Savvas Learning Texas Experience Science Grade 3

Savvas Learning Texas Experience Science Grade 3 Executive Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 3	100%	100%	100%	100%
Grade 4	100%	100%	100%	100%
Grade 5	100%	100%	100%	100%

Section 2. Instructional Anchor

- The materials are designed to strategically and systematically integrate scientific and engineering practices, recurring themes and concepts, and grade-level content as outlined in the TEKS.
- The materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.

Section 3. Knowledge Coherence

- The materials are designed to build knowledge systematically, coherently, and accurately.
- The materials provide educative components to support teachers' content and coherence knowledge.

Section 4. Productive Struggle

- The materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.

Section 5. Evidence-Based Reasoning and Communicating

- The materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.
- The materials provide teacher guidance to support student reasoning and communication skills.

Section 6. Progress Monitoring

- The materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.

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- The materials include guidance that explains how to analyze and respond to data from assessment tools.
- The assessments are clear and easy to understand.

Section 7. Supports for All Learners

- The materials provide guidance on fostering connections between home and school.
- The materials include listening, reading, writing, and speaking supports to help Emergent Bilinguals meet grade-level science content expectations.
- The materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.
- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Section 8. Implementation Supports

- The materials include year-long plans with practice and review opportunities that support instruction.
- The materials include classroom implementation support for teachers and administrators.
- The materials provide implementation guidance to meet variability in program design and scheduling.

Section 9. Design Features

- The visual design of materials is clear and easy to understand.
- The materials are intentionally designed to engage and support student learning with the integration of digital technology.
- The digital technology or online components are developmentally and grade-level appropriate and provide support for learning.

Section 10. Additional Information

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

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Indicator 2.1

Materials are designed to strategically and systematically integrate scientific and engineering practices, recurring themes and concepts, and grade-level content as outlined in the TEKS.

1	Materials provide multiple opportunities for students to develop, practice, and demonstrate mastery of grade-level appropriate scientific and engineering practices as outlined in the TEKS.	M
2	Materials provide multiple opportunities to make connections between and within overarching concepts using recurring themes.	M
3	Materials strategically and systematically develop students' content knowledge and skills as appropriate for the concept and grade level as outlined in the TEKS.	M
4	Materials include sufficient opportunities, as outlined in the TEKS, for students to ask questions and plan and conduct classroom, laboratory, and field investigations and to engage in problem-solving to make connections across disciplines and develop an understanding of science concepts.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials are designed to strategically and systematically integrate scientific and engineering practices, recurring themes and concepts, and grade-level content as outlined in the TEKS.

Materials provide multiple opportunities for students to develop, practice, and demonstrate mastery of grade-level appropriate scientific and engineering practices as outlined in the TEKS. Materials provide multiple opportunities to make connections between and within overarching concepts using recurring themes. Materials strategically and systematically develop students' content knowledge and skills as appropriate for the concept and grade level as outlined in the TEKS. Materials include sufficient opportunities, as outlined in the TEKS, for students to ask questions and plan and conduct classroom, laboratory, and field investigations and to engage in problem-solving to make connections across disciplines and develop an understanding of science concepts.

Evidence includes but is not limited to:

Materials provide multiple opportunities for students to develop, practice, and demonstrate mastery of grade level appropriate scientific and engineering practices as outlined in the TEKS.

- The materials provide multiple opportunities for students to interact with grade-level appropriate scientific and engineering practices (SEPs) as outlined in the TEKS. Within the Explore portion of an experience (lesson), a green section titled *Thinking Like A Scientist* and a blue section titled *Mastering Scientific and Engineering Practices* advise teachers on how best to support students with the development and practice of the SEPs within the lesson.
- Students experience age-appropriate phenomena to engage them in using the SEPs. For example, in Topic (unit) 4, *Earth and Space*, the anchoring phenomenon video asks, "Why does the night sky change?" The accompanying student anchoring phenomenon activity requires students to explain their thoughts by building a model and collecting evidence to support their thinking.

- The materials provide students opportunities to practice and demonstrate mastery of grade-level appropriate scientific and engineering practices. For example, within Topic 3, *Energy in Our World,* the science, technology, engineering, art, and math (STEAM) station activity directs students to define, build and test, collect and analyze data, and then redesign for the challenge, "How a Solar Oven can Capture Heat." Throughout all topics, students are given opportunities to ask questions, use evidence from investigations and collaboration, and redevelop a design.

Materials provide multiple opportunities to make connections between and within overarching concepts using recurring themes.

- The Recurring Themes and Concepts (RTCs) are listed in the Table of Contents and spotlighted within each topic. For example, in Topic 2, *Force and Motion*, the Teacher Overview specifies targeted RTCs, such *as identifying and using patterns* and *investigating cause and effect.* Embedded throughout the course, the RTCs give students multiple opportunities to make connections between and within overarching concepts.
- Each topic contains multiple student activities to support and connect the RTCs. For example, Topic 4, *Earth and Space*, Experience 2, *Solar System*, incorporates a STEAM Station Activity where students identify patterns by creating a solar system model showing the planets in the correct order from the Sun.
- The materials guide students to practice and make connections between and within overarching concepts and recurring themes. For example, the materials include student worksheets titled "Plan and Conduct an Investigation," "Use Models to Analyze Data," and "Recurring Themes and Concepts," For teachers, there is an editable slide presentation for direct instruction on recurring themes and overarching concepts.

Materials strategically and systematically develop students' content knowledge and skills as appropriate for the concept and grade level as outlined in the TEKS.

- The lessons within each topic are strategically and systematically presented in a 5E model structure and include an anchoring phenomenon as well as an engage phenomenon. The phenomena are revisited during the 5E model lesson cycle and Topic Wrap-Up. In the section titled *Getting Started with Texas Experience Science,* the materials include 5E model history and research. Also, the TEKS progression in each Topic Overview shows the vertical alignment and development of the TEKS for the current grade level, the TEKS connections to the previous grade level, and how the current grade-level content TEKS establishes a foundation for the upcoming grade level.
- Within each topic, materials such as anchor charts and literacy and vocabulary activities systematically build students' knowledge and investigating skills to support content TEKS. For example, Topic 7, *Organisms*, begins with a phenomenon video about webbed duck feet. In a related literacy activity station, students explore animals' external structures. The additional vocabulary and STEAM station activities reinforce and expand student knowledge about structure and functions.
- The hands-on stations and activities located within the Engage, Explore, and Elaborate sections of each lesson develop and broaden students' content knowledge and skills. For example, to activate student learning, Topic 2, Experience 1, begins with an everyday phenomenon question that asks, "How can the toy move without being touched?" Next, students explore a hands-on station and a literacy station to connect their new learning. Afterward, students revisit the anchoring phenomenon to see how their thinking changes. Lastly, students participate in a

STEAM Station Activity to design a maze to demonstrate the force of magnetism acting on an object.

Materials include sufficient opportunities, as outlined in the TEKS, for students to ask questions and plan and conduct classroom, laboratory, and field investigations and to engage in problem solving to make connections across disciplines and develop an understanding of science concepts.

- The materials contain sufficient opportunities for students to ask questions, conduct investigations, and engage in problem-solving, as evident through the 5E lesson cycle. The Explore section contains *Before the Stations* (examples of activating prior knowledge), *During the Stations* (hands-on activity), and *After the Stations* (literacy connections). The Explain section of the 5E lesson cycle provides teachers with a key ideas presentation and video. The Elaboration section contains student opportunities to practice new skills through STEAM activities and Physics Education Technology (PhET) Simulations. Each topic contains a Wrap-Up section with a Topic Reader to engage English Language Arts and Reading (ELAR) connections and Vocabulary Games to connect the science vocabulary. The Evaluation section allows teachers to revisit the phenomenon and measure student understanding of the introduced content.
- The materials include opportunities for students to engage in problem-solving to make connections across disciplines and develop an understanding of science concepts. In Topic 1, Experience 3, STEAM Station Activity, students determine which materials build the strongest tower that will support the weight of paper clips. Students design a tower and explain how they used each material. Next, students redesign their tower to support more weight. Afterward, in the literacy station, students explore the Read About It section titled *Combined Materials*. Then they identify building materials used in everyday life.
- The materials provide sufficient opportunities for students to ask questions and utilize a variety of hands-on learning activities. Each experience begins with a question that is relatable to students' lives. Each topic provides multiple hands-on learning events, including a STEAM activity and an online gaming component. Students are provided with opportunities to make at-home learning connections. For example, a community support section titled *Take It Local*, where students learn by exploring the night sky at home with family, is included in Topic 4, Experience 1.

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Indicator 2.2

Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.

1	Materials embed phenomena and problems across lessons to support students in constructing, building, and developing knowledge through authentic application and performance of scientific and engineering practices, recurring themes and concepts, and grade-level content as outlined in the TEKS.	M
2	Materials intentionally leverage students' prior knowledge and experiences related to phenomena and engineering problems.	M
3	Materials clearly outline for the teacher the scientific concepts and goals behind each phenomenon and engineering problem.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials anchor the learning in phenomena and problems as the key lever for driving learning and student mastery of disciplinary knowledge and skills.

Materials embed phenomena and problems across lessons to support students in constructing, building, and developing knowledge through authentic application and performance of scientific and engineering practices, recurring themes and concepts, and grade-level content as outlined in the TEKS. Materials intentionally leverage students' prior knowledge and experiences related to phenomena and engineering problems. Materials clearly outline for the teacher the scientific concepts and goals behind each phenomenon and engineering problem.

Evidence includes but is not limited to:

Materials embed phenomena and problems across lessons to support students in constructing, building, and developing knowledge through authentic application and performance of scientific and engineering practices, recurring themes and concepts, and grade level content as outlined in the TEKS.

- The materials use phenomena as a central anchor that drives student learning across grade-level content. The phenomena within the materials are composed of two parts: Anchoring Phenomena, which introduce students to global issues, and Everyday Phenomena, which prompt students to observe, connect, and explore their own backyards. Anchoring Phenomena launch topics (units), whereas Everyday Phenomena occur during the Engage section of each experience (lesson).
- The materials use relevant phenomena from Big Bend, the Hill Country, the Panhandle, the Gulf Coast, and the Piney Woods for students to experience and investigate. An anchoring phenomenon opens each topic. For example, Topic 7, *Organisms*, begins with the question, "How do the structures of the pileated woodpecker help it to survive in the forests of Texas?" Within the Launch section, students watch a video and complete an activity about the phenomenon. Instructional tips are provided for the teacher to connect this phenomenon to similar ones previously experienced by students. Each topic embeds an Everyday Phenomenon within the Engage portion of the lesson through photos and an activity. For example, in Topic 6,

Interactions in Ecosystems, the Everyday Phenomenon is a photo related to plants and growth, and the Explore section of the lesson includes a related student activity about organisms in ecosystems.

- The materials use phenomena as a central anchor that drives student learning throughout each component of a 5E lesson cycle. In Topic 3, *Energy,* the anchoring phenomenon asks, "How can you build a faster roller coaster?" Students progress to the Engage portion of the lesson where they begin with an Everyday Phenomenon about locating sources of energy in a music box. During the Explore portion, students conduct a STEAM StationActivity to determine how a solar oven captures heat. In the Elaborate section, students experience a *Legends of Learning* game where they move objects to transfer energy to other objects. Lastly, students revisit the anchoring phenomena to track their new learning.

Materials intentionally leverage students' prior knowledge and experiences related to phenomena and engineering problems.

- The materials include opportunities to activate students' prior knowledge throughout all topics (units). Each topic opens with an anchoring phenomenon activity enabling students to use prior knowledge as evidence for the model. For example, Topic 7, Experience (lesson) 1, begins with the following phenomenon question: "How does a duck's webbed feet help it to survive?" and then progresses into students learning about external structures and functions as they complete a science, technology, engineering, art, and math (STEAM) station activity where they apply newly acquired knowledge to design a biomimicry tool or device for humans that mimics a plant or animal structure.
- The materials provide multiple entry points to the learning phenomena and include related phenomena that can be used as an alternative to introducing the lesson. For example, Topic 6, *Interactions in Ecosystems*, opens with a phenomenon about the migration of monarch butterflies. For students with little or no prior knowledge of the monarch butterfly migration, the teacher may choose to introduce the lesson by using phenomena related to whooping cranes or even wildflowers found in their community.
- The Explore portion of each lesson contains an "Address Prior Knowledge" teacher section. Topic 2, Experience 1's, "Address Prior Knowledge" shares prompts such as, "Why don't you stay in the air?" Furthermore, each Topic Wrap-Up revisits the unit anchoring phenomenon, where students must use their prior knowledge to complete the anchoring phenomenon activity. In Topic 7, *Organisms*, students are asked, "How do the structures of the pileated woodpecker help it survive in the forests of Texas?" The materials clearly leverage students' prior knowledge and include class discussions centered around an anchor chart which is often revisited throughout each topic.

Materials clearly outline for the teacher the scientific concepts and goals behind each phenomenon and engineering problem.

- The Topic Overview details for the teacher the anchoring phenomenon question, which students answer during the experiences while progressing through a topic. For example, Topic 7, *Organisms*, students answer the anchoring phenomenon question, "How do the structures of the pileated woodpecker help it survive in the forests of Texas?"
- Each topic includes scripting for the teacher for the Anchoring Phenomenon section. For example, Topic 7, *Organisms*, contains scripting for the teacher for Launch the Anchoring

Phenomenon, “What kinds of birds do you see every day?” The anchoring phenomenon video includes the question, “How do woodpeckers’ body parts help them survive?”

- Phenomena and engineering problems are garnered in an engaging video for students and teachers to preview the topic. In addition, the materials include teacher preparation videos and science concept background videos outlining the concepts and goals for each topic. For example, in Topic 6, *Interactions in Ecosystems*, the teacher is directed to watch the Teacher Background Video*, Interactions with Ecosystems,* for background knowledge of the unit content. A bulleted list of key concepts to support instruction is included as well.

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Indicator 3.1

Materials are designed to build knowledge systematically, coherently, and accurately.

1	Materials are vertically aligned and designed for students to build and connect their knowledge and skills within and across units and grade levels.	M
2	Materials are intentionally sequenced to scaffold learning in a way that allows for an increasingly deeper conceptual understanding.	M
3	Materials clearly and accurately present grade-level-specific core concepts, recurring themes and concepts, and science and engineering practices.	M
4	Mastery requirements of the materials are within the boundaries of the main concepts of the grade level.	M

Meets | Score 6/6

The materials meet the criteria for this indicator. Materials are designed to systematically, coherently, and accurately build knowledge .

Materials are vertically aligned and designed for students to build and connect their knowledge and skills within and across units and grade levels. Materials are intentionally sequenced to scaffold learning in a way that allows for an increasingly deeper conceptual understanding. Materials clearly and accurately present grade-level-specific core concepts, recurring themes and concepts, and science and engineering practices. Mastery requirements of the materials are within the boundaries of the main concepts of the grade level.

Evidence includes but is not limited to:

Materials are vertically aligned and designed for students to build and connect their knowledge and skills within and across units and grade levels.

