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Publisher Response to Final TRR Report

Great Minds *PhD Science*® Texas Grade 2

Indicator 6.2: Materials include guidance that explains how to analyze and respond to data from assessment tools.

GB 4 Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.

Great Minds Response: References to new materials created to support this guidance bullet were omitted from the Level 2 report. Additional activities for review and practice were created in response to the initial Texas Resource Review feedback. An additional section was added to the *Implementation Guide* called Activities for Review and Practice.

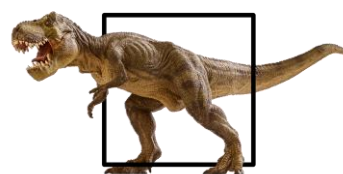
PhD Science Texas encourages teachers to provide additional opportunities for practice, review, and reteaching of content in response to individual student needs and performance data. Lessons include suggestions for instructional support. In addition, the Activities for Review and Practice section in the *Implementation Guide* guides teachers to leverage curriculum components to further support practice, review, and reteaching of content and skills. These activities are described in the Activities for Review and Practice section of the *Implementation Guide* and are distinctly different from the activities within the lessons they support.

Module 2: Sound

Topic (TEKS)	Activity	Lesson
Vibrating Matter (2.8A)	To review that vibrating matter produces sound, draw students' attention to common sounds in their school day, such as the air handler, the class bell, or voices, and ask students what is vibrating to cause the sound.	7
Levels of Sound (2.8B)	Take the class to a busy area of the school, and ask students to make a list of all the sounds they hear in two minutes. When students list a sound, have them note <i>loud</i> or <i>quiet</i> beside their entry. Return to the classroom, and discuss students' observations.	20
Sound Devices (2.8C)	Revisit Lesson 20 Resource A to review how sound devices are used to communicate. Challenge students to identify other devices that people use to communicate over distances.	20

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Indicator 7.3: Materials include listening, speaking, reading, and writing supports to assist emergent bilingual students in meeting grade-level science content expectations.

GB 2 Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

Great Minds Response: References to new materials created to support this guidance bullet were omitted from the Level 2 report. Language in the *Implementation Guide* describes how home language can be utilized while creating the anchor visuals. This highlights the importance *PhD Science Texas* places on meeting students where they are in their learning and how students' prior knowledge and experiences play a role in their current learning.

Anchor Model

Overview	The anchor model is a class model that students develop together throughout an entire module. By the end of a module, the anchor model should reflect students' explanation of the anchor phenomenon. Teachers should consider using students' own words when adding labels and explanations to the anchor model. Student language may include everyday language and students' home language. The anchor model should be displayed in the classroom so students can refer to and update it throughout the module. As students learn new terminology throughout the module, teachers should update student language to identify connections between the new terminology and concepts students previously described.
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Differentiation

Each Module 1 includes a Differentiation note in the first instance of an anchor visual that encourages teachers to explicitly leverage the use of students' home language.

Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described.

Additional language in the *Implementation Guide* describes how *PhD Science Texas* encourages students to talk to each other and write and express themselves using their first language to process scientific phenomena. These additions highlight the importance *PhD Science Texas* places on students' home language and their development in English.



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Indicator 9.2: Materials are intentionally designed to engage and support student learning with the integration of digital technology.

GB 1 Materials integrate digital technology and tools that support student learning and engagement.

Reviewer Comment: “While the materials provide a digital version of the student Science Logbook, even when downloaded, the logbook is not easily edited, especially with student devices. The digital Science Logbook does not integrate additional digital technology and tools that support student learning and engagement within the digital logbook.” (p. 53)

Great Minds Response: The digital version of the student Science Logbooks are representative of the *PhD Science Texas* print product. *PhD Science Texas* on the Great Minds Digital Platform will be available in 2024 and was not reviewed at this time.

A Note from Great Minds: Great Minds submitted only the *PhD Science Texas* print product for review by the Texas Resource Review. The *PhD Science Texas* Spanish translation and digital products will be available in 2024.