Washoe County School District K-5 Science
2020 Instructional Materials Evaluation Rubric
(Certified Teaching Professional Form)

Category 1: Designed for Three-Dimensional Learning

Criterion 1A: Phenomena and Problems

Instructional materials focus on students making sense of phenomena or designing solutions to problems which drives student learning.

- Students are engaged with phenomena or problems that can be explained or solved through the application of the three-dimensions.
- A good phenomenon builds on everyday student experiences and targets grade appropriate learning goals.
- Anchoring, investigative and everyday phenomena may be present.
- Engineering lessons require students to use elements of the science core ideas together with elements of core ideas from engineering design to solve problems.

Less of this:	**More** of this:
Phenomena are just for the initial hook.	Phenomena drives the learning.
Phenomena are fun or flashy to engage students.	Phenomena that builds on everyday experiences supports engagement.
Phenomena are brought in after students develop the science ideas so they can apply what they learned.	The development of science ideas is anchored in investigations of phenomena.
Engineering problems are unrelated to the science learning.	Engineering involves designing solutions to problems that arise from phenomena.

Examples of Evidence:

- ◊ Photographs of trash washed up on a beach that leads into a unit on waves in 4th grade physical science unit. (A first-hand experience, video, photograph or data set to start a learning sequence that becomes the "why" for further study grounded in everyday student experiences.)
- ◊ A time lapse video of a badger decomposing is shown to start a life science unit on matter and energy in ecosystems. Students return to the video throughout to explain what is happening.
- ◊ Garbage from the lunchroom is examined to start a unit on matter and how it changes in the 5th grade physical science unit.
- ◊ 3rd grade students explore balloons, aluminum cans, styrofoam beads, and transparent tape to make observations and generate questions about static electricity in the physical science unit, lesson 3.
- ◊ Students address the problem of communicating at a distance without sound following a study of light in the 1st grade physical science unit.

Specific Evidence from Materials
Animals Two by Two unit- anchoring phenomenon is the common land and water animals and their survival needs. Investigation 1- phenomenon of fish. Investigation 2- phenomenon of snails. Investigation 3- phenomenon of earthworms. Investigation 4- phenomenon of isopods.

Materials and Motion unit- anchoring phenomenon is that objects are made of materials—wood, paper, and fabric—and how material properties determine their use. Trees and Weather unit- anchoring phenomenon is that trees are plants that live and grow through the seasons. Investigation 1- phenomenon of trees. Investigation 2- phenomenon of leaves. Investigation 3- phenomenon of local weather. Investigation 4- phenomenon of seasons.

To what extent do the materials support Criterion 1A? Include your reasoning.
The materials support Criterion 1A because phenomena drives the learning for each unit (Animals Two by Two, Materials and Motion, and Trees and Weather). In each unit, phenomena builds on everyday experiences and supports engagement in each lesson. In addirion, the development of science ideas is anchored in investigations of phenomena.

Criterion 1B: Integrating the Three-Dimensions

Instructional materials integrate elements of the Science and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas.

- Students develop and use multiple grade-appropriate elements of each dimension.
- The dimensions are integrated to work together and are not taught in isolation.
- Learning experiences integrate multiple different pairings of the dimensions to build understanding of the targeted performance expectations.
- Engineering is integrated with at least once per domain of science.

Less of this:	**More** of this:
Students only engage in a single practice element in a lesson.	The lesson helps students use and develop multiple practice elements.
Lessons teach the dimensions separately or only address them at the general level.	Lessons integrate grade-appropriate elements for each dimension.
Engineering lessons focus on trial and error activities that don't require science or engineering knowledge.	Grade-appropriate elements of engineering design and science core ideas are integrated with the other dimensions.
Engineering consists of challenges or step-by-step directions to build something.	Engineering is integrated into the grade-appropriate science core ideas and use explanations of phenomena to design solutions.

Examples of Evidence:

- ◊ 4th grade students conduct an investigation using fair tests in which variables are controlled and the number of trials considered, including collecting measurements and representing data in tables, with balls and ramps to determine cause and effect relationships of speed and energy in unit 2 lesson 4.
- ◊ Students ask questions about waves moving objects and collaboratively investigate how to make different looking waves in water and analyze how these waves affect a floating object in the physical science unit.
- ◊ 3rd grade students generate, test and refine solutions to keep two moving objects from touching each other by applying ideas learned about magnets in lesson 9.
- ◊ With teacher guidance, kindergarten students conduct an investigation with peers to compare the effects of different directions of pushes and pulls on playground balls, student chairs and erasers on different surfaces in the physical science unit, lesson 3.

