint at meaning but do not directly state it.” The teacher’s materials include reminding students when to use text evidence. For example, “to support written or spoken claims and controlling ideas.”

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Indicator 3.C.2

Materials engage students in productive teamwork and in student-led discussions, in both formal and informal settings.

- Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.
- Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.

Meets 4/4

The materials engage students in productive teamwork and student-led discussions in formal and informal settings. The materials provide guidance and practice with grade-level protocols for discussion to express their own thinking and opportunities for students to give organized presentations or performances and speak clearly and concisely using language conventions.

Evidence includes but is not limited to:

In the “Peer-Group Learning” section of every unit, students work in small groups. Before reading the texts, student groups follow a routine that includes taking a position on a thematic question, listing rules for their group, applying the rules as they discuss their ideas, naming their group, and creating a communication plan. Teachers circulate and remind students to communicate politely. Materials encourage teachers to post the “Accountable Talk” suggestions. These suggestions remind students to ask clarifying questions, explain their thinking, and build on others’ ideas. Materials provide suggested sentence stems and phrases for students to use, such as, “Can you please repeat what you said” and “I think you said.... Did I understand you correctly?”

In Unit 1, students write a short story related to the science-fiction story “The Sand Castle” by Alma Luz Villanueva. After writing, students give an oral reading of their short stories to the class. Speaking and Listening guidelines are provided for the student, including such things as, “Read with expression, allowing your voice to rise and fall in volume.” and “Look up occasionally from your text to make eye contact with your listeners. Don’t mumble. Instead, enunciate, pronouncing each word clearly, so that listeners can understand you.” After reading an excerpt from *Brown Girl Dreaming* by Jacqueline Woodson, students participate in a partner discussion. Teachers provide students with the following techniques to move the discussion along: “Ask each other for suggestions and opinions. Listen when your partner shares thoughts. Take notes on what you both agree is important enough to share with the class. Note the points on which you agree and disagree. Challenge each other to find evidence for points of disagreement.” After partners finish their discussions, they share their conclusions with the class. Teachers provide the following rules: “raise your hand to speak, listen attentively and

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take notes when other pairs speak, and wait until each pair has finished before asking questions.”

In Unit 2, after reading an excerpt from Jane Goodall’s autobiography *My Life With the Chimpanzees*, students participate in a class discussion in which they compare and contrast chimpanzees’ and humans’ behavior. Materials direct students to listen actively and speak respectfully. Materials provide examples of respectful speaking: “I want to understand your point of view better. Can you explain why you feel this way?” The teacher reviews a successful class discussion’s characteristics and gives students additional tips about taking notes, staying on topic, and sharing ideas. Students then evaluate the discussion with an evaluation guide where they rate how well students contribute ideas, actively listen, and ask clarifying questions.

In Unit 3, students read “Feathered Friend” by Arthur C. Clarke and then work with a partner to create and present a multimedia presentation in which they work together to take a stance on how high-tech and low-tech methods can combine to help people. Students have an opportunity for productive teamwork by researching, organizing, and rehearsing. Teacher materials include reminders such as “remind students to choose their media based on their audience.” After watching “The Internet of Things” by IBM Social Media, students prepare and deliver an oral report. Students retell information from the video and focus on the ideas and details they find most interesting. The teacher instructs students to prepare for their oral report by answering the following questions: “Who is delivering the video? What is the purpose of the message? Does the video present mostly facts or mostly opinions?” At the end of the unit, students conduct a debate. Student groups pair up, and each team takes a stance on whether the disadvantages of technology outweigh the benefits. The debate requires a presentation of opening arguments where each team speaks for a specific amount of time. It also requires rebuttals and closing statements. Student teams discuss the texts from the unit to give clear evidence for their reasoning. Groups rehearse their formal presentations using a debate checklist that lists Content, Debate Technique, and Presentation Technique requirements. For Presentation Technique, the checklist includes effective communication with proper language conventions, such as enunciating, making periodic eye contact, and speaking in a formal register.

In Unit 5, students read “Ada and the Thinking Machines” by Kathleen Krull and then participate in student-led teamwork. Students work with a group to deliver oral instructions about how to make a set of wings. Teams identify the steps, test their instructions to see if they work, give instructions to other classmates, take turns following instructions, and work together to make a class display showcasing the different wings created due to the oral instructions activity. Teacher materials include reminders such as, “Emphasize to students that when they deliver oral instructions, they should be specific enough that listeners can carry them out and produce the desired outcome.”

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Indicator 3.D.1

Materials engage students in both short-term and sustained recursive inquiry processes to confront and analyze various aspects of a topic using relevant sources.

- Materials support identification and summary of high-quality primary and secondary sources.
- Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.

Meets 4/4

The materials engage students in both short-term and sustained recursive inquiry processes to confront and analyze various aspects of a topic using relevant sources. The materials support the identification and summary of high-quality primary and secondary sources and student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.

Evidence includes but is not limited to:

The Digital Platform includes a folder with lessons and videos with instructions on research. Instruction ranges from “Integrating Quotations, Citations, and Visuals” to “Sources and Evidence.” The lesson on “Sources and Evidence” thoroughly defines primary and secondary sources and gives a list of examples of each type. The lesson also offers guidance on criteria for evaluating sources and offers examples of good sources and suspicious sources. Students learn how to evaluate if a source is relevant, up-to-date, qualified, and credible. The digital lessons also offer checks for student understanding.

