

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.
- Materials include increasingly complex traditional, contemporary, classical, and diverse texts.

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:

In Unit 1, students interact with diverse texts that have the overarching theme of “breaking down barriers.” Students read “A Vietnamese-American Football Star Brings a Racially Divided Town Together” by Adam Piore, which details the story of Vietnamese-American football star Dat Nguyen. This informational text appeals to students; it centers on the struggles and goals of an individual who is the son of Vietnamese refugees living in Texas. Piore is an award-winning writer, journalist, and editor.

In Unit 2, students read the article “Why Leaves Turn Color in the Fall,” in which Diane Ackerman includes supporting details that explain why leaves change hues. The informative article appeals to students who are interested in science. Ackerman is an award-winning author and expert on nature who has written numerous texts about scientific topics.

Unit 4 includes “Only Daughter” by Sandra Cisneros—a personal narrative essay about the author’s experiences growing up as the only girl in a Hispanic family. The essay provides details about the author’s relationship with her father, a topic that will resonate with students. Cisneros primarily writes about Hispanic females’ experiences.

In Unit 7, students read the folk tale “The King’s Magic Drum,” told by Elphinstone Dayrell, an author from Nigeria. The text provides a fictional portrayal of how justice and punishment are administered within a society, which is an interesting topic for students. Elphinstone Dayrell researched Nigerian folktales and wrote two extensive collections that include over 40 folktales. Later in Unit 7, students read more African texts; for example, they read “The Little Red Tortoise,” an African folktale that teaches a lesson about bullying, written by Sanni Metelerkamp. Sanni Metelerkamp was a South African author who wrote African folktales and plays.

Unit 9 contains the parable “The Prodigal Son” from the King James Bible. The text is interesting to students because it contains lessons on morality and truths. This classical text describes the relationship between a father and his son, which is a relatable topic.

In Unit 10, students read an excerpt from the Japanese novel “Botchan” by Natsume Soseki, translated by Yasotaro Morri. The realistic fiction novel centers on a teacher who goes against the status quo and reacts to his students’ misbehavior. The text is interesting because it describes the experiences of a Japanese educator and his students’ shenanigans. Natsume Soseki is a world-renowned writer known for his descriptions of Japanese culture.

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:

Antigone by Sophocles (play)

Botchan by Natsume Soseki (fiction novel)

“The Attendant’s Confession” by Joaquim Maria Macado de Assis (Brazilian short story)

“The Bet” by Anton Chekhov (short story)

“Genesis” from The World English Bible (biblical narrative)

“Hymn to the Nile,” translated by Reverend F. C. Cook (poetry)

The Inferno by Dante Alighieri (allegory)

“The Lay of Equitan” by Marie de France (medieval French story)

“Lost on Dress Parade” by O. Henry (short story)

“Osiris and Isis” by Padric Colum (Egyptian myth)

“The Prince and the People” by Sanni Metelerkamp (African folk tale)

“The Tortoise with the Pretty Daughter,” as told by Elphinstone Dayrell (African folk tale)

Examples of informational texts include but are not limited to:

“Abolishing the Penny Makes Good Sense” by Alan S. Blinder (argumentative text)

“Blood, Toil, Tears, and Sweat” by Harold Ickes (argumentative text)

“The Double Ringed Galaxy is One of the Rarest Types Ever Seen” by Jesse Emspak (expository)

The Jonestown Flood by David McCullough (informational text)

“Nobel Prize Acceptance Speech,” Part 1, by Barack Obama (expository)

“Toward a Free Future” by Ronald Regan (speech)

“What Is an American?” by Harold Ickes (argumentative texts)

“Why Leaves Turn Color in the Fall” by Diane Ackerman (expository)

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

Unit 3 contains an informational TED talk by Burcin Mutlu-Pakdil called “A Rare Galaxy That’s Changing Our Understanding of the Universe,” with a written transcript.

Unit 5 includes “Mars Terraforming Not Possible Using Present-Day Technology” by Bill Steigerwald and Nancy Jones of NASA, an infographic that summarizes some of the issues surrounding terraforming on Mars.

Unit 8 contains an illustration of Creon and Antigone before Antigone’s execution.

In Unit 12, students read a short story titled “Lost on Dress Parade,” by O. Henry. Three graphic images are featured next to the text: of the author, of a jacket, and of people gathered outside. Each image has a caption.

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 qualitative and quantitative complexity. However, a text-complexity analysis was not provided by the publisher.

Examples include but are not limited to:

In Unit 4, “Blood, Toil, Tears, and Sweat” by Winston Churchill and “What Is an American?” by Harold Ickes are both speeches made during World War II, which require a significant degree of background knowledge.

Unit 8 includes an excerpt from *Antigone*, a Greek tragedy written by Sophocles and translated by Ian Johnston, which has an appropriate level of complexity. The part included in the materials (Part 4) features a conversation between two characters.

In Unit 9, “The Prodigal Son,” as told by Jesus to the Pharisees, is a story that is full of symbolism, requiring higher-level thinking.