- Designed to build knowledge systematically, coherently, and accurately, the materials increase in complexity within and across units and grade levels. The materials include a TEKS Vertical Alignment Grades 3-5 document, the Science and Engineering Practices TEKS (SEPs), and the Recurring Themes and Concepts TEKS (RTCs). The progression of TEKS includes the following: In grade 3, students measure, test, and record the physical properties of matter. In grade 4, students describe matter and classify matter using observable physical properties, and in grade 5, students compare and contrast matter based on measurable, testable, or observable physical properties. The prior example demonstrates one example of vertical TEKS alignment within the materials.
- Evidence of horizontal alignment within the grade-level materials is present as well. The materials include a detailed TEKS Grade 3 Correlation document, outlining the location of all TEKS and showing alignment across Topics (units). For instance, in the first Experience (lesson) of Topic 1, *Matter*, third-grade students focus on physical properties. As students progress through the Experiences in this unit, they apply prior knowledge to dig deeper into their understanding of physical properties by modeling change in shape in Experience 2, *Solids, Liquids, Gases*. These grade 3 TEKS concepts vertically align with grade 4's Topic 1, *Matter*, Experience 1, *Properties of Matter*, and Experience 2, *Solids, Liquids, and Gases*.

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- Within each Topic Overview, there is a TEKS Progression header with sub-sections labeled *Look Back*, *In This Topic*, and *Look Ahead*. This section of the materials focuses solely on Topic vertical TEKS alignment for the previous and current grade levels.

Materials are intentionally sequenced to scaffold learning in a way that allows for an increasingly deeper conceptual understanding.

- The materials use a 5E lesson cycle structure that provides teachers with multiple opportunities to scaffold student learning and deepen conceptual understanding as students experience a Topic anchor phenomenon which sets the stage for the unit Storyline. Additionally, lessons are launched with a related everyday phenomenon and then progress through multiple investigations during the Explore stage. For example, in Experience 1 of Topic 1, *Matter*, students measure, test, and record the physical properties of matter. Then in Experience 2, *Solids, Liquids, and Gases*, students use previous knowledge to show that solids keep their shape but liquids and gasses take the shape of the container. Then, in Experience 3, *Combined Materials*, students apply their newly acquired content knowledge from previous lessons to answer the following question: "How can you combine materials to build the strongest tower?" During the Elaborate phase, students apply their acquired knowledge to a new challenge or situation. There is also a Phenomena Tracker to assist with scaffolded learning. Lastly, the unit ends with a Topic Wrap-Up, enabling students to revisit the phenomena and adjust their thinking and ideas about the introduced concepts. Along with the hands-on learning experiences, the materials utilize visual aids as scaffolds to build an understanding of abstract concepts.
- For example, in Topic 2, *Force and Motion*, the lesson is launched with the everyday phenomenon question, "How can a toy move without being touched?" During the Explore portion of the Experience, students make robust connections to the introduced concepts through multiple investigations. Then students revisit their ideas and questions about the initial everyday phenomenon and apply what they have learned in the stations. Scaffolding in Topic 2, *Force and Motion*, is provided for Experience 2, *Position and Motion,* to support students who are having difficulty setting up the investigation. The Teacher Guide includes a list of steps for the teacher to demonstrate the procedure. Furthermore, guidance is provided for mastering recurring themes and concepts. For example, In Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, scripting prompts the teacher to ask, "What effect do different amounts of force have on a ball's movement?" Students then make predictions about the cause-and-effect relationships before they conduct the investigation. This scaffolding of learning within each Experience allows students to utilize targeted SEPs TEKS, adjust or deepen their content understanding, relate to specific RTC TEKS, and connect their experiences to the everyday lesson phenomena.

Materials clearly and accurately present grade level specific core concepts, recurring themes and concepts, and science and engineering practices.

- The Teacher's Guide materials include a scope and sequence that represents the grade-level science content, the science and engineering practices skills, the recurring themes and concepts, and the English Language Proficiency Skills (ELPS) as outlined in the TEKS Grade 3 Correlation chart.
- The TEKS Vertical Alignment document located in the *Getting Started with Texas Experience Science* section, along with the Topic Overview pages in the Teacher's Guide clearly present

grade-specific core science concepts, the recurring themes and concepts, and the science and engineering practices stated within the TEKS. This information is also listed in the margins of the Teacher's Guide on the page with the corresponding activity. For example, in Topic 1, *Matter*, one of the targeted SEPS TEKS focuses on collecting observations as evidence. An RTC (recurring themes and concepts) TEKS addressed in Topic 1, *Matter*, is cause and effect relationships. Furthermore, question prompts and teacher suggestions are included to support the TEKS during the hands-on stations.

- Additionally, each unit contains a Topic Overview that provides teachers with a Teacher Background video and a Teacher Prep video for grade-level instruction of core science concepts, RTCs, and science and engineering practices (SEPs). Each Topic Overview also includes a TEKS Progression section with three sub-sections titled, *Look Back*, *In This Topic*, and *Look Ahead* which list vertically aligned TEKS associated with the unit. Each Topic Overview also displays targeted TEKS for SEPs, RTC, and ELPS, as well as any related English Language Arts (ELPS) TEKS addressed in the unit.

Mastery requirements of the materials are within the boundaries of the main concepts of the grade level.

- Each Topic presents opportunities for students to demonstrate mastery of materials within the boundaries of the grade-level TEKS. For example, the first lesson of Topic 2, *Force and Motion*, contains an Everyday Phenomenon Video Exit Ticket question, "Which forces act on objects at a distance?" As students enter into the Explore portion of the lesson cycle, the Literacy Station Activity provides an opportunity for students to demonstrate their mastery of the material by answering the question, "What do you already know about pushes and pulls?" The Evaluate portion of the lesson contains a quiz to measure mastery of student material. A Wrap-Up Topic assessment is included at the end of the unit. The unit assessment questions and exit tickets are within the boundaries of the main concepts included in Topic 2, *Force and Motion*, and they align with the grade-level TEKS.
- In addition, the materials provide a scope and sequence outlining where learning targets are introduced, developed, and mastered within the program. Each Experience contains an At-A-Glance page that includes learning objectives. For example, in Experience 1 of Topic 1, *Matter*, the student learning objective is to measure, test, and record the physical properties of matter. Objectives and Areas of Focus are provided for each portion of the 5E lesson within the Experience.
- The vertical alignment of the TEKS clearly defines the boundaries for each grade level. For example, identifying forms of energy is taught in third grade. Fourth-grade students learn how to investigate and identify the transfer of energy of objects in motion, whereas grade 5 students investigate and describe the flow of energy in systems. Throughout each grade-level Experience, student exit tickets are embedded to show mastery in the Engage, Explore, and Explain sections of the 5E learning cycle. A quiz is provided at the end of each Experience. The Topic Wrap-Up includes an editable unit test with options to incorporate multiple choice and short-constructed response questions to assess mastery of the energy concepts.

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Indicator 3.2

Materials provide educative components to support teachers' content and knowledge coherence.

1	Materials support teachers in understanding the horizontal and vertical alignment guiding the development of grade-level content, recurring themes and concepts, and scientific and engineering practices.	M
2	Materials contain explanations and examples of science concepts, including grade-level misconceptions to support the teacher's subject knowledge and recognition of barriers to student conceptual development as outlined in the TEKS.	M
3	Materials explain the intent and purpose of the instructional design of the program.	M

Meets | Score 6/6

The materials meet the criteria for this indicator. Materials partially provide educative components to support teachers' content and knowledge coherence.

Materials support teachers in understanding the horizontal and vertical alignment guiding the development of grade-level content, recurring themes and concepts, and scientific and engineering practices. Materials contain explanations and examples of science concepts, including grade-level misconceptions to support the teacher's subject knowledge and recognition of barriers to student conceptual development as outlined in the TEKS. Materials explain the intent and purpose of the instructional design of the program.

Evidence includes but is not limited to:

Materials support teachers in understanding the horizontal and vertical alignment guiding the development of grade level content, recurring themes and concepts, and scientific and engineering practices.

- The materials include guiding documents to support teachers' understanding of how new learning connects to previous and future learning across grade levels. The scope and sequence display the vertical alignment of grade-level content. Furthermore, each unit includes a Topic Overview which lists all TEKS covered in the lesson (content, science and engineering practices, recurring themes and concepts, English Language Proficiency Skills, and English Language Arts and Reading-if applicable). The scripting is organized into easy-to-follow sections titled, *Look Back*, *In This Topic*, and *Look Ahead*. For example, Topic 2, *Force and Motion*, includes TEKS for all categories, showing both vertical and horizontal content TEKS support for teachers in understanding grade-level content. The TEKS progression shows how the topic connects to what the students learned in the previous grade and looks ahead to see the students' connection for the next grade level.
- The materials provide a section to the Teacher's Guides of the Spiraling Activities titled "Content Progressions Within and Across Grade Levels" that explains how content and concepts progress within and across grade levels. For example, the grade 3, Topic 7 "Content Progressions Within and Across Grade Levels" guides teachers with explicit statements about how the content in grade 2 as well as in Topics 3, 5, and 6 provide a foundation for the content in Topic 7 as well as

how the content in Topic 7 will provide a foundation for what students will be learning in grades 4 and 5.

Materials contain explanations and examples of science concepts, including grade level misconceptions to support the teacher's subject knowledge and recognition of barriers to student conceptual development as outlined in the TEKS.

- The materials include a Teacher Background section and a Teacher Prep section within the Topic Overview Teacher eText for each Topic (unit). The Teacher Background section contains a bulleted list of key concepts and a video to support teacher content knowledge for a Topic. For example, Topic 7, *Organisms*, explains external structures and functions, and examples of life processes. The video also reviews previous grade-level concepts which support the current grade-level Topic content. The videos in the Teacher Prep section provide teachers with lesson guidance and management strategies.
- The materials provide a Common Misconceptions section for teachers in the Overview section of each Topic. For example, in Topic 2, *Forces*, the teacher's scripting shares common student misconceptions including the idea, “applying a force will always cause an object to move.” The Misconceptions section also contains teacher guidance to help correct student misbeliefs.

Materials explain the intent and purpose of the instructional design of the program.

- The materials provide the intent and purpose of the program’s instructional design in the *Designed for Texas-Engage in Dynamic Experiences:* Grades 3-5 document. This document explains the program and its components, including phenomena-based learning and the rationale for using the 5E model to scaffold instruction and build student understanding.
- For example, the Phenomena Explorations are designed to introduce students to broader global issues and prompt students to observe, connect, explore, and apply their understanding of everyday phenomena to develop solutions. Teacher guidance for leveraging phenomena and supporting student sense-making is included on the Launch Page of each Topic.
- The materials also include a Research-Based Pedagogy document that explains the program’s layout and benefits. For example, the 5E model includes the following stages: Engage, Explore, Explain, Elaborate, and Evaluate. The materials also highlight student benefits of the program’s design such as student-centered, active learning, conceptual understanding, and real-world connections.
- In summary, the *Designed for Texas-Engage in Dynamic Experiences:* Grades 3-5 document explicitly details the purpose behind all program materials. Clear explanations show student connections to literacy, collaboration, hands-on and engaging learning through stations, reading, vocabulary, phenomenon exploration, digital resources, and STAAR assessment success.

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Indicator 4.1

Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.

1	Materials consistently support students' meaningful sensemaking through reading, writing, thinking, and acting as scientists and engineers.	M
2	Materials provide multiple opportunities for students to engage with grade-level appropriate scientific texts to gather evidence and develop an understanding of concepts.	M
3	Materials provide multiple opportunities for students to engage in various written and graphic modes of communication to support students in developing and displaying an understanding of scientific concepts.	M
4	Materials support students to act as scientists and engineers who can learn from engaging in phenomena and engineering design processes, make sense of concepts, and productively struggle.	M

Meets | Score 4/4

The materials meet the criteria for the indicator. Materials provide opportunities for students to engage in productive struggle through sensemaking that involves reading, writing, thinking, and acting as scientists and engineers.

Materials consistently support students' meaningful sensemaking through reading, writing, thinking, and acting as scientists and engineers. Materials provide multiple opportunities for students to engage with grade-level appropriate scientific texts to gather evidence and develop an understanding of concepts. Materials provide multiple opportunities for students to engage in various written and graphic modes of communication to support students in developing and displaying na understanding of scientific concepts.. Materials support students to act as scientists and engineers who can learn from engaging in phenomena and engineering design processes, make sense of concepts, and productively struggle.

Evidence includes but is not limited to:

Materials consistently support students' meaningful sensemaking through reading, writing, thinking, and acting as scientists and engineers.

- The materials contain multiple opportunities for students to make sense of science concepts through reading, writing, thinking, and acting as scientists and engineers. The *Designed for Texas Grade 3-5* document states the Explain/Elaborate sections of each Topic include a Key Ideas Presentation with teacher instructions to "Discuss students' data from their investigation to build students' sense-making." For example, Topic 2, *Force and Motion*, Experience 1, *Forces*, directs the teacher to open the Key Ideas Presentation and check for student sense-making. Students then share what they learned in the stations.
- In Topic 1, *Matter*, the students watch the Topic Launch Anchoring Phenomenon Video about making ice cream with liquid nitrogen. The teacher leads a discussion about what students think is happening in the video and asks, "How does the ice cream change when liquid nitrogen is added?" Using a think-pair-share strategy, students work with a partner and complete the claim-evidence-reasoning framework to explain how ice cream is made. Through hands-on

activities, students act like scientists and revise their claim-evidence-reasoning throughout the Topic. Using an anchor chart activity, students record and organize their thoughts. Finally, the teacher presents students with Topic Readers and encourages them to read high-interest books or select titles to answer the remaining questions they have about the science topic.

- Within Topic 6, *Interactions in Ecosystems*, Experience 1, *Organisms in Ecosystems*, students read about how plants and animals respond to changes in weather conditions during a literacy station activity. Students think and act like scientists by analyzing data about why birds migrate. Exit tickets provide students with writing opportunities to describe how temperature and precipitation help a cactus bloom. Students also incorporate reading throughout the lesson as they explore the various phenomena.

Materials provide multiple opportunities for students to engage with grade level appropriate scientific texts to gather evidence and develop an understanding of concepts.

- The materials consistently embed multiple opportunities for students to engage with grade-level appropriate scientific texts through purposeful and targeted activities, such as vocabulary-related tasks, Topic Readers, and Steam and Literacy Stations. For example, in Topic 3, *Energy*, Experience 2, *Mechanical Energy*, students read about mechanical energy for a hands-on experiment, and they read again during a literacy station while completing a K-W-L chart to "generate questions during and after to deepen understanding and gain information."
- In Topic 2, *Force and Motion*, students investigate and describe how gravity affects various small objects in different situations. Afterward, in the literacy station activity, students use the Read About It section to synthesize information about the effects of pushes, pulls, gravity, and magnetism on objects in everyday activities.
- Furthermore, each Topic Overview includes a Connect to Literacy section for teachers to share with students. In Topic 5, *Patterns on Earth*, a suggested topic book is *Weather and Earth* by Jeannette Bagnasco, and *Everything Weather* by Katy Furgang is a recommended trade book. Additional student book titles are listed and can be used with whole groups, small groups, or as enrichment.
- The Table of Contents includes a resource to choose Topic Readers for additional information. Teachers can filter and choose books based on specific standards. For example, a book title search for the matter standard 3.6B returns three additional titles*: Matter and Astronaut Food, Matter and Sports*, and *Properties of Matter*.