In Unit 1, students read “The Sand Castle” by Alma Luz Villanueva, which references ozone-depleting chemicals. Students generate two questions to guide brief research about chemicals that affect Earth’s ozone layer. Students conduct informal research to better understand the circumstances of the characters in the story.

In Unit 2, after reading the myth “The Tale of the Hummingbird” by Pura Belpre, students research hummingbirds or Puerto Rican Cultural Sites. Students work with a partner to generate questions, conduct formal research, and prepare a report. The materials guide students on how to begin generating questions. Then, students identify sources they use to learn about the topic they choose. After gathering all the information, students choose how to deliver: written text, oral report, and multimodal text (oral or digital).

In Unit 4, student groups read *from The Misadventures of Don Quixote* by Miguel de Cervantes, retold by Tom Lathrop. Groups work together to develop and write a research report about Don

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Quixote’s portrayals, such as visual art or dramatic performances. Students generate and refine research questions, gather and synthesize information, and deliver a presentation in their chosen delivery mode. Students make a list of primary and secondary sources they consult before beginning their research. Because the research is art-related, the materials provide the tip that “when researching art, the works themselves are primary sources. Secondary sources are texts about the artists or the artworks.”

In Unit 5, the materials contain research instruction but with more academic rigor and increased opportunity for student independence. In this unit, students read texts related to exploration. The Performance Task at the end of Whole Group Learning requires individual students to write a formal research paper. They answer a focused research question about one of the following broad topics: an explorer from history or someone who is exploring new frontiers today. The materials provide videos and resources to help students understand how to conduct formal research, evaluate sources for credibility, use source materials ethically, add details from research, and create a Works Cited. The materials provide the following supports: a mentor text; a questionnaire about the audience, purpose, and sources; a prewriting plan with sample research questions and instructions for refining their chosen question; a graphic organizer for gathering primary and secondary sources; a guide for evaluating sources; instructions for writing a thesis and making an outline; revising and editing instruction; rules for proper citation; and tips for sharing research with a broader audience, such as publishing to a school website.

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Indicator 3.E.1

Materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence.

- Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.

Meets 4/4

The materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. Materials include questions and tasks designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts. The tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.

Evidence includes but is not limited to:

In the Independent Learning section of all units, students practice using increased independence by reading a self-selected text that they analyze and annotate. They use writing skills to fill out a “Close-Read Guide” containing questions requiring them to draw conclusions, analyze the text, and analyze the author’s syntax and stylistic choices. This activity integrates text-dependent writing with the following prompt: “Choose a paragraph from the text that grabbed your interest. Explain the power of this passage.” Additionally, students verbally share their independent learning with classmates after reading. Their digital notebook provides three sections for them to record notes in as they listen to others share from their independent learning. The last task is a reflection in which students review all of their notes, mark the most important insight they have gained, and then write about how that insight adds to their understanding of the unit’s theme.

In Unit 1, the Performance Task requires students to work in groups and present a narrative retelling of one of the selections read during the Peer Group Learning section. The students begin by analyzing the texts they read and consider the elements they might want to keep and the elements they might want to change. Next, the group selects one text as the focus for the

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retelling and decides on the interpretation, position, or stance they will take as they plan the retelling. Then, the students write a draft of the group's retelling. The materials suggest forms the retelling might take, such as a script with a part for each group member or choral reading. Once the draft is complete, the students practice together as a group. The materials provide guidelines for this rehearsal, such as, "As you speak, don't look down at your feet or away from the audience." The materials also provide a checklist for the students to evaluate their group's rehearsal (i.e., Content: The retelling presents characters and events vividly and clearly; Presentation Techniques: Each speaker enunciates clearly and uses an appropriate volume and rate) so they can revise their approach, if needed, and fix the delivery to strengthen any elements that need improvement. The groups take turns presenting for the class.

In Unit 2, after learning about Author's Purpose and Message in autobiographies, students study concept vocabulary related to the excerpt they read from Jane Goodall's autobiography *My Life With the Chimpanzees*. The material presents six vocabulary words that describe different aspects of the chimpanzee's behavior or emotions: *vanished*, *irritable*, *impetuous*, *miserable*, *threateningly*, and *dominate*. Students discuss how the vocabulary words sharpen the reader's understanding of the chimpanzee's behavior and find other words from the selection that connect to the concept. Next, students use a dictionary or thesaurus to find at least one synonym and one antonym for each vocabulary word.

In Unit 3, students read the argumentative mentor text "That's Not Progress!" Before reading the passage, teachers introduce "Academic Vocabulary" to help them understand argumentative texts. The focus words are: *convince*, *certain*, *sufficient*, *declare*, and *justify*. Students complete the text, work on their vocabulary word network, and add words related to technology's impact. Students write a summary of the mentor text, and teachers provide them tips on how to do so, such as: "write in the present tense, include the title of the work, be concise, put words of the author, and don't put your own opinions, ideas, or interpretations into the summary." Lastly, in the "Launch Activity," students conduct a walk-around debate. Students consider the following statement: "Technology improves our lives by providing us with access to large amounts of information quickly." Students then decide whether they strongly agree, agree, disagree, or strongly disagree. Students write down their ideas about the topic. After a walk around the room, they discuss their ideas with at least two people who do not share their opinion.