Specific Evidence from Materials
Animals Two by Two unit- includes 4 disciplinary core ideas, 3 crosscutting concepts, 5 science and engineering practices, and 3 performance expectations. Materials and Motion unit- includes 9 disciplinary core ideas, 4 crosscutting concepts, 5 science and engineering practices, and 8 performance expectations. Trees and Weather unit- includes 6 disciplinary core ideas, 5 crosscutting concepts, 4 science and engineering practices, and 7 performance expectations.

To what extent do the materials support Criterion 1B? Include your reasoning.
The materials support Criterion 1B because the lessons help students use and develop multiple practice elements. The lessons also incorporate grade-appropriate elements for each dimension. Each unit has grade-appropriate elements of engineering design and science core ideas that are integrated with the other dimensions.

Criterion 1C: Coherence

Instructional materials help students develop increasingly sophisticated understandings within and across grade-levels.

- Lessons fit together to target a set of performance expectations with multiple opportunities for students to revise understandings over time.
- Instructional materials make connections between lessons, units and grade levels.
- Lessons build on students' prior learning in all three dimensions.
- Students engage in learning experiences with explicit connections to other science disciplines and other subjects with intention.

Less of this:	**More** of this:
Lessons are unrelated.	Lessons are presented in a logical sequence to develop understandings.
Lessons build on prior learning but only for the DCIs.	Lessons work together with students' foundational knowledge and practice from prior lessons and grade levels.
Science domains are taught in isolation.	When appropriate, science domains are integrated to show connections.
Other subjects, when included, are not intentionally chosen to support grade-level standards.	Grade-level appropriate standards from ELA, math or other subject areas are integrated with science learning.

Examples of Evidence:

- ◊ In the first unit, students address the physical science standards around the phenomena of garbage and partially address a life science standard related to decomposers. In the second unit on ecosystems, students extend and apply their understanding of decomposers which leads to an engineering problem about materials such as plastics that do not decompose.
- ◊ 5th grade students are investigating water sources around the Earth and make connections to properties of matter in both the physical science and earth science units and prior learning about weather and climate from 3rd grade.
- ◊ 2nd grade students plan and conduct an investigation with water and earth materials as a whole class in one lesson and then in the next lesson students work with a small group to plan and conduct another investigation with wind and earth materials to further learning of core ideas and practices.
- ◊ Students apply ELA learning to write a set of directions for conducting an investigation in the earth science unit, lesson 6.
- ◊ Students use line plots to analyze climate data in grade 3, unit 4.

Specific Evidence from Materials
Animals Two by Two unit- Kindergarten students focus on animals having identifiable structures, behaviors, basic needs, adult animals and plants can have offspring, there are many different kinds of habitats, living things can survive only where their needs are met, and organisms can change their environment. These concepts are built upon in grades 1 (Plants and Animals), 2 (Insects and Plants), 3 (Structures of Life), 4 (Environment), and 5 (Living Systems). Materials and Motion unit- Kindergarten students focus on pushes and pulls having different strengths and directions, changing the speed or direction of an object to start or stop it, when objects collide, they push on one another and can

change motion, sunlight warms Earth's surface, exploring solid materials and their properties, and changing wood, paper, and fabric into new materials. These concepts are built upon in grades 2 (Solids and Liquids), 3 (Motion and Matter), 4 (Energy), and 5 (Mixtures and Solutions).
Trees and Weather unit- Kindergarten students focus on weather changes, temperature can be measured with a thermometer, wind socks indicate direction and speed, each season has typical weather conditions, trees change through the season, the Sun warms Earth's surface, trees are living plants and have structures, plants have basic needs, there are many kinds of habitats, and living things can survive only where their needs are met. These concepts are built upon in grades 1 (Air and Weather), 2 (Insects and Plants), 3 (Water and Climate), 4 (Environments), and 5 (Earth and Sun).

To what extent do the materials support Criterion 1C? Include your reasoning.
The materials support Criterion 1C because the lessons are presented in a logical sequence to develop understandings. The lessons also work together with students' foundational knowledge and practice from prior lessons and grade levels.