Materials provide multiple opportunities for students to engage in various written and graphic modes of communication to support students in developing and displaying an understanding of scientific concepts.

- The materials provide multiple opportunities throughout each lesson cycle for students to use both written and graphic modes of communication to develop and display an understanding of scientific concepts. For example, Topic 2, *Force and Motion,* contains readers for student engagement, as well as graphic organizers to assist students with understanding scientific concepts. Written communication and graphic modes are evident in the provided student exit tickets. In the Evaluate section of Topic 2, *Force and Motion,* students complete an exit ticket by writing a sentence to describe the forces they observed in a video. Students then write short constructed responses to answer questions on the Evaluate Quiz.

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- During the Explore section of Topic 5, *Patterns on Earth*, Experience 1, *Weather*, students find and record air temperature and precipitation in their city and another US city. Then in the Mastering Scientific and Engineering Practices section, students carefully collect and record data to draw conclusions and construct a graph to display the data. In the Key Ideas Video section, students complete an exit ticket by drawing a scene that shows different weather conditions and labeling the parts with science terms.
- In Topic 3, *Energy*, Experience 1, *Energy in Our World*, students watch an everyday phenomenon video and record questions about energy, as well as what they want to investigate. In the Explore portion of the lesson, students construct a solar oven to demonstrate thermal and light energy. They use a table to record changes in temperature and analyze the data. In the Literacy Station, students draw a scene from home that includes three objects that use energy and label the type of energy it uses or makes. Students also write a poem about one of the objects.

Materials support students to act as scientists and engineers who can learn from engaging in phenomena and engineering design processes, make sense of concepts, and productively struggle.

- Materials support students to act as scientists and engineers who can learn from engaging in phenomena and engineering practices by utilizing the 5E lesson model and allowing students to go through the learning process as a scientist. Productive struggle is present in the design models where students discuss design strengths and weaknesses and have opportunities to make adjustments to their design. Collaboration and design thinking are evident in the STEAM activities as students work with their design team to create a prototype. For example, in Topic 3, *Energy*, Experience 2, *Mechanical Energy*, students experience the engineering design process as they build a roller coaster. The materials also create transfer opportunities for students to apply their science knowledge to new situations. For example, students are provided time to use what they know about ramps, mechanical energy, and speed to re-design a faster roller coaster.
- Materials support students to act as scientists and engineers who can learn from engaging in phenomena and engineering practices in the STEAM activities that relate to the Thinking Like a Scientist section found in each Topic. For example, in Topic 6, *Interactions in Ecosystems*, Experience 2, *Energy in Ecosystems*, students make cards showing images of plants and animals, research each organism, draw a picture, and label key content vocabulary words. Then students design a card game to represent a food chain. The Thinking Like a Scientist section enables students to compare their explanations, discuss similarities and differences, and learn how to communicate valid conclusions while collaborating with others.
- Experiences include hands-on station cards. These cards allow students to engage in phenomena and in the engineering design process, make sense of the concept, and productively struggle to learn. For example, in Topic 7, *Organisms*, Experience 2, *Life Cycle*, students learn about various life cycles by planting two different types of seeds inside a bag. Students make a prediction, conduct the investigation, observe and record data, chart seed growth over two weeks, and then compare results.

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Indicator 5.1

Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.

1	Materials prompt students to use evidence to support their hypotheses and claims.	M
2	Materials include embedded opportunities to develop and utilize scientific vocabulary in context.	M
3	Materials integrate argumentation and discourse throughout to support students' development of content knowledge and skills as appropriate for the concept and grade level.	M
4	Materials provide opportunities for students to construct and present developmentally appropriate written and verbal arguments that justify explanations to phenomena and/or solutions to problems using evidence acquired from learning experiences.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials promote students' use of evidence to develop, communicate, and evaluate explanations and solutions.

Materials prompt students to use evidence to support their hypotheses and claims. Materials include embedded opportunities to develop and utilize scientific vocabulary in context. Materials integrate argumentation and discourse throughout to support students' development of content knowledge and skills as appropriate for the concept and grade level. Materials provide opportunities for students to construct and present developmentally appropriate written and verbal arguments that justify explanations to phenomena and/or solutions to problems using evidence acquired from learning experiences.

Evidence includes but is not limited to:

Materials prompt students to use evidence to support their hypotheses and claims.

- The materials prompt students to use evidence and support their hypotheses and claims as evident in Topic 2, *Force and Motion*, Experience 2, *Position and Motion*. In this lesson's STEAM Activity Station, students work to answer the question, "How does the amount of force affect the motion of a ball?" They design a track and test the amount of force used to move the ball. As students conduct the activity, they add evidence to their data table and then respond to the conclusion questions, "How can you make the ball move the farthest? and How does the size of a force affect how fast the ball moves?"
- The materials provide the opportunity for students to use evidence for support through the Thinking Like a Scientist section of the Topics. For example, in Topic 2, *Force and Motion*, Experience 1, *Forces*, students cite connections between their observations and their conclusion. This action prompts students to support their claims made throughout the activity. Furthermore, the Revisit Anchoring Phenomenon section of this lesson guides students to, "Add evidence to support the models they drew on their Anchoring Phenomenon Activity."
- The materials provide opportunities for students to develop evidence to support their hypotheses and claims. For example in Topic 1, *Matter*, the Anchoring Phenomenon video asks, "How can you make ice cream in an instant?" The materials direct the teacher to prompt

students to use evidence from the video, personal experiences, and prior knowledge as sources to support their explanation for how ice cream can be made in an instant. The students construct a claim for the events happening in the video. Next, the teacher shows students how to use evidence to support their claims. The teacher guide includes prompts to assist in facilitating the process. Students revise their Claim-Evidence-Reasoning framework throughout the unit. The teacher guidance also includes examples of student claims, student evidence, and student reasoning.

- Each Topic Launch includes an Anchoring Phenomenon Activity. In Topic 4, *Earth and Space*, students are prompted with the question, "Why does the night sky change?" In journals, students build a model to show what and why they think, and then they add evidence from Experiences to justify their claims.

Materials include embedded opportunities to develop and utilize scientific vocabulary in context.

- The materials include embedded opportunities to develop and use science vocabulary in context as evidenced in Topic 2, *Force and Motion*, Experience 2, *Position and Motion*. The Vocabulary section directs the teacher to ask students to describe the connections they noticed between their experiences in the STEM Station and the Literacy Station. The Teacher's Guide shares, "Have students use the vocabulary terms *force, position,* and *motion*, in sentences that demonstrate their understanding of the terms." Another example occurs In the Literacy Station Activity in Topic 1, *Matter*, Experience 1, *Properties of Matter*. After students read the Literacy Station Card, the teacher shares the following: "Make two columns in your Science Notebook. Label one column, 'matter' and the other column, 'measure'. Write at least three things you know about the term under each heading." After the Key Presentation, the teacher emphasizes how vocabulary words are defined and used throughout the presentation. The teacher's scripting states, "Encourage students to use vocabulary on the Key Ideas Activity and their own less formal English to best demonstrate their understanding."
- There are many embedded opportunities for students to develop and utilize scientific vocabulary in context throughout the Topics. Each Topic begins with Vocabulary in the Launch section. Vocabulary cards provide the Topic vocabulary words, along with a picture and definition. The cards are used as an introduction and referenced throughout the unit's stations. The Vocabulary Context section located in the Explore portion of the lesson guides students to develop and utilize scientific vocabulary. For example, in Topic 2, *Force and Motion*, Experience 2, *Noncontact Forces*, students provide definitions for the vocabulary word pattern and use it in a sentence to describe an observation they made during station activities.
- The materials include opportunities to develop and use vocabulary after having a concrete or firsthand experience in which students can contextualize new terms. For example, in Topic 1, *Matter*, students utilize the vocabulary activity cards after they complete the hands-on explore station. The Teacher's Guide prompts the teacher to ask the students to craft definitions for the words *magnetism, relative density,* and *mass*. The materials also present scientific vocabulary using multiple representations. For example, in Topic 1, *Matter*, Literacy Station Activity, students read grade-level appropriate text with embedded vocabulary while studying how matter is classified. Materials present vocabulary activity cards with clear photographs that include definitions that use student-friendly language.

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Materials integrate argumentation and discourse throughout to support students' development of content knowledge and skills as appropriate for the concept and grade level.

- The materials integrate argumentation and discourse throughout to support students' development of content knowledge and skills as appropriate for the concept and grade level through various Topic components, including the Launch the Anchoring Phenomenon section. This section includes teacher's scripting with open-ended questions to guide the students through the lesson. For example, Topic 4, *Earth and Space*, includes open-ended questions such as, "What do you see when you look at the night sky?" and "What changes have you noticed about the night sky over days or weeks?" After each Anchoring Phenomenon Video, the materials guide the teacher to lead a class discussion about what students think is happening in the video. This opportunity fosters student argumentation and discourse of content knowledge.
- Another example in which the materials integrate argumentation and discourse to support content knowledge appears in the Literacy Station of Topic 5, *Patterns on Earth*, Experience 4, *Natural Resources and Conservation*. Students explore the answer to the question, "How do humans use natural resources?" After the Literacy Station Activity, students use the information from the text and then connect with a partner to make an informational drawing that explains why it is important to conserve natural resources.
- The materials integrate argumentation and discourse to support content knowledge as evident in Cross-Curricular Activities such as in the Altering in the Environment activity in Topic 6, *Interactions in Ecosystems*, Experience 3, *Changes in Ecosystems*. Students research information on dams and then form an opinion as they listen to the statement the teacher reads about dams. Students decide if they agree or disagree and make a claim. Students then record notes to support their opinion. Scripting for the teacher includes the following instructions, Decide how much you agree or disagree with the statement. Stand in the spot that shows your opinion, and Explain your opinion to your classmates. Listen carefully as your classmates give their opinions. If you hear something that changes your opinion, move to the spot that shows your updated opinion.
- The materials provide opportunities for students to develop how to engage in the practice of argumentation and discourse. For example, in Topic 2, *Force and Motion,* the materials introduce students to constructing an argument for their own interpretation of the Anchoring Phenomenon. The materials provide instructional support to go beyond simply making claims by directing students to evidence from the video, their personal experiences, and their prior knowledge to begin to distinguish evidence from opinion.
- Each Topic Wrap-Up includes opportunities for students to present and argue their ideas in the Revisit to the Anchoring Phenomenon. In Topic 5, *Patterns on Earth*, students rewatch the Topic Launch Anchoring Phenomenon video of an erupting volcano. The teacher's scripting encourages students to lead the discussion about how the Earth's surface changed in the video by presenting their own thoughts and building on each other's thoughts as well. Students then revisit the activity sheet provided at the beginning of the Topic.

Materials provide opportunities for students to construct and present developmentally appropriate written and verbal arguments that justify explanations to phenomena and/or solutions to problems using evidence acquired from learning experiences.

- The materials provide opportunities for students to construct and present developmentally appropriate written and verbal arguments with the Anchoring Phenomenon that carries

throughout the entire Topic. Students begin each Topic with an Anchoring Phenomenon Video, answer open-ended questions, and through a class discussion students explain what they observed in the video. Students then complete a phenomenon activity and stations to collect evidence and answer questions. The Explain section of each Topic provides opportunities for students to construct arguments. For example, in Topic 3, *Energy*, Experience 1, *Energy in Our World*, students demonstrate mastery of content by citing their evidence and observations based on the Key Ideas Presentation about energy in everyday lives. All Topic sections lead to a culminating activity where students apply what they learned throughout the Topic experiences and revisit ideas and question prompts.

- Each Topic Key Ideas Presentation includes activities that demonstrate understanding and application of the Everyday Phenomenon. The materials are printable for students' science notebooks. For example, in Topic 4, *Earth and Space*, Experience 2, *Solar System*, students create their own mnemonic to remember the order of the planets, compare the size of a classroom solar system model to the actual solar system model, and create their own model of the solar system in their journals.
- The materials provide instruction for how to construct and present a verbal or written argument to problems using evidence acquired from learning experiences. For example, in Topic 1, *Matter*, students study the phenomenon of making ice cream. Using the think-pair-share strategy, students construct a Claim-Evidence-Reasoning framework to explain how ice cream is made. The framework helps students develop reasoning to support and justify their claims. The provided teacher's scripting reminds students that their reasoning should explain how their evidence supports the claim.

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Indicator 5.2

Materials provide teacher guidance to support student reasoning and communication skills.

1	Materials provide teacher guidance on anticipating student responses and the use of questioning to deepen student thinking.	M
2	Materials include teacher guidance on how to scaffold and support students' development and use of scientific vocabulary in context.	M
3	Materials provide teacher guidance on preparing for student discourse and supporting students in using evidence to construct written and verbal claims.	M
4	Materials support and guide teachers in facilitating the sharing of students' thinking and finding solutions.	M

Meets|Score 4/4

The materials meet the criteria for this indicator. Materials provide teacher guidance to support student reasoning and communication skills.

Materials provide teacher guidance on anticipating student responses and the use of questioning to deepen student thinking. Materials include teacher guidance on how to scaffold and support students' development and use of scientific vocabulary in context. Materials provide teacher guidance on preparing for student discourse and supporting students in using evidence to construct written and verbal claims. Materials support and guide teachers in facilitating the sharing of students' thinking and finding solutions.

Evidence includes but is not limited to:

Materials provide teacher guidance on anticipating student responses and the use of questioning to deepen student thinking.

- The materials provide teacher guidance on anticipating student responses and the use of questioning to deepen student thinking in many ways. The Topic Launch includes questions for the teacher to ask, as well as responses based on possible student answers or lack of answers. For example, in Topic 2, *Force and Motion* Launch Activity, the teacher asks, "What do you notice about how the people move through the obstacle course?" The teacher is directed to follow up with questions such as, "What causes someone to move up or down?" If the students do not mention climbing or falling, there is teacher scripting with guidance for next steps. Furthermore, the Common Misconceptions section of the Teacher's Guide provides common student misconceptions with teacher guidance. For example, Topic 5, *Patterns on Earth*, lists the following misconception, "Soil is made of only dirt and does not change over time." The teacher is advised to explain that soil is made up of many different kinds of matter.
- The materials provide teacher guidance on anticipating student responses and the use of questioning as evidenced throughout Topic 2, *Force and Motion*, Experience 1, *Forces.* In the Engage Everyday Phenomenon activity, students explore the questions: "*How is the toy moving in the video?* " and "What forces do you observe?" Possible student responses are provided for the teacher. Students complete an exit ticket describing the forces they observed, and these exit

tickets are collected and reviewed throughout the Experience. During the Explore portion of this lesson, students conduct activities and respond to the following question: "Why don't you stay in the air?" The teacher's scripting provides possible student responses. As students progress to the Hands-On Station Activity, they explore the question, "How does gravity affect objects?" The student planning guide encourages students to make predictions and explore science concepts. The text includes the following questions: "What do you want to learn about forces from this investigation?" and "What predictions have you made?" Finally, the Thinking Like Scientist Activity guides students to state their conclusions first and then explain how they reached them.

