Spring 2022 CRIMSI Informational Meeting

October 2021
The Team

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Division of Instructional Materials and Implementation

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Division of Open Education Resources
Agenda

1. Spring CRIMSI Overview and Important Timelines
2. Pilot Recommended Units
3. Print Ordering
4. Q&A
Logistics for Today’s Webinar

- Please ask questions and drop them in the **Question and Answer box** in Zoom
- This recording and slides will be posted on texashomelearning.org shortly after this webinar concludes
COVID Recovery Instructional Materials Support Initiative (CRIMSI) is a comprehensive program for LEAs piloting Texas Home Learning materials.

Participating in a unit-level pilot is an important part of adopting and implementing new materials to...

- Get feedback and buy-in from teachers and staff
- Test how the materials fit with your local context
- Collect valuable data points to plan for launching a full year, larger pilot
Supports provided to Spring CRIMSI participants

Planning Supports
- Pre-pilot planning supports and ongoing check-ins for leaders

Professional Learning
- Onboarding, ongoing collective learning, and communities of practice for teachers, coaches, and leaders

Print Materials
- Print materials and trade books for the pilot unit
- *Note all products also have digital access*

Stipends
- $1,000 stipend per teacher
- $1,000 stipend per coach
Expectations for Spring CRIMSI participants

District and School Leaders

- Appoint an Initiative Lead to support pilot implementation
- Attend pre-pilot consultation to plan for pilot launch and end-of-pilot consultation to discuss next steps
- Participate in cohort meetings to discuss implementation challenges – and solutions – with other leaders

Teachers

- Pilot unit/module materials, including using the unit/module assessment and meeting the minimum number of instructional minutes
- Participate in onboarding and ongoing virtual collective learning
- Submit data and provide feedback

Coaches (includes administrators coaching teachers)

- Support teachers in piloting unit materials
- Participate in onboarding and ongoing virtual collective learning
- Submit data and provide feedback

All teachers participating in the pilot should be supported by a participating coach – district and school leaders can discuss options for coaching models in kick-off meetings.
## Spring CRIMSI timeline

<table>
<thead>
<tr>
<th>Plan</th>
<th>G3-12 Pilots</th>
<th>GK-2 Pilots</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October:</strong></td>
<td><strong>January:</strong></td>
<td><strong>February:</strong></td>
</tr>
<tr>
<td>▪ Order print materials</td>
<td>▪ Receive print materials</td>
<td>▪ Receive print materials</td>
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<tr>
<td><strong>November-December:</strong></td>
<td>▪ Complete asynchronous onboarding, including product-specific modules</td>
<td>▪ Complete asynchronous onboarding, including product-specific modules</td>
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<tr>
<td>▪ Register pilot participants</td>
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<tr>
<td>▪ Attend pre-pilot consultation and complete pre-pilot planning</td>
<td>▪ Implement unit pilots</td>
<td>▪ Implement unit pilots</td>
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<tr>
<td></td>
<td>▪ Attend Collective Learning</td>
<td>▪ Attend Collective Learning</td>
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<td></td>
<td>▪ Submit data</td>
<td>▪ Submit data</td>
</tr>
<tr>
<td></td>
<td>▪ Attend end-of-pilot consultation</td>
<td>▪ Attend end-of-pilot consultation</td>
</tr>
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</table>
Spring Pilot
Recommended Units
Reminders about Spring Pilot Recommended Units

- Implementation supports and professional development will be geared towards the recommended units, but your LEA *can* choose to pilot a unit outside of this.

- TEA will only **fund** print requests this spring 2022 for **recommended pilot units**.

- If you have content specific questions about the recommended units, please attend office hours Friday (10/14) or Monday (10/18) to speak more with our context experts.

