

StrongMind Grade 6

English Language Arts and Reading Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 6	80.95%	80.95%	100%	100%
Grade 7	82.54%	82.54%	100%	100%
Grade 8	81.25%	81.25%	100%	100%

Section 2.

- The sixth-, seventh-, and eighth-grade materials include some high-quality texts across a variety of text types and genres as required by the TEKS.
- The sixth-, seventh-, and eighth-grade materials include a variety of text types and genres across content as required by the TEKS. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level. However, the materials do not include a text complexity analysis or guidance document.

Section 3.

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within and across texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide some opportunities for students to build their academic vocabulary across the course of the year.
- The materials do not include a plan to support and hold students accountable in independent reading.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences. The eighth-grade materials do not give the students opportunities specifically designed to write correspondence in a professional or friendly structure.
- The materials provide opportunities for students to apply composition convention skills in increasingly complex contexts throughout the year.

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- The materials do not support students' listening and speaking about texts, and the sixth- and seventh-grade materials do not engage students in productive teamwork and student-led discussions in a variety of settings.
- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.
- Materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

Section 4.

- N/A for ELAR 6-8

Section 5.

- The materials do not offer differentiation supports for students who are performing below and above grade level.
- The materials provide some support and scaffolding strategies for English Learners (EL) that are commensurate with the various levels of English language proficiency as defined by the ELPS.

Section 6.

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

Section 7. Additional Information

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

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Indicator 2.1

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

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

Partially Meets 2/4

The materials include some high-quality texts for ELAR instruction and cover a limited range of student interests. Some materials include well-crafted text, representing the quality of content and language, and writing by experts in various disciplines; however other texts contain a similar language complexity and depth, and published-texts cycle through the school year. While the materials include some complex, traditional, and contemporary texts, no multicultural diverse text is included.

Evidence includes but is not limited to:

The materials include classical authors, such as Jack London, Carl Sandburg, Walt Whitman, and well-known texts such as “When I Heard the Learn’d Astronomer” and *The Road*. The materials include complex traditional texts, but many are excerpts from classical texts such as *Alice in Wonderland* and *The Story of My Life* by Helen Keller, which are used throughout multiple study units.

While the materials do include some contemporary texts, most are commissioned texts, not published pieces that represent high-quality works from experts in various fields. Examples of commissioned texts include “A Lady Worth Knowing,” which is a biography of Betsy Ross, an informational article “Organic Farming: The Best Solution,” and “Field Trips,” a pro and con article provided by Key Data Systems. These selections provide more contemporary selections focused on history, science, and agriculture.

In Units 1 through 5, students study information text formats and read an excerpt of *The Road*, an autobiographical memoir by Jack London, first published in 1907, an American novelist and short-story writer. However, the author notes the text “has been edited to adjust the reading level and modernize the language.”

Unit 9 and 12 contain an excerpt from the well-known *The Wonderful Wizard of Oz* by L. Frank Baum. This classic American children’s literature includes complex vocabulary such as *presentable*, *evermore*, *companions*, *fond*, *comrades*, and *deprived* and advanced sentence structure, including complex and compound-complex sentences.

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Unit 11 focuses on poetry and includes selections from traditional 19th-century English writers such as Christina Rossetti, Lord Byron, and Robert Louis Stevenson. Sample titles include "Sing-Song" "She Walks in Beauty," and "My Bed is a Boat."

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Indicator 2.2

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

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

Meets 4/4

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

Examples of literary texts include but are not limited to:

The Road by Jack London (novel/ memoir)
The Wonderful Wizard of Oz L. Frank Baum (novel/ fantasy)
“If Birds Could Touch the Sun” by Allison Hahan (fable)
“A Taste of Friendship” by Joann Mazzio (short story)
“Javier and the Zuni Kicking Stick” by Heidi Chang (short story)
“The Summer Assignment” by Clifton L. Taulbert (short story)
“A Gift at the Beach” by Allison Hahn (short story)
“Sonia’s Blanket” by Heidi Chang (realistic fiction)
“A Stupid Thing to Do” by Key Data Systems (realistic fiction)
“Golden Flower Girl” by Katina Marshall (folktale)
“The Special Zapotecs” by Katina Marshall (folktale)
“King Ceyx and Alcyone” by Key Data Systems (adapted Greek myth)
from “Sing-Song” by Christina Rossetti (poem)
“Fog” by Carl Sandburg (poem)
“Lost” by Carl Sandburg (poem)
“Nothing Gold Can Stay” by Robert Frost (poem)
from *The Adventures of Tom Sawyer* by Mark Twain (novel/adventure)
from *Little Women* by Louisa May Alcott (historical fiction)
“Willamette Walking” by Joann Mazzio (short story)
“Nothing Gold Can Stay” by Robert Frost (poem)

Examples of informational texts include but are not limited to:

“The Amazing Transistor” by Houghton Mifflin Harcourt (informational text)
“There’s Still Gold in Those Hills” by Claudia Cangilla McAdam (informational text)
“Film Review: Seven Continents” by Tamar Alexis (film review)

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“A Highway of Water” by Doris Williams (informational text)
from *The Life of Theodore Roosevelt* by William Draper Lewis (biography)
“The Green Team” by Houghton Mifflin Harcourt (argumentative text)
“Field Trips” by Key Data Systems (argumentative text)
“King Valley Middle School” by Key Data Systems (argumentative text)
“Party Time” by Karen Sebesta (informational text)
“Why We Want Our Water Back” by Jill Met (argumentative speech)
“The Science of Sunsets” by Joe Soennichsen (exposition)
“The Olympic Tradition” by Doris Williams (informational text)
“Tiny Workers” by Carolyn Reeder (informational text)
“Making Smart Choices With Water” by James Roe (Argumentative text)
“Twist a Balloon Dog” by Karen Sebesta (Procedural)

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

In Unit 1, an autobiography about Theodore Roosevelt from “The Life of Theodore Roosevelt” by William Draper Lewis, he provides details about President Roosevelt's life and his passion for reading. The text includes a chart that shows the various genres included in Roosevelt's library. Additionally, the text includes many footnotes for the challenging vocabulary terms in the text.

In Unit 2, the text “The Science of Sunsets” by John Soennichsen is an informational text discussing the science behind sunsets' color. It includes a graphic that describes the sun's location at specific points in the day. The reading skill lesson for figurative language includes a graphic of a potato sitting on a couch to emphasize the difference between literal and figurative language.