In Unit 5, students read an excerpt from *A Long Way Home* by Saroo Brierley. The questions begin with personal connections such as, "If you didn't know your address or even the state or town you came from, what landmarks might you use to find your home on Google Earth?" They move into text-dependent comprehension questions such as, "How did you use text features of the memoir to make predictions about the content?" The questions continue to build in complexity with a series of questions requiring analysis, such as, "In paragraph 10, what insight does Brierley have? Explain how this insight affects Brierley's character and ultimately changes

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his life.” Students also read the passage from *Sacajawea* by Joseph Bruchac. The lessons embedded in this text focus on vocabulary development using activities focusing on content vocabulary, concept vocabulary, and synonyms and nuances. In the “Language Study” section, students work in groups to discuss what the words have in common and write their ideas down. Students think about other words that fit the category and write them in. Finally, students think of a place they would like to explore while using the vocabulary words in a paragraph that describe the trip they would take.

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Indicator 3.E.2

Materials provide spiraling and scaffolded practice.

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

The materials provide spiraling and scaffolded practice, including distributed practice over the year. The design includes scaffolds for students to demonstrate the integration of literacy skills that spiral over the school year.

Evidence includes but is not limited to:

The materials support distributed practice that builds in academic rigor throughout the year in various skills. For example, in Units 2, 3, 4, and 5, materials continuously spiral back to provide students with the opportunity to research and inquire. In Unit 2, student groups read folk literature, “Black Cowboy, Wild Horses” by Julius Lester, and write an informative report on Bob Lemmons’s life or the life of another cowboy or cowgirl. Groups assign each member to specific research tasks, develop a plan, and decide on a presentation method—as a written text, an oral report, or a multimodal presentation. Teachers guide students through the research process and provide a brief lesson on MLA citation or another preferred citation style. In Unit 3, students study the photo essay “Mexico’s Abandoned Railways and the SEFT-1” by Ivan Puig Domene and Andrés Padilla Domene. With a partner, students prepare a research report about the SEFT-1. Partners gather information and then decide on a presentation style—written report, oral report, or multimodal presentation. Teachers review preferred citation style and print model examples to share with the class. The materials provide instruction regarding how to paraphrase and not plagiarize. In Unit 4, student groups read *from The Misadventures of Don Quixote* by Miguel de Cervantes, retold by Tom Lathrop. Groups work together to develop and write a research report about portrayals of Don Quixote, such as how the character is portrayed in visual art or dramatic performances. Students generate and refine research questions, gather and synthesize information, and deliver a presentation in their chosen delivery mode. Students make a list of primary and secondary sources they will consult before beginning their research. The materials provide teachers with directions for scaffolded instruction to help students correctly cite sources and suggest using websites like the Purdue OWL or MLA websites, providing examples of research reports that cite sources, and helping students produce a list of Works Cited. In Unit 5, the materials continue to address research instruction repeatedly but with more sophistication and academic rigor and increased student independence opportunities. In this unit, students read texts related to exploration. The Performance Task at the end of Whole Group Learning requires individual students to write a formal research paper. They answer a focused research question about one of the following broad topics: an explorer

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from history or someone who is exploring new frontiers today. The materials provide videos and resources to help students understand how to conduct formal research, how to evaluate sources for credibility, how to use source materials ethically, how to add details from research, and how to create a Works Cited and provide the following supports: a mentor text; a questionnaire about the audience, purpose, and sources; a prewriting plan with sample research questions and instructions for refining their chosen question; a graphic organizer for gathering primary and secondary sources; a guide for evaluating sources; instructions for writing a thesis and making an outline; revising and editing instruction; rules for proper citation; and tips for sharing research with a broader audience, such as publishing to a school website. The materials provide research opportunities across multiple units. However, smaller tasks after individual text selections also offer teachers opportunities to extend the learning with smaller research and inquiry activities.

In addition to distributed practice and spiraling practice throughout the year, the materials provide scaffolding. For example, in Unit 1, the materials provide scaffolds when practicing inference. Students read the passage “Prince Francis” by Roddy Doyle, focusing on inferring as a literacy skill and comprehension strategy. The teacher explains to students how the information in a passage helps lead to an inference when combined with their current knowledge. The students begin by practicing the skill to make them better readers. Students write their inferences next to the text, marking evidence that supports each one. Later, students infer why Francis moved to Ireland. The teacher reminds students to provide text evidence for their inferencing. The teacher can differentiate instruction for below-level students by drawing the student’s attention to paragraph 90, where Francis describes his move to Ireland. Students rewrite the events that he describes using sequence words such as first, next, then, and finally. On-level students are asked how Francis’s trip differs from Kevin's. Students mark words that were important clues in their inferencing, such as frightened, gunshots, running, and hiding. Finally, above-level students are challenged to make inferences about what was happening in the country from which Francis moved. Once more, a teacher asks students to make inferences about how Francis feels about his father, using details in paragraphs 165 to 196. Below-level students create a word web with Francis's father in the center oval, and in the outer ovals, students list the details Francis provides about his father.

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Indicator 5.1

Materials include supports for students who demonstrate proficiency above grade-level.

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills above that expected at the grade level.

Meets 2/2

The materials include supports for students who demonstrate proficiency in literacy skills above that expected at the grade level through planning and learning opportunities for students.

Evidence includes but is not limited to:

The materials clearly label the above-grade-level supports and differentiated activities as “Above Level” and color-code them with dark purple, making them easy to spot for teachers when planning and differentiating for students who demonstrate literacy skills above that expected at grade level. The activities labeled Above Level include variety and are not merely extra assignments but instead opportunities for students to delve more deeply into the lesson’s concepts.

