

December 2019

Strong Mind Texas English Language Arts English I and II Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
English I	100.00%	100.00%	100.00%	100.00%
English II	100.00%	100.00%	100.00%	100.00%

Section 2. Texts (what students read, see, and hear)

- The materials include high-quality texts across a variety of text types and genres.
- The materials do not include quantitative and qualitative analyses resulting in a grade-band categorization of texts, and they do not provide information about the Lexile level and text structure, language features, meaning, and knowledge demands regarding the texts found in the program. The materials include texts that are appropriately complex for the grade levels.

Section 3. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, Thinking, Inquiry, and Research

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials consistently provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials do not include a cohesive year-long plan for building academic vocabulary but do include scaffolds and supports for teachers to differentiate vocabulary development for all learners.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences.
- The materials provide students some opportunities to listen to and speak about texts.
- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year and provide support to identify and summarize high-quality primary and secondary sources.

Section 4. Developing and Sustaining Foundational Literacy Skills (Grades K-5 only)

Section 5. Supports for Diverse Learners

- The materials do not include supports for students who perform below grade level or for students who perform above grade level.
- The materials provide limited support and scaffolding strategies for English Learners (ELs).

Section 6. Ease of Use and Supports for Implementation

- The materials do not include a TEKS for English Language Arts and Reading-aligned scope and sequence.
- The materials include limited annotations and support for engaging students in the materials and do not include annotations and ancillary materials that provide support for student learning and assistance for teachers.

Section 7. Technology, Cost, and Professional Learning Support

- The publisher submitted the technology, cost, and professional learning support worksheets.

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.
-

Meets 4/4

Materials include high-quality texts for English Language Arts and Reading (ELAR) instruction and cover a range of student interests. The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines. Additionally, the materials include increasingly complex traditional, contemporary, classical, and diverse texts.

Examples include but are not limited to:

Unit 2 contains the short story “The Gift of the Magi,” written by O. Henry. The story uses dramatic irony and appeals to students because it centers on the theme of love. O. Henry was an acclaimed American author best known for the unexpected endings he included within his short stories. Unit 2 also includes a short story from the collection *The Things They Carried* by Tim O’Brien. The short story “Church” is an account of soldiers’ experiences during the Vietnam War. O’Brien, a former soldier, has won awards for the literary texts he has written depicting soldiers’ experiences in battle.

In Unit 3, students read the short story “The Cask of Amontillado” by Edgar Allan Poe. The narrative text appeals to students interested in suspense and provides opportunities for students to analyze plot.

Unit 6 contains an excerpt from the realistic fiction novel *The House on Mango Street* by Sandra Cisneros. Three chapters from the novel are featured, giving the story of a young Hispanic woman and her experiences growing up. Sandra Cisneros is an award-winning author who has written poetry, short stories, novels, and essays about working-class Latinos’ experiences.

Unit 10 features an informative persuasive text, “The Posters That Sold World War I to the American Public” by Jia-Rui Cook. The complex and contemporary selection appeals to students who are interested in historical events. Cook is an editorial author and reporter currently working as a supervisor of news events and projects for NASA.

Unit 12 contains an excerpt from the “Address of Carl Sandburg before a Joint Session of Congress,” a speech made in 1959. In his address, Sandburg honors former President Abraham Lincoln for his hard work and dedication. Carl Sandburg, an American writer, won a Pulitzer Prize for his biography of Abraham Lincoln. The speech contains a claim and supporting evidence that would appeal to students’ interests.

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

Materials include a variety of text types and genres across content that meet the requirements of the grade-level TEKS. The units include literary texts, including short stories, poetry, and drama. The units also include informational texts, including texts of information, exposition, argument, procedures, and documents. Print and graphic features are included and support a variety of texts.

Examples of literary texts include but are not limited to:

Anthem by Ayn Rand (novel)

“Barbara Frietchie” by John Greenleaf Whittier (poem)

“Church” by Tim O’Brien (short story)

“Father” by Edgar A. Guest (poem)

The Giver by Lois Lowry (novel)

“Harlem” by Langston Hughes (poem)

“La Puerta” by José Antonio Burciaga (short story)

“Monkey’s Paw” by W. W. Jacobs (short story)

“Ode to My Socks” by Pablo Neruda (poem)

The Princess and the Goblin by George MacDonald (novel)

“Prometheus” by Josephine Preston Peabody (Greek mythology)

“The Raven” by Edgar Allen Poe (poem)

Romeo and Juliet by William Shakespeare (drama)

The Things They Carried by Tim O'Brien (realistic fiction)

“Two Kinds” by Amy Tan (realistic fiction)

Examples of informational texts include but are not limited to:

“Eyelashes: The ‘Sweet’ Length” by Susan Milius (informational text)

“Putting Good Deeds in Headlines May Not Be So Good” by Tovia Smith (argumentative text)

“Stress for Success” by Allison Pearce Stevens (informational text)

“Want to Get Into College?” by Angel B. Perez (argumentative text)

“What Are Climate and Climate Change” by NASA (expository texts)

“What Is Earth” by NASA (expository text)

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

In Unit 1, an autobiography written by Richard Wright, “The Rights to the Streets of Memphis,” provides details about how the author grew up in poverty as an African American male. A colorful graphic of the author is featured, with his name centered towards the bottom of the image. When users click on the image, it flips and provides additional biographical information about the author.

Unit 2 features a chart of the words *cower*, *depreciate*, *diligent*, *ravage*, and *vestibule*. Graphic features include a picture showing a dog cowering under a table and a vestibule from a Greek structure.

Unit 5 contains a video called “Romeo and Juliet: Live from Shakespeare’s Globe,” along with the text of *Romeo and Juliet*. The unit also contains a video interview called “Creativity with Bill Moyers: Maya Angelou,” with a written transcript.

Unit 12 contains “Address before a Joint Session of Congress” by Carl Sandburg, a speech (informative text) about Abraham Lincoln. The materials contain an image of a commemorative stamp of Carl Sandburg with a caption. In addition, a black-and-white image of Abraham Lincoln with a quote of his appears within the materials. The image contains a banner with the word “Lincoln” on it.

2.3 Texts 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.

Partially Meets 2/4

Materials include texts to support students at an appropriate level of quantitative and qualitative complexity. However, a text-complexity analysis was not provided by the publisher.

Examples include but are not limited to:

In Unit 2, the materials include an excerpt from *The Princess and the Goblin*, written by George MacDonald. The Lexile level for the text is 1030, which is appropriate for the grade level.

Unit 4 contains Edgar Allan Poe’s short story “The Raven.” The Lexile level for the text is 1030, which is appropriate for the grade level.

Unit 5 contains an excerpt from William Shakespeare’s tragedy *Romeo and Juliet*. The text has a Lexile level of 1260, which is appropriate for the grade level.

In Unit 7, “The Wild Dog of Caucomgomoc,” written by Charles Boardman Hawes, has a Lexile level of 1080, which is appropriate for this grade level.