Unit 3 features a picture showing Sir Isaac Newton to accompany the text “Sir Isaac Newton: The Father of Physics.” Socrates' image is also embedded to support the text “The Great Thinkers,” an informational text discussing some of the most well-known Greek philosophers. The text “The Green Team” by Houghton Mifflin Harcourt is an argumentative selection that includes a recycling container's image to reinforce the author's position that the school needs a recycling team.

Unit 5 includes the article “Big Dreams for an Art Center/Support the Bridge Street Art Center” by Houghton Mifflin Harcourt to explore various authors' perspectives on a topic. The text set includes a graphic image of puzzle pieces to reinforce team versus individuals' ideas and a chart highlighting kids' self-help behavior. The informational text “Overcoming Great Obstacles” by Key Data Systems about Frida Kahlo includes artwork of her likeness. The text “From Secretary to Scientist” by Key Data Systems explores Jane Goodall's path to becoming a well-known researcher and includes an ape's image to accompany the text.

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Indicator 2.3

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

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

Partially Meets 2/4

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

Evidence includes but is not limited to:

In Unit 3, “Sir Isaac Newton: The Father of Physics,” written by Key Data Systems, has a Lexile level of 1010–1200, which is very challenging for the grade level.

In Unit 4, a rewritten excerpt from “The Road” by Jack London has a Lexile measure of 810–1000. This excerpt is modified to fall within the appropriate Lexile level for Grade 6.

In Unit 8, students read an excerpt of *The Wonderful Wizard of Oz* by Frank Baum, a Lexile of 1030, which is appropriate for sixth-grade students.

Unit 8 also contains an excerpt of *Little Women* by Louisa May Alcott. The Lexile level for the text is 1090, which is challenging for the grade level.

Unit 11 contains a lesson focused on poetry, including Robert Louis Stevenson’s “Bed in Summer” with a Lexile range of 810–1000. Also included is “My Shadow” with a Lexile range 1600-1800 and “Piano” 1210–1400 by D.H. Lawrence.

The text selections within the materials include public domain selections within appropriate Lexile measure. Still, the usage, syntax, and context for cultural reference of texts over 50 or 100 years old are typically more complex than contemporary texts. Other texts are commissioned pieces that do not have a qualified Lexile measure. The materials do not include components to identify points in the instruction that demonstrate qualitative complexity analyses. The publisher does not provide a rationale or suggestions for use.

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Indicator 3.A.1

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

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

Meets 4/4

The materials include questions and tasks that support students in analyzing and integrating knowledge, ideas, themes, and connections within and across texts. Some of the questions and tasks build conceptual knowledge, asking students to use previous learning to complete specific tasks. Many of the discussion board prompts allow students to have opportunities to make connections to personal experiences, other texts, and the world around them. Students also integrate multiple TEKS knowledge when using text evidence to identify and support big ideas, themes, and details.

Evidence includes but is not limited to:

In Unit 1, students complete tasks that support conceptual knowledge of big ideas, themes, and details. For example, the skill lesson states, “Finding key details involves looking for information that supports the central idea. “Students read “Confession” by Jack London. Questions include, “As you reread the paragraph from this text, see if you can find the central idea. What is this text mostly about? What does author Jack London want you to know?” Materials link to the “Understanding and Response to Text” form, allowing students to answer questions and tasks that build conceptual knowledge and are text-dependent. For example, “What can you infer about the content of the text? Include evidence from the text to support your inferences.” The form also requires students to identify and discuss important big ideas, themes, and details: “Think about the details described or explained in the text.” Students make connections, “As you read the text, what connections can you make to personal experiences, other texts, and the world in general?”

In Unit 4, students begin by focusing on defining a claim and argument before evaluating claims, author's purpose, and perspective. The first lesson includes questions such as “Which of the following is the best definition of an argument?” and “Which sentence represents the claim made in this paragraph?” As students begin evaluating arguments, the questions are “Which claims from “Vote 'Yes' for the Future” are supported by evidence in the text? and Which statement from “Vote 'Yes' for the Future” provides evidence for the claim that Block 262 is at risk?”

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In Unit 7, students read a literary text and focus on determining the central idea or theme. Students read Chapter 4 of *The Wonderful Wizard of Oz* by L. Frank Baum and apply their learning by answering, “Which passage from Chapter 4 of *The Wonderful Wizard of Oz* best expresses a theme of the selection? and Which details support the idea that the Scarecrow is different from the people in Kansas in Chapter 4 of *The Wonderful Wizard of Oz*?” Select all that apply.

In Unit 10, students complete text-dependent tasks that target complex text elements and integrate multiple TEKS. Students learn “there are different types of text to choose from” and “Pay close attention to the different ways texts are organized or set up. Think about how their characteristics set them apart from other texts.” Students make connections to other texts as they read the selections. The materials include questions such as, “... examine how the text is set up and organized...” and “...analyze other characteristics to determine what genre it falls under.”

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Indicator 3.A.2

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

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

Meets 4/4

The materials contain questions and tasks that require students to make inferences, draw conclusions about the author's purpose and provide evidence from the text to support their understanding. The materials also include opportunities for students to evaluate the stated or implied purposes of texts and analyze the author's choices and how they influence the text's meaning.

Evidence includes but is not limited to:

In Unit 1, students learn about making inferences and using textual evidence for support. After reading an excerpt of "The Life of Theodore Roosevelt: A Biography" by William Draper Lewis and "Making It Real" by Key Data Systems, students respond to the following questions: "Which inference can be made about Theodore Roosevelt based on this passage?" and "What evidence from this paragraph supports the inference that you are watching a 3-D movie?" These questions allow students to practice both making and supporting inferences.

In Unit 5, the materials provide instruction for informational texts. Students read two articles, "Big Dreams for an Art Center/Support the Bridge Street Art Center" and "Playing Sports/Teamwork." After reading, students compare the texts' organizational structures and compare the difference in the authors' presentation of the argument.

In Unit 8, students analyze the implicit and explicit messages in texts. Students read "Great-Gramp" by Key Data Systems and answer the following questions: "Which quotes from "Great-Gramp" provide explicit information about how Cassie is feeling? Select all that apply." and "Which quote from "Great-Gramp" provides implicit details on how Cassie feels about seeing Great-Gramp again?"