- The materials provide teachers with possible student responses to questions and tasks. For example, in the Anchor Chart Activity for Topic 1, *Matter*, the materials provide the teacher with the following questions: "What are the states of matter?", "What containers hold each kind of matter?", and Why are those containers used?" The teacher's scripting also lists possible student responses and specific correct answers.
- The materials provide teacher support to deepen student thinking through questioning. Each Literacy Station Activity includes teacher questions to facilitate student discussions. For example, in Topic 1, *Matter*, Experience 3, *Combined Materials*, students read about how materials are used in everyday life. The Teacher's Guide prompts the teacher to ask the following questions: "What have you learned about everyday materials? What have you learned about choosing the right materials for a project? How did information about building materials help you design a house for a pet?"

Materials include teacher guidance on how to scaffold and support students' development and use of scientific vocabulary in context.

- The materials include teacher guidance on scaffolding and supporting student understanding of scientific vocabulary as evident in the Explore Literacy Station in Topic 1, *Matter*, Experience 2, *Solids, Liquids, and Gases*. The teacher guidance for this section prompts students to describe personal connections when reading and also provides the following question: "What are examples of solids, liquids, and gasses that you use at home?" The ELPS strategies also reinforce scaffolded support for student understanding of vocabulary. For example, for beginning level, "Model using images and context clues," and for the advanced level, "Have students read silently first and then share with a partner where an image or context clue helped them understand information."
- The materials include teacher guidance on how to scaffold and support students' development and use of scientific vocabulary in context through various parts of the Topics. For example, Topic 3, *Energy*, has Vocabulary Support in the Explore part of the lesson. The materials guide the teacher to ask students for examples of different forms of energy they observe and use each day and then discuss with a partner using as many of the vocabulary words as they can. Another example of vocabulary support is the green color-coded Vocabulary Support sidebar found throughout modules in the Teacher's Guide. The sidebar support alerts teachers of opportunities to support student use of vocabulary in context. For example, after the Explore activities in Topic 1, *Matter*, Experience 1, *Properties of Matter*, the guidance prompts the teacher to tell students that the word *properties* is a multiple-meaning word and explain to students that in a science context, it means a "trait of matter you can observe."
- Vocabulary support is provided for each Explore section. In Topic 5, *Patterns on Earth*, Experience 1, *Weather*, students complete the Explore activities, define the words *precipitation* and *temperature*, and then describe how each word gives important weather information.

Finally, students provide examples of precipitation and explain how temperature influences precipitation.

- Each Topic Launch provides vocabulary cards that are used and referenced throughout the Topic. Teachers are encouraged to use the cards for a classroom word wall and include student input when constructing the word wall. Each vocabulary card includes a word, its definition, and a picture. There is also a Vocabulary Preview Activity that students can use with the words. For example, nine vocabulary words are included in Topic 7, *Organisms*. During the Vocabulary Preview Activity, students "Circle the words they know, discuss the word with a partner, and use one word they know or do not know in a sentence." This activity is revisited at the end of the Explore section.

Materials provide teacher guidance on preparing for student discourse and supporting students in using evidence to construct written and verbal claims.

- The materials provide teacher guidance on preparing for student discourse and supporting students in using evidence to construct claims, both written and verbal. For example, in the Thinking Like a Scientist section in Topic 2, *Force and Motion*, Experience 1, *Forces*, students are directed to draw their conclusions after the Hands-On Activity. The teacher's guidance includes *Ask them to state their conclusions first and then tell how they reached that conclusion. Have students cite the connections between their observation and conclusion*. Another example is found in the *Design a Maze* STEAM Activity in Topic 2, *Force and Motion*, Experience 1, *Forces*, where students are directed to *Describe how you observed magnetism being used in the game. Explain how the magnet made the paper clip move without touching it. Share your design with a partner and discuss the design and its effectiveness.*
- The materials provide teacher guidance on preparing for student discourse and supporting students in using evidence to construct written and verbal claims through the Science and Engineering Practices (SEPs) and Recurring Themes Preview Activity. For example, the teacher's scripting in the Communicate Explanations section explains how to guide students through developing and communicating evidence through data collection and analysis and then making a claim or argument. In this activity, students analyze data from a table of magnetic and non magnetic objects. Students use the data to develop an explanation of why some objects are magnetic and some are not. The teacher explains that scientists communicate their methods and results so that other scientists can repeat them and compare their results. Furthermore, The Everyday Phenomenon encourages student discourse by providing questions for the Everyday Phenomenon Activity. For example, in Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, students record answers about motion and position.
- The materials provide the teacher with questions to support student discourse and the use of evidence in constructing written and verbal claims. For example, in the Topic 1, *Matter*, Anchoring Phenomena Activity, students think-pair-share and use a Claims-Evidence-Reasoning framework to explain how ice cream is made. The guide prompts the teacher to remind students that their reasoning should explain how the evidence supports their claim.

Materials support and guide teachers in facilitating the sharing of students' thinking and finding solutions.

- The materials support and guide teachers in facilitating the sharing of students' thinking and finding solutions through the Anchoring Phenomenon used to open each Topic. For example, in Topic 3, *Energy*, Anchoring Phenomenon Activity, the teacher facilitates a class discussion about

students' thoughts regarding the phenomenon video using sense-making to help answer the question.

- Exit Tickets also provide opportunities for teachers to support students' thinking and finding solutions. For example, in Topic 1, *Matter*, Experience 3, *Combined Materials*, students use words and drawings to explain why concrete is used in construction. The teacher collects the exit tickets and refers to them throughout the Experience.
- Guidance for teachers is provided throughout each Experience. For example, during the Elaborate section of Topic 4, *Earth and Space*, Experience 2, *Solar System*, student groups research planets to determine their surface temperatures and distance from the Sun. Student groups then share their findings with the others and write what they learned as well.
- The STEAM Station Activity in Topic 1, *Matter*, Experience 3, *Combined Materials*, provides another example of how the materials include teacher guidance to facilitate students' thinking and finding solutions. In this activity, students attempt to design the strongest tower using paper clips. The materials direct the teacher to ask probing questions, such as, "How large should your base be compared to the top?" and "How tall should your tower be?" to guide students in the construction of their structure.

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Indicator 6.1

Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.

1	Materials include a range of diagnostic, formative, and summative assessments to assess student learning in a variety of formats.	M
2	Materials assess all student expectations over the breadth of the course and indicate which student expectations are being assessed in each assessment.	M
3	Materials include assessments that integrate scientific concepts and science and engineering practices with recurring themes and concepts.	M
4	Materials include assessments that require students to apply knowledge and skills to novel contexts.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of TEKS-aligned and developmentally appropriate assessment tools.

Materials include a range of formative and summative assessments and limited diagnostic assessments to assess student learning in a variety of formats. Materials assess all student expectations over the breadth of the course and indicate which student expectations are being assessed in each assessment. Materials include assessments that integrate scientific concepts and science and engineering practices with recurring themes and concepts and require students to apply knowledge and skills to novel contexts.

Evidence includes but is not limited to:

Materials include a range of diagnostic, formative, and summative assessments to assess student learning in a variety of formats.

- The materials include exit tickets which are used as a form of formative assessment to measure student learning and determine the next steps for instruction. Exit tickets are provided throughout the components of the 5E model in each Experience. In Topic 1, *Matter*, the teacher's scripting states, "Prompt students to describe properties in any way they can. Ask students, What physical properties do you observe in the drink?" The teacher facilitates the Key Ideas Presentation after the students complete the Explore activities. Student volunteers share what they learned in the stations citing evidence and observations, such as, "The objects that sank were heavier than the ones that did not sink." The teacher then facilitates student connections between the learned science content and the science practices they used during the lessons. Finally, the students complete an exit ticket after the Key Ideas Video.
- The materials contain a range of assessments that include formal and informal opportunities to assess student learning in a variety of formats. Summative assessments include quizzes and tests within each Topic. The Evaluate section of each Experience includes an editable quiz to assess students' mastery of concepts presented in each lesson. For example, Topic 3, *Energy*, Experience 1, *Energy in Our World*, has a Topic Quiz about types of energy. In addition, each

Topic Wrap-Up includes a Topic test and a short constructed response test to assess mastery of concepts presented in the unit.

- Although limited, a diagnostic assessment is included in the discussions; it is embedded in each Topic with the Anchoring Phenomenon. For example, Topic 1, *Matter*, includes the Anchoring Phenomenon question, "How can you make ice cream in an instant?" The materials guide the teacher to use open-ended prompts, such as, "Have you ever made homemade ice cream?" After watching the Anchoring Phenomenon video, the teacher leads a discussion about what the students observed in the video and asks, "How does ice cream change when nitrogen is added?" Students work with a partner using the think-pair-share strategy for their Claim-Evidence-Reasoning (CER) framework. The Anchoring Phenomenon is then revisited after students have learned more about the concept, allowing the teacher to monitor progress and identify learning gains. The materials provide a pre-test for each Topic which is used to gather information to monitor student progress and identify learning gains.

Materials assess all student expectations over the breadth of the course and indicate which student expectations are being assessed in each assessment.

- The materials assess all student expectations over the breadth of the course and indicate which student expectations are assessed as evidenced in the Getting Started Grade 3 TEKS Correlations document. This document shows where the Scientific and Engineering Practices (SEPs) and Recurring Themes and Concepts (RTCs) are covered, as well as where the content TEKS are located in the materials. In the Overview section for Topic 3, *Energy*, the TEKS Progression chart shares that students will learn about types of energy and plan and conduct investigations that demonstrate how the speed of an object is related to its mechanical energy. Students will also learn to ask questions and define problems based on observations or information from text, phenomena, models, or investigations, as well as identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. The Topic Planner also includes covered science content TEKS, English Language Proficiency Standards (ELPS), and cross-content TEKS in each Experience within the Topic. For example, in Topic 3, *Energy*, Experience 1, *Energy in Our World*, students must identify everyday examples of energy, including light, sound, and thermal.
- The materials include assessments that are aligned with TEKS and Curriculum standards. Student expectations are designed to measure student understanding and mastery of the concepts and skills taught in the materials. For example, the Topic 1, *Matter,* summative assessment assesses mastery of concepts presented within the Topic and includes student expectations assigned and taught during the Unit. The materials also indicate which student expectations are assessed.
- Materials assess student expectations and indicate which expectations are assessed. For example, in the Overview section for Topic 1, *Matter*, the Teacher's Guide shares TEKS progression notes and explains the student expectations covered in the Topic. The TEKS are covered throughout the Experiences in each Topic and then assessed with a Topic test which is provided in both hard copy or digital (and editable) versions and includes both multiple-choice and open-ended responses. The digital version includes the tested TEKS and an information icon is provided for teachers. The editable version includes the TEKS or student expectations shared in an answer key that also includes the questions, answers, and DOK levels for each question. The materials also provide student expectations for each lesson activity. For example, within the expanded Teacher eText for Topic 3, *Energy*, Experience 1, *Energy in Our World*, the text states the student expectations included for the Literacy Station Activities.

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Materials include assessments that integrate scientific concepts and science and engineering practices with recurring themes and concepts.

- The materials include assessments that integrate scientific concepts and science and engineering practices (SEPs) with recurring themes and concepts (RTCs) as evidenced by the STEAM Activity for Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, which includes the science and engineering practice of "ask questions and define problems," and the recurring theme and concept of "identify and investigate cause and effect." In this activity, students are guided to Design *a "*balloon rocket and then modify your design to make it travel the farthest possible distance." Students define the problem and draw a model of their design. The teacher's scripting states the following questions to ask students: "What changes made the rocket move the farthest? and How are these changes related to forces on the rocket?"
- Materials include assessments that integrate scientific concepts and science and engineering practices with recurring themes and concepts with the STEAM Station Activities in each Topic. The STEAM Station Activities assess science and engineering practices, as well as recurring themes and concepts, through the five steps of the station. For example, in Topic 3, *Energy*, Experience 1, *Energy in Our World*, students predict what happens to a solar oven when placed in the sunlight, build a solar oven, test the temperature inside and outside the oven, record the data, and compare the temperatures to the control group. The Topic assessments at the end of each unit assess mastery of concepts presented in the topic, including the scientific and engineering practices and the recurring themes and concepts covered in the topic. For example, the Experience Quiz in Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, covers the student's expectation for planning and conducting a descriptive investigation to demonstrate and explain how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons. The assessment for Topic 5, *Patterns on Earth*, requires students to analyze data and make predictions about the weather. Students use what they know about weather patterns on Earth to write a short constructed response to explain how the temperature in each city is affected by its distance from the equator.

Materials include assessments that require students to apply knowledge and skills to novel contexts.

- The materials include assessments that require students to apply knowledge and skills to novel contexts. For example, in the STEAM and Virtual Activities in Topic 2, *Force and Motion*, Experience 1, *Forces*, students design a marble maze game. The teacher's scripting states, "You will build a game that uses magnetism to move a paper clip through a maze toward the finish line." In Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, the students conduct a virtual lab to answer the question, "How can you use forces from tugboats to keep the cargo ship safe?" In the STEAM Station Activity in Topic 2, *Force and Motion*, students explore the following question: "How does the amount of force affect the motion of a ball?" The materials state, "Look at the materials provided by your teacher. Use them to design a track the ball can roll down. You will use the track to investigate the motion of a ball." Solutions to these activities require students to apply their new learning and skills to these unique situations.
- The Hands-On Station Activities allow students to use learned content from the previous lesson and apply it to the task of answering the overarching question to demonstrate knowledge and skills. For example, during Topic 2, *Force and Motion*, Experience 1, *Forces*, students apply their new knowledge of noncontact forces by completing an activity with a cup, index card, and plastic objects.

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- Materials include assessments in which students must apply knowledge and skills to a new phenomenon or problem. In Experience 3, *Energy*, the provided quiz requires students to observe a diagram of a new home's construction. Students use what they know about the properties of materials to determine how materials are combined to make a stronger, safer, longer-lasting house. Students craft a short constructive response mentioning three materials used in the building of this house. Another example occurs in Topic 7, *Organisms*, where students use what they know about life cycles to write a short constructed response to explain two ways the life cycles of crickets and beetles are alike and different.

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Indicator 6.2

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

1	Materials include information and/or resources that provide guidance for evaluating student responses.	M
2	Materials support teachers' analysis of assessment data with guidance and direction to respond to individual students' needs, in all areas of science, based on measures of student progress appropriate for the developmental level.	M
3	Assessment tools yield relevant information for teachers to use when planning instruction, intervention, and extension.	M
4	Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance that explains how to analyze and respond to data from assessment tools.

Materials include information and/or resources that provide guidance for evaluating student responses. Materials support teachers' analysis of assessment data with guidance and direction to respond to individual students' needs, in all areas of science, based on measures of student progress appropriate for the developmental level. Assessment tools yield relevant information for teachers to use when planning instruction, intervention, and extension. Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.