Unit 9 contains a lesson focused on rhetoric and rhetorical techniques that provides excerpts from several challenging texts: *Anthem* by Ayn Rand, “On Rivers and Stories” by Robert Hass, and “The Limits of Empathy” by David Brooks. Each selection presents students with challenging vocabulary, requiring background and conceptual knowledge.

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, themes, and connections within and across texts. Questions and tasks build conceptual knowledge, are text-specific, and target complex elements of the texts. Students make connections to personal experiences, other texts, and the world around them. Students also use text evidence to identify and support big ideas, themes, and details at levels that integrate multiple TEKS.

Examples include but are not limited to:

In Unit 1, the materials include advice about responding to a text. A link to a four-page handout, “Understand and Respond to a Text,” contains text boxes for students to write information about texts before, during, and after they have read them. Students use the handout as a resource while reading and then respond to questions: “As you read the text, what connections can you make to personal experiences, other texts, and the world (society) in general? Include evidence from the text and original commentary to support the connections you make” and “Which texts have you read before that are similar to this text or that have similar content? Include evidence from the text to support your comparisons.” Students have opportunities to make connections between the text they read and to their own personal experiences, other texts, and the world around them. The handout is referred to in several different units within the materials.

In Unit 2, students read “Church” from *The Things They Carried* by Tim O’Brien. Students are asked: “Think again about the themes of ‘Church’ and how the author communicates them through the story elements. How do the plot events and setting help develop the themes of the

text?” In the “Discussion” section, students write a paragraph about a big idea or an event. They start by choosing an adjective that describes a topic from *The Princess and the Goblin* by George MacDonald or “Church” from *The Things They Carried* by Tim O’Brien. For the discussion post, students use prior knowledge gained from their own experiences and details from assigned readings to elaborate on the word they have chosen and support their responses.

In Unit 5, students view the video segment “Transported by Reading” in *Creativity with Bill Moyers: Maya Angelou* and review the corresponding transcript. Students also read a passage from *I Know Why the Caged Bird Sings* by Maya Angelou. After reading, students give open-ended responses to three questions in textboxes: “What is the subject of each work?” “What are the similarities and differences in the two versions?” and “Which details are emphasized in each portrayal?” These questions support students in building conceptual knowledge with text-specific/dependent questions.

In Unit 7, students analyze the development of theme within a text: “In ‘The Wild Dog of Caucomgomoc,’ how do Gordon Low’s actions help to develop the theme ‘It is more rewarding to show empathy than unkindness?’” In the “Try It Yourself” section, students read a section of the article “China’s *Black Mirror* Moment” written by *The Week* staff. Students provide an open-ended response in a textbox, answering “What inference can you make from the passage? What strong and thorough evidence can you use to support your inference?”

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, 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
 - study the language within texts to support their understanding.
- Questions and tasks require students to study the differences between genres and the language of materials.

Meets 4/4

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, asking students to analyze; make inferences; draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts; and provide evidence from the text to support their understanding. Materials also provide opportunities for students to 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 a single text and across a variety of texts), and study the language within texts to support their understanding. Questions and tasks require students to study the differences between genres and the language of materials.

Examples include but are not limited to:

Unit 2 provides opportunities for students to study the differences between specific genres. Students read the short story “Church” from *The Things They Carried* by Tim O’Brien. Students are asked: “Think again about the themes of ‘Church’ and how the author communicates them through the story elements. How do the plot events and setting help develop the themes of the text?” Students must understand the characteristics of the short-story genre in order to answer the open-ended question. Students write their responses in a text box underneath the

question.

Unit 5 provides an explanation of four different mediums used to present information. Students review a colorful infographic from the Centers for Disease Control and Prevention (CDC) website about the amount of time teenagers spend using technology. The text “Screen Time vs. Lean Time” is presented for students to read. Students compare the sources of information to answer the questions “What are some characteristics that make the infographic a digital and multimodal text?” and “How do these characteristics help the author of the infographic communicate information?” In this example, students compare and contrast digital and multimodal texts to determine the author’s purpose.

In Unit 6, students study the narrator’s cultural context and provide textual evidence to support their understanding: “Which detail from the story tells you about the culture of the narrator?”

In Unit 7, students consider the author’s choice in diction and how it affects the meaning of a text. The materials give the following task: “Find two synonyms for *rove* in this sentence. Explain how each would affect the meaning if it were used instead of *rove*.”

In Unit 9, students consider questions related to the author’s purpose and perspective. Students read a passage from “Rivers and Stories,” written by Robert Hass, and select the author’s purpose for including information in the main text. Students also read a larger section of “Rivers and Stories” and select information from the text to identify the author’s purpose. In another example, students consider, “How does the author create tension through word choice and sentence structure?”

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.

Partially Meets 2/4

Materials include opportunities for students to interact with and build key academic vocabulary in multiple texts and provide multiple ways for students to interact with the vocabulary to allow for differentiation. The materials do not contain scaffolds and support for educators to differentiate instruction for all learners. In addition, materials do not contain a cohesive, year-long plan for building academic vocabulary or ways to apply words in appropriate contexts and across texts for all learners.

Examples include but are not limited to:

In Unit 1, students access definitions for identified unit vocabulary in the online format by clicking on words. A picture, definition, and information, such as part of speech, synonyms, etymology, and a sentence with the word used in context, pop up for students to read. Students make flash cards or take notes for the given vocabulary. Audio of the pronunciation of the identified vocabulary word is also available. Multiple-choice questions provide a check for understanding; for example, “What is the meaning of the Latin root in *mortify*?” The online dictionary is a text feature included in each unit.

In Unit 5, the vocabulary words *aura* and *clarity* are introduced. Students learn the difference between formal and informal language and the difference between academic and domain-specific vocabulary. Domain-specific vocabulary is defined as “higher-level words used in a specific area of expertise or academic discipline.”

Unit 7 reviews context clues. Students receive an explanation of the different types of context clues, such as definition, example, and comparison/contrast, to use to understand the meanings of unfamiliar words. This unit includes a video lesson on context clues.

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 text and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Does Not Meet 0/1

Materials do not 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 not provided to foster independent reading. Materials do not provide a plan for students to self-select text and read independently for a sustained period of time and do not include planning and accountability for achieving independent reading goals.

3.b.1 Materials provide support for students to develop **writing 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.
- Materials provide students opportunities to write literary and/or rhetorical analyses (English III-IV only).

Meets 4/4

The materials reviewed provide support for students to develop writing 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.

Examples include but are not limited to:

In Unit 1, two sections are geared toward written correspondence. In “Writing Quick Skill: Composing Correspondence,” four parts provide information about writing text messages, emails, and discussion board posts. In the “Discussion Board: Composing Emails” section, students write two emails: “Email a friend to tell him or her something important that happened to you this week. Email your teacher to make comments or ask questions about a lesson or an assignment.”