In Unit 1, students read Walter Dean Myers’s memoir *Bad Boy* and focus on understanding the selection’s meaning. The Above-Level Ideas and Meaning differentiation goes beyond comprehension and focuses on making inferences. Students infer the boy’s feelings at different points in the story, such as hiding his books in paper bags or watching the girls dance. The teacher asks volunteers to talk about times when their behaviors, or someone else’s behaviors, did not fit into expected gender roles. When students learn about the nonfiction genre of memoirs, the teacher challenges above-level students to extend their learning by adding another paragraph to one of the practice passages they are reading. The materials also include differentiated instruction on Context Clues. The teacher asks above-level students, “What creates the ‘spaces’ in Myer’s life?” (*being excluded, not connecting with people, being away from something that gives him comfort*) and “How do these empty spaces probably make Meyers feel?” (*lonely*). Then the teacher guides students to use this information to infer the meaning of the word *desperate*.

In Unit 2, before reading the science text “So What Is a Primate?” by Faith Hickman Brynie, students preview the text, read the first paragraph, and formulate a question they have before reading the rest of the text. Students performing above grade level later return to their question and answer it. If the answer does not exist in the text, students research the answer independently. Additionally, above-grade-level students study to understand how the language in “So What Is a Primate?” connects to the classifications by reviewing the text and marking as

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many words and phrases as possible to relate to similarities and differences between the groups of primates.

In Unit 4, when reading the drama *The Phantom Tollbooth*, Act 1 by Susan Nanus, above-grade-level students create a brief dialogue exchange between two characters. Students discuss how the dialogue and stage directions they created help develop the characters and perform their scene for the class to observe. Additionally, after students complete a Freewrite about a character from the play, the teacher challenges above-grade-level students to select one idea and expand it, focusing on word choice and vivid details. The students may choose to write about anything and come up with similes to describe the character.

In Unit 5, before reading “Ada and the Thinking Machines” by Kathleen Krull, the students preview paragraph 1 and make predictions about motivations for a character’s behavior. The Above-Level support asks students to make a second prediction about the background and qualities of that character with the instructions to “look for sentences that confirm or lead them to change their predictions as they read on.” While reading the text, those students performing above grade level list three facts they learned from one of the text’s graphic features. Additional Above-Level differentiation support provides students an opportunity to learn more about Ada’s life by choosing one of the activities: read and analyze the poem “A Friendly Welcome” by Lord Byron or create a graphic organizer that explains the titles of the British nobility.

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Indicator 5.2

Materials include supports for students who perform below grade level to ensure they are meeting the grade-level literacy standards.

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills below that expected at the grade level.

Meets 2/2

The materials include supports for students who demonstrate proficiency in literacy skills below that expected at the grade level through planning and learning opportunities for students.

Evidence includes but is not limited to:

The materials clearly label the below grade-level supports and differentiated activities as “Below Level” and color-code them with lime green, making them easy to spot for teachers when planning and differentiating for students who demonstrate literacy skills below that expected at the grade level. The activities offer below-level differentiations before, during, and after reading, in addition to scaffolds for writing activities.

In Unit 1, in the independent learning section, students read “Oranges” by Gary Soto and “I Was a Skinny Tomboy Kid” by Alma Luz Villanueva. The teacher provides the students with a close reading guide. Students who perform below grade level read the poems aloud with a partner sectioned off at the teacher’s discretion, listen and write predictions about the text, and discuss, compare, and confirm the predictions they made while reading.

In Unit 2, before reading an excerpt from *My Life with the Chimpanzees* by Jane Goodall, the Below-Level differentiation for students directs the teacher to display a world map and identify Africa and Tanzania. The teacher explains that Jane Goodall was from England, illustrating Tanzania’s distance by pointing to the map’s two locations. The teacher then asks students to discuss how it might feel about traveling to another country far from home and consider what this might tell them about the author.

In Unit 3, students learn about Author’s Purpose and Message in a reflective essay in the peer-group learning segment. The teacher walks students through the instructions on the student page, and the students complete the practice activity. In the Below-Level differentiation, the teacher emphasizes that, in a reflective essay, an author often states his or her message directly. The teacher reminds students to look for direct statements at the beginning and end of the Practice passage. The teacher points out the statements “But it’s not true for me” and “Now...I like it here very much.” The teacher asks, “What is the author’s message?” Students respond with something like, “The author feels better off without a phone.”

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In Unit 4, while reading *The Phantom Tollbooth* by Susan Nanus, students write a dialogue exchange between two characters. In the below-level differentiation strategy for this activity, the teacher provides students with the stage directions and opening line of dialogue. Later in the lesson, the students read a paragraph and explain how the Clock's monologue and the stage directions work together to illustrate Milo's character. In the below-level differentiation strategy for this activity, the teacher reads the Clock's words and the stage directions to the students, defining some of the difficult words for students and then reiterating the question in a simplified manner.