Evidence includes but is not limited to:

Materials include information and/or resources that provide guidance for evaluating student responses.

- The materials include information and/or resources that guide teachers in evaluating student responses. Each Experience quiz is editable and provides an answer key with sample student responses. For example, the quiz for Topic 1, *Matter*, Experience 1, *Properties of Matter*, provides a sample student response for the short constructed response question. A rubric is also provided for teacher guidance. Furthermore, each Topic Test provides the expected correct answers. For example, the materials provide an answer key with sample student-written responses and a rubric for teacher guidance for Topic 2, *Force and Motion,* summative assessment. Question 1 on the short constructed response test answer key lists the following suggested student response: "Magnetism, the force from the magnet, makes the paper clip move. Magnets can apply a force to metal objects that they are not touching. The magnet under the table is applying a force to a paper clip that it is not touching." The answer key includes a scoring rubric, the student expectation or TEKS, as well as the question's depth of knowledge (DOK).
- The materials include information and/or resources that provide guidance for evaluating student responses, as evidenced by Topic 5, *Patterns on Earth,* Experience 3, *Fast Changes on Earth* Quiz that provides teachers with guidance for evaluating student answers. For example, question 4 states, "Volcanic eruptions cause rapid changes to Earth's surface. Explain how the

lava or ash can cause immediate change to Earth's surface. Explain two ways Earth's surface changes due to volcanic activity." The answer key provides the following sample student-written response: "Lava can destroy the current environment by flowing over agriculture, wildlife, and plant life. Once the lava cools, it becomes hard and creates a new layer of land. Ash can leave layers on the rock and in the atmosphere, which makes it difficult to live, continue the growth of food, and survive. Ash can also cause respiratory issues and change the overall climate of an area." The answer key also provides teachers with a scoring rubric and identifies the addressed student expectations or TEKS as well as the question's depth of knowledge (DOK).

- Each Experience includes a Key Ideas Presentation in the Explain and Elaborate sections that provides teachers with additional instructional guidance for evaluating student responses. For example, in Topic 4, *Earth and Space*, Experience 2, *Solar System*, the teacher can click on the three dots next to the Student Key Ideas Activity Sheet that accompanies the presentation to reveal a Teacher Resources tab that, when opened, provides suggested student responses written in pink text. For example, the students compare the size and scale of a classroom solar system model with the actual solar system. The provided Teacher Resource sample student response states, "The classroom model is much smaller than the actual solar system. The actual planets are farther apart."

Materials support teachers' analysis of assessment data with guidance and direction to respond to individual students' needs, in all areas of science, based on measures of student progress appropriate for the developmental level.

- The materials support teacher analysis of assessment data with guidance and direction to respond to individual students' needs, as evidenced in the *Getting Started with Texas Experience*, *Navigational Support*, *Realize Assessment,* and *Data Support* documents. The materials include several videos that provide teachers with data reporting support, including a *Data Overview* video, a *Class Results by Assignment* video, and a Class Mastery by Standard video.
- Each Topic Wrap-Up includes a Topic Test Remediation document that can be used to support students who need assistance with individual TEKS mastery. The document lists certain topic content assets for use prior to and after the test. It also contains simple, foundational questions about the content of the unit.
- For teachers who use digital assignments and assessments, the materials provide real-time analysis of data. How-to videos are provided in the *Getting Started with Texas Experience* materials, *Navigational Support*, *Realize Assessment, and Data Support.* Results are provided by standard, question, student, and by performance analysis for each individual and for class analysis. Students are automatically grouped based on the performance level selected by the teacher. Results update each time an assignment is completed. The real-time results provide a comprehensive look at each student and the class, as well as suggested resources to use for each standard.

Assessment tools yield relevant information for teachers to use when planning instruction, intervention, and extension.

- Assessment tools provide relevant information for teachers when planning instruction, intervention, and extension, as evidenced in the *Getting Started with Texas Experience*, *Navigational Support*, *Realize Assessment,* and *Data Support* documents. The materials provide

teachers with data reporting support through the *Class Mastery by Standard* video, which shows how to sort student scores from high to low or low to high. The video also tells teachers where to find additional information and resources. When students complete an online test, the program assesses their concept mastery through automatically graded questions. For students who perform below level, the teacher can assign the Topic Test Remediation document, which lists certain assets for topic review and contains simple questions for content review to assist students in understanding the content.

- To support instructional planning and intervention, teachers can view online assignment progress and average score for each student in the class. They will use the information to create and manage small groups and assign content to targeted students. Student results update each time an online assignment is completed. These real-time results give a comprehensive look at each student's progress and also provide the teacher with suggested resources to use for each standard.
- Student responses from Virtual Lab Activities and Exit Tickets in each Topic give teachers an opportunity to adjust instruction and deliver intervention when needed because both activities provide the teacher with immediate results.
- The Topic Launch in each unit includes a readiness test (digital, or editable and printable versions) that is designed to assess how prepared students are to be successful in the topic. The students' readiness test results guide the teacher in planning instruction based on what students might know/not know and how much intervention to offer. Assessed TEKS are labeled and identified by their depth of knowledge (DOK) in the Teacher Resource answer key.

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

- The materials provide resources and teacher guidance on how to leverage different activities to respond to student data. In the Teacher's Guide, the *Data Support* materials contain a Class Mastery By Standard section that provides data reports for how to group students according to assessment results based on quantitative data. The program contains a data tab with filters for teachers to search for activities to help students who need support on specific standards or concepts. For example, a teacher can filter the results for videos.
- The English Language Proficiency Standards (ELPS) guidance provides different activities to respond to student data based on beginner, intermediate, advanced, and advanced-high students. For example, in Topic 1, *Matter*, Experience 2, *Solids, Liquids, and Gases*, students observe the Everyday Phenomenon Photo of a glass of cold water sitting outside on a hot day. Students are guided to think about what the weather might be like and the possible temperature of the glass. The materials differentiate this part of the lesson for the ELPS with the following suggestions for students: "1) beginner-repeat as the teacher points out what is happening in the photo; 2) intermediate-fill in the blank with sentence frames; 3) advanced-partners listen to each other using vocabulary as they describe the photo; and 4) advanced-high-partners draw real-life examples of condensation and include vocabulary in their drawings and then explain their drawing."
- The materials also include guidance with a Differentiated Instruction section that teachers can use to respond to qualitative data. For example, in Topic 7, *Organisms*, Experience 2, *Life Cycles*, it is suggested the teacher model a drawing and share the important aspects with students. Also, the Hands-on Station Activities include differentiated instruction. For example, in Topic 3, *Energy*, Experience 2, *Mechanical Energy*, students plan and conduct an experiment using toy cars and ramps to draw conclusions about the ramp's height, mechanical energy, and speed of

an object. Differentiated instruction includes modeling how to add data to the table, demonstrating how to use a stopwatch, modeling how to analyze the data, and allowing students to determine other variables that could be tested and recorded. Students are prompted to discuss and share with each other their ideas and explanations for how to complete the station.

Savvas Learning Texas Experience Science Grade 3

Indicator 6.3

Assessments are clear and easy to understand.

1	Assessments contain items that are scientifically accurate, avoid bias, and are free from errors.	M
2	Assessment tools use clear pictures and graphics that are developmentally appropriate.	M
3	Materials provide guidance to ensure consistent and accurate administration of assessment tools.	M
4	Materials include guidance to offer accommodations for assessment tools that allow students to demonstrate mastery of knowledge and skills aligned to learning goals.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Assessments are clear and easy to understand.

Assessments contain items that are scientifically accurate, avoid bias, and are free from errors. Assessment tools use clear pictures and graphics that are developmentally appropriate. Materials provide guidance to ensure consistent and accurate administration of assessment tools. Materials include guidance to offer accommodations for assessment tools that allow students to demonstrate mastery of knowledge and skills aligned to learning goals.

Evidence includes but is not limited to:

Assessments contain items that are scientifically accurate, avoid bias, and are free from errors.

- Assessments contain items that are scientifically accurate, avoid bias, and are free from errors. For example, the Topic Quiz provided for Topic 6, *Interactions in Ecosystems*, Experience 2, contains content-appropriate questions free from errors that ask about different food chains. Summative assessments include items that align with taught objectives and present grade-level content and concepts, science and engineering practices, and recurring themes and concepts in a scientifically accurate way. Assessment images, graphics, and STAAR 2.0 tools are thorough and correct, and all information is free of errors. For example, Topic 7, *Organisms* Topic Wrap-Up contains an assessment with 10 questions about the structure and function of ducks, the life cycle of a plant, and the characteristics that animals need to survive. The online exams are free of errors, scientifically accurate, and avoid bias. Student results are immediately released.
- The materials contain formative assessments that are scientifically accurate, avoid bias, and are free from errors, as evidenced in the Engage Exit Ticket for Topic 7, *Organisms*, Experience 1, *Structures and Functions.* For this activity, students write a sentence to describe one way a duck's webbed feet help it survive. This unit's Explore Exit Ticket directs students to explain how an animal's paws or claws help it to survive. During the Evaluate portion of the Topic, students complete the Revisit Anchoring Phenomenon Activity by composing a response to answer the following question, "How do the structures of the pileated woodpecker help it survive in the forests of Texas?"

Savvas Learning Texas Experience Science Grade 3

Assessment tools use clear pictures and graphics that are developmentally appropriate.

- The assessment tools use clear pictures and graphics that are developmentally appropriate, as evidenced in Topic 6, *Interactions in Ecosystems,* Experience 3, *Changes in Ecosystems* Quiz where question 3 provides a picture of a forest that has undergone a fire. Question 4 includes an image of a forest that has been flooded. Another example is found in Topic 3, *Energy,* Experience 2, *Mechanical Energy,* which includes a picture of a student at a water park and a graphic to help with a question about mechanical energy. Question 1 of the editable formative assessment for Topic 5, *Patterns on Earth*, Experience 3, *Fast Changes on Earth,* includes three photographs of a landslide, volcanic eruption, and earthquake. The pictures are precisely drawn and labeled. The graphics and pictures used on assessments are grade-level appropriate.
- Topic tests include pictures and graphics that are developmentally appropriate. For example, in the summative test provided for Topic 7, *Organisms*, there is an image of ducks to help students answer a question about which characteristics help the ducks survive and a graphic showing the progression of plant growth. Likewise, question 1 of Topic 5, *Patterns on Earth* Short Constructed Response Assessment, displays a picture of a flattened globe with information about Stockholm and São Paulo. Also, the summative assessment for Topic 1, *Matter*, contains a simple illustration of the water cycle with labels and graphics. All assessment pictures and graphics are grade-level appropriate and clear.

Materials provide guidance to ensure consistent and accurate administration of assessment tools.

- Materials provide guidance to ensure consistent and accurate administration of assessment tools, as evidenced in the grading rubric located in the Assessment tool for the open-ended responses. In Topic 2, the *Force and Motion* Short Constructed Response assessment asks the following question: “How can students test the difference between friction generated by a wood floor and friction generated by a carpet? Explain why your test will show the difference in friction.” The scoring rubric states the following information: “1 pt-Student plans an investigation using different objects and moving them across each surface, 1 pt-Student explains why objects move different distances and the relationship to friction, and 1 pt-Student explains why the investigation will show differences in friction.”
- Materials provide guidance to ensure consistent and accurate administration of assessment tools, as evidenced by the automatic grading ability of the materials for non-open-ended assessments such as quizzes and unit tests. The materials include detailed information that supports the teacher’s understanding of assessment tools and their scoring procedures. All Experience Quizzes include answer keys with sample student responses. For example, in Topic 3, *Energy,* Experience 1, *Energy in Our World* Quiz, a sample student response is provided for the short constructed response. A rubric is also provided for teacher guidance.
- Materials provide guidance to ensure consistent and accurate administration of assessment tools. Topic 4, *Earth and Space*, Experience 1, *Patterns in Space*, provides guidance in the Evaluate section of the planner, which shares how long the assessment should be given, provides a 15-minute timer image and information that the test is editable and/or printable.

Savvas Learning Texas Experience Science Grade 3

Materials include guidance to offer accommodations for assessment tools that allow students to demonstrate mastery of knowledge and skills aligned to learning goals.

- Materials include limited guidance to offer accommodations for assessment tools that allow students to demonstrate mastery of knowledge and skills aligned to learning goals. The Topic 3 Wrap-Up Topic Test contains an editable version of the test so teachers can tailor it to their students' needs. For example, Topic 3, *Energy,* contains an editable Wrap-Up Topic Test. A Topic Test Remediation document is provided in the Teacher eText for students who need remediation based on their summative test results.
- Materials include editable quizzes, presentations, and assignments so that teachers can adjust the test for students with accommodations, but guidance is not provided for suggestions on how to offer accommodations for assessment tools. Materials provide a partial text-to-speech feature on the web-based assessment platform, allowing students to hover over the text using a speech symbol cursor and convert the text to be read aloud. This feature currently works for only the test directions. It does not appear to read the questions and answer choices during the assessment.
- Materials include limited guidance to offer accommodations for assessment tools that allow students to demonstrate mastery of knowledge and skills aligned to learning goals. For example, the Evaluate section of Topic 5, *Patterns on Earth*, Experience 4, *Natural Resources and Conservation*, provides accommodations such as allowing beginning-level English Language Learners (ELLs) to answer yes/no questions and intermediate-level students to complete fill-in-the-blank statements.
- The materials include an Assessment Accommodations Guide that provides teachers with guidance to adjust assessments as needed for students' learning goals. For example, the materials offer Topic tests that teachers can edit to reduce the number of questions asked while still holding true to content objective coverage for students who require accommodations.

Savvas Learning Texas Experience Science Grade 3

Indicator 7.1

Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

1	Materials provide recommended targeted instruction and activities to scaffold learning for students who have not yet achieved grade-level mastery.	M
2	Materials provide enrichment activities for all levels of learners.	M
3	Materials provide scaffolds and guidance for just-in-time learning acceleration for all students.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide recommended targeted instruction and activities to scaffold learning for students who have not yet achieved grade-level mastery. Materials provide enrichment activities for all levels of learners. Materials provide scaffolds and guidance for just-in-time learning acceleration for all students.

Evidence includes but is not limited to:

Materials provide recommended targeted instruction and activities to scaffold learning for students who have not yet achieved grade level mastery.

- Materials recommended targeted instruction to develop precursor skills necessary for students to access grade-level content, such as additional lessons for students who do not master skills on Topic assessments. Materials include recommendations to scaffold learning for students within each topic. For example, Topic 1, *Matter*, Experience 3, *Combined Materials*, provides the teacher with scaffolded prompts to guide students through instruction for separating mixtures, assess prior knowledge through exit tickets, conduct hands-on exploration stations, and the materials include an opportunity to challenge students to determine how the mass of the ingredients compares to the mass of the mixture. Students then complete a literacy reading and answer questions while creating new understandings. The lesson closes with a STEAM Station activity, an exit ticket, and an assessment.
- Materials provide teacher guidance and scripted questions for teachers to scaffold instruction and activities to introduce, scaffold, and develop student learning and understanding of science concepts. For example, in Topic 2, *Force and Motion*, Experience 1, *Forces*, the materials guide the teacher to model the activity setup and demonstrate pulling the card away both quickly and then slowly. It also provides the teacher with guiding questions, including “What did you see?” and “What happened to the objects?” Guidance and scripting support learning for all students as the materials provide teacher support for targeted instruction to scaffold learning for students who have not yet achieved grade-level mastery.