In Unit 2, students write a memoir about a real-life experience that changed the direction of their life. Students begin working on the memoir in this lesson and continue to develop it in subsequent lessons, culminating in a completed draft by Unit 3.

In Unit 4, students write a literary analysis of the novel *The Princess and the Goblin* by George MacDonald. They analyze the changes one character undergoes within the story: “Explain how this character’s development affects the meaning of the story.” Each five-paragraph essay must include textual evidence.

Unit 7 provides a space for students to share their thoughts and ideas about the readings throughout the lesson. Students respond to one of two prompts: “Prompt 1: In ‘Stopping by Woods on a Snowy Evening’ by Robert Frost, what message is Frost trying to convey? Explain your response using evidence from the poem”; “Prompt 2: What images come to mind as you are reading ‘The Sower’ by Victor Hugo? Explain how the images help you understand the meaning of the poem.” Then, students provide a “thoughtful and respectful” response to their classmates’ posts. Also in Unit 7, students write an informational essay comparing and contrasting capitalism and communism. The materials direct: “Use MLA style to properly cite three to five credible, relevant sources, both within the text and on a Works Cited page.” In the “Writing Activity,” students choose two brainstorming activities mentioned in the lesson to think of ideas they can use in their informative essay. Students continue developing their essays within subsequent lessons and are able to publish them in Unit 10.

In Unit 10, students write a researched argument essay in which they agree or disagree that the values of collectivism can be good for modern society. Students provide a claim with reasons as well as evidence from multiple sources to support their claim in the argumentative essay.

In Unit 11, students choose between Martin Luther King, Jr., Abigail Adams, and Eleanor Roosevelt, and then explain why this person is admirable.

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

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.

Examples include but are not limited to:

In Unit 1, students select one of the following texts to write an objective summary: Chapter 4 or 5 of *The Princess and the Goblin* by George MacDonald, “On Women’s Right to Vote” by Susan B. Anthony, “Comprehending the Calamity” by Emma M. Burke, or “The Lost Boys” by Sara Corbett. Students then respond to a classmate’s post by evaluating his/her summary.

In Unit 4, students learn about figurative and connotative language. Descriptions and examples of figurative language are provided. Students learn about alliteration, hyperbole, metaphors, similes, personification, and synecdoche. In addition, a graphic organizer provides examples and definitions of six additional types of figurative language. Students read a short passage from “Echo” by Christina Rossetti and identify figurative language that is used within the text. Students read an untitled sample text in the “Try It Yourself” section; they identify two types of figurative language that appear in the text and explain them within a provided text box.

In Unit 5, students choose one of two prompts and write a response using academic vocabulary. Prompt 1: “In Chapter 23, Part 1, of *The Princess and the Goblin*, why does Curdie’s mother think he has not told the whole story? Explain Curdie’s reaction to his mother, and consider what his mother eventually tells him. What do you think will happen in Chapter 23, Part 2, of the story? Explain your prediction.” Prompt 2: “In Act 1, Scene 1, Part 1, of *Romeo and*

Juliet, what causes tension between the characters? Explain why they are upset, and how the arrival of Prince Escalus affects the outcome of the encounter.” Students then respond to classmates’ posts using academic vocabulary.

In Unit 6, students write a paragraph in a discussion board post about their opinion of the assigned text, *The Princess and the Goblin* by George MacDonald. Students include information about aspects they liked and disliked, a significant moment, and a character that stood out to them. Discussion board posts are required to include examples from the text.

In Unit 9, students listen to Lyndon B. Johnson’s speech and write a paragraph evaluating Johnson’s delivery, including describing the oral fluency techniques used and explaining how this contributes to the purpose of the speech.

In Unit 11, students write a researched argument essay based on Ayn Rand’s novel, *Anthem*, where they “agree or disagree that the values of collectivism can be good for modern society.” They must include a claim, three reasons to support, a counterclaim, and a rebuttal. Students must include evidence from multiple sources that they select in order to support the claim and use MLA to cite 3–5 sources in the text and on a Works Cited page.

In Unit 11, students select a provided quote from assigned readings (“Letter from Birmingham Jail” by Martin Luther King Jr. and Robert F. Kennedy’s speech “Statement on the Assassination of Martin Luther King, Jr.”) and write an interpretation explaining what the quote means to them and the author’s purpose for writing it. Students are directed to use specific examples or textual evidence from research, readings in class, or personal experience.

3.b.3 Over the course of the year, **writing skills and knowledge of conventions 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 grow in depth and complexity within and across units.

Meets 4/4

Writing skills and knowledge of conventions are applied in increasingly complex contexts over the course of the year, 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, and provide opportunities for the practice and application of the conventions of academic language when speaking and writing. Grammar, punctuation, and usage are taught systematically, both in and out of context, and grow in depth and complexity within and across units.

Examples include but are not limited to:

In Units 2 and 3, students engage with all of the stages of the writing process to compose a two- to three-page narrative memoir across a sequence of lessons. Students begin to brainstorm ideas for a narrative memoir about an experience that changed the direction of their life. Students describe the central conflict of the plot, describe two important settings and use the five senses to add details, describe three characters, and write a one- to two-paragraph summary of the plot, including main events. The materials provide outlines to guide students during the brainstorming activities. Students write an introduction, draft the main body, and write a conclusion. Each lesson for the drafting section contains a list that students must address within their first draft. For example, students must include an interesting opening line, rising action, and a reflection. Then, students revise their essays for the following: paragraphs, sentences, transitions, and choice of words. Finally, students edit and proofread their essays for grammar, usage, spelling, punctuation, and typing mistakes before they submit them as published drafts.

In one lesson in Unit 3, students learn about eight different parts of speech (noun, pronoun, verb, adjective, adverb, prepositions, conjunctions, and transitions) as well as homonyms, homographs, and homophones. Students read definitions of the terms with examples, in and out of context. A chart presents the meanings, out-of-context examples, pronunciations, and spellings for homonyms, homophones, and homographs. It lists suggestions to help students identify the meaning of words. For example, students can identify the meaning of a word using context clues and use a dictionary to check the meaning of a word. In the “Try It Yourself” section, students read a short untitled passage to identify the meaning of a word and select a multiple-choice response that uses the same meaning of the word; they read dialogue from a short passage, “Fish Tale” by Amy Tan, and type three clues that help them understand the meaning of a word used in the text; and they select the meaning of the same word featured in the “Fish Tale” passage using a multiple-choice response. At the end of the lesson, five multiple-choice questions appear, three of which are related to the writing skills. Students read a short untitled passage and identify the meaning of a word; they read a sentence from “The Natural History of America’s Lowest Place” and identify a word’s meaning and part of speech; and they identify the meaning of a word after reading a sentence from “Stress: How to Stop Its Powerful Punch.” The authors of these texts are not mentioned in the materials or in the resource’s bibliography.

