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
-Anchoring phenomena for Forces and Motion unit: A swing ride spins slow and then fast. The faster the ride spins, the higher the riders swing (students are presented with a video of a carnival ride and storyline for the anchoring phenomena)

-Students complete investigations with magnets, spring scales and pulley systems, electroscopes and moving objects to explore different types of movement in the Forces and Motion unit.
-Investigative phenomena present for each lesson: The weather is different on different days. Students note what they already know about the phenomena, watch videos to investigate and make sense by observing and describing weather in their area.
-In The Force and Motion unit: Students make electromagnets and investigate magnetic forces. Then students use those concepts to complete an engineering design challenge during the lesson "What Can Magnetic Forces Do?" Students design a magnetic latch for a jewelry box, with criteria such as "close with a satisfying click" and constraints such as "as few magnets and resources as possible."

To what extent do the materials support Criterion 1A? Include your reasoning.
These materials strongly support learning through phenomena and problems. Each of the 4 units has an anchoring phenomena that is referred to at the end of each lesson. Each lesson has an investigative phenomena to observe. The engineering lessons are tied to the scientific core ideas well. Students need to have background knowledge of the science concept to complete or evaluate the design challenge presented.

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
-In Unit 1, Lesson "Where Do Organisms Live?", students are exploring how living things live in different places and populations live in a variety of habitats. They evaluate the habitats by analyzing the system and describing it's components and the interactions that occur within it. Students collect information to determine the environment an organism would live in. -In Unit 1, Lesson "How Do Environments Change?", students observe land that was changed by a forest fire to interpret environmental changes. Students use cause and effect to explain the changes and engage in argument through the discussion and when acting out an environmental change and responding to each other with evidence.

-In Unit 4, “Life Cycles and Traits,” Lesson “What Are the Life Cycle of Plants?”, students discover that some plants form fruit with seeds as they explore the growth and development of organisms. They examine patterns by modeling the stages of a sunflower’s life and communicate scientific information by writing a story about the life cycle of a sunflower seed.

-In Unit 1, students complete an engineering task in the lesson “What Happens to Organisms in Changing Environments” in which they evaluate and design crossing signs.

-In Unit 2, students complete an engineering challenge where they create, test and improve a magnetic latch on a box in the lesson “What Can Magnetic Forces Do?”

-In Unit 3, students identify criteria and constraints and evaluate design solutions for a lightning rod and for a levee. There is also the option to create and test a levee design model.

-In Unit 4, there is a supplemental component during the lesson, “Why Some Members of a Species Survive and Not Others” called “Super Simple Science” in which students design an animal Spy Camera.

To what extent do the materials support Criterion 1B? Include your reasoning.
The materials support this criterion well. The three dimensions are integrated in each lesson because students are often using the Cross Cutting Concept to learn about the Disciplinary Core Idea while using the Science and Engineering Practices to get, explain or share their information. Multiple representations of the three dimensions are present in each unit in different pairings. Engineering is incorporated into each unit so this part of the criterion is present. However, some of the engineering tasks are optional or supplemental to the units so this is not as strong as it could be.

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
-In Unit 4, Life Cycles and Traits, the unit explores both traits and survival of species and life cycles of plants and animals. The topics are taught within the same unit to help students explain the phenomena "two frogs look the same, but only one of them is poisonous." -In Unit 3, Weather and Climate, the unit begins with students examining weather and how it is predicted and measured. The weather and climate of different places is then explored. Finally, students learn about hazardous weather and use this to learn about the impacts of weather related hazards.

-3rd Grade students learn about four different environments and match organisms to the environments they would best survive in in Unit 1, Lesson "Where Do Organisms Live?" Students connect to their prior knowledge about the diversity of life in different habitats from 2nd grade standards.
-In Unit 2, Forces and Motion, Lesson "What Can Magnetic Forces Do?" students must read a letter to gain knowledge about their task and write their own letter to explain their design for a magnetic latch.
-In Unit 3, Weather and Climate, Lesson "How is Temperature Measured?" students measure the weather by collecting data, record their data in a graph and analyze the data for patterns.