Category 2: Instructional Supports

Criterion 2A: Assessing the Three-Dimensions

Instructional materials support monitoring student progress in all three dimensions.

- Multiple and varied assessments allow students to demonstrate learning in all three dimensions including application of knowledge in performance tasks.
- Formative assessments, including teacher, self and peer assessments, are embedded throughout to inform instruction.
- Assessments are unbiased and elicit direct, observable evidence from all students.
- A phenomena or problem drives tasks, and information from the task is required to complete it.
- Rubrics and scoring guidelines are provided for interpreting student performance including sample student responses

Less of this:	**More** of this:
Checks for understanding elicit only a few student responses or rely primarily on group projects.	Individual student artifacts are used to measure student understanding of each dimension.
Only summative assessments that measure the end point of understanding are provided.	Formative assessments provide feedback to adjust instruction and inform students of their progress.
Assessments are primarily rote memorization of facts and terminology.	Assessments reflect application of all three dimensions including tasks that are driven by phenomena or problems.
Only multiple-choice tests are given.	Multiple measures and types of assessment are used throughout.

Examples of Evidence:

- ◊ As students are engaged in a performance task in unit 3, lesson 2, there are indicators for teachers to look for and information about possible responses. This information is embedded in the lesson.
- ◊ In unit 1, there are two performance assessments, peer feedback throughout, exits slips, a summative assessment, and a prewrite.
- ◊ Individual student learning is assessed using written work that answers the driving question of the unit. (Earth Science, p. 76)

Specific Evidence from Materials
Each unit has embedded assessments in the form of assessment checklists for observing at the science center, science notebooks, and narrative reports. There is an assessment checklist for disciplinary core ideas, science and engineering practices, crosscutting concepts, and a NGSS checklist. Each part of the investigations have an embedded assessment with what to look for. At the end of each investigation, there are NGSS performance expectations addressed in the investigations.

To what extent do the materials support Criterion 2A? Include your reasoning.
The materials support Criterion 2A because individual artifacts are used to measure student understanding of each dimension. The formative assessments provide feedback to adjust

instruction and inform students of their progress. The assessments reflect application of all three dimensions including tasks that are driven by phenomena or problems.

Criterion 2B: Instructional Experiences

Instructional materials support equitable access to science knowledge and practice for all students.

- Students engage with direct (preferably first-hand), shared experiences that are relevant and authentic, serve as the basis for learning and meet the developmental needs of elementary students.
- Students' questions, prior experiences and diverse backgrounds related to the phenomenon or problem drive learning.
- Materials provide an opportunity to learn by allowing for the development of scientific understandings over time using multiple modalities.
- Materials provide opportunities for students to make connections to and explore the natural world outside the classroom.

Less of this:	**More** of this:
The lesson focuses on a topic that some students have experienced.	Direct experiences in the classroom provide access and equity for all students.
Student questions and prior experiences are not connected to the learning.	Materials provide supports for connecting students' own questions to the targeted learning.
Students read about what others have done.	Students learn through concrete experiences.
Only one or two modalities are used.	Multiple modalities are used throughout each instructional segment.

Examples of Evidence:

- ◊ Students develop physical models of a landfill as open and closed systems to observe during the 5th grade garbage unit.
- ◊ Students identify components of garbage disposal in their homes and communities which connects the phenomena that started the unit.
- ◊ Students conduct a first-hand investigation of erosion and deposition using a stream table, observe time-lapse videos of landslides, engage in a virtual investigation, read accounts of earth changes by wind and record changes to the playground after a snow event in the 4th grade earth science unit.
- ◊ Students raise trout from eggs in the classroom and make observations over time as part of their study of traits in the life science unit.