Unit 10 includes excerpts of the realistic fiction novel *Botchan* by Natsume Soseki. Yasotaro Morri translates the text. The story focuses on the life of an educator in Japan.

Unit 11 includes two excerpts from *The Inferno* by Dante Alighieri. Cantos III and IV of the poem are included within the lesson. The poem is an allegory that centers on aspects of religion and is appropriate for the intended grade level.

Unit 12 looks into tone and irony in the American story “Lost on Dress Parade,” written by O. Henry.

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 guidance to help readers respond to a text—a four-page handout, “Understand and Respond to a Text,” contains text boxes for students to write information about texts before, during, and after reading. Students use the handout while reading and 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.” Another question from the handout is “Which texts have you read before that are similar to this text or that have similar content?” Students provide text evidence to support comparisons. Students make connections between the text they read and their own personal experiences, other texts, and the world around them.

In Unit 2, the “Checkpoint” question provides an inference about *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston and asks “Which statements from the text serve as strong evidence for this interpretation?” Answers are given in a multiple-choice format. Students select up to four quotes from the text as evidence to answer the question.

In Unit 7, after reading a scene from *The Story of an African Farm*, students respond to questions requiring them to integrate multiple TEKS: “What is the purpose of this isolated scene? How does it contribute to the plot as a whole?”

In one lesson during Unit 8, students identify central ideas in literary texts. Questions related to central ideas, summarizing, and figures of speech are included in the “Checkpoint”, such as “Which option most accurately states a central idea from *Antigone*, Part 2?” A central idea from *Antigone* is provided, and students select two lines from the text to support the central idea. Students read a section of *Antigone* to answer multiple-choice questions about the central idea introduced in the details.

In Unit 9, students answer questions pertaining to vocabulary definitions, central ideas, inferences, and textual evidence. For example, “Which is a central idea from *The Epic of Gilgamesh*?” Answer options containing quotes are used to answer “Which passage from *The Epic of Gilgamesh* most effectively supports the idea that Utnapishtim agrees to cooperate with Ea?” Additionally, quotes provided from Genesis are used to answer the question “Which passage from Genesis 6–9 contains textual evidence that supports the analysis that God learned that human nature could not be changed?”

In a “Try It Yourself” section of Unit 12, students read a section of the short story “After Twenty Years,” written by O. Henry, and then respond to the question “What elements of character development are present in this passage?” An answer box is provided for students to record an open-ended response. Students later write a paragraph to justify their position about a topic. The three topics provided align with texts from the unit. Quotes from “The Lay of Equitan” written by Marie de France and “The Attendant’s Confession” by Joaquim Maria Machado de Assis provide an opportunity for students to agree or disagree with the conveyed meaning. Students justify their position with personal experiences and factual information from the texts they have read in class.

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:

In Unit 2, students read “People Don’t Know When They’re Being Jerks” by Stephanie Pappas and “On Twitter, Fake News Has Greater Allure Than Truth Does” by Maria Temming. Students are asked to provide a written response to the following question: “What explicit meaning can you find in the passage from ‘On Twitter, Fake News Has Greater Allure Than Truth Does?’” Students analyze the author’s choice and how the author’s influence can be used to communicate meaning with a text. Also students read a passage from “Why Leaves Turn Color

in the Fall”; they are asked, “Why does the author use the word *mattress* in a figurative way in this passage?”

In Unit 3, students read a paragraph from “The Story of an Eyewitness.” They are asked, “What is the most likely reason the author included the details about wet blankets and rugs?” Students explain the author’s choice to include specific details.

Unit 8 focuses on the structural elements of drama. Students read a section of *Hamlet*, by William Shakespeare, and the materials state: “Identify the dramatic convention used in this passage. Then, describe its function here. How do these lines help the audience understand Hamlet’s character?”

In Unit 9, students are told: “Read the passage from ‘The Prodigal Son.’ What role does imagery play in revealing the father’s reaction to his son’s return?” Students must understand the allegory genre in order to interpret the text.

In Unit 10, students read excerpts from *Botchan*—adapted from the novel by Natsume Soseki and translated by Yasotaro Morri—and answer questions about the text. Examples of the questions include “Which passage from Chapter 4 of *Botchan* contains a flashback?” “What effect does the flashback have in this passage?” “Which passage from Chapter 4 of *Botchan* best supports the idea that Botchan is overwhelmed by his students?” “Why is this scene humorous?” “Why is Botchan’s father’s reaction to the jump ironic?” Students select a multiple-choice response to answer the aforementioned questions. Students select more than one response, using a checklist to answer the question “Which sentences from Chapter 1 of *Botchan* give evidence to support the inference that Botchan often acts without thinking?” Each of the questions supports students’ understanding of how the author’s choices influence and communicate meaning.

In Unit 11, students read “Sonnet 116” by William Shakespeare. They are asked, “How do the structure, metrics, and rhyme scheme in this poem reveal the type of poem it is?” Students must understand the structure and genre of poetry.