In the Unit 5 Peer-Group Learning Segment, students compare fiction and nonfiction by reading an excerpt from the historical fiction novel *Sacajawea* by Joseph Bruchac with an excerpt from the nonfiction graphic novel *Lewis & Clark* by Nick Bertozzi. As students read *Sacajawea*, the teacher supports students who demonstrate literacy skills below that expected at the grade level in understanding the historical and cultural setting of the text. The students create a two-column chart. In the left column, students list reasons Sacajawea is afraid; in the right column, students list reasons that Sacajawea is happy. When they have finished, the teacher points out that historical events influence these reasons, i.e., her people being attacked and Lewis and Clark being happy with her help. Additionally, when reading the biography "Ada and the Thinking Machines" by Ada Lovelace, teachers pre-teach the vocabulary words *parallelogram*, *investigator*, *dismay*, *quagmire*, and *botheration* for students who demonstrate literacy skills below that expected at the grade level, and they create a bank of definitions to rely on as they read the selection.

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Indicator 5.3

Materials include supports for English Learners (EL) to meet grade-level learning expectations.

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs.
- Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input.
- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development).
- Vocabulary is developed in the context of connected discourse.

Meets 2/2

The materials include supports for English Learners (ELs) to meet grade-level learning expectations. The materials include accommodations for linguistics commensurate with various English language proficiency levels as defined by the ELPs and provide scaffolds. The materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English and develop vocabulary in the context of connected discourse.

Evidence includes but is not limited to:

The materials communicate, sequence, and scaffold accommodations clearly for ELs at the various levels (Beginning, Intermediate, Advanced, and Advanced High) as defined by the ELPs. Accommodations and scaffolds are included in the Teacher Edition before, during, and after each text selection. The materials provide various scaffolds, such as Spanish translations and summaries, pictures, and other language supports. The mentor text and some unit texts have a selection summary available in Spanish audio. Students listen to the Spanish summary before reading to help them build background knowledge and set a context for their learning. Some full-text selections are available in Spanish in downloadable and printable PDFs. The "Texas ELPS Toolkit" provides additional assistance to help teachers scaffold instruction and support EL students. The toolkit features 45 lessons that correspond with each of the 45 English Language Proficiency Standards. These lessons occur across five domains: Learning Strategies, Listening, Speaking, Reading, and Writing. Each lesson includes four to five subsections or mini-lessons. The toolkit guides teachers in choosing which mini-lessons students need. The materials provide additional practice at the end of mini-lessons, with Blackline Masters with activities differentiated for EL students' varying proficiency levels, corresponding to the skills taught. The electronic platform for the materials contains English and Spanish versions of the video selections and Spanish translations of many text selections. Additionally, an electronic glossary

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is available within the electronic student edition to assist students with unfamiliar vocabulary.

In Unit 1, students develop vocabulary in the context of connected discourse by exploring the meanings of the phrases *slip and slide through grass* and *imagine presents surrounding her* from the text selection. Students connect the phrases to their own experiences. The teacher scaffolds support for the varying levels of English proficiency. For Beginning students, the teacher displays the phrases, defines the words, and discusses their meanings. The teacher or students act out the phrases, and then the teacher asks students specific questions to help them make connections (e.g., Have you ever slipped or slid on a surface? How did it make you feel?), writes the student responses, and then reads them aloud. For Intermediate students, the teacher writes the phrases on the board, students answer questions to make connections, and then discuss the questions in small groups. The Advanced and Advanced High students work in pairs to discuss how the two phrases relate to their prior experiences. For example, the teacher might ask, “What in your prior experience helps you understand the phrase ‘slip and slide through the grass’?” Next, students identify other phrases and discuss how they relate to their prior experiences. Students write a brief explanation of how one phrase relates to their prior experiences.

In Unit 2, before reading the science article “So What Is a Primate?” by Faith Hickman Brynie, the Vocabulary section guides the teacher to help EL students learn unfamiliar words using visual and contextual support. Students use a three-column chart labeled “Word,” “Visual Support,” and “Context.” For Beginning ELs, the teacher displays the words *fangernails* and *grasping* from paragraph 6. The teacher models using context clues to understand the words. The students then use the visual support in the first and last photographs to confirm their understanding. The Intermediate ELs work in small groups to identify context clues in paragraph 6 and the text’s photos to understand the words’ *fangernails* and *grasping meanings*. Students record the information in their three-column chart. For Advanced ELs, the teacher displays the words *prosimians* and *anthropoids* from paragraphs 9–10. Small groups use context clues to describe the groups of primates in detail and decide which photos from the text show each primate type. Students record the information in their three-column chart. For Advanced High ELs, the teacher displays the words *prosimians* and *anthropoids* from paragraphs 9–10. Individuals use context clues to describe the groups of primates in detail and decide which photos from the text show each primate type. Students record the information in their three-column chart.

In Unit 4, the materials provide Spanish audio of the drama “The Phantom Tollbooth” by Susan Nanus. For Beginning ELs, the teacher reads paragraph 3 aloud, models identifying language structure, and encourages volunteers to point out examples of these language structures. For Intermediate EL students, teachers read paragraph 3 to students; students raise their hands to identify exclamatory, interrogative, and imperative sentences. Advanced ELs read the text with a partner and find examples of language structures. Pairs share their findings. Advanced High EL

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students independently find language structure examples and read aloud with expression. Additionally, the students write a short story as one of their performance tasks.

In Unit 5, students learn about reading memoirs. The text states, “A **memoir** is a type of autobiography.” Clicking on the word *memoir* opens a box that displays the glossary definition. Students read the English definition, as provided, or use the drop-down menu to select Spanish as the language, and the Spanish definition appears. Additionally, there is a play icon to the left of the word in this box, which provides an oral reading of the definition in whichever language the student selects.