Savvas Learning Texas Experience Science Grade 3

Materials provide enrichment activities for all levels of learners.

- Materials include STEAM activities that can be used for enrichment. For example, during the STEAM Station activity in Topic 5, *Patterns on Earth*, Experience 4, *Natural Resources and Conservation*, students propose a solution to reduce one type of garbage and create an advertising plan.
- A Challenge Activity is located within the Differentiated Instruction section of lessons. For example, Topic 6, *Interactions in Ecosystems*, Experience 1, *Organisms in Ecosystems*, includes a Challenge for students to research a third bird, map its migration, then compare it to two other birds.
- The Elaborate section of Experiences contains enrichment activities such as game-based concept reviews, problem-solving exercises, and simulations to encourage further exploration of science concepts. For example, Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, provides a *Legends of Learning* online game in which students explore force and motion by determining the strength of the force of motion needed to change the position of the trolley so that objects fall directly onto it.
- For additional enrichment activities, each Topic includes a list of suggested readings to encourage all students to make connections and learn about the Topic concepts and standards. Each Topic Launch page contains a list of Topic Readers with Lexile levels. For example, in the Launch section of Topic 3, *Energy*, the following reader titles are included: *Energy Around Us* (Lexile: 540L); *Energy on the Water* (Lexile: 760L); and *Energy in Sports* (Lexile: 820L). Students are encouraged to select books that interest them at any point before, during, or at the end of the Topic.

Materials provide scaffolds and guidance for just in time learning acceleration for all students.

- The materials provide explicit scaffolds and guidance for just-in-time learning acceleration for all students. Exit tickets are provided at the end of each lesson. For example, Topic 6, *Interactions in Ecosystems,* Experience 3, *Changes in Ecosystems*, includes an exit ticket where students draw a picture of a plant or animal during a flood or drought. Although not explicitly stated, the teacher can use the students' exit ticket responses to assess instruction and determine whether to stop or continue with just-in-time acceleration. The materials guide the teacher to "Collect the exit tickets and refer back to them throughout the Experience."
- The lessons include recommendations for just-in-time scaffolds to develop productive perseverance in learning at the moment. For example, materials include prompts and cues to use with learners when they are stuck on a particular task or unsure how to proceed. In the Explain portion of Topic 5, *Patterns on Earth*, Experience 1, *Weather*, the Key Ideas Presentation includes a notes section with useful teaching tips and student questions to assist with teaching and accessing key ideas.
- The materials include teacher guidance with additional student support, prompts, and questioning. For example, in Topic 4, *Earth and Space*, Experience 1, *Patterns in Space*, students are guided through how to set up the STEAM station to model the orbits of the Earth and the Moon. Teacher reminders and student expectations to share materials, work together, and safety when working with scissors. Guiding planning to "remind students to follow directions closely and carefully" and guiding questions such as "What do you want to demonstrate with your model?, How would you explain your model?, What parts of your model are accurate?" are provided to assist all students in real-time learning and to help students accelerate through the

lesson. Additional differentiated instruction is given for students who need help understanding the purpose of the activity through instructing the teacher to model.

Savvas Learning Texas Experience Science Grade 3

Indicator 7.2

Materials include a variety of research-based instructional methods that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content.	M
2	Materials consistently support flexible grouping (e.g., whole group, small group, partners, one-on-one).	M
3	Materials consistently support multiple types of practices (e.g., modeled, guided, collaborative, independent) and provide guidance and structures to achieve effective implementation.	M
4	Materials represent a diversity of communities in the images and information about people and places.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. The materials include a variety of research-based instructional methods that appeal to an assortment of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content. Materials consistently support flexible grouping (e.g., whole group, small group, partners, one-on-one). Materials consistently support multiple types of practices (e.g., modeled, guided, collaborative, independent) and provide guidance and structures to achieve effective implementation. Materials represent a diversity of communities in the images and information about people and places.

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content.

- Included within the materials is an Experience Science Research-Based Pedagogy document that describes and explains the 5E model and its benefits. “The 5E Model provides a structure for designing science lessons that engage students in the learning process” and includes student-centered activities to “increase engagement and motivation.” Each Topic contains a variety of developmentally appropriate instructional approaches. For example, Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, opens with an Everyday Phenomenon photo of push and pull, then progresses through a STEAM station to investigate how the amount of force applied to a ball affects the motion across a surface. This Explore activity is followed by a virtual lab and a literary station with reading and vocabulary activity cards. Students also engage with a Key Ideas Presentation and video, and end the lesson with a learning game about force and motion.
- The materials engage students in the mastery of the content through a variety of developmentally appropriate instructional approaches. Each lesson opens with an everyday phenomenon to prompt student engagement and curiosity and offer a real-world connection to Texas occurrences. For example, Topic 5, *Patterns on Earth*, Experience 2, *Slow Changes on*

Earth, engages students with an Everyday Phenomenon Photo to activate students thinking about slow changes on Earth.

- The materials include a Key Ideas Presentation for each lesson that can be used in whole group settings. Once downloaded, the presentation is editable and includes teacher support with guiding instructions and questions, as well as ideas to demonstrate the material in different ways through Try It Out! sections or Key Ideas Activity sections. For example, Topic 1, *Matter*, Experience 3, *Combined Materials*, contains a slide presentation with notes on vocabulary, question and discussion guidance, and activities to explore objects of various materials. The slides include notes on how to build comprehension using the previous slides. Small group and whole group discussions are embedded throughout the presentations.

Materials consistently support flexible grouping (e.g., whole group, small group, partners, one on one).

- The materials engage students in a variety of flexible grouping opportunities, from whole-class discussions to cooperative learning in small groups and tasks designed for individuals, such as quizzes and tests. For example, Topic 1, *Matter*, Experience 1, *Properties of Matter*, includes a whole group Everyday Phenomenon activity where students share and record the properties that they want to investigate, whereas the Hands-On Station activity is designed for small group instruction and challenges students to answer the following question: “What are some properties of objects?” Finally, students individually respond to an exit ticket prompt, “How do you know which tool to use when measuring matter?”
- The materials include a breakdown of which components can be incorporated into each lesson. Icons are used to designate if the activity is appropriate for whole groups, small groups, or individuals. For example, in Topic 1, *Matter*, activities such as the Everyday Phenomenon demonstrations, stations, and videos are recommended for whole groups or small groups. Quizzes, exit tickets, Legends of Learning vocabulary games, and literacy stations are advised for use with individuals.
- The materials support flexible grouping throughout the various 5E lesson components of each Experience. For example, the Connect to Literacy section includes titles that can be used with a whole group as a read-aloud, or the titles can be assigned for individual use or with small groups to introduce or close a Topic. The materials include either a Hands-On station or STEAM station that can be completed in small groups, a Read About It section that can be completed as an individual, as well as the tests and quizzes that can be completed as an individual. For example, in Topic 4, *Earth and Space*, Experience 1, *Patterns in Space*, the STEAM station provides students an opportunity to work in small groups as they construct a model to demonstrate the orbit of the Earth and Moon.

Materials consistently support multiple types of practices (e.g., modeled, guided, collaborative, independent) and provide guidance and structures to achieve effective implementation.

- The materials consistently support multiple types of practices and provide guidance and structure to achieve effective implementation throughout various parts of the Topics. The STEAM Station includes guided, collaborative, and independent student practices. For example, in Topic 7, *Organisms*, Experience 1, *Structures and Functions*, the STEAM Station contains a Guide Student Planning section with teacher instructions and guided questions such as, “What does your design need to achieve that goal?” There is a Guided Inquiry Procedure with steps to model the design and build of their mechanical hand, including “Connect all of the string pieces

at the bottom of the hand." Students then complete the STEAM station in small groups, with independent work included at the end of the activity.

- The materials provide teacher guidance and structures to achieve effective implementation of multiple types of practices. For example, the Before the Stations section of each lesson states a clear purpose and learning goals for group and independent practice activities. The purpose and learning goals are provided for the STEAM station in which students work collaboratively and for the Literacy Station in which students work independently. In Topic 4, *Earth and Space*, Experience 1, *Patterns in Space*, students work in small groups during the STEAM station to construct a model that demonstrates the orbits of Earth and the Moon. In the literacy station, students work independently or with a partner to evaluate details in the Read About It section.
- The materials follow the 5E model and include suggestions for teacher modeling and student collaboration for the whole group and with partners. Teacher support is provided for the implementation of the practices. For example, during the Engage portion of Topic 7, *Organisms*, Experience 2, *Life Cycles*, students explore the question, "Why do plants have seeds?" Teacher scripting provides student questions and answers, what to look for while observing students at work, and where to refer students to help prompt their thinking. For example, the teacher materials for the Engage portion of this lesson state, "Tell students that seeds are a stage in a plant life cycle. Observe the seeds. Next ask students, What life cycle stages will the plants go through after the seed stage? (Accept all answers, but tell students that they will be able to confirm their predictions in the Hands-On Activity.)"

Materials represent a diversity of communities in the images and information about people and places.

- The materials represent diversity in their images and information of both people and places. Topic 6, *Interactions in Ecosystems*, Experience 1, *Organisms in Ecosystems*, includes a phenomenon on the monarch butterfly migration and explains why monarch butterflies migrate through Texas to Mexico. In Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, the Read About It images show diverse groups of athletes. Several Topics also have a Take It Local section, which connects the content to Texas (home). For example, Topic 7, *Organisms*, Experience 1, *Structures and Functions*, includes a Take It Local section titled *Paws, Claws, and Teeth*, which prompts the teacher to have students share structures and functions of their own pets, as well as suggestions for taking students outside to observe local animals and discuss their structures and functions.
- Materials represent diverse communities using images and information that are respectful and inclusive. For example, the STEAM Station Card images in Topic 5, *Patterns on Earth*, Experience 4, *Natural Resources and Conservation,* portray a diverse group of students. Throughout the materials, real-world examples and connections share a diversity of communities and places, including rural, urban, and suburban communities, cities, states, and countries around the world. In Topic 6, *Interactions in Ecosystems,* the Anchoring Phenomenon contains a Texas connection to the annual monarch butterfly migration.
- The images used include a diverse group of people. Images are displayed throughout the materials and the student resource stations. For example, students of different ethnicities are displayed on the STEAM Station Cards in Topic 3, *Energy*, Experience 1, *Energy in Our World*. Teachers of different ethnicities are also displayed throughout the Experiences. Even the Getting Started section titled, *Authors, Contributors, and Partners*, showcases diverse people based on ethnicity, age, and educational backgrounds.

Savvas Learning Texas Experience Science Grade 3

Indicator 7.3

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

1	Materials include guidance for linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS.	M
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include listening, speaking, reading, and writing supports to assist emergent bilingual students in meeting grade-level science content expectations.

Materials include guidance for linguistic accommodations that are communicated, sequenced, and scaffolded and are commensurate with various levels of English language proficiency as defined by the ELPS. Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

Materials include guidance for linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS.

- Guidance for linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. All Topics include an ELPS Targeted Support section with accommodations for students who are learning English. For example, Topic 4, *Earth and Space*, Experience 1, *Patterns in Space*, guides the teacher to connect text and illustrations to enhance and confirm understanding of challenging language. ELPS accommodations for each level include: beginner - "Guide students to match images to information;" intermediate - "Identify important details about Earth's orbit and satellites;" and advanced/advanced-high- "Use a Venn diagram to compare and contrast Earth's orbit with the moon's orbit."
- The materials include visuals to help students understand and make sense of the content. Each Topic begins with an Anchoring Phenomenon that includes a photo and a video. For example, Topic 3, *Energy*, opens with an Anchoring Phenomenon video about how you can build a faster roller coaster. Vocabulary cards display pictures with definitions, and the station cards for Literacy, STEAM, and Hands-On activities include pictures with steps. In addition, there is a Key Ideas Presentation with a video located in the Explain section of each Topic.
- The materials include suggestions for linguistic accommodations in each Experience within a Topic. For example, in Topic 1, *Matter*, Experience 2, *Solids, Liquids, and Gases*, differentiated ELPS supports are specifically provided for the Engage, Explore, and Evaluate lesson sections, and it includes scaffolding for the beginner level through the advanced-high level. For example, in the Evaluate portion of this lesson, the ELPS Targeted Support guides students to share their understanding of solids, liquids, and gasses. ELPS accommodations for each level include:

beginner - “Have students draw and label a series of pictures to show an ice cream cone in the process of melting. Guide students to use the terms, solid, liquid, melt, and freeze;” intermediate - “Have students complete these sentence frames: When you freeze a (liquid) it becomes a solid. When a (solid) melts, it becomes a liquid. Then have student pairs use the sentence frames with each other;” advanced - “Have student pairs use vocabulary words to explain how ice cream is made in an instant;” and advanced-high - “Have student pairs use vocabulary words as they ask and answer questions about how ice cream is made.”

- Materials suggest concrete experiences and explicit modeling as linguistic accommodations when delivering direct instruction. For example, in Topic 2, *Force and Motion*, the ELPS Targeted Support guide suggests using a magnet to pick up objects with a paperclip and asking simple yes or no questions for students.

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

- The materials encourage strategic use of the students' first language as evident in Topic 1, *Matter*, Experience 3, *Combined Materials*. The teacher’s scripting states, “Read the words aloud and share with students the Spanish cognates for these words (*combinar*, *materiales*).” The materials also have a Spanish version of the resource to assist with two-way dual-language programs.
- In the materials, a *Topic School to Home Letter* is included for each Topic. This editable document can be translated into the student's home language to engage the parents in their child's learning. For example, the Launch section of Topic 1, *Matter*, contains a *Topic 1 School to Home Letter* that explains the unit objectives along with ideas to support learning at home.
- The materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English with the Anchor Chart Activity. For example, in the launch section of Topic 5, *Patterns on Earth*, the Anchor Chart Activity contains an editable/printable page for students to organize their thoughts about how plants grow and guides the teacher to direct all students to write notes in their first language.
- Getting Started materials also include an ELPS correlation guide that provides teacher guidance on how to help students master the ELPS objectives. Additionally, this document helps locate targeted ELPS within the resource.

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Indicator 7.4

Materials provide guidance on fostering connections between home and school.

1	Materials provide information to be shared with students and caregivers about the design of the program.	M
2	Materials provide information to be shared with caregivers for how they can help reinforce student learning and development.	M
3	Materials include information to guide teacher communications with caregivers.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials provide guidance on fostering connections between home and school.

Materials provide information to be shared with students and caregivers about the design of the program. Materials provide information to be shared with caregivers for how they can help reinforce student learning and development. Materials include information to guide teacher communications with caregivers.

Evidence includes but is not limited to:

Materials provide information to be shared with students and caregivers about the design of the program.