In Unit 12, students respond to questions about “Lost on Dress Parade” by O. Henry. Some of the questions require students to analyze how the text uses language; for example, “How does the use of foreign words in ‘Lost on Dress Parade’ affect the tone?” Students are also asked, “Which word most effectively describes the tone of this passage, and why?” Students respond to some questions by selecting one answer in a multiple-choice format. Students also read a

sentence from the text, select a pair of homophones used correctly within the text, and identify, “What parts of the sentence provide clues to the meaning of *buckle*?”

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. Additionally, 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. Sample words include *diverse*, *evaluate*, and *habitat*. The online dictionary is a text feature included in each unit.

Unit 2 references source terminology; the terms specific to each source are *print dictionary* (guide words and phonetic symbols), *online dictionary* (including a labeled print feature highlighting syllable division, pronunciation audio, part of speech, definitions, links to related words, related parts of speech, etymology, and related words/thesaurus), *encyclopedia*, *atlas*, *almanac*, and *style manual*.

In Unit 4, the vocabulary activity includes instruction on understanding domain-specific words and dialect. Academic vocabulary is reviewed and defined as “useful, high-level words that can express a wide range of concepts and ideas in many different areas.” The materials provide a table listing academic vocabulary nouns and verbs, along with an example of a response that

includes academic vocabulary. Students read a passage from “The Plot Against People” by Russell Baker and identify and explain domain-specific words and four terms considered to be academic vocabulary. Domain-specific vocabulary is also reviewed, with the ELA examples *metaphor*, *syntax*, and *thesis* and the math examples *equation*, *acute angle*, and *integer*.

In Unit 9, students have the opportunity to learn ten vocabulary words, including definitions, synonyms, etymology, and use of the word in a sentence. Students then take a quiz over the vocabulary words.

In Unit 11, students read “Stress for Success” by Alison Pearce Stevens. Vocabulary words appear in bold orange text and are underlined. Students click on the terms to read a word’s definition and part of speech. The terms that appear are *debilitating*, *enhance*, *prudent*, *shunted*, and *overwhelming*.

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:

Unit 1 contains two sections geared towards written correspondence. “Writing Skills: Composing Correspondence” includes information about writing text messages, emails, and discussion board posts. In the “Writing Activity: 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 regarding some questions or comments you have about a lesson or an assignment.”

In Unit 2, students review the characteristics of informational writing; then, they begin an essay in response to the following prompt: “Conduct research on a problem kids or teens face today and investigate different solutions. Then, write an informational essay in which you explain the

problem and propose a viable solution. Explain why you think this solution would be helpful, using evidence from three to five credible, relevant sources. Use MLA style to properly cite your sources, both in the text and on a Works Cited page.” The following lessons scaffold students through the writing process until they proofread and publish their informational essay in Unit 3.

In Unit 4, students select one of three essay topic choices provided within the materials: “Should students be able to evaluate their teachers? Is technology positively or negatively affecting the way people communicate with others? Should people be prosecuted or held responsible for what they post on their social media accounts?” Students research the issue and write an essay to support their position by providing strong reasons and addressing one counterclaim. Subsequent lessons provide opportunities for students to develop their argument essays and to publish them in Unit 5.

In Unit 5, students review a list of situations: “A. You are writing a letter to a camp director to find out about getting a summer job. B. You are texting a friend to invite her to a movie. C. You are emailing your teacher to ask for clarification about an assignment.” Students choose one situation and use the answer space to describe the kind of language they would use to respond. They write an example sentence or two showing that kind of language.

In Unit 7, “Writing Activity: Developing a Great Plot in Short Narratives,” students review the characteristics of a folktale and are given a guideline for developing a short plot and a narrative. Students then write an original folktale or a modernized version of a classic folktale they have heard or read before.

In Unit 10, students read the Dhammapada, translated by F. Max Fuller, and respond to a prompt—“You will select a verse from the Dhammapada that applies to an experience or situation from which you learned something”—by developing a narrative essay. Students continue to develop their essays in subsequent lessons and publish a final draft at the end of Unit 10.

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 write an objective summary after reading one of these selections: “Breaking Down Barriers: A Vietnamese-American Football Star Brings a Racially Divided Town Together” by Adam Piore, “The Downside of No Downtime for Kids” by Kyla Clavert Mason, “Doing Nothing Is Something” by Anna Quindlen, and “Is Vegetarian Fast Food Actually Good for You?” by Lisa Drayer. Students also respond to classmates’ posts with their summaries.

In Unit 2, students choose from one of three prompts, state their opinion, and support their point with research, text evidence, or personal experiences. The prompts included in this activity are: “Opinion 1”—from “Remarks by the President at the Acceptance of the Nobel Peace Prize,” Part 1, by Barack Obama—“Our actions matter, and can bend history in the direction of justice”; “Opinion 2”—from “Remarks by the President at the Acceptance of the Nobel Peace Prize,” Part 1, by Barack Obama—“So yes, the instruments of war do have a role to play in preserving the peace”; “Opinion 3”—from “Why Leaves Turn Color in the Fall” by Diane Ackerman—“Leaves have always hidden our awkward secrets.” Students then respond to their classmates’ posts.