Specific Evidence from Materials
Animals Two by Two unit- students observe the structures and behaviors of goldfish, feed and enrich the fish environment, compare the structurs and behaviors of goldfish and guppies by using photos and readings, and compare features and behaviors of birds (investigation 1). Then, students observe the structures and bevaiors of two kids of water snails, discuss similarities and differences of seashells, and compare the structures and behaviors of land snails and water snails (investigation 2). Next, students observe redworms structure and behavior, provide for the needs of composting worms, observe how worms change plant material into compost, and compare redworms to night crawlers using photos and readings (investigation 3). Finally, students observe structures of two kinds of isopods, identify which are pill bugs and sow bugs, make a terrarium for all the land animals to live together, compare photos and readings about isopods,

and compare readings and illustrations of a variety of animals and discuss the differences between living and nonliving things (investigation 4).
Materials and Motion unit- students explore and observe 5 different wood samples, test how to sink a piece of wood and organize their results by making a concrete graph, change the shape of woods, compare sawdust and shavings and how they interact with water, and simulate the manufacture of particleboard and plywood (investigation 1). Then, students observe and compare the properties of 10 kinds of paper, compare how well the papers fold and which has the best surface for writing, test papers for absorption and soak them overnight, and learn how to recycle paper (investigation 2). Next, students observe and compare the properties of 10 kinds of fabric and search for different ways fabrics are used, take apart fabrics to learn how they are woven from threads, investigate how fabrics interact with water, consider the properties of different fabrics and decide which are good for clothing, plan how they can conserve, reuse, and recycle, and observe the warming effect of the Sun and design a structure to reduce the effect of heating (investigation 3). Finally, students investigate the strength of pushes and pulls needed to move objects, use gravity to pull balls down slopes to investigate collisions, find ways to change the strength and direction of the pull on a rolling ball to meet design challenges, and change the strength of the push on a balloon rocket flying on a line to explore cause and effect (investigation 4).
Trees and Weather unit- students look at a variety of structures of trees, work with representational materials to look more closely at the shapes of trees and their parts, observe the changes of trees through the year, and complete an investigation by planting a class tree on the school grounds (investigation 1). Then, students focus on the leaves of trees, match leaves with geometric shapes, go on a leaf hunt to compare properties of leaves, work at centers with representational materials, and make a leaf book (investigation 2). Next, students share what they know about weather and how it relates to air, record dailu weather observations on a class calendar, use weather pictures to indicate 5 basic types of weather, use a thermometer to measure relative temperature, make a wind sock to observe the wind direction and speed, and observe and compare objects in the sky during the day and at night (investigation 3). Finally, students extend their understanding of trees as a growing, changing, living part of their world, visit schoolyard trees; observe their twigs, leaves, flowers, and seeds, and compare them to those from a previous season, observe how trees can change their surroundings, and discuss the guiding questions for the module (investigation 4).

To what extent do the materials support Criterion 2B? Include your reasoning.
The materials support Criterion 2B because they allow for direct experiences in the classroom that provide access and equity for all students. The materials provide supports for connecting students' own questions to the targeted learning. The students also participate in concrete experiences throughout the units. In addition, multiple modalities are used throughout each instructional segment.

Criterion 2C: Student Sense-making

Instructional materials support equitable access to science knowledge and practice for all students.

- Materials support student sense-making at both an individual and group level.
- Classroom discourse focuses on expressing and clarifying student reasoning with opportunities for students to share ideas and feedback with each other that supports the iterative and collaborative co-construction of explanations.
- Materials include supports for oral and written language processing to involve students in scientific discourse for sense-making including a language-in-use approach.

Less of this:	**More** of this:
The teacher tells students what they need to know.	Students figure out explanations through classroom discourse with each other.
The teacher calls on a few students to share reasoning.	All students have the opportunity to share their thinking orally or in writing.
The focus is only on getting the "right" answer.	Sense-making begins with initial student ideas that progress in sophistication.
Vocabulary is front-loaded. All students are provided with sentence frames.	Specialized vocabulary is embedded in the instructional sequence with multiple opportunities to use and development over time. Writing supports are differentiated.

Examples of Evidence:

- ◊ 5th grade students develop models of how scents travel that are refined over the course of a three weeks using a combination of visual and written language providing multiple opportunities to develop precise vocabulary in the physical science unit.
- ◊ 3rd grade students answer questions in their notebook individually using pictures and words to explain their initial ideas about how static electricity works and have the opportunity to revise this after discussing with a peer and the whole class in the physical science unit.
- ◊ The teacher facilitates a class discussion using a word wall where kindergarten students share observations with a shoulder partner and the whole group about the kinds of things in their homes to figure out that the things we need come from nature.
- ◊ Suggested sentence frames are included to support oral and written responses when needed with the goal of independence.