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Indicator 6.1

Materials include assessment and guidance for teachers and administrators to monitor progress, including how to interpret and act on data yielded.

- Formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis.
- Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.
- Assessments are connected to the regular content to support student learning.

Meets 2/2

The materials include assessment and guidance for teachers and administrators to monitor progress, including interpreting and acting on data yielded. The formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis. The assessments and scoring information provide sufficient guidance for interpreting and responding to student performance, and assessments are connected to the regular content to support student learning.

Evidence includes but is not limited to:

According to the document *TEKS Alignment: Read Me First*, “All digital resources in Realize, including assessments, are aligned to the Breakout level of each of the TEKS.” When students take assessments online, the “Question Analysis” allows teachers to drill down to each question and provides aligned resources for extra practice when the teacher clicks on each TEKS. Additionally, the “Class Mastery by Standard” report shows student mastery of each TEKS, the breakout level, and aligned resources for practice. The materials also provide teachers with “ExamView Assessment” software to create custom tests. Teachers can create formative or summative assessments that align to content and offer multiple question-selection models, including the ability to select questions according to standard so that teachers can determine which objectives have been met and which objectives need more practice. Additionally, materials include “TEKS Customizable Test Banks” for reading, comparing texts, revising and editing, and writing prompts. Teachers can select questions based on TEKS and genre. Student test result data gives detailed information regarding breakout TEKS and guidance for responding to student performance.

Formative assessments, including “Exit Tickets,” “Text Selection Tests,” and “Performance Tasks,” help teachers monitor student understanding and make informative instruction decisions. Teachers gather comprehensive data on student learning with these embedded routines and assessments and use that data to monitor and adjust instruction or use the “Reteach and Practice” activities. For example, in Unit 2, after reading “How Smart Are Animals?” by Dorothy Hinshaw Patent, students study organizational patterns and answer text

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structure questions. To assess students' progress, the teacher administers an Exit Ticket on Organizational Patterns. The materials state that if students need additional practice, see Organizational Patterns in the Reteach and Practice ancillary materials. The materials also state in the "Monitor and Adjust" section of the sidebar that if students struggle with answering item 4(b) about the author's use of text structure, then teachers can ask, "If people and animals could suddenly talk to each other, what do you think animals might tell us? Why could this be valuable for humans?"

The materials also provide information on how teachers should respond when students do not meet grade-level expectations. The "Unit Test Answer Key" and "Unit Test Answer Key and Interpretation Guide" provide teachers with TEKS assessed, domains of knowledge, and which remediation pages to use if students were not successful. The materials provide remediation pages aligned to the assessed TEKS. For example, if a student was unsuccessful with test questions about the genre element of plot and flashback, the teacher provides remediation from the "Plot and Flashback Remediation" pages. This section provides a short reteach of plot element definitions and then gives the student practice examples from the plot. Administrators can also utilize additional reports and district-level data provided on the platform.

The materials provide a "Selection Test" for most of the printed texts in each Unit. For example, in Unit 2, a selection test exists for every selection except the mentor text used in the unit's Introduction and the Independent Learning segment's video selection. A ten-question Selection Test accompanies the excerpt from Jane Goodall's autobiography *My Life With the Chimpanzees* at the end of this text study. It assesses students' comprehension of the selection and acquisition of concept vocabulary. Examples of questions on this selection text are "Which of the following animals does Goodall encounter in the excerpt from *My Life With the Chimpanzees*? Choose three options." and "According to the excerpt from *My Life With the Chimpanzees*, which word best describes the young Jane Goodall?"

The materials include a two-part Unit Test for each of the six units. The electronic platform provides "Teacher Resources" with both parts of the Unit assessments, including an electronic version that the teachers can assign and a printable PDF version. The Unit Test is usually administered during the "End of Unit Segment," after the "Performance-Based Assessment" and the "Unit Reflection." The Teacher Resources include an Answer Key and Interpretation document and a Remediation Activities Answer Key for the Unit. The Answer Key and Interpretation Guides for Part 1 and Part 2 of the Unit Tests begin with a note that the teacher may wish to assign the remediation resources indicated on the chart provided and provide navigation directions for finding the resources on the Realize electronic platform.

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Indicator 6.2

Materials include year-long plans and supports for teachers to identify needs of students and provide differentiated instruction to meet the needs of a range of learners to ensure grade-level success.

- Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are comprehensive and attend to differentiation to support students via many learning opportunities.
- Teacher edition materials include annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.
- Annotations and ancillary materials provide support for student learning and assistance for teachers.

Meets 2/2

The materials include year-long plans and supports for teachers to identify students' needs and provide differentiated instruction to meet the needs of a range of learners to ensure grade-level success. The materials provide an overarching year-long comprehensive plan for teachers to engage students in multiple grouping structures that differentiate students using many learning opportunities. The Teacher edition, annotations, and ancillary materials support teachers in implementing the materials to engage student learning and monitor student progress.

Evidence includes but is not limited to:

Within each unit, materials provide for the gradual release of responsibility by moving from whole group learning to peer group learning and finally to independent learning. During the "Independent Learning" section of materials, teachers differentiate for multiple types of learners by advising students on text selections based on student interest and the texts' quantitative and qualitative complexity measures.