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In Unit 9, students analyze the author's use of figurative language in a literary text. After reading "The Traveler" by Houghton Mifflin Harcourt, students consider questions such as "How does the phrase "gentle breeze combed the wild green grasses" affect the reader?" Later in the unit, students read chapter 12 of *The Wonderful Wizard of Oz* by Frank Bynum and answer, "Which sentences explain how the author uses word choice to establish a tone?"

In Unit 11, students compare and contrast poems considering how the poets approach topics and themes and how their approaches are similar and different. Students read and consider the poet's craft in the development of theme by answering the question: "How are "My Bed is a Boat" and "A Good Play" similar in how they approach their themes?" The lesson also includes a discussion board prompt, which requires them to choose two poems to compare and contrast. Students "briefly describe and summarize each of the poems you chose. Then explain the similarities and differences between the two poems."

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Indicator 3.A.3

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

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

Partially Meets 2/4

The materials include opportunities for students to interact with and build key academic vocabulary by providing audio and in-context support. The materials do not contain scaffolds and support for educators to differentiate instruction for all learners. Also, materials do not contain a cohesive, yearlong plan for building academic vocabulary or applying words in appropriate contexts and across texts for all learners.

Evidence includes but is not limited to:

Each unit contains a lesson overview highlighting the terms covered and a specific vocabulary development lesson. Odd-numbered lessons include a quiz over the vocabulary words. Even-numbered lessons include an additional language development lesson focused on improving students' vocabulary knowledge. Students make flashcards or take notes for the given vocabulary. Students have access to the pronunciation of the vocabulary words using the audio feature. The lesson ends with multiple-choice questions as a check for understanding. However, the materials do not include a year-long plan demonstrating how the vocabulary builds throughout the year.

The materials provide opportunities for students to use audio support and practice the vocabulary words in context. The vocabulary and language skills lessons include the dictionary and translation options. However, each lesson has the same structure and no scaffolds or supports explicitly for teachers to differentiate the lessons based on learners' needs.

In Unit 2, the vocabulary words are *amateur*, *formal*, *keen*, *plentiful*, and *unruly*. Students have access to the definition, part of speech, etymology, an image, and use in sentences. The word *formal* is defined as an adjective meaning “according to traditional rules and conventions.” The materials state the etymology is “Middle English, from Latin *formalis*, from *forma*.” A picture of a man dressed in a tuxedo is accompanied by the sentence, “Remember to wear formal clothing, such as a tuxedo, when you meet the queen.” The next section of the unit provides a spelling lesson using basic spelling rules such as affixes, the silent-e, homonyms, and homophones.

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In Unit 5, the words are ascent, clamber, interval, lurk, and vapor. As in every other unit, students are provided with the definition, part of speech, etymology, and use in sentences. Students make flashcards or take notes for the vocabulary words provided. Students again have access to the pronunciation of the vocabulary words using the audio feature. The language skills lesson discusses subordinating conjunctions to create a variety of sentences.

In Unit 8, the materials include a lesson on active and passive voice and the vocabulary terms, explaining the terms, examples of active and passive voice, and sample sentences to correct. There is also a quiz to check for student understanding.

In Unit 11, after the lesson on vocabulary terms, students complete a lesson using intensive pronouns after explaining intensive pronouns and antecedents, examples of active and passive voice, and sample sentences to correct. There is also a quiz to check for student understanding.

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Indicator 3.A.4

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

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

Does Not Meet 0/1

The materials do not include a clearly defined plan to support and hold students accountable as they engage in independent reading. Procedures and/or protocols, along with adequate support for teachers, are not provided to foster independent reading. Materials do not provide a plan for students to self-select text and read independently for a sustained period of time and do not include planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

The materials include reading selections to complete assigned tasks but do not have independent reading expectations. In Unit 1, the lesson focuses on determining the central idea. Students are assigned to read Part 1 of “Confession,” a chapter from *The Road* by Jack London as well as “The Amazing Transistor,” a biography about Gordon Moore, and “There’s Still Gold in Those Hills” by Claudia Cangilla McAdam, an informational text about the gold rush. While students are provided with selections to read independently, there are no options to foster independent reading in the materials.

Materials do not provide a plan for students to self-select text and read independently for a sustained period of time and do not include planning and accountability for achieving independent reading goals. In Unit 3, students analyze an author’s use of text structure by reading Part 2 of “Pinched,” a chapter from *The Road* by Jack London, “Sir Isaac Newton: The Father of Physics” and “The Great Thinkers” about Greek philosophers both written by Key Data Systems. While students are expected to read each of the selections independently, additional options to allow student self-selection and resources to hold students accountable for independent reading are not included in the materials.

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Indicator 3.B.1

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

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

Meets 4/4

The materials provide support for students to develop writing skills across multiple text types throughout the course of the year. Students engage in writing tasks for a variety of purposes and audiences. Students have opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes. Materials allow students to write argumentative texts, including research support, to influence a specific audience's attitudes or actions on specific issues. Materials provide students with opportunities to write correspondence in a professional structure.

Evidence includes but is not limited to:

In Unit 2, students study the structural elements of a text and language by analyzing *The Road* by Jack London. Students then write a five-paragraph researched, informational essay describing a historical event they consider most inspiring. The task requires a short history, a description of the event, and an explanation of why it is inspiring. Students use MLA style to properly cite three to five sources in the text and on a Works Cited page. Students list historical events, create at least three research questions considering the historical event's significance, and an organizational structure to effectively convey information. The composition develops over a series of steps, including choosing a topic, finding information, organizing ideas, and creating an outline.

In Unit 4, the materials allow students to write correspondence in a professional or friendly structure. Students choose a prompt and write a letter. Options include writing to the local community center asking for information about volunteering over the summer, writing a fast-food company to voice a complaint about the cancellation of a new menu option, or writing a school newspaper expressing an opinion on a new school project. All of the options require

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students to address both purpose and audience to create an effective writing piece. They must also use strategies and skills taught in previous units, such as audience awareness, organization, revision, and conclusions.

In Unit 4, students compose a research-based argumentative essay over whether technology is improving or worsening our lives. Students use MLA style to properly cite three to five sources in the text and on a Works Cited page. Throughout the unit, students analyze an argumentative text to prepare for drafting their own. Students read Part 1 of *The Road* by Jack London to determine the argument and claim. Students then brainstorm their topic, gather evidence, develop a claim, organize their argument, and draft their paper throughout Unit 5.