- The materials provide information to be shared with students and caregivers about the design of the program. A provided *School-to-Home Letter* illustrates the sequence of experiences followed in each topic. This letter can be sent home to parents and guardians to help explain what will be taught in the program and how to keep students engaged in learning at home. For example, the Topic 1, *Matter, School-to-Home Letter* explains that in Experience 1, *Properties of Matter*, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. Next, in Experience 2, *Solids, Liquids, and Gases*, students describe and classify matter as solids, liquids, or gasses. Finally, in Experience 3, *Combined Materials*, students learn how materials can be combined to create or modify objects.
- The materials provide information to be shared with students and caregivers about the design of the program as evidenced in the *Getting Started with Texas Experience/Navigational Support - Realize* Parent Support tab with live support links that contains support for parents using Realize can be found in the following locations:
    - *Realize Parent Letter*
    - *Realize Parent Guide*
    - *Realize Learner Tips for Parents*
    - *Realize Parents Corner*
    - The G*etting Started* materials also contain *Engage in Dynamic Experiences* that a teacher can use to explain the program's 5E design to students and caregivers

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Materials provide information to be shared with caregivers for how they can help reinforce student learning and development.

- The materials provide information to be shared with caregivers for how they can help reinforce student learning and development with the Realize Parent Letter. The letter explains that students will use the program for instruction and assignments. It encourages parents to support their child using the program while at home and watch their child teach them how to use the resource. Getting started and troubleshooting directions are also included in the materials.
- The materials provide information to be shared with caregivers for how they can reinforce student learning and development as evidenced in the Topic 1, *Matter, Launch - School-to-Home Letter*. This letter gives caregivers information about what their child will learn in Topic 1, *Matter.* The letter states, “One of the best ways for students to check on their learning is to explain it to someone else.”
- The Realize Parent Guide provides caregivers with information to access and use Realize to support their student's at-home learning. The guide includes the following section titles: *Getting Started*, *Realize Home Page, Viewing and Accessing Assignments*, *Completing and Submitting Assignments*, *Grades and Teacher Feedback*, *Browsing Realize and Offline Access*, and *Support for Savvas Realize*. These materials enable and reinforce the parents' role in their student's learning.
- The Getting Started materials contain a tab for Realize Parent Support with a section titled, *Realize Learner Tips* for caregivers to assist with at-home learning. It includes seven tips: “1) set clear expectations, 2) take a break, 3) plan for attention span, 4) enjoy the sunshine, 5) practice mindfulness, 6) love over lessons, and 7) keep up communication.” This document is also available in Spanish.
- The materials share caregiver/student activities to reinforce student learning and development at home. For example, Topic 1, *Matter* Home Connection states, “Have students work with an adult to make a simple recipe and classify the ingredients as solid, liquid, or gas.” The materials also provide at-home vocabulary support. The Topic 1, *Matter* Wrap-Up section contains website access with activities for reinforcing students' learning of scientific vocabulary. Students log in at home and play the vocabulary game titled, *Matter*. Science vocabulary flashcards are available for at-home practice. For example, Topic 1, *Matter*, contains matter vocabulary cards that the teacher can assign to students for practice at home.

Materials include information to guide teacher communications with caregivers.

- The materials include information to guide teacher communications with caregivers. A bulleted list informs teachers of ways to communicate information with caregivers in the *School-to-Home Communications Guide.* In addition, the *School-to-Home Letter* encourages communication with verbiage about visiting the classroom during an open house or making an appointment with the teacher. The *School-to-Home Letter* states, “Look through recently completed content and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else.”
- Each Topic Launch includes an editable *School-to-Home Letter* with information about the Topic and how the caregiver can reinforce learning at home. The editable letters also provide templates for communicating student progress to caregivers.
- The materials include web links that the teacher can share with caregivers in the Parents’ Corner section, such as, *How to Use the Program*. The materials also include ideas to share with caregivers in the sections titled, *Take It Local* and *Collaborate with the Community*. For example,

Topic 4, *Earth and Space*, Collaborate with the Community activity suggests a visit to a planetarium, and Topic 4, *Earth and Space,* Take It Local Connection recommends students and family members observe the night sky several times. These activities are designed to involve caregivers and the community, yet these materials do not *guide* teacher communications with caregivers.

- Materials will include a *School-to-Home Communication Guide* to guide teachers on how to involve parents and caregivers in students at home learning. Guided points include to share the *Grade School-to-Home Letter* at the beginning of the year, explain the design of the program to students and caregivers, share Topic *School-to-Home Letters* at the start of each topic, encourage students to share what they learn at school with their caregivers, and invite caregivers to stay involved by offering input and contributions and how to communicate with the teacher.

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Indicator 8.1

Materials include year-long plans with practice and review opportunities that support instruction.

1	Materials are accompanied by a TEKS-aligned scope and sequence outlining the order in which knowledge and skills are taught and built in the course materials.	M
2	Materials provide clear teacher guidance for facilitating student-made connections across core concepts, scientific and engineering practices, and recurring themes and concepts.	M
3	Materials provide review and practice of knowledge and skills spiraled throughout the year to support mastery and retention.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include year-long plans with practice and review opportunities that support instruction.

Materials are accompanied by a TEKS-aligned scope and sequence outlining the order in which knowledge and skills are taught and built in the course materials. Materials provide clear teacher guidance for facilitating student-made connections across core concepts, scientific and engineering practices, and recurring themes and concepts. Materials provide review and practice of knowledge and skills spiraled throughout the year to support mastery and retention.

Evidence includes but is not limited to:

Materials are accompanied by a TEKS aligned scope and sequence outlining the order in which knowledge and skills are taught and built in the course materials.

- The Teacher's Guide materials contain a Teacher Guide Planning Resources section which houses useful instructor information to support program implementation. Included is a detailed color-coded scope and sequence table for kindergarten through grade 5, which displays both topics (chapters) and experiences (lessons) within each unit. A Course Planner and Pacing Guide share an overview of each topic as well as the experiences within each topic. A Texas Essential Knowledge and Skills (TEKS) Grade 3 Correlation guide displays information for grade-level content TEKS, science, and engineering practices (SEPs) TEKS, and recurring themes and concepts (RTC) TEKS. An English Language Proficiency Standards (ELPS) table is also available.
- Each topic opens with an Overview section and includes a TEKS progression table with prior, current, and upcoming grade-level aligned TEKS. Each topic contains a Planner section that shares TEKS, ELPS, and ELAR TEKS for each topic experience. In addition, each experience contains a Teacher eText with the targeted TEKS. Lastly, an Editable Experience Planner provides an at-a-glance view of covered TEKS to assist the teacher with the identification of specific TEKS and their sequence alignment.

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Materials provide clear teacher guidance for facilitating student made connections across core concepts, scientific and engineering practices, and recurring themes and concepts.

- The materials provide teacher clarity and guidance in connecting the core concepts to science and engineering practices and recurring themes and concepts as evidenced by the *Think Like a Scientist* and *Mastering Recurring Themes* sections located in the Teacher eText within an experience.
- Additionally, the SEPS and Themes Preview pages include science and engineering practices and recurring themes and concepts which use front-of-the-class (direct) instruction and review the SEP TEKS. The presentation includes an explicit teaching guide for the key ideas: steps to plan and conduct an investigation, using models and analyzing data, communication skills, contributions of scientists, and recurring themes and concepts.
- Each topic opens with an informational side column with sections titled *Thinking Like a Scientist* and *Mastering Recurring Themes and Concepts*. Station activities embed teacher support to help students make connections. For example, in Unit 2, Experience 1, Explore station, there is a section titled *Thinking Like a Scientist* that helps students communicate by drawing a conclusion based on their observations. In Unit 2, Experience 2, Explore station, the students are provided an opportunity to revisit the recurring theme of cause and effect.

Materials provide review and practice of knowledge and skills spiraled throughout the year to support mastery and retention.

- Evidence shows review and practice are provided within the materials throughout the year for science and engineering TEKS and recurring themes and concepts TEKS. The station activities contain embedded teacher support to help students make connections to recurring themes and scientific practices. For example, the Topic 2, Experience 1, Explore section titled *Thinking Like a Scientist* helps students communicate by drawing a conclusion based on their observations. Station activities occur throughout the year and support student mastery and retention of the SEP TEKS and the RTC TEKS.
- For every topic in the Teacher's Guide, an explicit explanation of previously learned content is reviewed and spiraled into the current topic. For example, in the Grade 3 Teacher's Guide: Topic 7, *Organisms Overview*: Preview the Topic section, contains supporting content from Topic 6, *Interactions in Ecosystems*. Students use what they learned in Topic 6 about how temperature and precipitation can affect animal migration and behavior as well as plant responses to what they learn about life cycles in Topic 7. They connect what they learn in Topic 7 about external structures and functions to previously acquired knowledge in Topic 6 about food chains and why organisms are more likely to thrive or perish when natural changes occur in an environment. In the “Topic Wrap-up” for every topic in the Teacher's Guide, a “Spiraling Content” section prompts teachers to use the topic “Spiraling Activity.” In this activity, students review and practice relevant knowledge and skills from previous topics. For example, the grade 3, Topic 7, Organisms Spiraling Activity includes review and practice for Topic 3: *Energy*, Topic 5: *Patterns on Earth*, and Topic 6: *Interactions in Ecosystems.*

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Indicator 8.2

Materials include classroom implementation support for teachers and administrators.

1	Materials provide teacher guidance and recommendations for use of all materials, including text, embedded technology, enrichment activities, research-based instructional strategies, and scaffolds to support and enhance student learning.	M
2	Materials include standards correlations, including cross-content standards, that explain the standards within the context of the grade level.	M
3	Materials include a comprehensive list of all equipment and supplies needed to support instructional activities.	M
4	Materials include guidance for safety practices, including the grade-appropriate use of safety equipment during investigations.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include classroom implementation support for teachers and administrators.

Materials provide teacher guidance and recommendations for use of all materials, including text, embedded technology, enrichment activities, research-based instructional strategies, and scaffolds to support and enhance student learning. Materials include standards correlations, including cross-content standards, that explain the standards within the context of the grade level. Materials include a comprehensive list of all equipment and supplies needed to support instructional activities. Materials include guidance for safety practices, including the grade-appropriate use of safety equipment during investigations.

Evidence includes but is not limited to:

Materials provide teacher guidance and recommendations for use of all materials, including text, embedded technology, enrichment activities, research based instructional strategies, and scaffolds to support and enhance student learning.

- The materials include a Teacher's Guide, which contains guidance for each part of an experience (lesson) with scripting throughout. For example, Topic (unit) 1, *Matter*, Experience 1, *Properties of Matter,* supports teacher guidance by providing question stems for direct instruction, such as, "Which objects do you think will sink and will float?" Examples of additional teacher guidance include options to differentiate instruction through specificity to model the stations in a paragraph within the Teacher eText instructions, along with facilitator directions to assist the English Language Learner (ELL) such as, "Have student pairs read aloud these sentence frames to demonstrate their understanding."
- Embedded technology is apparent within the materials, which includes a digital resource page titled, *Getting Started with Texas Experience Science*. Enrichment activities are included within all topics. Teachers can quickly locate Elaboration activities indicated by a blue plus sign. For example, Topic 1, *Matter*, Experience 1, contains a Science, Technology, Engineering, Art, and Math (STEAM) activity about foil boats. Elaboration activities do not include instructional scaffolding for our high-performing student learners.

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- The *Texas Experience Science Instructional Research-based Pedagogy* resource provides detailed teacher guidance on the structures and benefits of the 5E model framework in the science classroom. Additional teacher support with the 5E instructional model is evident within each topic. For example, in Topic 1, Experience 1, teachers are guided through the Engage portion of the 5E model with specific instructions to display the Everyday Phenomenon Photo and ask students, "What do you think the weather is like?"
- Evidence of scaffolding exists in the materials to include Extension opportunities and support for ELL students. The Teacher's Guide provides guidance for differentiated instruction. For example, Topic 6, Experience 2, includes teacher instruction on supporting students ready for a challenge by directing students to "Build as many food chains as possible or the longest food chain possible." In Topic 6, differentiated instruction is included for the STEAM station and for the English Language Proficiency Skills (ELPS) targeted support of the literacy station.

Materials include standards correlations, including cross content standards, that explain the standards within the context of the grade level.

- The Topic Planner contains the TEKS covered in each experience. Standard correlations to science, English Language Arts and Reading (ELAR), social studies, and math are present throughout various units. For example, Topic 6 includes cross-content standards for ELAR.
- In addition to cross-content standards correlations, the materials include a TEKS Progression section in the Topic Overview which provides a look back to correlated TEKS from the previous grade level to understand, "How does this topic connect to what students learned earlier?" Another section labeled *In This Topic* shows the TEKS covered within the topic, and a section titled *A Look Ahead* contains correlated TEKS from the next grade level, which answers the question, "How does this topic connect to what students will learn later?"

Materials include a comprehensive list of all equipment and supplies needed to support instructional activities.

- The Master Materials list in the Additional Program Resources tab contains a downloadable zip file with detailed information. In each Topic Overview and each experience, the materials are listed in the left-hand column for each lesson component. For example, in Topic 1, Experience 1, the Explore section lists in the left margin the lesson Station Cards and Station Card Activities. In addition, students are informed of needed materials.

Materials include guidance for safety practices, including the grade appropriate use of safety equipment during investigations.

- The materials contain a Hands-On Activity Safety Guide within the Additional Program Resources tab, which reviews safety icons and procedures for the hands-on activities found within the program. The lab safety guidelines share information about the lab dress code, sharp objects, and a lab safety equipment review, including a student lab safety contract. Topics with a science, technology, engineering, art, and math (STEAM) activity incorporate a safety tip in the Teacher Guide Overview. For example, Topic 1, Experience 1, contains teacher reminders to clean up all spills immediately. Guidance for safety practices in Topic 7, Experience 1, includes the safety tip, "Remind students to demonstrate safe practices during investigations as outlined in the Texas Education Agency-approved safety standards."

- Additionally, the materials provide students with a Student Activity Companion, which shares safety practice guidance and includes the grade-appropriate use of safety equipment. Safety guidance is embedded in student materials. For example, Experiences with Explore stations include student Station Activity Cards displaying caution with materials, such as, "Be careful with scissors."

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Indicator 8.3

Materials provide implementation guidance to meet variability in program design and scheduling.

1	Materials support scheduling considerations and include guidance and recommendations on required time for lessons and activities.	M
2	Materials guide strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.	M
3	Materials designated for the course are flexible and can be completed in one school year.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials provide implementation guidance to meet variability in program design and scheduling.

Materials support scheduling considerations and include guidance and recommendations on required time for lessons and activities. Materials guide strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. Materials designated for the course are flexible and can be completed in one school year.

Evidence includes but is not limited to:

Materials support scheduling considerations and include guidance and recommendations on required time for lessons and activities.