Specific Evidence from Materials
Animals Two by Two- students observe and describe the structures of fish, birds, snails, earthworms, and isopods. They find out what the animals need to live and grow. Throughout four investigations, students study and care for the animals in pairs to compare the differences in structure and behavior. They do all of this by asking questions, participating in collaborative investigations, observing, recording, and interpreting data to build explanations, and obtaining information from photographs (module summary). Materials and Motion- students investigate that objects are made of wood, paper, and fabric, and how material properties determine their use. They use those materials to engineer structures and apply physical science ideas of energy

transfer. They also investigate the effect of pushes and pulls on objects and apply their intuitive notion of the concept of variables to change the speed and direction of rolling balls and balloon rockets to achieve specific outcomes. They do all of this by asking questions, participating in collaborative investigations, observing, recording, and interpreting data to build explanations, and designing objects and systems to achieve outcomes (module summary).
Trees and Weather- students observe day-to-day changes in weather over the year, the impact weather has on living things, understand what plants and animals need to survive and the relationship between their needs and where they live. They also monitor local weather to experience the patterns and variations in weather. They do all of this by asking questions, participating in collaborative investigations, observing, recording, and interpreting data to build explanations, and obtaining information from photographs (modual summary).

To what extent do the materials support Criterion 2C? Include your reasoning.
The materials support Criterion 2C because students figure out explanations through classroom discourse with each other, students have the opportunity to share their thinking orally or in writing, and sense-making begins with initial student ideas that progress in sophistication.

Criterion 2D: Teacher Supports

Instructional materials support teacher planning and instruction.

- Materials include background knowledge in both science content and pedagogy and student preconceptions.
- Materials have clear and concise instructional directions and connections to the standards.
- Materials provide guidance to support differentiated instruction, extra support and extensions at the appropriate level for a broad range of learners.
- Materials include professional learning and additional instructional planning resources.
- Materials have supports for families to extend learning and offers suggestions for how to help their student(s) at home.

Examples of Evidence:

- ◊ Information prior to lessons gives teachers things to except that students may already know in unit 1 p.12 in addition to how their understandings will build.
- ◊ 1st grade students have a choice to investigate different variables related to shadows, and suggestions are included as well as extensions to do at home. (Light unit, p. 40)
- ◊ The assessments include recommendations for additional supports when students don't meet expectations. "Students may struggle to articulate that scientists look back at the data they collect to look for patterns and to draw conclusions about phenomena. One way to support them in this thinking might be to share an anecdote such as, "When I was growing up, my mom used to measure my height by marking it on the wall in the pantry. When I look back at those marks, I notice patterns, like that I grew faster between the ages of 5 and 8 than I did when I was older."" (p.14)
- ◊ Students make observations of the sky with their families, looking for patterns over time. Families are provided with background information on how to record observations and what patterns to expect.

Specific Evidence from Materials
Each unit has a section labeled "Differentiated Instruction for Access and Equity" which includes learning from experience, FOSS for all students and English learners. Each unit includes hot to establish a classroom culture that includes small-group centers, whole-class discussions, collaborative teaching and learning, guides for adult helpers, when you don't have adult helpers, managing materials, and when students are absent. Each unit has an overview of safety in the classroom and outdoors (colored posters are included), scheduling the module, FOSS contacts, framework and NGSS, and background for the conceptual framework. Each unit has interdisciplinary extensions, such as language extensions, art extensions, science extensions, environmental literacy extensions, and home/school connections. In the online version of the moduals, there is a teacher resources section that includes teacher masters, assessment chapter, assessment checklists, FOSSweb and technology chapter, module framework and NGSS, FOSS program goals, planning guide and other state resources, NGSS three-dimensional learning, access and equity, science notebooks in grades K-2, science-centered language development in grades K-2, FOSS and common core, and taking FOSS outdoors.

There are also many digital-only resources online.
There is a home/school connection tab online for each unit in English and Spanish that includes a letter to families, a letter about the module, home/school connection and other at-home activities for each investigation, and information about the interactive eBooks App.

To what extent do the materials support Criterion 2D? Include your reasoning.
The materials support Criterion 2D because they include background knowledge in both science content and pedagogy and student preconceptoions. The materials have clear and concise instructional directions and connections to the standards. The materials also provide guidance to support differentiated instruction, extra support and extensions at the appropriate level for a broad range of learners. Inaddition, the materials have supports for families to extend learning.

Category 3: Student Materials

Criterion 3A: Program Design

Instructional materials represent a comprehensive K-5 core program.