In Unit 8, students read Chapter 5 of *The Wonderful Wizard of Oz* by L. Frank Baum to analyze point of view and story structure. Students compose a personal narrative about an important experience in their lives. The narrative must include “a clear plot sequence and include interesting details that address the writing prompt.” The writing task is completed in steps beginning with brainstorming potential events to write about, developing the characters and setting, and using dialogue to develop the plot.

In Unit 11, students compare poems by Christina Rossetti, Carl Sandburg, and Robert Louis Stevenson. Students analyze the way poets write about the same topics with different perspectives. Later in the unit, students compose a narrative, epic, or free verse poem. Students choose the form and structure of the poetry and include ideas and details to develop their writing. Students revise their writing, focusing on places where the topic or ideas in the poem, the theme or perspective, stanzas that need more descriptive details, sensory language, or figurative language, lines or stanzas that could use poetic techniques (e.g., alliteration, refrains) or graphic elements, ideas or details that could more precise, and places where the characteristics of the poetic form are incorrect or missing.

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Indicator 3.B.2

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

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

Meets 4/4

The materials include written tasks that require students to respond using text evidence to support their ideas. Students demonstrate an understanding of the knowledge gained through analysis and synthesis of texts and justify their responses.

Evidence includes but is not limited to:

In Unit 1, students focus on making inferences and using text evidence to support their inferences. After reading an excerpt of Jack London’s *The Road* “The Science of Sunsets,” students are given a quote from each text and asked to choose one to develop a response. Students must decide if they agree or disagree with the quote and use specific examples from the text to support their opinion.

In Unit 2, students compose a discussion board response after reading Jack London’s *The Road* and two other selections. Students have the opportunity to choose one of the sections and write a summary of that selection using the information learned in this lesson about personal opinions and summaries.

In Unit 3, students read Part 2 of *Pinched*, a chapter from *The Road* by Jack London, “Sir Isaac Newton: The Father of Physics,” and “The Great Thinker,” focusing on the structural elements of the texts. Students then compose a draft of an informational essay using their understanding of structural elements. After drafting, students revise using their knowledge of structure and style to communicate their ideas more effectively.

In Unit 4, students compose a short paragraph explaining their interpretation of one of two quotations. The quotes are from the selections read earlier in the unit, “Vote ‘Yes’ for the Future’ and “Hoboes That Pass In The Night” from Jack London’s *The Road*. Students address the questions within the response, “What does this quotation mean to you?; Why do you think the author or character wrote or stated it?” The task states, “be sure to use specific examples or textual evidence from research, the readings in this class, or your own experiences and knowledge.”

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In Unit 6, the midterm writing exam includes an informative paragraph describing a central idea in Jack London's *The Road*. The task specifies that students state a central idea, provide at least two reasons from the text that support the central idea, and connect the central idea to the reasons provided.

In Unit 10, students write short poems to demonstrate an understanding of the structural elements, poetry techniques, figurative language, and graphic elements that are important in writing a good poem. The task asks students to compose a short, original poem that is no more than two stanzas long, using at least one structural element, one poetry technique, one type of figurative language, and at least one graphic element. Students write a brief description of each poetic element in the poem.

In Unit 11, students choose two poems to compare and contrast using the texts read within the unit, *Sing-Song* poems by Christina Rossetti, "Fog" and "Lost" by Carl Sandburg, and "My Bed Is a Boat" and "A Good Play" by Robert Louis Stevenson. Students must briefly describe and summarize each of the poems and then explain the similarities and differences. Comparisons can focus on the topic, theme, or structure of the poems.

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Indicator 3.B.3

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

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

Meets 4/4

Writing skills and knowledge of conventions are applied in somewhat increasing complexity over the course of the year, with opportunities for students to publish their writing. Materials allow students to engage in the writing process elements (planning, drafting, revising, editing, and publishing) to compose text, provide practice opportunities, and apply academic language conventions in writing. Students do not have opportunities to engage in speaking tasks using the conventions of academic language. Grammar, punctuation, and usage skills are taught in and out of context, and materials provide editing practice in students' writing as the year continues.

Evidence includes but is not limited to:

Throughout the materials, students engage in lessons learning about grammar, usage, and mechanics. The language skills portion of the lesson provides information about the focal grammar concept of the unit. In Unit 2, students learn how to use commas in restrictive and nonrestrictive elements, capitalization rules, and punctuation for quotations. Students then complete a language skills check, applying their understanding of the concepts. At the end of the unit, students edit their compositions for sentence variety, word choice, capitalization, and punctuation. In Unit 4, students learn about simple and compound sentences, and in Unit 5, the materials introduce subordinating conjunctions to provide support for composing complex sentences. At the end of the unit, students edit their essays, applying their knowledge of sentence structure.

Throughout Unit 4 and Unit 5, students compose an argumentative essay. To support students in understanding the components of an argumentative essay, the materials include reading skills lessons focused on analyzing claims and arguments, the author's purpose, and supporting evidence. The writing skills lessons brainstorming, building a claim, finding evidence, and outlining their information. Once students begin drafting the composition, the materials present the writing tasks in parts such as introduction, body, and conclusion to highlight the aspects of each part of the writing. Students then revise the thesis statement and organization

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of their essay while maintaining a formal style. Then students edit for sentence variety, comma punctuation, capitalization, and spelling. Students then submit the final, published draft to their teacher.

Throughout Unit 8 and Unit 9, students compose a personal narrative. The materials present the task in a series of steps. In unit 8, students begin learning about the characteristics of a narrative and plot sequence and character development. At the end of the unit, students begin drafting by composing the introduction to the narrative. In Unit 9, students continue analyzing narrative elements and drafting their narrative by adding the rising action and climax in one step. Then they focus on transitions and word choice before drafting the conclusion. The revision lesson focuses on the clarity of the narrative and the use of descriptive language. Students edit for verb tense, subject-verb agreement, prepositions, active and passive voice, capitalization, and punctuation, then submit the final, published draft to their teacher.

In each unit, students engage in writing tasks and respond to multiple discussion board posts applying their understanding of academic language conventions. In every discussion board task, the directions for engaging in the discussion board are for students to “Remember that this is an academic discussion board. Stay on topic and use correct spelling and grammar.”