In Unit 4, students read and listen to “Handwriting Just Doesn’t Matter” by Anne Trubek and “Review: ‘The Lego Ninjago Movie’ Sticks to the Instructional Manual” by A. O. Scott as a warm-

up for learning about how to identify arguments and claims. Then, students read a paragraph from a letter to the editor of a local newspaper and develop a written response identifying the claim in the paragraph.

In Unit 8, students read and listen to *Antigone*, Part 2, written by Sophocles, and discuss the elements of an objective summary. Then, students read and listen to *Antigone*, Part 1, and practice writing an objective summary of their own, maintaining the meaning and logical order of the original text.

In Unit 11, students choose a perspective: “Perspective 1: Don Quixote from *Life and Adventures of Don Quixote*, Chapters 1–5” or “Perspective 2: Sancho Panza from *Life and Adventures of Don Quixote*, Chapters 3–5.” Students write a paragraph that demonstrates their understanding of the perspective of their chosen character from *Don Quixote* by Miguel de Cervantes and use specific examples, text evidence, or their own experiences for support. Afterwards, students respond to their classmates’ posts.

In Unit 12, students consider three opinions from their assigned readings, “The Attendant's Confession” by Joaquim Maria Machado de Assis and “The Lay of the Equitan” by Marie de France. Students write a paragraph with support, research, text evidence, or personal experiences for or against the opinion selected.

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 Unit 1, students read a paragraph from a student draft, identify pronoun-antecedent errors, and write short-answer responses describing three errors.

In Units 2 and 3, students engage with all of the stages of the writing process to compose an informational essay about an issue kids or teens face today. Students are asked to explain the problem and provide a solution to the problem. Students brainstorm ideas for their essay before they begin to write a draft. The materials provide students with support to list ideas for a topic, research credible sources, create a Works Cited page, and write a four-paragraph outline that includes a thesis statement. Students draft their essay by working on isolated sections at a time. Across several lessons, students write an introduction, write two body paragraphs, and write a conclusion. Students then revise their essays for content, revise and edit their essay, and submit a published draft after it has been proofread. Guidance is provided within each writing activity and within the writing skills sections of lessons to support students'

writing development. For example, students are reminded to check for misspelled words, run-ons, incomplete sentences, missing words, and the correct use of grammar.

In Units 4 and 5, students engage with all of the stages of the writing process to compose an argumentative essay about an issue that affects the world and their life. Students learn about the characteristics and craft techniques specific to argument writing and then choose an issue to research and write about, using strong reasons and one counterclaim to support their position. Students participate in brainstorming activities (idea mapping, free-writing, or listing) “to generate a reason why [their] audience might disagree with [their] argument.” Students develop a claim that states the position they are taking on the issue, write a counterclaim, and write a rebuttal for their counterclaim. Students continue developing their claim, identifying reasons that support it, and write a thesis statement; they find sources that contain evidence that can be used to support their reasons. Students create a detailed outline for a six-paragraph argumentative essay. Then, students draft an introduction, body paragraphs, and a conclusion, in a sequence of lessons. Students revise the following aspects of their essays: thesis statement, paragraphs, sentences, transitions, style, and word choice. Finally, students use a “Final Editing and Proofreading Checklist” to correct their essays before they submit a published version. The final essay and Works Cited page are written in MLA format.

In Unit 5, students learn about syntax, misplaced modifiers, correlative conjunctions, transitions, and punctuation marks. Students practice selecting transition words to replace the word *therefore* in provided sentences. Students also select sentences appropriate for use in a letter and explain the language they would use when writing for a specified purpose.

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, with definitions and examples for each skill. In addition, the materials contain practice questions, presented in and outside of text, that require students to respond either by using a multiple-choice format or by typing 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, which contains information about skills that have been taught. Units 6 and 12 contain a “Course Exam” that 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. A “Writing Exam” is also included within Unit 6 and Unit 12. Students are asked to edit their essays, use

transitions to connect ideas, and use quotation marks when they include quotes. Grammar and writing convention 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 3, students view a short clip titled “Understanding Author’s Purpose” to understand and identify the four different types of purpose. The video connects to the assigned readings “About a Girl” by Karen Olsson and “Straw into Gold” by Sandra Cisneros. Materials provide excerpts from each reading, with explanations about author’s purpose. Students read and respond to “About a Girl” by answering the question “What is the author’s perspective about her subject, Audra Thomas?” For “Straw into Gold,” students answer the question “What can you infer about the author’s purpose and perspective in these two paragraphs?” Materials provide an audio version of the text as an option for students. This lesson provides an opportunity for students to listen to and analyze text being studied in class.

In Unit 9, students view a video titled “Analyzing Tone,” which includes an excerpt of “The Fall of the House of Usher” by Edgar Allan Poe. The speaker in the video discusses the meaning of tone and how it can be used to impact a story. Using a transcript of the video, students analyze the tone in *Panchatantra*, translated by Arthur W. Ryder. In this unit, students have opportunities to listen to and comprehend text.

The English 200 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 about informational text read in class—“Handwriting Just Doesn’t Matter” by Anne Trubek and “Review: ‘The Lego Ninjago Movie’ Sticks to the Instructional Manual” by A. O. Scott. The Resource Guide also includes tips on how to give speeches with text students can read. After reading and discussing “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, presented orally, convey information researched in prior lessons.