In Units 4 and 5, across a sequence of lessons, students write an argumentative essay about an issue that impacts “the world and life today,” using MLA format. Students select a topic from one of the three choices provided; students may also select a different issue that is not listed within the materials. Listed topics include “Should students evaluate their teachers?” and “Does technology have a positive or negative effect on communication, and should individuals be held responsible for the posts they make on social media platforms?” Students brainstorm ideas across several lessons. Students develop a claim and justify it with supporting sentences, write a counterclaim and a rebuttal, use brainstorming activities to develop three reasons that support their claim, and find evidence from three to five credible sources to support their reasons. Then, students copy and paste an outline for six paragraphs and add information that pertains to their essay. Students draft their essay by writing an introduction, body paragraphs, and a conclusion. Each lesson lists reminders for students to support their writing development. For example, students state a thesis in the introduction, use transitions and main ideas in the body paragraphs, and restate the thesis in the conclusion. To support students while they revise, the materials provide suggestions for revising. Finally, the materials include a “Final Editing and Proofreading Checklist”; students edit and proofread their essay before they submit it as a published draft. Lessons also contain examples and explanations of writing skills that can be used to complete different writing activities within the units.

In Unit 5, students learn about comma splices, run-on sentences, and sentence fragments and practice correcting provided sentences. Students also learn about the four types of sentences (simple, compound, complex, and compound-complex) and practice finding and correcting errors in an open-ended format.

The materials contain an overarching structure of grammar and writing conventions instruction over the course of 12 units. Units 1–5 focus on grammar and writing skills. Each lesson contains at least one grammar or writing skill; definitions and examples for each skill are provided. In addition, the materials contain practice questions, presented in and outside of text, which require students to respond either using a multiple-choice format or to type an open-ended response in a text box to demonstrate their understanding of skills. Students are reminded to use correct grammar and spelling within their discussion board posts at the end of most lessons. Units 1–5 and Units 7–11 include a “Language Skills Prep” lesson in each unit that contains information about skills that have been taught. Units 6 and 12 contain a “Course Exam,” which includes reading, grammar, spelling, and writing questions. For example, in Course Exam 1, students identify transitions that can be used within a text, identify the best concluding sentence that can be added to a text, and identify a sentence that should be deleted from a text. Unit 6 and Unit 12 include a “Writing Exam.” Students edit their essays, use transitions to connect ideas, and use quotation marks when they include quotes. Grammar and writing conventions skills are taught, practiced, and assessed in lessons throughout the materials in a sequenced manner that builds upon previous knowledge.

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.

Partially Meets 2/4

Materials provide limited speaking and listening opportunities focused on the texts being studied in class allowing students to demonstrate comprehension. Ancillary documents intended for educators promote speaking practices that are aligned with lessons. Meaningful discourse via oral tasks is limited and does not 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. Students listen to texts read aloud by highlighting texts and clicking on the “Listen” icon. The materials also include videos for students to listen to that are connected to the texts students are assigned to read.

Examples include but are not limited to:

In Unit 4, students read and listen to Amy Tan’s “Two Kinds,” Part 1. After a lesson reviewing author’s perspective, students reread the passage and make inferences about the author’s perspective as the events in “Two Kinds” transpire. The text is read aloud to students after they highlight the text and click on a “Listen” icon. This independent listening activity does not require students to participate in meaningful discourse.

In Unit 9, students review speaking techniques as they read a speech given by Lyndon B. Johnson in 1963 titled “Remarks at Gettysburg on Civil Rights.” After reading the speech out loud and imagining what Johnson’s delivery would be like, students listen to parts of the speech delivered by two different speakers, focusing on pronunciation and stress and evaluating the differences. Finally, students listen to the audio of the actual speech by President Johnson, focusing on delivery, pauses, and speed. This listening opportunity supports comprehension of text being studied in class.

Also in Unit 9, students listen to an adaptation of Chapter 12 of *Anthem* by Ayn Rand. Based on the audio, they evaluate what the character is trying to convey, the details the character provides to develop his point of view, and what the character has learned from his experience.

The English 100 Teacher Resource Guide provides suggested activities for following and giving oral instructions. To follow instructions, students watch a video explaining a complex task; they complete the task and summarize the experience, orally or in writing. To give complex instructions, students consider a personal ability or skill and explain it in an oral presentation. The supplemental videos mentioned in the Resource Guide are not included within the units. Additionally, the Resource Guide provides recommendations for the teacher to include listening and speaking opportunities by utilizing the discussion board for meaningful discourse and including hyperlinks to facilitate group discussion, ensuring students are listening to each other as speakers elaborate on their thinking. Finally, the Resource Guide includes tips on how to give speeches with text students can read. After reading and discussing the “Address on the 15-Year Anniversary of 9/11” by President Barack Obama, students choose a personal writing project to present orally. The writing projects are “a personal memoir about an important moment of your life, a literary analysis about a character from *The Princess and the Goblin*, an informational essay about the differences between capitalist and communist societies, and an argument essay about the values of collectivism and their benefit to modern society.”

3.c.2 Materials engage students in **productive teamwork and 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.

Partially Meets 2/4

The teacher materials include activities for students to discuss ideas with their peers and their teacher. Guidance and practice with grade-level protocols for discussion to express students' own thinking is done within lessons in discussion board posts. Materials also provide limited opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.

Examples include but are not limited to:

The “English 9A Teacher Resource Guide” includes a “Speaking and Listening Activities” tab that contains a two-page document with listening and speaking activities that are aligned with lessons in the materials. The document lists individual TEKS, content description, content location, suggested activities, and instructional resources. The document also includes links to articles with tips and guidelines for active listening and improving student-led discussions. For example, in Lessons 1–30, students refer to evidence from assigned texts and other sources to discuss ideas. Educators are asked to “facilitate a group discussion in which participants address the topic, include others in conversation, make connections, and offer suggestions or questions.” The “Speaking and Listening Part 1” tab contains speaking and listening activities for Units 1–6, and the “Speaking and Listening Part 2” tab contains speaking and listening activities for Units 7–12. For example, in Unit 11, students are tasked: “Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, and speaking rate such as pauses for effect.”

The English 100 Teacher Resource Guide includes information and guidance aligned with presenting information. Students study giving presentations by watching a video of Barack Obama’s speech “Address on the 15-Year Anniversary of 9/11” as an exemplar presentation. The lesson provides a guide for teachers to present the components of the speech: the purpose, the audience, and the occasion. The lesson also explains the use of formal, informal,

and technical language. In the “Try It Yourself” exercise, students practice giving a presentation to themselves in a mirror. The culminating activity requires students to give an oral presentation of a previous assignment, “a personal memoir, a literary analysis, an informational essay about the differences between capitalist and communist societies or an argument essay about the values of collectivism and their benefit to modern society.” The teacher guides students to determine the focus, identify the audience, and allocate the time needed for the presentation. Students are reminded to be cognizant about the following guidelines for delivering an oral presentation: “eye contact, speaking rate, volume, enunciation, purposeful gestures, graphic and multimodal options, and conventions of language.”