- The materials provide multiple scheduling considerations and include valuable guidance and recommendations on required time for lessons and activities. Within the online materials, the Designed for Texas Course Planner and Pacing Guide shares a pacing overview for the course and lists average durations in days per topic (unit). The two included pacing options are titled Fast Track and Got More Time. For example, Topic 4, *Earth and Space,* suggests seven days for Fast Track pacing and ten days for Got More Time pacing.
- Recommended durations in minutes are listed in the Topic Planners, the Experience At-A-Glance pages, and the instructional pages of the Teacher's Guide. An editable Topic Planner for each experience within a topic permits the instructor to customize scheduling considerations. The Topic Planner includes a suggested number of instructional days and designated minutes for each section of the 5E model framework. For example, in Topic 1, *Matter,* the suggested time frame for the unit is fifteen days. For Topic 1, *Matter*, Experience 1, P*roperties of Matter*, the recommended lesson cycle time frame is five days or 150 minutes, and the suggested time for the Engage portion of the lesson titled *Why Does Ice Float?* is five minutes.

Materials guide strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.

- The scope and sequence of program materials allow for topic (unit) implementation in a developmentally appropriate progression. The Topic Overview section includes implementation plans that start with a recall of prior knowledge and progress to building upon this knowledge as students participate and engage throughout the lesson cycle. Lessons provide teacher guidance

for English Language Proficiency Skills (ELPS) learners of varied stages to apply understanding at home, in their "real world," and to "think like a scientist."

- The materials delineate the order of topics to ensure students learn about precursor concepts first. For example, in Topic 1, Experience (lesson) 1, students explore the properties of objects, including mass, magnetism, and density, before they are tasked to design a foil boat that holds numerous marbles without sinking.

Materials designated for the course are flexible and can be completed in one school year.

- The materials are flexible and can be completed in one school year. The Designed for Texas Course Planner and Pacing Guide outlines a year-long progression of all Texas Essential Knowledge and Skills (TEKS) to be taught in order by topic (unit) and provides instructional pacing flexibility. An Editable Planner in the Launch section of each topic (unit) allows teachers flexibility to adjust suggested instructional times provided within each Topic Planner.
- Also, the materials include two suggested pacing options, which provide the teacher with Fast Track activities, indicated by a green check mark, and Got More Time activities, marked with a blue plus sign. These options allow the teacher to adjust the time spent on each topic without disrupting the content sequence that must be taught in a specific order. For example, in the Designed for Texas Course Planner and Pacing Guide, seven topics are paced in sequential order over one school year. In Topic 1, the experiences provide flexible options and can be completed in ten days using the Fast Track option or fourteen days using the Got More Time option.

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Indicator 9.1

The visual design of materials is clear and easy to understand.

1	Materials include an appropriate amount of white space and a design that supports and does not distract from student learning.	Yes
2	Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting.	Yes
3	Materials include digital components that are free of technical errors.	Yes

Not Scored

The visual design of the materials is clear and easy to understand.

Materials include an appropriate amount of white space and a design that supports student learning. Materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting. Materials include digital components that are free from technical errors.

Evidence includes but is not limited to:

Materials include an appropriate amount of white space and a design that supports and does not distract from student learning.

- The materials include an appropriate amount of white space and a design that supports and does not distract from student learning, as evidenced in the organization of the content. For example, in the Read About It section of Topic 1, *Matter,* Experience 1, *Properties of Matter*, the vocabulary words are highlighted in yellow to help support student learning. The text uses paragraphs appropriate in length for third-grade students, and the included pictures and diagrams provide accurate, visually pleasing content. Also, the Topic Readers included in Topic 2, *Force and Motion,* contain bolded vocabulary words with adequate content spacing. The subject headers inside the Topic Readers are written in large font and underlined in yellow to highlight their importance. A glossary of terms is provided at the end of each Topic Reader.
- The materials are written in a clear, appropriately sized font and color and also include clear pictures that help depict information. For example, the Anchor Chart Activities are provided in an editable and printable format and contain an appropriate amount of white space surrounding the text and pictures. Each Anchor Chart title is written across the top in large, blue font, while the student Anchor Chart Activities contain black print. The Vocabulary Cards included in the materials each have a large colored picture along with a short, simple definition with ample white space.
- Student Station Activity Cards include a concise title, a materials list, and instructions. The content is clear and organized. For example, the Hands-On Station Cards in each Topic are mainly white with a colorful purple stripe on the left side that designates the Experience. The titles and subheadings are bold, and the content is organized in a logical manner.

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Materials embed age appropriate pictures and graphics that support student learning and engagement without being visually distracting.

- The materials embed age-appropriate pictures and graphics that support student learning and engagement without being visually distracting, as evidenced in Topic 1, *Matter*, Experience 1, *Properties of Matter*, where the paragraphs are grade-level appropriate in length, and the pictures provide suitable visual content. The photos and videos used in the Topic Anchoring Phenomenon Activities are grade-level appropriate and support student learning. For example, Topic 3, *Energy,* Anchoring Phenomenon shares the following question with a video: *How can you build a faster roller coaster?* This phenomenon is engaging and an age-appropriate curiosity for third-grade students.
- The Read About It materials in each topic contain clear and authentic images and graphics to define and support the new words students encounter during lessons. For example, in Topic 2, *Force and Motion*, Experience 1, *Forces*, the materials include magnified photos that clearly show surfaces rubbing together to create friction, as well as photos of everyday uses of friction. Another example of authentic images and graphics is found in Topic 6, *Interactions in Ecosystems*, where The Read About It materials incorporate diagrams that distinctly show the steps of the life cycle stages of insects and animals. These graphics display an accurate progression from one stage to the next.
- The visuals are age-appropriate and well-designed to accompany the lessons. There are full-color videos and photographs when appropriate, and they do not distract from the learning task. The Hands-On Station Cards include relatable student graphics, as there is a photo of a child of similar age on one of the cards shown completing the station activity.

Materials include digital components that are free of technical errors.

- The materials include digital components that are free of technical errors, as evident in Topic 6, *Interactions in Ecosystems* Topic Reader, *Learning from Fossils*. This reader is free of typographic errors. In the Literacy Station in Topic 3, *Energy*, Experience 1, *Energy in Our World*, the Read About It reader titled, *Energy In Our World*, does not contain any technical errors. The Teacher's Guide eText is easy to access and read with no technical errors. A digital vocabulary game in Topic 3, *Energy*, is also free of technical errors.
- Digital components are easily accessible and readable. The Key Ideas Presentations open effortlessly in Google, or they can be downloaded. Furthermore, digital components such as vocabulary cards open smoothly and are downloadable and editable.
- The materials contain a Savaas Parent Corner website that provides information to share with caregivers about the program design. The materials also include a Parent User Guide and How-To videos for both students and parents. These materials are free of spelling, grammar, and punctuation errors and contain accurate science content and information.

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Indicator 9.2

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

1	Materials integrate digital technology and tools that support student learning and engagement.	Yes
2	Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade-level content.	Yes
3	Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate.	Yes
4	Materials integrate digital technology that is compatible with a variety of learning management systems.	Yes

Not Scored

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

Materials integrate digital technology and tools that support student learning and engagement. Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade-level content. Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate. Materials integrate digital technology that is compatible with a variety of learning management systems.

Evidence includes but is not limited to:

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

- The materials integrate digital technology and tools that support student learning and engagement. There are two types of games with which students can engage: a Vocabulary Game that allows students to practice their topic-level vocabulary and a Legends of Learning Game that focuses on the topic content. For example, in Topic 4, *Earth and Space*, Experience 1, *Patterns in Space*, students identify planets by their description when playing the Legends of Learning Game.
- Virtual labs engage students with content as well. For example, Topic 6, *Interactions in Ecosystems*, Experience 2, *Energy in Ecosystems*, includes a virtual lab where students explore why a change in one part of the food chain can affect energy flow. Another example includes a virtual lab in Topic 2, *Force and Motion*, Experience 2, *Position and Motion*, where students use force to chart a safe course.
- Provided online assessments in the Topic Wrap-up support student learning and engagement. The online assessments include ten questions with pictures and STAAR 2.0 interactive questions. After the assessment, online feedback and remediation are provided through an automatic program that shows questions mastered as well as missed, and it gives results for objectives successfully completed and objectives for which more practice is needed.

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Materials integrate digital technology in ways that support student engagement with the science and engineering practices, recurring themes and concepts, and grade level content.

- The materials integrate digital technology in ways that support student engagement with the science and engineering practices (SEPs), recurring themes and concepts (RTCs), and grade-level content as seen in the Grade Level Table of Contents, SEPs, and RTCs Preview that contains an SEPs and RTCs Presentation. In Topic 7, *Organisms*, Experience 2, *Life Cycles*, students plan and conduct an investigation and match organisms to their structures and functions as they play the Legends of Learning Game, *Living Organisms and Structures*.
- Student virtual activities are included in every unit. The materials include virtual labs that allow students to participate in online interactive activities, record observations and explanations, and answer questions in an interactive online notebook. For example, Topic 6, *Interactions in Ecosystems*, Experience 2, *Energy in Ecosystems*, contains student virtual activities including a virtual lab titled, *Changes in a Food Chain*. In this activity, students explore why a change in one part of a food chain can affect energy flow in other parts of the food chain. Students record each lab activity in their notebooks, and they can take screenshots to include in their notebooks.
- Digital technology is integrated into each topic's Key Ideas Presentation which includes a virtual presentation and video to reiterate content. The presentation facilitates student connections between the science content they learned and the science practices they used. The engaging video provides additional examples and meaningful explanations for students. For example, the Key Ideas Presentation and Video in Topic 6, *Interactions in Ecosystems,* Experience 2, *Energy in Ecosystems*, focus on how changes in a food chain affect the ecosystem.

Materials integrate digital technology that provides opportunities for teachers and/or students to collaborate.

- The materials integrate digital technology that provides opportunities for teachers and/or students to collaborate. In the *Getting Started in Texas* section, there is a Support for Collaborative Tools in Realize document that explains the many ways teachers and students can collaborate, including commenting on assignments, discussion prompts, a PDF toolkit, and student playlists. Teachers can assign content, such as discussion prompts, and send notes to students with assignment feedback and suggestions. Likewise, students can respond to teacher comments.
- A teacher can create a playlist that includes not only materials found in Savvas Realize but also other materials outside of the textbook, such as images and/or videos. To support students with learning, the playlist can be shared with other teachers and/or parents.

Materials integrate digital technology that is compatible with a variety of learning management systems.

- Materials integrate digital technology that is compatible with a variety of learning management systems (LMS), including *Google Classroom*, *ClassLink, Power School*, *Google Drive,* and *Canvas.* A Realize Canvas Integration document is included that provides information on the integration and how to use it. The Digital User's Guide within the materials lists the available digital tools by category and includes: 1) Rostering Tools, 2) Student Information System, 3) Learning Management System, and 4) Productivity Tools.
- Materials are compatible with Google Classroom only after a teacher manually enrolls the students or through a district auto-roster. On-demand training and hand-outs for step-by-step instructions for teachers and administrators are provided in the Getting Started materials under

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Teacher Support. Some materials are downloadable as PDFs and accessible without access to the internet.

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Indicator 9.3

Digital technology and online components are developmentally and grade-level appropriate and provide support for learning.

1	Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression.	Yes
2	Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Yes
3	Materials are available to parents and caregivers to support student engagement with digital technology and online components.	Yes

Not Scored

Digital technology and online components are developmentally and grade-level appropriate and provide support for learning.

Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. Materials are available to parents and caregivers to support student engagement with digital technology and online components.

Evidence includes but is not limited to:

Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression.

- Digital technology and online components are developmentally appropriate for the grade level and align with the scope and approach to science knowledge and skills progression. All printed documents are available through digital access and aligned to the scope and sequence. These materials include reading text passages, assignments, assessments, and visual materials, such as vocabulary cards.
- The Topic Readers in the materials align with the scope of the content and include developmentally appropriate pictures and text. The Topic Readers are tagged with Lexile reading levels and progress as the students advance grade levels. Topic 2, *Force and Motion,* Experience 2, *Position and Motion,* references a Topic Reader titled, *Designing and Modeling Bridges.* This text covers the forces engineers consider when designing bridges and how to make and test model bridges. Another example is Unit 3, *Energy*, Topic Reader titled, *Energy Around Us*, which shows a boy on the cover that students can relate to, and appropriate pictures to match the content, such as instruments and volcanoes. This Topic Reader covers mechanical, kinetic, potential, sound, electricity, and light energy and how they can change into other forms of energy. It also explains the parts necessary to create a complete circuit.
- Topic Overviews include digital and online components appropriate for third grade and aligned to the scope and sequence. Each Topic Overview provides teacher videos with instructional guidance. For example, the Topic 3, *Energy,* Overview contains valuable information organized into the following sections: *Preview the Topic, Teacher Background, Teacher Prep, Common*

Misconceptions, and *TEKS Progression* with vertical alignment of addressed TEKS in second, third, and fourth grades.

Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.

- Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. The Digital User Guide provides information on how to use the program and its embedded technology for student learning, including guidance on navigating materials, assigning content, operating class tools, scoring student work, and integration support. There is also a *My Savvas Training: Google Classroom* document that provides guidance for program implementation with *Google Classroom* so that teachers can work in Savvas Realize while students can remain in Google Classroom. The provided On-Demand Training is broken into the following categories: *Getting Started*, *Tools for Teachers*, including topics such as *Google Classroom* tutorials, *Google Classroom Online Help*, *Google Docs*, and *Tools for Administrators*.
- The materials provide teacher guidance for which lesson sections to use technology with students. The materials outline these recommendations in the Topic Planner Overview section and provide clear instructions and tutorials within the teacher platform through the Virtual Program Activation, which explains how to use the embedded technology. The At-A-Glance Topic Planner for Topic 7, *Organisms,* shares a detailed overview of the unit and the Experiences within that Topic.
- The *Getting Started* section provides guidance for embedded tools that support and enhance student learning. For example, the Digital User Guide within the Navigational tab includes 12 pages of support for assigning content, using tools, scoring work, guiding student experiences, available integrations, and additional resources.

Materials are available to parents and caregivers to support student engagement with digital technology and online components.

- Materials are available to parents and caregivers to support student engagement with the digital technology and online components, as evidenced in the *Getting Started in Texas Experience* through the *Realize Parent Support Tab,* which contains parent support links and can be found in the following locations: *Realize Parent Guide*, *Realize Learner Tips for Parents*, and *Realize Parents Corner,* and a *Realize Parent Letter.* The *Parent Letter* explains students will use the program for instruction and assignments, and it encourages parents to support their child using the program while at home and watch their child teach them how to use the resource. Directions for getting started and troubleshooting are also included.
- The *Realize Parents Corner* link provides resources such as documents, websites, and videos to help parents and students navigate the program. A User Guide is also available in seven different languages. Once a language is selected, the guide is available online, or it can be printed in PDF format. This guide offers a parent or caretaker all the needed information to access and utilize *Savvas Realize* to support a student's academic growth. The guide offers an introduction to the program, navigation how-to for assignments, and support for browsing the program.
- Furthermore, a provided grade-level *School to Home Letter* is editable and can be translated. The letter is directed to "Dear Family Member or Caregiver" and includes information about

what students will learn throughout the year, bullet points on how to stay involved in learning, and teacher availability if caregivers have questions.