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 Teacher Resource Guide for English 10A contains a "Course Overview" tab that leads to a "Course Overview" document. The document contains six units, which include assigned readings centered on specific reading skills. Listening, speaking, viewing, and presenting activities are included within the document. For example, in Unit 2, students discuss information from the lesson with their teacher and peers to make connections, listen to a podcast about researching, create an ad about public service, and view images to assess an argument. The guide also contains a "Collaborative Project" tab that leads to a section with additional tabs/links. A teacher packet, student packet, peer evaluation rubric, teacher evaluation rubric, instructions for reflecting on an interview, and worksheets for reflecting on an interview are visible, but they are not accessible when they are clicked on.

The "Teacher Resource: Speaking & Listening Document," Part 1, not included in the units, lists individual TEKS, content description, content location, suggested activities, and instructional resources. The document also includes links to articles about tips and guidelines for active listening and improving student-led discussions.

The English 200 Teacher Resource Guide includes information and guidance aligned with presenting information. Students give an oral presentation about an informational,

argumentative, or personal narrative essay written in a previous assignment. 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 disagreement resolution 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 3, students “create an oral presentation, in the form of a video recording of an individual student reading aloud their informational or argument essay.” The lesson includes links to websites on presentation skills and public speaking.

In Unit 4, students write a response to convey support or disapproval about a topic from an assigned reading. Students are provided with three opinions; two opinions are quotes from “Dyaspora” by Joanne Hyppolite, and one opinion is a quote from “Only Daughter” by Sandra Cisneros. After posting the response, students respond to a post made by one of their peers. Students are able to respond to more than one peer. Instructions remind students to use “correct spelling and grammar and keep...responses original and polite.”

In Unit 5, students reflect on Franklin D. Roosevelt and Lyndon B. Johnson after reading about people to admire. The prompt reads: “Choose one person for your focus. In a short paragraph, explain why you believe this person is admirable.” The materials prompt students to consider the following questions: “What specific things has this person done to make him admirable? What kind of impact does this person still have on the world today? How has this person impacted you? Be sure to use specific examples or textual evidence from research, the readings in this class, or your own experiences and knowledge.”

In Unit 9, students respond to a discussion post using examples from *Panchatantra*, translated by Arthur W. Ryder. There is a brief description of the fable provided for each task. The materials prompt the students: “Choose one adjective to describe the fourth Brahman.” For

“The Lion-Makers,” students are asked, “Choose one adjective to describe the topic.” Students provide an explanation for the word selected, describe why it was selected, and describe how words can be used to describe a larger idea. Instructions remind students to use “correct spelling and grammar and keep...responses original and polite.” After completing the post, students reply to at least one post made by a peer.

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 text previously read. Texts include “These Teen Birds Love Sleeping In, Too” by Rachael Lallensack and “The Downside of No Downtime for Kids” by Kyla Calvert Mason. Students learn about central ideas and comprehension skills; then, they learn how to write objective summaries. Practical skills for research are also included in this unit. Students learn how to create and refocus research questions as well as how to locate sources using search terms. Students learn about the organizational patterns and components of informational texts. Students write an objective summary about a primary source that was assigned within the lesson; they may select one source from a list that includes “Is Vegetarian Fast Food Actually Good for You?” by Lisa Drayer and “Doing Nothing Is Something” by Anna Quindlen. Students learn the difference between primary and secondary sources and apply their knowledge of sources by reading a list of sources and writing a response to the question “Which of these sources are primary sources? Which are secondary sources?” Students learn how to use key terms to search for credible sources.

In Unit 2, students research and investigate solutions for a problem children face in the world today and produce an informational essay explaining the problem and viable solutions. This task requires use of evidence from three to five credible sources and MLA-style citations, both in the text and on the Works Cited page. In the “Writing Activity,” students research three to

five credible sources, find a fact within each source that is aligned with their research topic, and cite where the fact appeared. Students learn how to research credible sources by reading examples of credible sources and learning about the research process used to locate information; they are also provided with information that can be used to take effective notes. Students apply the knowledge they gain by writing responses to questions. Students read an untitled paragraph and respond to the following prompt: “Examine this source for bias and faulty reasoning. Write a short paragraph explaining why this source is credible or why it is not.”