In Unit 1, during the initial discussion board activity, students introduce themselves to the class and develop ground rules for participation in discussions and resolving disagreements by reflecting on the following questions: “What are some ground rules you can think of for discussions? What are some ways to discuss topics with classmates while being polite, courteous, and respectful? What should we do if there is a disagreement? How can we make decisions together?” Rules developed by the students must be relevant, and responses must build on the ideas of others. There are at least two academic discussion board posts per unit, and students receive, read, and respond in a written format. In each activity, students are reminded: “Read the discussion prompt and provide a thoughtful response. Then, provide a thoughtful and respectful response to one or more of your classmates’ posts.”

In Unit 4, students analyze characters after reading *The Princess and the Goblin* by George MacDonald and respond to a discussion board post. They are given the following prompt: “Take a moment to think about the characters from the novel. In a short paragraph, identify the character you are considering for your literary analysis. Then, discuss some of the reasons why that character stood out to you. Be sure to use specific examples or textual evidence from research, the readings in this class, or your own experiences and knowledge.” Students continue to follow the discussion protocol during discussion board activities.

In Unit 9, students write a paragraph from the perspective of another individual after selecting one of three options: “Rivers and Stories” by Robert Hass, “The Danger of Lying in Bed” by Mark Twain, or “The Narrator of the Golden One,” from *Anthem* by Ayn Rand. Students use examples in their discussion post and reply to posts made by at least one of their peers. Instructions remind students to use “correct spelling and grammar and keep...responses original and polite.”

In Unit 11, students “create an oral presentation, in the form of a video recording of an individual student reading aloud their personal narrative or one of their original poems.” The lesson includes links to websites on presentation skills and public speaking.

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

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 also 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.

Examples include but are not limited to:

Unit 1 introduces writing objective summaries that include details and central ideas for informational texts previously read. Students learn how to write objective summaries of primary and secondary sources. Materials note: “A summary is a shortened retelling of a text. A summary includes the central idea or ideas and the most important details that support those ideas. It reflects the text by relating the ideas and details, usually in the same order as in the original.” Students read a passage from the primary source “The Rights to the Streets of Memphis” by Richard Wright and practice writing an objective summary based on the text they read. Students learn how to compare sources; use text evidence and original commentary; and to paraphrase, summarize, and support and defend claims using evidence from sources. Students also learn about organizational structures used to present information in both primary and secondary texts. Students read about signal words that help readers comprehend information, identify structures used to connect ideas, learn how to analyze connections within texts, and learn about how the author's purpose can impact the presentation of information within texts. For their discussion board post, students select one source from a list of four texts: Chapter 4 or 5 from the fictional novel *The Princess and the Goblin* by George MacDonald, the nonfiction article “The Lost Boys” by Sara Corbett, the nonfiction article “Comprehending the Calamity” by Emma M. Burke, and “On Women’s Right to Vote” by Susan B. Anthony. Students produce a three- to five-sentence objective summary of their selected text based on the details

and the central idea of the text. Students respond to at least one discussion post from their peers.

In Unit 7, students develop their understanding about research questions and search terms that can be used to locate credible sources. Students learn how to create research questions that are specific. Materials present information on the characteristics of primary and secondary sources and relevant information. The materials state: “A primary source offers firsthand information about something.... A secondary source relays information from a primary source.” Students also learn ways to distinguish if a primary or secondary source is credible. The materials state: “A credible, accurate source is reliable—you can trust it to provide correct information. Authors of credible, accurate sources are often experts on a subject. They can be believed, and they can prove their expertise with facts about themselves.” Materials provide students with examples and explanations of credible sources, accurate sources, and non-credible sources. The materials also contain suggestions for quoting, paraphrasing, and citing sources. A video is provided to support students’ understanding of paraphrasing texts. Students learn how to analyze informational texts; they analyze the informational characteristics and structures the author used in “China’s *Black Mirror* Moment” by *The Week* staff. Students learn to evaluate sources, credibility, and faulty reasoning when following the research process. The materials provide guidelines for identifying credible sources: “You should be able to identify the author as well as the intended audience. Trustworthy information is usually updated regularly. Watch for any indications of bias—a slant to the information.... Websites that end in .edu or .gov are typically credible.” In their writing activity, students apply the knowledge they gained about credible sources; they find sources related to their research topic, cite each source, and label where the information was obtained from. Materials read, “List three to five relevant, credible, unbiased, non-Wikipedia online sources of information for your topic.” This unit also focuses on the evaluation of sources (credibility, accuracy, and relevance), using the sources in research (plagiarism, direct quotations, and paraphrasing), and citing sources.

In Unit 9, students revise an argumentative essay they wrote in a previous lesson. Students are told, “Use MLA style to properly cite three to five credible, relevant sources, both in the text and on a Works Cited page.” Students write a discussion post about opinions presented in the following primary sources from their assigned readings: “Drones Put Spying Eyes in the Sky” by Stephen Ornes and “What Are Climate and Climate Change?” by the National Aeronautics and Space Administration. Students receive sentence starters for beginning a discussion post. The sentences contain a fill-in-the-blank section to support the organization and presentation of ideas. For example, “In my opinion, I disagree with this statement. I feel/believe.... To support my perspective,....” Students are encouraged to include facts and evidence from assigned

nonfiction articles or from personal research to complete the academic discussion post. Students write academic responses with the intention of sharing information with a formal audience of peers. Students respond to at least one post from a peer.

In Unit 10, students learn the difference between an argument and a claim, which can be applied when they analyze argumentative texts and write argumentative essays. Students learn how to identify flawed reasoning and sound reasoning. Students use the knowledge of reasoning skills to evaluate two untitled passages. For example, students read a short untitled passage and write a response to the following question: “What types of flawed reasoning, or logical fallacies, are used in this argument? What effects do the logical fallacies have on the argument?” The lesson provides information about writing effective counterclaims and rebuttals. Students examine examples of credible and noncredible sources. Students learn how to evaluate an argument, claim, credible source, accurate evidence, and relevant evidence. The materials state: “Wikipedia is not a credible source because anyone can write and edit its material, and no one routinely checks facts or looks for bias. If you cannot easily identify the person or organization the information is coming from, the source may not be credible.” Students brainstorm ideas for a claim to use in an argumentative essay. Students analyze the manner in which collectivism is presented in the novel *Anthem* by Ayn Rand. Students research collectivism, find evidence from various credible sources to support their claim, and use MLA format to write an argumentative essay. Sources may include those that were used to write an informational essay in an earlier unit. Materials provide guidance regarding the methods students use to organize the information within the essays. Students write a first draft and a final draft.

In Unit 12, students read about argumentative writing concepts. Students click on different links to review information on drafting, revising, editing, and proofreading an argumentative essay. Students read about using sources to identify information in “Lesson 52: Writing the Body of Your Argumentative Essay Review.” The review includes examples of information that may be obtained from credible sources and included within argumentative essays. For example, the review requires the use of definitions, factual details, and quotes to support a position. Materials also include additional information about citing sources. For example, the materials describe how to quote relevant information from a source. In the “Writing Exam,” students write an argumentative essay in which they are tasked with stating their position about whether or not students should wear school uniforms. Students receive a list of quotes from credible sources they can use within their essays. Students must “include a claim, support their claim, address a counterclaim, include a rebuttal, and present information in an organized manner.”