Teacher edition materials include annotations such as explanations, learning objectives, scripted questions, differentiation directions, summaries, overviews, insights, teacher tips, expert opinions, pacing suggestions, and directions on how and when to implement any ancillary resources. For example, in Unit 5, before reading an excerpt from *A Long Way Home* by Saroo Brierly, the materials provide instruction for teaching controlling ideas and text evidence. The "Teacher Edition" sidebar defines controlling evidence and provides a task for teachers to give students to check for their understanding. The task is differentiated into three levels—Below-Level, On Level, Above Level. Throughout the text, each time the teacher reinforces a comprehension strategy by asking students to answer a question, the materials continue to provide differentiated instruction for multiple levels of learners. Annotations also

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tell the teacher when to Monitor and Adjust or Reteach and Practice. If students are struggling, the teacher can assess their understanding and know which resources to use to support student learning. Each selection also provides differentiation for English Language Learners before reading, during reading, and after reading.

Ancillary materials include Digital Lessons and Skills Videos that support student learning as well as “provide interactive feedback to help students master critical literacy skills.” These Digital Lessons Videos include lessons and practice with vocabulary, research, writing, grammar, and sentence combining. The Reading and Writing Skills Videos include collections of videos and tutorials classified under the following genres: Argument, Informational, Personal Narrative, Research Paper, and Short Story. The Teacher Edition annotations suggest when to assign these videos to students. Besides interactive videos, the materials include over 140 digital novels with correlating lesson plans and tests. Additionally, materials provide various generic graphic organizers to maximize student learning: K-W-L charts, cluster diagrams, 5 W’s charts, cause and effect maps, etc. Reading Skills and Literary Analysis worksheets are organized in alphabetical order so that teachers can easily find skills practice for student learning reinforcement.

Teacher materials describe differentiated instruction tools as “planning resources, talking points, and instructional strategies [that] provide teachers with scaffolding suggestions to help meet the needs of all learners.” The materials provide an overarching year-long plan for teachers to support students through differentiation, including strategic grouping, reteaching, and individualized practice opportunities. Each selection includes a Differentiate for Text Complexity section, which includes a Text Complexity Rubric.

Each unit contains a segment called “Book Club” that focuses on integrating novels into the unit study. For example, in Unit 1, the materials describe two novels, a classic named *Bud, Not Buddy* by Christopher Paul Curtis and a contemporary selection *Raymie Nightingale* by Kate DiCamillo. Each book has a page that provides the genre and Lexile level for the text and a summary, connection to the unit’s essential question, and a section called “Compare Across Texts” that links each novel to selections taught in the unit. The materials provide flexible pacing and implementation guidelines that explain how to use and pace the book club to supplement the unit, substitute for unit selections, or extend independent learning. Additionally, the teacher guide references downloadable Book Club Guidelines from the digital platform, including “Launching the Book Club,” “Author and Background Information,” “Reading Comprehension Strategies,” TEKS-aligned questions and projects, as well as a list of three optional novels that relate to the unit’s theme that teachers might teach.

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Indicator 6.3

Materials include implementation support for teachers and administrators.

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include additional supports to help teachers implement the materials as intended.
- Materials include additional supports to help administrators support teachers in implementing the materials as intended.
- Materials include a school years' worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220- day schedules.

Meets 2/2

The materials include implementation support for teachers and administrators. The materials include a TEKS-aligned scope and sequence, including a school years' worth of literacy instruction in the order of presentation and how they connect across grade levels. The materials include additional supports to help administrators support teachers in implementing the materials as intended.

Evidence includes but is not limited to:

Each unit's beginning contains a TEKS-aligned scope and sequence document entitled "Unit at a Glance." This scope and sequence outlines the unit's contents, the suggested pacing, the texts' Lexile levels, and the TEKS that correlate with each unit component's instruction, making it a reference for lesson planning. The scope and sequence have five categories: introduction, whole-class learning, peer group learning, independent learning, and end of the unit, including assessments or research. The unit's TEKS fall into categories: comprehension strategies, vocabulary, literary/text elements, author's craft/conventions, and composition/research/speaking and listening. The materials also contain a "TEKS Correlation Guide" that lists all of the TEKS and "shows points at which focused standards instruction is provided in the Student Edition." The "Teacher Edition" includes a sixth-grade English TEKS list that connects the TEKS with the tasks and activities that cover those objectives. The materials also provide a document called the TEKS correlation that gives teachers a breakdown of the objectives and provides page numbers with activities covering those specific objectives. Teachers have access to day-by-day pacing guides, assessments, page numbers, and resources in the same location. Additionally, the "K-8 Vertical Alignment" document shows how knowledge and skills build and connect across grade levels by coding each TEKS, with I for Introduced, ● for Continued, M for Mastery, and □ for Maintained.

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The digital platform includes professional development tutorials and platform training tutorials to support teachers in implementing the materials. It also includes a “Realize Digital Walkthrough” to aid teachers in using the online edition and the program’s online components. Additional supports include customizable lesson plans and rubrics, Live Chat options to speak online with a training specialist, webinars, a Getting Started component that offers overviews of the program and its contents, and a Help tool that allows teachers to search for topics. The Teacher Edition provides scripted questions, sidebar instructions, and expert opinions and suggestions.