In Unit 5, students evaluate the difference between relevant and sufficient evidence; the materials include definitions of flawed reasoning and false statements. Students read a list of tips used to evaluate evidence and read examples of relevant evidence. Students read a passage from “Should We Terraform Mars?” by Paul Scott Anderson and write a response to the question “Does the author include relevant evidence to support this argument? If so, cite at least two examples of relevant evidence. Then state whether you think the author has provided sufficient evidence to support his argument.” Students begin to write their argumentative essay, for which they must include three to five credible relevant sources. Students learn how to evaluate arguments and claims within sources. Students read descriptions, view examples, and evaluate arguments. Students evaluate a passage from “Abolishing the Penny Makes Good Sense” by Professor Alan S. Blinder and a passage from “The Penny May Be Worthless, But Let’s Keep It Anyway” by Jay L. Zagorsky. Students write a response to the following prompt to demonstrate their knowledge of evaluating arguments in sources: “Evaluate both arguments and their use of valid claims, sound reasoning, and relevant and sufficient evidence.” Students also learn how to defend and support claims. Students read a passage from “The Penny May Be Worthless, But Let’s Keep It Anyway” by Jay L. Zagorsky and write a response to the question “What is the claim in this passage? Do you agree or disagree with the claim? Explain by defending or challenging the claim.” In another lesson, students read two seminal U.S. documents as assigned primary sources: “The Great Society,” a speech by Lyndon Johnson, and “One the Arsenal of Democracy,” a speech by Franklin D. Roosevelt. This lesson contains examples of when and how to use formal language to convey ideas; for example, the materials suggest the use of academic vocabulary, complex sentences, and correct grammar. In the “Discussion Board” section, students write a paragraph to describe admirable traits of an individual. Students are given three questions to guide the information included in the response and a list of two individuals to select from; materials suggest they use evidence researched from the assigned readings. Students write academic responses with the intention of sharing information with a formal audience of peers and respond to at least one post from a peer.

In the English 200 Teacher Resource Guide, a “Creating and Giving Presentations” link features 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 different 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

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 within the materials 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, students work through a two-part reading lesson that focuses on identifying organizational structures. Part one includes two assigned readings: “Doing Nothing Is Something” by Anna Quindlen and “Is Vegetarian Fast Food Actually Good for You?” by Lisa Drayer. Students can listen to the text read aloud by highlighting the text and clicking on the “Listen” icon. Annotations and footnotes within the text appear near the text they reference. Annotations and footnotes provide questions, definitions, and information that can support students’ ability to analyze organizational structures. Within “Doing Nothing Is Something,” an annotation is provided: “This paragraph includes many examples. What key idea do all of the examples describe?” The texts also include vocabulary words underlined and in orange font. Students click on the words to read their part of speech and definition. The second part of the lesson features key ideas, definitions, examples, hints, and opportunities for students to

practice their ability to identify organizational structure. For example, students read a passage from “Is Vegetarian Fast Food Actually Good for You?” and answer the question “What is the key idea in this section of the text?” Students answer three questions aligned with organizational structures at the bottom of the page. On the “Discussion Board,” students write a paragraph that is an objective summary of one of four texts that appeared within the lesson. For example, students can write an objective summary about “Doing Nothing Is Something” by Anna Quindlen or “Is Vegetarian Fast Food Really Good for You?” by Lisa Drayer. Students respond to a post from at least one of their peers. Speaking and listening opportunities are facilitated by educators. In the English 10B Teacher Resource Guide, a “Speaking and Listening” tab leads teachers to a document with listening and speaking activities that can be used throughout the academic year. Students participate in a “Synchronous Session” by sharing their responses and providing feedback to their peers about the textual evidence and analysis used to complete a graphic organizer. Literacy skills are integrated and aligned to support student academic development and independence.

In Unit 5, students complete a research project and focus on identifying information within interviews; this can be accessed in the “Course Overview” tab located within the English 10A Teacher Resource Guide. Students read additional assigned readings that include but are not limited to “Jhumpa Lahiri, Pulitzer Prize Winner” and “Alice Walker on Quilting.” Students write a research paper with a Works Cited page that addresses the prompt “Write a research paper about a legend.” Students discuss information with their peers and instructor, watch videos about Alice Walker, listen to a podcast about writing techniques, create and conduct an interview, and learn academic vocabulary that is aligned with writing a research paper. Students learn about terms that include but are not limited to *connotations*, *reference materials*, *prepositions*, and *citations*. The materials align instruction to help students build and apply knowledge and skills in writing, speaking, listening, reading, thinking, and language.

In Unit 7, students begin a lesson by identifying the differences between *connotation*, *denotation*, and *nuance*. A graphic organizer featured in the lesson contains a description of each of the terms, and students read examples of the terms. In the “Try It Yourself” section at the end of the lesson, students read an untitled passage and answer questions by writing an open ended response: “Which word conveys the most negative and serious meaning and best matches the context?” Students apply the knowledge they have gained by answering three additional questions related to the terms. Students read three assigned readings by Sanni Metelerkamp: “How Jakhals Fed Oom Leeuw,” “The Place and the People,” and “The Little Red Tortoise.” Annotations and footnotes included within the text support students’ understanding of reading skills related to characters’ traits, plot, vocabulary, and others. For example, in “The

Little Red Tortoise,” the following questions appear within the “Annotations”: “What life lesson is Outa Karel expressing here?” and “How does this information help you to understand the personality of the Little Red Tortoise?” Students view a video titled “Character and Character Types.” The materials present a list of different types of characters and of the types’ descriptions. At the end of the lesson, students answer two multiple-choice questions: “A character that goes through a change that is well developed in a story is most often referred to as a....” “What are the characteristics of a dynamic character?” On the “Discussion Board,” students apply the knowledge they have gained about characters in narrative texts by writing a paragraph: “Write a short paragraph that shows you understand the person’s perspective as you try to put yourself ‘in their shoes.’” Students select from one of three choices: “Perspective 1: Antelope from the folktale ‘How Jackal Fed Uncle Lion’; Perspective 2: Outa Karel from ‘The Place and the People’; Perspective 3: Old Giraffe from the folktale ‘The Little Red Tortoise.’” Listening and speaking activities are found within the English 10B Teacher Resource Guide in the “Curriculum Map.” The activities are aligned with the skills that are taught. Each of the questions, activities, and tasks supports students’ development of reading, writing, speaking, listening, vocabulary, and language skills.

