



every child
is capable of
greatness

Publisher Response to Final TRR Report

Great Minds *PhD Science*® Texas Grade K

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 K 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.

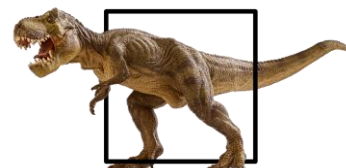
PhD Science Texas encourages teachers to provide additional opportunities for practice, review, and reteaching of content in response to individual student needs and performance data. Lessons include suggestions for instructional support. In addition, the Activities for Review and Practice section in 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.

KINDERGARTEN
Module 1: Weather

Topic (TEKS)	Activity	Lesson
Wind (K.10C)	Ask students to think of other examples of objects that move in the wind. Encourage them to think about what the objects look like when the weather is windy and when it is calm.	7
Rock Uses (K.11)	Remind students how the Ancestral Pueblo people depended on the rock cliffs in Mesa Verde. Ask students to think of ways rock is used in their community.	11
Physical Properties of Objects (K.6)	Play I-Spy, where one student picks and describes physical properties of an object and other students try to identify the object. Continue playing the game, rotating who picks and describes the objects.	14

Great Minds PBC
55 M St., SE
Suite 340
Washington, DC 20003
Phone: 202.223.1854
Fax: 202.449.9504

greatminds.org





every child
is capable of
greatness

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 K 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>
-----------------	--



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.