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Publisher Response to Final TRR Report

Great Minds *PhD Science*® Texas Grade 1

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

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

Great Minds Response: References to new materials created to support this guidance bullet were omitted from the Level 1 report. Additional activities for review and practice were created in response to the initial Texas Resource Review feedback. An additional section was added to the *Implementation Guide* called Activities for Review and Practice.

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

LEVEL 1

Module 1: Pushes and Pulls

Topic (TEKS)	Activity	Lesson
Changing Movement (1.7A)	Collaborate with the school's physical education teacher to develop cross-curricular opportunities for students to apply their understanding of the effects of pushes and pulls on objects. For instance, set up stations in the gym that require students to push or pull objects to complete a task. At each station, students complete a physical activity and then explain how pushes or pulls were used to start, stop, or change the speed or direction of an object's motion during the activity.	15
Systems and System Parts (1.6C)	To reinforce the idea that a system is a group of objects that interact, have students search the classroom for other objects that represent systems. After each student locates an object, have students form pairs and discuss reasons why they think their object represents a system. Guide discussions by asking the following questions: How do the parts of your object work together as a system? What would happen if one part of the object was missing?	17

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

GB2 Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English.

Great Minds Response: References to new materials created to support this guidance bullet were omitted from the Level 1 report. Language in the *Implementation Guide* describes how home language can be utilized while creating the anchor visuals. This highlights the importance *PhD Science Texas* places on meeting students where they are in their learning and how students’ prior knowledge and experiences plays a role in their current learning.

Anchor Model

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

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

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

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

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