The “English 100 Teacher Resource Guide” contains a “Creating and Giving Presentations” link, featuring information and tips about presenting information. It covers, for example, the use of technology, appropriate language conventions, and gestures when presenting information to audiences for varied purposes. During the course, students give an oral presentation for at least one written essay.

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. 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. Videos are included within the materials that provide opportunities for students to listen to information that is aligned with specific skills. Finally, tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.

Examples include but are not limited to:

In Unit 1, the materials contain interconnected tasks that support student learning and independence. Students begin the lesson by reading vocabulary notecards that contain a vocabulary word's part of speech, definition, synonyms, etymology, and a sentence that uses the word within the text. Some of the vocabulary notecards have sentences with corresponding images to support students' understanding of vocabulary words. Students also read a four-part "Language Skill" lesson that contains descriptions, examples, definitions, graphic organizers, and three aligned questions to help students increase their knowledge of affixes and root words. For example, students are asked to select words from a list to answer the question "Which words share the Latin root that appears in *mortify*?" Students also type their answers in a text box as a response to the following directive: "*Reverse* and *vertex* both contain the Latin

root *vers/vert*, meaning ‘turn.’ List at least five other words that contain this root.” The five-part “Reading Skill” section focuses on finding the central idea within texts. Students read examples, descriptions, and definitions and answer questions to identify the central idea within texts. For example, students are asked to read a passage from “The Rights to the Streets of Memphis” by Richard Wright and answer “Which details are the most important? How are the details connected to the central idea?” and “How do the details expand on the central idea and support it?” Students read annotations that ask questions about details and central ideas. Students can access the pop-up annotations located within the text by clicking on the icons. For example, the following questions in *The Princess and the Goblin* by George MacDonald can help lead students to understand the central idea: “How do these details help readers understand the goblins?” and “What does this sentence tell about the king’s feelings for the goblins?” Additional questions related to understanding a central idea appear at the bottom of the “Reading Skills” page; for example, students are asked, “In ‘How Books Can Open Your Mind,’ which details support the central idea that books changed the author’s relationship with her family? Select all that apply.” In “Reading Skill 2,” students view a chart that can help them synthesize information from multiple sources and read about techniques they can use to understand information across multiple texts. In the “Writing Activity” section, students apply the information they have learned about details and a central idea to write a constructed response that addresses the following prompt: “Think about a dream you remember having. Describe the dream using as many descriptive details as you can.” The writing activity promotes student independence. Questions at the end of the lesson promote students’ application of the skills and knowledge they have developed about root words, central ideas of informational texts, and supporting details. For example, students are provided with the central idea of “How Books Can Open Your Mind” by Lisa Bu; then, they read a short passage from the text and select one multiple-choice response to answer the question “Which best states how the details in the passage support and develop that idea?”

Unit 3 includes the assigned text “Who Killed the Iceman?” from *National Geographic*. Students read the nonfiction article about a naturally-preserved mummy that was found in the Alps and answer four questions about the text. The questions assess identifying strong textual evidence, a central idea, and important details from the text: “Which statement from the text provides strong evidence that the Iceman was shot in the back?” “Which statements from ‘Who Killed the Iceman?’ provide thorough evidence that Johan Reinhard is an expert on mountain mummies?” “Which **best** states the central idea of this passage?” “Which **best** states how the details in this passage support and develop this idea?” In the second part of the lesson, students learn about finding explicit meaning and evidence within informational texts. Examples, definitions, and suggestions are provided. In addition, students answer two open-

ended questions by writing a response. Students read a passage from “Who Killed the Iceman” and write a response to the question “What explicit meaning can you find in this passage?” Students also read a different passage from “Who Killed the Iceman” and write an open-ended response to the question “What does this passage say explicitly, and what textual evidence supports the meaning?” In the “Speaking and Listening Activities” tab located in the “Teacher Resource Guide,” educators are instructed to have students engage in speaking opportunities by preparing “a debatable question related to one of the readings.” The materials state: “This question can express new information. Ask students to select a position and prepare to present their side in the live session.”

In Unit 9, students read about techniques used to present effective oral speeches and questions that can help them evaluate a speaker’s delivery. Students read the speech “Remarks at Gettysburg on Civil Rights” by Lyndon B. Johnson; they listen to the speech by highlighting the text and clicking on the “Listen” icon. Students click on annotation icons to read pop-up questions that support their development in analyzing speeches. For example, one annotation features the question “What is Johnson referencing here? What is his claim?” The questions support students’ ability to evaluate the content of the speech. Students read the text out loud and are asked, “Consider the state of the country at the time. How might it have affected this speech?” Students then read and listen to two different speeches and analyze the quality of each speech. Students answer the following questions: “Which speaker’s version do you find more interesting?” “Which speaker uses oral fluency techniques like speed and pauses more effectively?” “Are pronunciation and stress used better in one speech over the other? Evaluate the differences.” After analyzing the content of the speech through listening, speaking, and reading opportunities, students apply the knowledge they have gained about evaluating speeches, in a written format. Students write an evaluation of Lyndon B. Johnson’s speech, including “a statement on the speaker’s delivery, a description of the oral fluency techniques the speaker uses throughout the speech, and an explanation of how the speaker’s oral fluency contributes to the purpose of the speech.”

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 practice through spiraling and scaffolding support distributed over the course of the year, including scaffolds for students to demonstrate integration of literacy skills that spiral over the school year. The materials include opportunities for students to develop their knowledge of literacy skills and concepts that are aligned within lessons and units. Formal and informal assessments within each unit spiral literacy skills and concepts. Reading, writing, vocabulary, speaking, and listening skills are aligned with assigned readings.

Examples include but are not limited to:

The course syllabus provides an outline of the coursework. ENG100 covers reading, writing, and analysis, using both informational and literary texts. Students read the selections and explore “textual evidence, identify themes, central ideas, make inferences, analyze word choice, and recognize figurative and connotative language in a variety of texts.” They also “learn other concepts, including rhetorical techniques, structure and style, and arguments and claims.” Students read the early fantasy novel *The Princess and the Goblin* by George MacDonald and the dystopian novella *Anthem* by Ayn Rand. Students compare literature from different time periods while identifying the influences on them. “Grammar and usage lessons cover context and word function as clues to meaning, spelling conventions, style manuals, phrases and clauses, parallel structure, and colons and semicolons, among other topics.” Throughout the course, students work through four writing projects: a personal narrative (memoir), a literary analysis, an informational essay, and an argumentative essay. The course provides activities that chunk the writing process into smaller pieces and provides multiple opportunities for students to practice writing: “This course helps students achieve a deeper appreciation of literary and informational texts, while preparing them for high-stakes testing.”