- Materials provide instruction that correlates to our recommended instructional minutes for science.
- Materials are available in both English and Spanish.
- Graphic organizers and templates for science notebooks are included.
- Teacher and student materials have resources both in print and online.
- Multimedia supports are included such as videos, tutorials and simulations and when appropriate reflect the diversity of our students and society in a culturally responsive manner including different genders and sexual orientations, from many cultures and nations, both contemporary and historical.
- Technology options are appropriate for both classroom and home use possibly including translation capabilities.

Examples of Evidence:

◊ There are four units, each representing nine weeks of instruction at 180 minutes a week. This is short of our recommended minutes of 240 minutes a week for 5th grade.

◊ There are 132 60-min lessons for the whole year. This correlates to our recommended instructional minutes of 220 minutes per week for grades K-2. (3-4 60-min lessons per week)

Specific Evidence from Materials
Each investigation takes between 30-50 minutes to complete. There are no student notebooks, however, FOSS recommends each student create a notebook. The Science Resource books, student sense-making posters, word wall cards, equipment photo cards, and teacher masters come in English and Spanish. There are digital resources for each unit such as student eBooks, streaming videos, teaching slides, focus questions, vocabulary, and image galleries.

To what extent do the materials support Criterion 3A? Include your reasoning.
The materials support Criterion 3A because they provide instruction that correlates to our recommended instructional minutes for science (180 minutes a week), materials are available in both English and Spanish, and teacher and student materials have resources both in print and online. Multimedia supports are also included that reflect the diversity of our students and society in a culturally responsive manner.

Criterion 3B: Science Equipment

Instructional materials include hands-on materials and equipment that support three-dimensional learning.

- Enough materials are included to allow students to do the investigations themselves.
- Materials are of a quality that will last through many uses.
- Materials include the tools necessary to make observations and measurements and conduct investigations.

Examples of Evidence:

◊ There are enough thermometers, graduated cylinders, balances, magnifying glasses and measuring tapes for a whole class to use in small groups.

◊ Everything is included to engage in the lessons except for things that would already be found in the classroom like tape and colored pencils.

Specific Evidence from Materials
There are enough materials for each unit for a class to use either individually or in small groups. The materials are of high quality and will last for multiple uses. The majority of materials are included for the lessons, however, the live animals are not included for the Animals Two by Two unit. Each unit includes an inventory list, materials supplied by the teacher, and preparing a new kit. Materials that would normally be found in the classroom like coloring utensils and such are not included.

To what extent do the materials support Criterion 3B? Include your reasoning.
The materials support Criterion 3B because there are enough materials to allow students to do the investigations themselves, the materials are of a quality that will last through many uses, and the materials include the tools necessary to make observations and measurements and conduct investigations.

Criterion 3C: Reading Materials

Instructional materials include grade-appropriate texts that support three-dimensional learning.

- A range of text types and genres, both print and online, are embedded in learning experiences.
- Texts support context-specific academic vocabulary.
- Materials reflect the diversity of our students and society in a culturally responsive manner including different genders and sexual orientations, from many cultures and nations, both contemporary and historical.
- Materials include supports for reading comprehension for a variety of student needs including high-quality questions.

Examples of Evidence:

- ◊ Texts include an interview of Sylvia Earle and profiles of Chien Shiung Wu and Benjamin Banneker. These highlight the connections to the science students are learning. Pictures of scientists working in the field represent the diversity of our students.
- ◊ Cultural myths about the sun and stars are included in the earth/space science unit.
- ◊ Vocabulary is highlighted in the reading that follows a concrete experience where the vocabulary is first introduced.

Specific Evidence from Materials
Each unit has a Science Resources book that has people with diversity. The pictures are high quality and in color. The online version of the books allow students to listen to the book and have videos that correlate with the pictures. They also have links to corresponding games. There is a big book for each unit. Vocabulary words are bold in the text with a glossary at the end.

To what extent do the materials support Criterion 1A? Include your reasoning.
The materials support Criterion 3C because there is a range of text types and genres, both print and online, and are embedded in learning experiences. Texts support context-specific academic vocabulary and they reflect the diversity of our students and society in a culturally responsive manner. In addition, the materials include supports for reading comprehension for a variety of student needs.

Referenced, adapted and formatted from the following documents:

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