For example, in Unit 6, the word journal discussion board prompt requires students to analyze and apply their learning from the previous units. Students respond to the prompt: “Let’s try to describe a big idea or event in one word. One prompt provided is, “In the Language Skill, you learned about irregular verbs and how to use their tenses correctly. The topic for this Word Journal post is irregular verbs. Choose one adjective to describe the topic as it relates to you. Then explain your word choice.” This allows students to apply their understanding of irregular verbs, use adjectives, and compose a response with correct sentence structure and grammar.

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Indicator 3.C.1

Materials support students' listening and speaking about texts.

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

Does Not Meets 0/4

Opportunities for listening to text are minimal, with no opportunities to speak about the texts included. Students have opportunities to engage in the discussion board feature throughout the materials, commenting on their peers' posts and asking clarifying questions, or extending the conversation. However, the materials do not include students' opportunities to engage in oral tasks, defending their claims with text evidence.

Evidence includes but is not limited to:

The materials include an audio feature that allows students to listen to the texts; however, this is a general feature of the program, not specifically designed to address the texts being studied or as a means for students to demonstrate comprehension. The materials provide opportunities for students to engage in a discussion board throughout each lesson in the materials. They have the opportunity to share their opinions supported with text evidence and respond to peers; however, the materials do not include oral tasks for students to complete using text-supported claims.

In Unit 1, students compose a "My Opinion" response to a discussion board prompt. Students read an opinion from "The Science of Sunsets" and chapter 3 of Jack London's *The Road* and decide if they agree or disagree, supporting their opinion with researched facts or statistics, information from the readings in this class, or specific experiences or knowledge from their background. In the following lesson, students respond to a peer by agreeing, respectfully disagreeing, or asking questions about the response. While students defend their claim with text evidence, the response is submitted in written form, not oral discourse.

In Unit 10, students read several poems, including "The Village Blacksmith" by Henry Wadsworth Longfellow, "Bed in Summer" by Robert Louis Stevenson, "There Was an Old Man With a Beard" by Edward Lear, and "Sing-Song" by Christina Rossetti. Students "Read the poem aloud allowing you to hear the words as the poet intended" and "Simply hearing the words spoken can bring a greater understanding to the reader." The purpose of this speaking and listening task is not to demonstrate comprehension.

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In Unit 11, students read an excerpt of *The Wonderful World of Oz's Wizard* by L. Frank Baum and a poem "Piano" by D.H. Lawrence. After reading the selections, students listen to the poem and watch a movie clip of *The Wizard of Oz*. Students compare the two versions and analyze how different mediums impact the reader's interpretation of a text.

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Indicator 3.C.2

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

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

Does Not Meet 0/4

While the materials provide guidance for engaging in discussion with peers, the tasks are limited to an online discussion board, so students have no opportunities to actively engage by speaking and listening during discussions. The materials do not include opportunities for students to engage in oral tasks, defending their claims with text evidence.

Evidence includes but is not limited to:

Throughout the materials, students have an opportunity to engage in the discussion board feature, commenting on their peers' posts and asking clarifying questions, or extending the conversation. The materials include guidance for students to post and respond to their peers' posts via the online discussion board. In each lesson, students practice composing multiple posts and responding to peers. Each discussion board prompt provides specific directions for the initial response and commenting on their peers' posts.

In Unit 1, students introduce themselves to the class and get to know each other by writing a short paragraph about favorite things to do, details about their lives, and one or two unique things. Students are also encouraged to ask questions of the teacher. Later in the unit, students respond to their peers' posts. Students write responses that build on others' ideas, pose questions, or politely agree or disagree. Students are reminded to be respectful and open-minded and support their points. The materials encourage students to comment on posts from classmates they have something in common with, explain the connection, and provide details or examples of what you share. Students can also comment on posts that share exciting information, explaining why the particular details are of interest or asking their classmates questions about their post to start a conversation. Although guidance is provided for engaging in discussion with peers, the task is limited to an online discussion board, so students have no opportunities to actively engage by speaking and listening during discussions.

The materials do not include opportunities for students to give presentations or engage in performances.

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Indicator 3.D.1

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

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

Meets 4/4

The materials reviewed for grade 6 meet the criteria for the indicator. Materials engage students in both short-term and sustained recursive inquiry tasks and include identifying and summarizing high-quality primary and secondary sources. The research opportunities within the materials do not grow in complexity as the year progresses. While the materials support students in organizing their ideas and information, there is no guidance or opportunity for presenting the research to the appropriate grade-level audience.

Evidence includes but is not limited to:

The materials include specific lessons on differentiating between primary and secondary sources. In Unit 1, the materials state, “a primary source offers firsthand information about something. This means that the information comes directly from that source. Primary sources include eyewitness accounts, professional studies, interviews, and historical documents.” The materials define a secondary source as one which “relays information from a primary source. Secondary sources are not the original sources for information. Instead, they usually comment on or offer their view of the primary source’s information. Secondary sources include newspaper or magazine articles, encyclopedias, and school textbooks.” The information provided helps students decide which evidence is best to include in their research paper. In Unit 1, students begin learning general skills such as information sources, credible and accurate sources, paraphrasing information, and citing sources with MLA format to write a research paper. Students apply those skills in Unit 2 and Unit 3 to compose an informational essay about an inspiring event from history. In Unit 4 and Unit 5, students decide whether technology improves or worsens people’s lives in a research-based argument essay.

In Unit 2, students practice choosing a topic and composing a research question related to the topic of the impact of technology on society. Later in the unit, students are taught about various organizational structures and take a checkpoint quiz to assess their understanding. The following lesson requires students to develop their thesis statement and create an outline for their essay. In the next unit, students draft the essay in parts (introduction, body, and

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conclusion) before revising, editing, and submitting their essay. Students do not have opportunities to present their ideas to an audience.

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Indicator 3.E.1

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

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

Meets 4/4

The materials contain interconnected tasks that build student knowledge through questions and tasks that increase complexity throughout the year. Students build and apply knowledge and skills in reading and writing while using the discussion board as an opportunity to engage in academic discussion. Texts and tasks are coherently sequenced, requiring students to integrate ideas in individual texts and across multiple texts using evidence. Opportunities for increased independence are evident in the writing tasks, which include vocabulary, syntax, and fluency components.