To what extent do the materials support Criterion 1C? Include your reasoning.
This criterion is well supported by the instructional materials because the sequencing of the lessons makes sense. For example, students need their knowledge of weather before they can understand climate. This builds to the task of analyzing specific types of weather hazards and interpreting their effects. The instructional materials also focus on investigating different, but related science concepts within the same units such as traits and life cycles. This gives students the opportunity to make connections. ELA standards are used often during the lessons when students have to read and analyze information and respond through speaking or writing while using evidence. Students are also using math practices through the use of data and graphing and patterns.

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
-During the “Wrap Up” portion of the lessons, students are asked to self assess their understanding of the concept (Don’t Know, Still Learning, Understand, Expert) -During the “Making Sense of the Phenomenon” portion of the lessons, students use their findings from the investigations to make a Claim, Evidence and Reason statement about the investigative phenomenon. -After each lesson, students are asked to return to the “Unit Checkpoint” to write what they learned in the lesson related to the Anchoring Phenomenon. -An assessment is included at the end of each lesson. In Unit 3, Lesson 6, “How are Weather and Climate Related?” the assessment asks students to demonstrate

their understanding through tasks like matching climates and descriptions, identifying patterns from pictures and make a claim, use evidence and explain reasoning about the type of climate in an area. -Rubrics are provided for both lesson assessments and performance assessments. The rubrics are broken down by the Dimensions. For example. To receive 2 points (Proficient) on a task from the Weather and Climate unit, the rubric states that "Student accurately describes this climate as a desert climate which is hot and dry" to assess the Crosscutting Concept of Patterns. -Student rubrics are included for performance tasks. -2 performance assessments are included per unit. In Unit 2, Forces and Motion, Students must design a game that fits certain criteria and constraints and uses magnetism concepts learned in the unit.

To what extent do the materials support Criterion 2A? Include your reasoning.
The instructional materials meet this criterion very well. There is a variety of assessments including formative (Wrap Ups and Unit Checkpoints," self assessments, summative assessments and performance tasks. The assessments have specific grading criteria and a variety of question types such as matching, response, application and matching. Peer assessments do not seem to be present.

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
-Students use thermometers to measure temperature during the Weather and Climate Unit -Students observe weather in different movie locations and create a movie scene about experiencing weather in one of those locations in the Weather and Climate Unit -Students analyze plants and animals in their environments and use visual clues to explain how the organisms' traits have been changed by the environment in the Life Cycles and Traits unit. -Students observe the life cycle of real butterflies and create a model of their life cycle.

-Students test and investigate the a variety of forces including magnetism and electric forces to gain information about the phenomenon involving the forces present in carnival games.

To what extent do the materials support Criterion 2B? Include your reasoning.
This criterion is well met because students have concrete experiences such as exploring forces, measuring temperature and watching an animals life cycle. Students can connect to the phenomena based on their background experience and knowledge of things like animals and carnival rides. Students complete tasks that include view pictures and videos, conducting experiences and presenting material. This shows a strong representation of using multiple modalities.

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
-In the unit How Do Environments Change, students engage in a class discussion after viewing pictures of environmental changes made by humans and then respond by writing/typing answers to questions such as "How did humans change this environment?" -Strategies to use with EL Students for introducing vocabulary are included. -In the lesson "What Do Forces Do?" In Unit 2, students are introduced to the vocabulary words "motion," "position" and "force" while observing force and motion in videos. Students are later asked to match the vocabulary terms to their definitions. -Sentence starters are suggested, but not provided.

To what extent do the materials support Criterion 2C? Include your reasoning.
This criterion is met somewhat in these materials. Students are asked to complete a lot of independent sense making through written responses, but some class discussion questions are also provided. Vocabulary is embedded in the learning and suggestions are made for differentiating written tasks and discussion of terms.