In Unit 11, materials feature vocabulary cards students can use to learn about the definition, etymology, part of speech, and synonyms for vocabulary words. Each card includes a sentence with the vocabulary word, and some cards feature an image that is aligned with its corresponding sentence. Students develop their knowledge of affixes by studying definitions, graphic organizers, explanations, and examples. In the “Try It Yourself” section, students apply the knowledge they gained by answering two multiple-choice questions; for example, students read sentences that contain a blank space and are asked, “Which would correctly fill the blank?” The vocabulary words and some of the affixes that are taught appear in the assigned readings featured in the lesson. Students learn about characterization and foreshadowing within the “Reading Skill” lesson. Annotations within the assigned reading include questions that support students’ ability to develop their understanding of characterization and foreshadowing. Footnotes provide definitions of terms that can support students’ comprehension of texts. In “The Lay of the Werewolf,” an annotation asks students, “Why is the lady fearful that she will anger her husband if she asks him where he disappears to each week?” and “How do you think the events in the story up to this point foreshadow what will subsequently happen?” Students listen to texts read aloud by highlighting the text and clicking the “Listen” icon. The second part of the “Reading Skill” section contains examples, descriptions, definitions, and a graphic organizer that align with the reading skills being taught. Students answer two multiple-choice questions at the end of the lesson: “What describes a dynamic character?” and “What is foreshadowing?” In “Reading Skill 2, Part 2” students read

about characterization through the lens of historical events and cultural settings. Students read a passage from “The Lay of the Werewolf” and apply their knowledge of settings to answer questions with a written response: “What historical and cultural settings and events influence this story? How do the historical and cultural settings and events of the story influence the complexity and believability of the characters?” Students read an additional passage from “The Lay of the Werewolf” and answer multiple-choice questions; for example, “What do the king’s actions in the passage reveal about him?” Students apply their knowledge of the reading skills they learned by writing a discussion post describing if they agree with an opinion that appears in one of the assigned readings. Students select an opinion from a list of three quotes from “The Lay of Equitan.” Students also write a response to at least one of their peers. Teachers facilitate discussion activities where students can speak and listen to their peers’ ideas. Speaking and listening activities are featured within the “10B Curriculum Map,” in the 10B Teacher Resource Guide. The activities are strategically aligned and planned out to support students’ learning and application of skills and concepts and to support their independence.

In Unit 12, tasks integrate reading, writing, speaking, listening, thinking, and vocabulary to increase student independence and build student knowledge. At the start of the lesson, students read vocabulary cards that include a word’s part of speech, definition, synonyms, and etymology as well as a sentence that includes the featured vocabulary word. Some of the cards feature an image aligned with the sentence provided in the card. Two students are asked, “Which words are antonyms of *candid*?” Students also read a sentence and answer the question “What does *enumerated* mean in this sentence?” from answer choices provided. In the first part of the “Reading Skill” section, students analyze character development within “The Attendant’s Confession” by Maria Machado de Assis and “After Twenty Years” by O. Henry. Each text includes background information about the author, annotations with questions and information, and footnotes with definitions and explanations of parts of the text. Students listen to the text read aloud by highlighting the text and clicking the “Listen” icon. Questions within the texts connect to the skills that appear in the “Reading Skill” and “Language Skill” sections. For example, some of the annotation questions in “The Attendant’s Confession” include but are not limited to “What does the idiom ‘hadn’t been worth a button’ mean? How does it impact the meaning in the text?” “How are the insults affecting Procopio and his state of mind?” and “Why does Procopio shake the Colonel ‘to bring him back to life’?” In the second part of the “Reading Skill” section, students read examples, definitions, and descriptions of academic terminology associated with character development. In the “Try It Yourself” section, students read a passage from “After Twenty Years” by O. Henry and write a response to the prompt “What elements of character development are present in this passage? Explain your answer in the box.” Students answer two multiple-choice questions at the end of the lesson: “Which option most effectively describes character motivation?” and “Which option most

effectively explains the connection between conflict and character motivation?” On the “Discussion Board,” students apply the reading skills they have learned by writing a paragraph explaining if they agree or disagree with three quotes from the assigned readings. For example, for a short passage from “The Attendant’s Confession,” students answer the question “Do you agree with Procopio’s decision? Does it justify his crime? Why or why not?” Students speak with and listen to their peers as they engage in meaningful discourse about information presented within the lesson. In “Checkpoint 56,” students apply their knowledge of vocabulary terms, language skills, and reading skills by selecting multiple-choice responses to answer questions. Some of the questions featured in the assessment include “Which option is an element of indirect characterization?” and “Which option most effectively explains how character motivations influence the conflict in ‘The Attendant's Confession’?” Some of the questions are based on short passages students need to read before providing a response.