Evidence includes but is not limited to:

In Unit 2, students read an excerpt from *The Road* by Jack London and "Time Travel" by Robert Lindsey Nassif, focusing on using figurative language in informational texts and determining relevant facts to use in an informative essay. Students apply their understanding by using graphics and media when drafting their informational essay, composing a caption for a photo using the information learned about connotation and denotation, and analyzing graphics and media to achieve the author's purpose. Students complete a discussion board response in which they apply the summarizing skills learned in Unit 1. Students choose one of the unit's reading selections and write a summary using the information learned about personal opinions and summaries. The lesson ends with a checkpoint quiz with questions such as "Which forms the core of a summary?" and "Which two statements from "Let's Have a Chess Club" reflects the author's opinion and not a fact?" This post allows students to demonstrate their comprehension of the text, understand the components of an objective summary, and compose a response using an academic discussion board. Students read Part 3 of Holding Her Down from *The Road* by Jack London, "Film Review: Seven Continents" by Tamar Alexis, and "Let's Have a Chess Club" by Doris Williams; students focus on how an author presents and supports ideas in a text. Students then complete a lesson detailing opinions and how to compose an objective summary. Students and questions such as, "Which key detail from this paragraph should be included in an objective summary?" and " Which statement from "Film

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Review: Seven Continents” reflects a textual detail that is not the author’s personal opinion?” Students then begin prewriting a five-paragraph research informational essay, including facts, opinions, key details, and evidence from credible sources. Students choose an inspiring historical event to write about, create a clear thesis statement, and support their thesis statement with factual information from reliable sources. Students develop the essay in Units 2 and 3 and submit the final product at the end of Unit 3.

In Unit 7, students read chapter 1 of *The Wonderful Wizard of Oz* by L. Frank Baum and “If Birds Could Touch the Sun” as retold by Allison Hahn to analyze how authors develop characters in a text. Later in the unit, students focus on describing characters after reading Chapter 3 of *The Wonderful Wizard of Oz* by L. Frank Baum, an excerpt from *The Adventures of Tom Sawyer* by Mark Twain, and “Sonia’s Blankets” by Heidi Chang. The lesson checkpoint includes questions such as, “What does the resolution to “A Gift at the Beach” reveal about Farizah?” and “What point is the author trying to make about the setting? Students apply their understanding of characterization and plot when reading excerpts from *The Wonderful Wizard of Oz* by L. Frank Baum and *Tom Sawyer’s Adventures* by Mark Twain. At the end of the lesson, students compose a discussion board post, and one of the prompts provided is, “In this unit, you learned about direct and indirect characterization. Think about a favorite character from a book you've read or television show you've watched. Describe the character using direct and indirect characterization. In your description, explain how this character responds to other characters and bad situations and how they changed in the book or television show. The Unit 7 exam includes opportunities to evaluate students’ understanding with questions such as “Which irregular verbs complete the sentence correctly?” and “What is the correct way to write this sentence?” At the end of the unit, students have an opportunity to respond to the discussion board. One of the prompts provided is, “In this unit, you learned about using colons and semicolons. Explain the rules for using colons and semicolons. Then tell how you will try to use these punctuation marks more in your writing.” Throughout Units 8 and 9, students apply their understanding of plot elements, characterization, and theme by composing their narrative. Students engage in the writing process by considering narrative elements, determining their story's pacing, and developing characters. Throughout Units 7-9, students learn to analyze narrative elements and apply their understanding to compose a personal narrative.

In Unit 10, students apply their understanding of poetry by composing original poems 1 or 2 stanzas in length with at least one structural element, at least one poetry technique, at least one type of figurative language, and at least one graphic element. Additionally, students must write a brief description of where each poetic element appears in the poem. Students analyze the elements and various styles of poetry. The reading selections include Carl Sandburg, Christina Rossetti, and Robert Frost, which students analyze for structure, poetic elements, figurative language, and graphic elements. Students respond to questions such as “Why does the author include the second stanza in “The Pasture”?” and “Which line in “Nothing Gold Can Stay” is an example of alliteration?” Later in the unit, students read “Casey at the Bat” by Ernest Lawrence Thayer, “The Highwayman” by Alfred Noyes, “The Raven” by Edgar Allan Poe. After

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reading the poems, students complete a discussion board post about their favorite poem. Students include why the poem is their favorite, considering the poem itself or the form. Students then use what they learned about poetry to write a new poem or a continuation of, or second part to the chosen poem following the same style and form as the chosen poem. If students did not like any of these poems, they could choose a favorite poem or a previously read poem to compose their response. The materials also provide instruction about the different types of pronouns. At the end of the unit, students have the opportunity to respond to a discussion board post using prompts such as “Share what your favorite form of poetry is. As you explain which form is your favorite, refer to the characteristics of the form of the poems you read written in that form.” Students can also choose their favorite poem or poet from the unit and explain why that poet or poem is their favorite, referring to their poems’ specific poems and their poems' characteristics. An additional prompt provided is to describe the student's new learning about pronouns and how that information will help them become better writers.

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Indicator 3.E.2

Materials provide spiraling and scaffolded practice.

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

Meets 4/4

The materials provide spiraling and scaffolded practice opportunities by supporting distributed practice over the course of the year. Most tasks require the integration of literacy skills that increase in independence.

Evidence includes but is not limited to:

The instructional materials include twelve units, each consisting of five lessons. Each of the first four lessons of each unit includes four paths: vocabulary and language, reading, writing, a checkpoint, and the last lesson of each unit includes a review and a unit exam. Each unit also includes a discussion board, where students communicate with peers. The sixth and twelfth units of the course are review units, which revisits the last five instruction units' skills. The instructional units' structure provides scaffolds for students to demonstrate proficiency in integrating literacy skills. For example, in reading, students begin the year reviewing reading comprehension and response skills. Students then apply their understanding of those skills as they read selections in subsequent lessons.