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
-Standards are listed at the top of each lesson with links to NGSS Correlations, broken down by the 3 Dimensions. -There is a planning tab for each lesson that includes a learning progression and lesson overview for the teacher. Teachers can also print out a lesson guide for the instructions. -There are differentiated instruction tips for each lesson including ideas for English Learners, Students with Special Needs and Advanced Learners. For example, in Unit 1, Lesson 1, the differentiated learning section suggests providing Els with a script for video, and have students listen to the audio tract and practice reading the script with a partner. -Supplemental material from outside sources is included under "Enhanced Learning" for each lesson. In Unit 1, Lesson 1 there is a link to a YouTube video about Earth's habitats, a link to a website about swamp animals and a list of additional reading opportunities. -There is a Science Background section of the lesson Planning tab with Science Concept information and Vocabulary.

-Under the Toolkit tab, there are printable documents for best practices, science safety, creating a cooperative, tolerant classroom and strategies for integrating language arts.
-Professional development is available online under the Supports tab through Self-Paced Tutorials, Live and On-Demand Webinars, a Searchable Knowledge Base and a Methods Book.

To what extent do the materials support Criterion 2D? Include your reasoning.
There are a lot of supports for teachers in these instructional materials. There is a variety of Professional Development for teachers to access, as well as background information included for the content. There are specific strategies addressed for many types of learners including Els, Students with Special Needs and Advanced Learners. This gives a high level of support for teachers to meet the needs of all students. The standards are very clear for each unit and lesson and made visible for teachers to reference. The lesson instructions are available and provide an overview of the slides students access for the lesson, but the instructions are not very explicit.

Evaluator: 41 Grade Level:3 Program: TCI – Bring Science Alive

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
-There are four units, with a total of 1689 minutes of "Fast Track" lessons. This equates to 47 minutes of instruction per week (4, nine week quarters of school). With the Extension activities included in the "Master Lesson Guide" there are a total 3334 minutes of instruction which equates to 93 minutes per week. This falls short of our recommended 240 minutes of science instruction per week for 3rd grade. -The student science journal and interactive student science journal are available in Spanish. Lessons Investigations are also available in Spanish. -Student notebook is available online or in print form. Nonfiction text and response pages are embedded in the notebook. -Teacher materials are all available online with the option to print lesson guides. The physical teacher manual includes images of the online slides used for the lessons. -Technology options are included for classroom use and could be assigned digitally for home use. There is a button that can be clicked to translate the investigations to Spanish.

To what extent do the materials support Criterion 3A? Include your reasoning.
The instructional materials are very comprehensive. They are available to translate into Spanish which is very friendly for home use, dual language schools

or EL students. The technology component of these materials is very strong, however, schools with limited technology for presenting instruction may struggle because the teacher manual and materials are highly reliant on technology. The instructional minutes of these materials are far under our required instruction minutes of 240 minutes per week.

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 pulleys, magnets, meter sticks and batteries for investigations to be completed in small groups of 4-6. -Materials are included or available online apart from classroom materials such as tape and colored pencils. -Live butterfly larvae are necessary for Unit 4, but would need to be purchased separately from the included materials.

To what extent do the materials support Criterion 3B? Include your reasoning.
This criterion is not extremely well met by these instructional materials. There is only enough materials available for 4-6 groups to complete the investigations. Additional materials, such as butterfly larvae would also need to be purchased to complete the curriculum.

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
-Student reading material is available in print or online materials. -Online student text is available to 2 different reading levels, A or B to allow for differentiation. Level B is two grade levels below the standard reading level. -Students can highlight the text, listen to the text or add notes -Pictures in the student text represent a variety of ages, races, genders, etc -Academic vocabulary such as “force” and “position” are included in the text, in context, as well as vocabulary check sections where students match the term to the definition or complete a written response to a prompt with included vocabulary. Example, “How will the ball’s motion change if she kicks the ball? Why? bUse these terms in your answer: **force, push, speed**, and **direction.**” -Reading comprehension questions are included such as, “Describe the environmental changes [highlighted in pictures],” as well as higher level thinking questions such as “How do you think a forest fire would affect a maple tree?”

To what extent do the materials support Criterion 1A? Include your reasoning.
The reading content in these instructional materials support the criteria very well. The content includes a variety of context rich support for vocabulary and content comprehension. The material is available in a variety of formats including print, online, Spanish and English.

Referenced, adapted and formatted from the following documents:

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