The “Course Summary” contains a list of writing skills and writing activities, which scaffold and spiral through the writing process over the course of the school year. Most of the writing activities are connected to reading activities or assigned texts. Each lesson contains a “Language

Skill” and “Writing Skill” section, which work in collaboration to support students’ knowledge of words and writing skills. Questions are included within each section to assess students’ understanding of the skills and concepts included within lessons. In the latter part of each lesson, students incorporate the writing skills they have learned to write discussion posts and respond to a post from at least one of their peers. Students have opportunities to apply writing skills and read about writing skills that can be used to support their ability to construct essays. Students use the writing process for a memoir in Units 6 through 14, a literary analysis in Units 16 through 24, an informational essay in Units 33 through 42, and an argument essay in Units 46 through 54. Writing exams are included in Unit 6 and Unit 12. Students write an essay for each exam and are reminded to use the writing skills they have learned in previous lessons.

Materials provide varied and consistent reading lessons over the course of the school year. Unit 1 includes reading comprehension skills such as “Fluency” and “Establishing a Purpose for Reading.” Students listen to the podcast episode “Promposals: When Teens Compete for Most Extravagant Prom Invitations” by Natalie Bettendorf and keep track of the speaker’s reading fluency by putting a finger on the screen and following the words read out loud. Students are reminded to note the pauses after sentences, words that are emphasized, and context clues to help with comprehension of content. The materials contain distributed opportunities for students to practice their reading comprehension skills and fluency as they read varied texts within each unit.

In Unit 8, students integrate literacy skills with an open-ended writing prompt for an informational essay project. The previous writing skill explains: “In open-ended writing situations like the informational essay you will write for this writing project, it is important to choose an organizing structure that is appropriate for the purpose, audience, topic, and context. Doing so will ensure that your essay is focused, structured, and coherent. For example, if you are writing about someone’s life, you could use chronological structure to tell the events in time order.” Students write a thesis statement and create an outline for an essay. Students are provided with a framework for an introduction, three body paragraphs, and a conclusion. Students continue to develop each piece of the essay, finishing with proofreading and publishing in Unit 9.

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.

Does Not Meet 0/2

The materials do not include supports for students who demonstrate proficiency above grade level, such as planning and learning opportunities for students who demonstrate literacy skills above that expected at the grade level.

Examples include but are not limited to:

The Teacher Resource Guide does include an “Expansion Activities” tab with a document titled “Tips for Developing Successful Collaborative Projects.” The document provides information for structuring challenging small-group projects and assignments, contains a list of techniques that educators can implement when they facilitate collaborative projects, provides a short list of learning outcomes that result from collaborative projects, contains questions educators should keep in mind when evaluating a collaborative project, and includes references to a discussion board for student collaboration. However, the recommendations within the document are designed for all students rather than for students who demonstrate literacy skills above that expected at the grade level. Nowhere within the “Tips for Developing Successful Collaborative Projects” does the document specify it is intended for students who demonstrate proficiency above grade level.

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

- 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.

Does Not Meet 0/2

The materials do not meet the requirements of the indicator for students who demonstrate proficiency below grade level. Materials do not include planning and learning opportunities for students who demonstrate literacy skills below that expected at the grade level.

Examples include but are not limited to:

The materials contain features such as annotations and vocabulary assistance to support the understanding of texts for all students; however, specific differentiations for students who demonstrate proficiency below grade level are not evident.

In the Unit 1 article “Comprehending the Calamity” by Emma M. Burke, students can hover over the words *inaugurated* and *apprehension* to read the part of speech and definition of each word.

In Unit 2, students have the option to listen to the text *The Giver* by Lois Lowry read aloud when the audio option is used. Footnotes included within the text provide students with the definitions of underlined and bolded vocabulary terms. For example, clicking on the footnote for the word *palpable* provides students with a pop-up definition to read.

5.3 Materials include **supports for English Learners (ELs)** 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.

Partially Meets 1/2

The materials include some support for English Learners (ELs) to meet grade-level learning expectations. Accommodations for linguistics (communicated, sequenced, and scaffolded) are not commensurate with various levels of English language proficiency as defined by the ELPS. The materials provide limited scaffolds, such as pictures, footnotes, English dictionaries, concept maps, and thesauri, but do not include adapted text, translations, native language support, cognates, summaries, realia, glossaries, bilingual dictionaries, and other modes of comprehensible input. The materials do not make strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. Vocabulary is developed in the context of connected discourse.

Examples include but are not limited to:

The materials provide ELPS "Supplementary Materials" for use in English I and/or English II as needed. The varied activities, a total of sixteen, are intended to support ELs as they develop their skills in a supplementary language while receiving guidance from educators to support their reading, writing, speaking, and listening skills in English. The materials contain both a teacher and a student version of the document. The Teacher's Guide features student expectations aligned with learning standards students will target within each activity, such as "use prior knowledge and experience to understand the meaning in English." The Teacher's Guide also includes key concepts, an overview of the activity, and continued learning opportunities for students based on the skills targeted within each activity. Each activity also

identifies a specific learning target with related practice: “Time to Talk,” or a discussion board post, “Show What You Know,” and “Extend Your Learning.” Some examples of the activities are “Idea Maps,” used to understand new words, listen to new words, and practice using new words in speaking and writing; “Using Advanced Language,” to learn and practice new language structures and expressions, ask questions for assistance and clarification, and use visuals and context to aid in understanding; and “Classroom Vocabulary,” to memorize and use sight words, which includes a guide on using common words and tips on listening closely to help students understand and use classroom vocabulary. Additional comprehensible input activities included in the ELPS Supplementary Materials are “Using Background Knowledge,” “Speaking Up in Class,” “Showing Understanding,” “Retelling a Story,” “Elaborating,” “Sentence Structure,” “Context Clues,” “Correct Spelling,” “Editing Grammar,” “Sentence Fluency,” “Using Detail,” and “Working Together.” Students have opportunities to collaborate with their peers while they complete the assigned activities.

Unit 1 includes three different selections: *The Princess and the Goblin*, Chapters 1 and 2, by George MacDonald; “The Rights to the Streets of Memphis,” by Richard Wright; and “How Books Can Open Your Mind,” a TED talk by Lisa Bu. Students may hover over vocabulary words, such as *epiphany* and *comparative*, in the text or transcript to view the part of speech and a definition to help clarify meaning and make content comprehensible.

In Unit 4, while reading “The Raven” by Edgar Allen Poe, students can click on underlined and bolded vocabulary to read the associated part of speech and definition. The materials provide footnotes for words and phrases to support understanding of unfamiliar words.

Unit 7 includes a four-part activity focused on vocabulary and language. The activity introduces new terms, with an option to listen to the text. It provides synonyms, etymology, and a sentence for each word. A picture is also included to support a connection to context clues, with the question “What clues do you see about what kind of room this is?” The language activity also includes a “Context Clues & Word Function” section; for example, a photograph shows a hand holding the word *them* and a hand holding the word *they*, with the caption reading, “A pronoun is used in place of a noun.”