Throughout the materials, students have opportunities to engage in reading comprehension and analysis of the text. In Unit 1, students review reading comprehension skills such as asking questions while reading, making inferences, visualizing, synthesizing information, and monitoring comprehension. The materials include a graphic organizer to help students analyze texts in the materials and their independent reading. Students are encouraged to use the organizer throughout the year. In the following unit, students build on their knowledge of comprehension skills by analyzing the author's use of figurative language, connotation, and denotation and how organizational structure develops ideas in informational texts. After reviewing comprehension and response skills, students analyze informational texts for the central idea, textual evidence, and making inferences. In Unit 1, students focus on identifying key ideas in a text, making inferences, and using text evidence. They use their understanding of key ideas and text evidence to compose a summary in Unit 2. All writing lessons provide a series of steps, which allows students to focus on demonstrating proficiency in one portion of the task at a time.

In Unit 4, students begin analyzing argumentative texts' elements while drafting their compositions. The unit's instructional focus determines and evaluates the author's claim and

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purpose. Students begin drafting their argumentative essay by choosing a topic, building a claim, organizing their evidence, and generating an outline. In Unit 5, students compose the essay and engage in revising and editing before submitting a final draft. Throughout Units 4 and 5, students compose an argumentative essay. To support students in understanding the components of an argumentative essay, the materials include reading skills lessons focused on analyzing claims and arguments, the author's purpose, and supporting evidence. The writing skills lessons brainstorming, building a claim, finding evidence, and outlining their information. Once students begin drafting the composition, the materials present the writing tasks in parts such as introduction, body, and conclusion to highlight the aspects of each part of the writing.

In Unit 6, students engage in a comprehensive review of the first five units. Students are provided with three texts to read. After reading the selection, students apply previously taught skills to analyze the texts and prepare for the midterm exam. Some specific skills revisited are central idea, key details, text evidence, and making inferences. Students then have a practice question with three opportunities and a discussion board post before completing a midterm exam.

In Unit 7, students analyze literary texts, focusing on character, plot, setting, and then students draft a personal narrative throughout units 8 and 9 employing the elements discussed in Unit 7. In Unit 10, students analyze the elements of poetry and draft their poems. Students also have opportunities to compare poems. In Unit 11, students compare texts in the same and different genres, considering the theme, author's perspective, and style.

Throughout Units 8 and 9, students compose a personal narrative. The materials present the task in a series of steps. In unit 8, students begin learning about the characteristics of a narrative and plot sequence and character development. At the end of the unit, students begin drafting by composing the introduction to the narrative. In Unit 9, students continue analyzing narrative elements and drafting their personal narrative by adding the rising action and climax in one step; then, they focus on transitions and word choice before drafting the conclusion.

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Indicator 5.1

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

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

Does Not Meet 0/2

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

Evidence includes but is not limited to:

The materials provide opportunities for students to engage in workbook tasks, discussion boards, and lesson checkpoints for specific grade-level skills. However, The materials do not contain guidance for teachers to extend or differentiate learning opportunities for students who demonstrate literacy skills above grade level proficiency. Each unit consists of four lessons focused on specific grade-level language, reading, and writing skills. The fifth lesson in each unit contains an exam prep review, followed by a unit exam. All learners progress in the same sequence, with the same assignments, with no opportunity for extension or optional variation.

For example, In Unit 1, the materials begin with an introduction, which states that students will focus on vocabulary development using context clues, determining the central idea of a text, and learning research methods for composing informational texts. The vocabulary lesson includes the words forlorn, adore, knack, pulse, and unique, followed by a lesson on different types of context clues. The materials do not include additional words or tasks for students who are performing above grade level proficiency. Students then read three selections, an excerpt of *The Road* by Jack London, and two informational articles to find the central idea. Additional selections are not provided to extend or differentiate for above-grade-level learners. The writing lesson focuses on determining a research question and understanding different sources. The materials do not suggest specific tasks designed to extend the learning to meet the needs of students performing above grade level proficiency.

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Indicator 5.2

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

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

Does Not Meet 0/2

The materials do not contain guidance for teachers to extend or differentiate learning opportunities for students who demonstrate literacy skills below grade level proficiency.

Evidence includes but is not limited to:

The materials provide opportunities for students to engage in workbook tasks, discussion boards, and lesson checkpoints for specific grade-level skills. However, The materials do not contain guidance for teachers to extend or differentiate learning opportunities for students who demonstrate literacy skills below grade level proficiency. Each unit consists of four lessons focused on specific grade-level language, reading, and writing skills. The fifth lesson in each unit contains an exam prep review, followed by a unit exam. All learners progress in the same sequence, with the same assignments, with no opportunity for differentiation or optional variation.

For example, in Unit 3, the materials begin with an introduction, which states that students will identify relationships between words, recognize structural elements in informational text, and learn how to compose an effective informative essay introduction. The vocabulary lesson includes the words artificial, meddle, qualify, rapid, and vacant, followed by a lesson on analogies and word relationships. The materials do not include additional terms or tasks to scaffold for students who perform below grade level proficiency. Students then read three selections, an excerpt of *The Road* by Jack London, and two informational articles to analyze how the author uses sentences, paragraphs, sections, and chapters to organize the text. No additional selections are provided for students performing below grade-level expectations. The writing lesson focuses on composing an introduction for a researched, informational essay. The materials do not suggest specific tasks designed to meet the needs of students performing below grade level proficiency.

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Indicator 5.3

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

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

Partially Meets 1/2

The materials provide some support for students to increase their English proficiency and development. The materials provide limited scaffolds, such as pictures to accompany some selections, footnotes, and an English dictionary. However, the materials do not include adapted text, native language support, cognates, summaries, realia, glossaries, bilingual dictionaries, and other modes of comprehensible input. The materials do not make strategic use of students' first language to linguistic, affective, cognitive, and academic development in English. Vocabulary is developed in connected discourse through the discussion board feature.

Evidence includes but is not limited to:

Each unit consists of four lessons focused on specific language, reading, and writing skills. The unit begins outlining the unit's skills, followed by a series of alternating workbook lessons, a discussion board, and a checkpoint at the end of the task. Each unit's fifth lesson contains an exam prep review, followed by a unit exam. All lessons are provided for all students without specific linguistic accommodations for various English language proficiency levels. Each lesson in the unit includes vocabulary development lessons and reading and writing skill supports that focus on developing academic vocabulary. Students engage in written discussion with their peers using academic vocabulary by responding to each lesson's discussion board posts.

The materials include audio support for many selections, allowing students to listen to the English texts, but native language support, adapted texts, and summaries are not available. The materials include an embedded translation option for 17 languages, including Mandarin, Spanish, Italian, Finnish, German, Dutch, and Latvian. The embedded dictionary allows students to highlight and define words using an English dictionary, but a bilingual dictionary is not available.