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 introduction explains that the course is split into two sections: “The intent of the first half of this course is to help you continue to build your communication skills and enhance your ability to critically analyze written and spoken key ideas and arguments. The skills you will learn, such as researching and writing effectively, will lead to success in both your academic and professional lives. In the second half of the course, you will expand your understanding of culture and literature by reading a wide variety of fictional texts from around the world. Each unit focuses on literary works from a specific region of the world. You will move from early texts to more contemporary stories as you progress through the lessons.” The syllabus outlines the major concepts and projects while also providing links to the course summary, where students can see the checkpoints, discussion boards, exams, workbook activities, and writing activities.

The “Course Summary” contains a list of writing skills and writing activities that 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. Students incorporate the writing skills they have learned to write discussion board posts and to respond to a post from at least one of their peers in the latter part of each lesson. 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.

The “Course Summary,” located on the tab for the “Syllabus” on the course main page, contains a list of skills taught in the workbook. Language skills, including vocabulary, punctuation, and grammar, are distributed throughout the materials. There are 20 language skill lessons throughout the workbook focused directly on vocabulary. There are 20 other language skills lessons on parts of speech in Units 12–14, spelling conventions in Unit 19, and phrases and clauses in Units 43, 44, 47, and 49.

In Unit 4, students learn about argument writing and the characteristics and craft techniques specific to this type of writing. Students begin their “Writing Activity” by choosing one of three issues: “Should students be able to evaluate their teachers? Is technology positively or negatively affecting the way people communicate with others? Should people be prosecuted or held responsible for what they post on their social media accounts?” Students research the issue and write an essay to support their position by providing strong reasons and addressing one counterclaim. Students continue to develop the argument essay through Unit 5, where they submit the final draft.

In Unit 7, students write a literary analysis, answering the prompt “What is a central theme of ‘The Little Red Tortoise’?” In one or two paragraphs, students explain how the theme is developed throughout the text, and how the little red tortoise’s actions and interactions help to develop the theme.

In Unit 9, students review noun/verb, adjective/adverbial, and prepositional phrases. Students answer three multiple-choice and/or short-answer questions about phrases. Materials provide varied and consistent language lessons over the course of the school year. Students are reminded to use correct grammar within their discussion posts and when they write essays within the materials.

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, gives information about graphic organizers, and includes references to a discussion board for student collaboration. However, the recommendations within the document are designed for all students rather than 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 were not evident.

In the Unit 1 article “Doing Nothing Is Something” by Anna Quindlen, students can hover over the words *prestigious* and *irony* to read the part of speech and definition of each word.

In Unit 3, “Straw into Gold” by Sandra Cisneros includes footnotes within the text that provide explanations of acronyms along with definitions of terms. For example, clicking on the footnote option for *MFA* activates a pop-up description of the term. Additionally, an option to hear the text read aloud is available when the audio option is used.

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 a reading of “Breaking Down Barriers: A Vietnamese-American Football Star Brings a Racially Divided Town Together” by Adam Piore and “Yes, Sitting Too Long Can Kill You, Even If You Exercise” by Susan Scutti. Students are able to hover over and click on the vocabulary words, annotations, and footnotes in the text to view the part of speech and a definition to help clarify meaning and make content comprehensible.

In Unit 2, students read “On Twitter, Fake News Has Greater Allure Than the Truth Does” by Maria Temming. Footnotes display the definitions of words that may be unfamiliar to students. For example, a footnote for the word *informatics* provides a brief definition.

In Unit 3, the footnote provided in the poem “Defamation” by Rabindranath Tagore includes a definition of the term *fie*.

In Unit 9, an activity introduces new vocabulary words and provides an option for listening to the text. It includes synonyms, the etymology, and a sentence with the word. There are ten vocabulary words in the activity, and three are accompanied by a photograph under the sentence with the word.

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 of instruction that each contain 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 10A and English 10B, 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 10B Teacher Resource Guide, a “Course Overview” document contains a featured reading, “A Chip of Glass” by Nadine Gordimer, that is not part of the assigned readings in Unit 7.

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 3, materials show a colorful picture of a little girl wearing a cape and a mask to illustrate the word *animated*; the following sentence is written above the image: “Jasmine became animated when she put on her superhero costume.” 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.

In Unit 4, 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. There is also an appropriate amount of white space between subheadings that appear within the page, such as “Argumentative Texts,” and corresponding information.

In Unit 11, materials contain a graphic organizer to hold information about different types of characters. The organizer includes a column for the name of the character type and a description. Four rows are included within the organizer; each row is used to provide information for a specific character type. For example, the first row contains the term *dynamic character* under the “Character Type” column, and there are four bullets that describe the character. Information written in the “Description” column is listed in phrases.

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, with separate logins 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.