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.

Does Not Meet 0/2

The materials include assessments but do not include guidance for teachers and administrators to monitor progress or to interpret and act on data yielded. The formative and summative assessments are aligned in purpose and intended use but are not aligned to the TEKS. The assessments and scoring information do not provide sufficient guidance for interpreting and responding to student performance. The assessments are connected to the regular content to support student learning.

Examples include but are not limited to:

In the teacher’s edition of the materials, educators can view a student’s progress by clicking on the “Snapshot” tab that appears at the top of the page; a page appears, displaying the student’s individual progress. The page contains information regarding a student’s average score in the course, average course percentage, amount of assignments that need grading, alerts for assignments, current score (grade), course progress, and the requirements completed for the course. The “Snapshot” tab is used to monitor student progress, but it does not provide guidance for acting on the data that is presented. Additionally, after clicking on a “Grades” tab that appears at the top of the page, educators can access a gradebook that presents an organized class template of the individual scores each student has earned. Scores for assignments within the materials, such as workbook assignments, discussion posts, unit checkpoints, and exams, are included within the gradebook.

The materials include unit summative multiple-choice assessments focused on the vocabulary, grammar, reading, and writing skills presented in the unit. The materials also include a “Course Exam” with multiple-choice questions. Neither the unit assessment nor the course exam provide guidance for interpreting and responding to student performance.

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.

Does Not Meet 0/2

The materials do not include year-long plans and supports for teachers to identify the needs of students; they do not provide differentiated instruction to meet the needs of a range of learners to ensure grade-level success. The materials do not provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are not comprehensive; no evidence of differentiation to support students via many learning opportunities was found. The teacher's edition includes limited annotations and support for engaging students in the materials and for implementing ancillary and resource materials; student progress components were not found. The annotations and ancillary materials do not provide support for student learning or assistance for teachers.

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.

Does Not Meet 0/2

Materials include some implementation support for teachers; however, some of the featured supports are not aligned with the assigned readings. Materials include a course description and objectives but are not accompanied by a TEKS-aligned scope and sequence. Materials do not include additional supports to help administrators support teachers in implementing the materials. Materials contain a full year of instruction spanning over 12 units; each unit contains five lessons. However, the materials do not include a document that features a 180- or a 220-day schedule of instruction. The materials are student-driven and self-paced.

Examples include but are not limited to:

In the Teacher Resource Guides, in the “Help Center,” there are two tabs, English 9A and English 9B, which can be used to support teachers with the implementation of materials. Each tab contains eight links that are directly related to the materials. They are as follows: “Course Overview,” “Course Syllabus,” “Curriculum Map,” “Speaking and Listening Activities,” “Expansion Activities,” “Course Bibliography,” “Informational Essay Rubric,” and “Argumentative Essay Rubric.” In the English 9B Teacher Resource Guide, a “Course Overview” document contains a featured reading, “The Sower,” which is not part of the assigned reading.

The “Curriculum Map” in the Teacher Resource Guide contains a breakdown of the standard type, grade, domain, cluster, standard, standard text, unit, and objectives that appear within each unit. The “Course Syllabus” contains a course description, objectives, required materials, overview, organization, and schedule of work. Teachers have access to Proclamation 2020 TEKS Correlations documents, which feature activities that are aligned with specific TEKS. However,

the Curriculum Map and “Speaking and Listening Activities” document located in the Teacher Resource Guide are not TEKS-aligned. The Course Overview in the Teacher Resource Guide is organized by unit and details the “Connections” and “Projects” within the course.

“Teacher Tutorials” in the “Teacher Knowledge Base” contain articles to guide users in navigating the online course. Articles include “Creating & Managing Assignments,” “Creating & Managing Discussions,” “Linking Content within a Course,” “Utilizing Rubrics in Classes,” etc.

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. 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.

Examples include but are not limited to:

The “Course Syllabus” allows the students to see a calendar, a breakdown of how the assignments are weighted, an overview of the entire course, and a list of every assignment that they must complete, with a hyperlink to the actual assignment. The page has a light grey background with black font and blue hyperlinks. The syllabus page also provides a video as well as a transcript of the video.

The digital student edition’s “Course Overview” page features a list of tabs and hyperlinks: “Home,” “Assignments,” “Discussions,” “Grades,” “People,” “Pages,” “Files,” “Syllabus,” “Modules,” “Collaborations,” “Adobe Connect,” “Resource Search,” and “Google Drive™.” The tabs have appropriate space between them. The 12 modules are housed in one area, each labeled by unit, and the student can expand or collapse each unit as needed. The background is light grey with black font and blue hyperlinks. There is an appropriate amount of white space between units and lessons. The layout is not distracting for students.

The dashboard is clear and easy to read; units are clearly labeled and easy to scroll through. Students can easily connect to Assignments, Discussions, Grades, Syllabus, Modules, etc. White space directs students to important content on the page.

In Unit 2, the tabs that appear at the top of the “Course Overview” page are also present at the top of the workbook page. A graphic with the title of the lesson appears underneath the tabs. There is an appropriate amount of white space, about one inch, on both the left and right margins. In addition, there is an appropriate amount of white space between subheadings that appear within the page, such as “Themes and Central Ideas in Literary Texts,” and corresponding information.

In Unit 4, materials show a colorful picture of a teenage girl holding a horse’s harness, with trees in the background, to support students’ understanding of the word *placid*. The following sentence is written above the image: “Sarah’s horse Brownie is placid and easy to lead around the farm.” The image supports students’ understanding of the vocabulary word and is aligned with the sentence, synonyms, and definition that are provided above the image within the materials. Many vocabulary lessons throughout the materials include words with images. Also in Unit 4, videos have dark, different colors with bold white lettering in the same font throughout the video. The font directs students’ attention to the lesson without being distracting. Videos within lessons are formatted using similar graphics and color patterns.

Unit 5 features descriptions, definitions, and examples of artistic media. The materials use images to support students’ understanding of examples and concepts presented within the lesson. For example, the materials show a black-and-white image of a script to illustrate the use of text as a medium. A colorful animation of a man running is given as an example. Materials also show a stage performance with a colorful picture of a man and a woman acting on a stage. The images and graphics are aligned with the information that appears within the materials and are placed near text to foster learning.

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

Technology components included are appropriate for grade-level students and provide support for learning. Technology supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Examples include but are not limited to:

The digital materials support and enhance student learning. Students are able to access lessons, read assigned texts, complete exams, post responses within a discussion board, and type essays electronically.

Students access materials exclusively in an online digital format; separate logins are provided for teachers and students. The teacher login contains tutorials to guide users within the online courses. Tutorials include information on “Creating & Managing Assignments,” “Grading Out Individual Students,” and 22 other topics. The student login contains tutorials to help navigate the curriculum. Tutorials include information on “Course Navigation,” “Galileo Assessment Login Page for Chrome,” and five other topics.