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In Unit 2, students write a summary of one of the selections read utilizing the information they learned about personal opinions and summaries in the discussion board. Later in the unit, students respond to peers' summaries by building on their ideas, posing questions, or politely agreeing or disagreeing. Students also write a caption and respond to their peers' captions using the discussion board in subsequent lessons. Vocabulary development lessons do not include linguistic accommodations.

In Unit 3, students are provided the words *artificial*, *meddle*, *qualify*, *rapid*, and *vacant*. The students have access to the definition, pronunciation key, etymology, and the terms used in each word's sentence. The materials state that students should learn the words by making flashcards or taking notes. Students can also listen to the pronunciation by double-clicking the term and clicking "Listen."

In Unit 5, students read chapter five of *The Wizard of Oz*. The materials include a summary of previous chapters, drawings of the characters, and a glossary of terms with hyperlinked footnotes. The materials do not include adapted text, native language support, cognates, realia, bilingual dictionaries, thesauri, or other modes of comprehensible input for language learners.

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Indicator 6.1

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

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

Does Not Meet 0/2

The materials include assessments but do not include guidance for teachers and administrators to monitor progress or interpret and act on data yielded. The formative and summative assessments align with purpose and intended use but are not aligned to the TEKS. While the assessments align with the instructional content to assess student learning, the scoring information does not provide guidance for interpreting and responding to student performance.

Evidence includes but is not limited to:

Each unit includes four lessons with a lesson checkpoint and a unit exam. The lesson checkpoints include multiple-choice questions to assess students' understanding of vocabulary, language and usage, reading skills, and writing skills. For example, Unit 1, Lesson 3, includes questions about the vocabulary terms *wealthy* and *customary*, Greek and Latin roots, analysis of text evidence to support a central idea, and how to determine a credible source. The unit exam is similar in structure to the lesson checkpoints, but it covers the materials taught throughout the unit, not just a lesson. Units 6 and 12 contain a review and midterm and final exam. The midterm exam has a writing section and an objective portion. The midterm writing assessment is a 90-minute timed response where students will write an informative paragraph describing a central idea in Jack London's *The Road*. The end-of-course writing assessment is a well-developed personal narrative. The midterm and end, of course, objective exam content was not accessible.

The lesson checkpoints and unit assessments provide information about student accuracy on each question; however, there is no information about interpreting the results or responding to increased student mastery.

The questions on the lesson checkpoints and assessments are aligned to the unit's instructional content; however, there is no information provided about how the questions specifically align with the TEKS.

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Indicator 6.2

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

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

Does Not Meet 0/2

The materials do not include support for teachers to identify or provide differentiated instruction to students to promote grade-level proficiency. The materials include only student-facing lessons and tasks. No support or guidance for teachers is included.

Evidence includes but is not limited to:

The materials do not include year-long plans for teachers to provide differentiated instruction to meet a range of learners' needs to ensure grade-level success. The materials do not provide guidance for teachers to engage students in multiple grouping (or other) structures. Teacher support is not included; reviewers found no evidence of differentiation to support students through multiple learning opportunities.

The materials are student-facing and do not include a teacher's edition or any annotations or support for engaging students in the materials or implementing ancillary and resource materials; reviewers found no student progress components.

The materials do not include annotations or ancillary materials as support for student learning or assistance for teachers.

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Indicator 6.3

Materials include implementation support for teachers and administrators.

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

Does Not Meet 0/2

The materials are student-facing and appear to be an independent study format. They do not include implementation support for teachers or administrators. A TEKS-aligned scope and sequence is not provided, nor do the materials include additional supports to help administrators support teachers in implementing the materials. Materials appear to include a year of instruction, but there is no pacing document to explain how to implement the materials based on a 180 or 220-day schedule.

Evidence includes but is not limited to:

The materials do not include a TEKS-aligned scope and sequence to assist teachers or administrators in implementing the materials. While the materials are arranged in sequential order, there is no explanation or rationale to explain the instructional design.

No additional support to assist teachers in implementing the materials is provided.

No additional support to assist administrators in facilitating teacher implementation of the materials is provided.

The materials reviewed did not include a pacing guide to support instructional schedules.

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Indicator 6.4

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

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

Meets 2/2

The visual design of the student edition is neither distracting nor chaotic. Materials include appropriate use of white space and design that supports and does not distract from student learning. Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Evidence includes but is not limited to:

The materials are accessed through an online platform. The organization is very linear, with a sequential order to the presentation of the lessons. The materials contain a Dashboard that allows the user to access specific components of the platform. The Modules button gives students access to the lesson materials, quizzes, and assignments. The Syllabus button allows students to see all tasks required for completion of the course. Each module is organized by unit, and each task contains a hyperlink to allow students to access the content directly. The materials' actual layout includes a navigation bar across the left, allowing students to access the calendar, email, or help features easily. The content is centered on the page, and the right side of the screen includes appropriate whitespace to balance the content on the left.

All pictures and graphics are embedded within the lesson context and used as visual support to enhance students' understanding of the content. Each unit that includes vocabulary contains images for words that can be supported visually. For example, in Unit 1, students study the concept of a central idea. The materials include an embedded image of a graphic organizer that is a cluster map to determine a text's main idea. In Unit 4, when students read about claims and arguments about a topic on snacks at school, the materials include an image of students eating in a school setting. This allows students to build a context and make a connection with the materials. Examples similar to this are embedded throughout the materials.

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Indicator 6.5

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

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

Not Scored

The technology components included are appropriate for grade level students and provide support for learning. The technology supports and enhances student learning as appropriate.

Evidence includes but is not limited to:

The digital materials support and enhance student learning. Students can access lessons, read assigned texts, complete exams, post responses within a discussion board, and type essays electronically. All components are clearly labeled within the structure of the module. The materials include hyperlinks to audio support in various languages as well as an embedded dictionary. The embedded audio and video clips are easy to access by simply pushing play. The navigation bar at the bottom of the screen allows students to toggle between tasks and quickly move between the assignments within a unit. The discussion board feature allows students to engage with peers in a virtual environment and even suggests using the “reply” feature to build on one another’s comments. The “Inbox” tab allows students to contact their teacher for support or assistance. No specific teacher guidance is provided to support teachers in utilizing the technology.