The materials provide an easy-to-follow pacing guide that includes suggested timelines for teaching the unit as a whole, as well as more specific timelines for teaching within each segment of the unit. For example, in Unit 3, the materials indicate that teaching the Whole-Class Learning segment takes approximately 16 days. Four days are devoted to the Whole-Class Learning Introduction and the first text selection, “Feathered Friend” by Arthur C. Clark. Six days are allotted for comparing across genres while reading an informational article and an argument, then two days for work with a video selection. Finally, four days are for working on the writing performance task. At the bottom of the pages that start each segment of the lesson, a Pacing Plan displays this information again. The provided pacing guides in each unit vary from 33 to 38 days, depending on the unit, and the primary instructional plan is designed for a 180-day schedule. For example, in Unit 1, the materials suggest two days for the Introduction, 16 days for the Whole-Class Learning segment, 15 days for the Peer-Group Learning segment, two days for the Independent Learning Segment, and three days for the End-of-Unit activities, for a total of 38 days spent in Unit 1. Teachers are, however, encouraged to use their judgment as they plan lessons according to their individual classroom needs. The materials are customizable to meet district or classroom needs. With flexible pacing and implementation suggestions, Optional Book Club guidelines are provided in each unit and could be used to expand instruction for a 220-day schedule. For example, Unit 1 describes two specific novels connected to the Unit’s Essential Question. Information about comparing the book club selection with texts in the regular unit instruction is provided. Additionally, the materials list three other novels aligned to the unit theme that the teacher might choose to teach. Additionally, the materials provide “Book Club Guides” that offer “Launching the Book Club,” “Author and Background Information,” “Reading Comprehension Strategies,” and TEKS-aligned questions and projects for the two recommended novels.

Administrators have access to the “Professional Development Center.” Administrators also have access to administrator-level district data and reports to stay informed on the classroom, campus, and district progress.

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Indicator 6.4

The visual design of the student edition (whether in print or digital) is neither distracting nor chaotic.

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The visual design of the student edition is neither distracting nor chaotic. The materials include appropriate use of white space, design, pictures, and graphics that support student learning and engagement without being visually distracting.

Evidence includes but is not limited to:

The materials provide ample white space to minimize distractions with appropriate font style size. The overall structure of the materials is consistent from unit to unit and grade level to grade level. For example, there is a selection overview for each text or video resource in the materials at the point of use. This selection overview is printed on a background that looks like a piece of notebook paper, with headings that are consistent throughout the materials. Sections and selections within the unit are color-coded, making it easy to navigate through the materials. For instance, titles associated with the “Whole-Class Learning” section are in green; titles related to “Peer-Group Learning” are in teal, and titles related to “Independent Learning” are in purple. “Performance Tasks” and “Performance-Based Assessments” are color-coded in orange. Throughout text selections, vocabulary words are bolded and blue so that they can be easily distinguished. The student edition has margin notes that enhance student learning.

The visual design is appealing and engaging. Pictures and graphics accompany each text selection, are easily identifiable by students, and correlate with the text to optimize student understanding. Pictures, graphics, and videos all support students’ comprehension of the texts and concepts by providing visual support. Photos of the authors precede texts, and the title page of the selection includes a corresponding image. For example, in Unit 2, students read an excerpt from Jane Goodall’s autobiography *My Life With the Chimpanzees*. A picture of Jane Goodall with one of the chimpanzees is on the selection overview and at the top of the page where students learn about reading autobiographies. A picture of Jane Goodall is provided in the About the Author section that precedes reading the text, and a picture of a chimpanzee sitting on a rock holding a stick in its mouth is provided within the text selection. It includes the caption, “Dr. Goodall was the first person to observe chimps like this one using grass and sticks to ‘fish’ for termites.” One additional picture is included toward the end of the selection that shows Dr. Goodall and a chimpanzee sitting on the ground near an open luggage case with the

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caption, “This photo from 1965 shows Dr. Goodall in her Gombe Stream camp with the chimp she named David Greybeard.”

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Indicator 6.5

If present, technology components included are appropriate for grade-level students and provide support for learning.

- Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Not Scored

The materials include grade-level appropriate technology components that provide support for learning as opposed to distracting from it, as well as appropriate teacher guidance.

Evidence includes but is not limited to:

All student and teacher editions exist in both digital format and print format. The technology components exist on the digital platform entitled “Realize.” Materials are appropriate for the grade level and engage students with correlating videos, pictures, and graphics. Materials give teachers appropriate and sufficient guidance on using technology with students through a “Help for this page” icon, program training, technical support, and optional chat sessions with a training specialist if needed. There are also on-demand “Virtual Workshops” that allow teachers to watch videos to help them navigate the online system. The downloadable unit modules and lessons follow a logical progression for ease of use. Students can annotate text selections, as well as take notes and highlight text while reading. Students may convert the digital platform to plain text, and materials can be zoomed in and out with a double click. Glossary terms are defined using audio in both English and Spanish. All units can be provided as downloadable content for offline users.

The materials provide teacher guidance and appropriate components to support distance learning. The “Overview of Distance Learning Support” introduces teachers to the features available on the digital platform and guides how to start the school year in a distance learning format, including directions for accessing course readiness assessments, analyzing the beginning-of-the-year test results, and resources for Distance Learning Support, including distance learning videos and “myPerspectives Distance Learning Guide.” This document also explains that teachers can access the Distance Learning feature with a literal flick of a switch (an on/off toggle button) on the digital platform. The Distance Learning Guide provides all of the necessary information for teachers to use the digital resources with students. Items covered in this guide include an overview of the Digital Resources, Lesson Planning Resources, Using the Discussion Board, Google Classroom, Interactive Student Edition, Suggested Pacing, and much more.