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**Friday, 10/14, Office Hours Registration**

**Monday, 10/18, Office Hours Registration**
K-5 Math
<table>
<thead>
<tr>
<th>Grade</th>
<th>Spring 2022 Unit</th>
<th>Days</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td><strong>Module 5</strong>: Numbers 10-20 &amp; Counting to 100</td>
<td>34</td>
<td>Students will build a concrete understanding of teen numbers by building groups of tens and some ones, then extend that understanding to count to 100</td>
</tr>
<tr>
<td>1</td>
<td><strong>Module 4</strong>: Place Value, Addition and Subtraction to 40</td>
<td>35</td>
<td>Students will build their understanding of the role of place value in the addition and subtraction of numbers to 40</td>
</tr>
<tr>
<td>2</td>
<td><strong>Module 6</strong>: Foundations of Multiplication, Division, and Area</td>
<td>24</td>
<td>Students will learn the conceptual foundation for multiplication and division.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Module 2</strong>: Place Value and Problem Solving with Units of Measure</td>
<td>27</td>
<td>Students will explore measurement and time, as well as problem solving using units of measurement</td>
</tr>
<tr>
<td>4</td>
<td><strong>Module 5</strong>: Fraction Equivalence, Ordering, and Operations</td>
<td>37</td>
<td>Students will build from prior fraction knowledge to explore fraction equivalence and extend this understanding to mixed numbers</td>
</tr>
<tr>
<td>5</td>
<td><strong>Module 3</strong>: Addition and Subtraction of Fractions</td>
<td>20</td>
<td>Students understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals</td>
</tr>
</tbody>
</table>
Math K-5: Eureka Math TEKS Edition

Kindergarten

Module: 5
Module Title: Place Value, Addition and Subtraction to 40
Instructional Days: 34
Instructional Minutes: 50

In Module 5, students will build a concrete understanding of teen numbers by building groups of tens and some ones, then extend that understanding to count to 100. This work fits perfectly into the second half of the year as it builds on the understanding Kindergarteners have developed with counting to 30 and is essential learning in preparation for 1st grade. By the end of this module, students will be able to model and represent numbers 10 to 20 as tens and ones, write teen numbers, identify a number 1 larger or 1 smaller than a given number, count up and down by tens to 100, count within tens by ones, and decompose numbers as addition sentences. The last topic in this module focuses on the Kindergarten Personal Finance TEKS where students will understand ways to earn income, different jobs, and identify wants vs needs.

TEKS: K.2a, K.2b, K.2c, K.2d, K.2e, K.2f, K.2g, K.2h, K.4, K.5, K.9a, K.9b, K.9c, K.9d
In Module 4, students will focus on the role of place value in addition and subtraction of numbers to 40. In the first topic of the module, students will be able to represent numbers to 40 in various ways, use a place value chart to organize units, identify 1 more, 1 less, 10 more, 10 less, and add and subtract like units. Students will then move to comparing numbers by first building the conceptual understanding of greater and less, then using the abstract symbols for comparison. The next two topics focus on addition and subtraction, first by adding and subtracting multiples of tens then moving to addition and subtraction within 40 using the make the next ten strategy. The last topic in this module focuses problem solving with addition and subtraction, as well as generating their own problems.

TEKS: 1.2a, 1.2b, 1.2c, 1.2d, 1.2e, 1.2f, 1.2g, 1.3a, 1.3b, 1.3d, 1.3e, 1.3f, 1.5a, 1.5b, 1.5c, 1.5d
In Module 6, students will develop a strong, conceptual understanding of multiplication and division. Students begin by making equal groups using concrete materials, learning to manipulate a given number of objects to create equal groups, and progress to pictorial representations. Students will then move to organizing the equal groups into arrays and express the total via repeated addition equations. Students will build upon their work with arrays to develop the spatial reasoning skills needed to conceptualize area. The final topic in the module focuses on doubles and even numbers, thus setting the stage for the multiplication table of two in 3rd grade.

TEKS: 2.6a, 2.6b, 2.7a, 2.9f
Module: 2
Module Title: Place Value and Problem Solving with Units of Measure
Instructional Days: 27
Instructional Minutes: 60

In Module 2, students explore measurement using kilograms, grams, liters, milliliters, and intervals of time in minutes. They understand time as a continuous measurement through exploration with stopwatches, and use the number line, a continuous measurement model, as a tool for counting intervals of minutes. In the final topic of this module, students extend their understanding of place value to name numbers up to 100,000. Students will represent numbers in various forms including base ten numerals, number names, expanded form, and expanded notation, they will then use place value as a basis for comparing whole numbers.

TEKS: 3.2a, 3.2b, 3.2c, 3.2d, 3.4a, 3.4b, 3.7c, 3.7d, 3.7e
In Module 5, students explore fraction equivalence and extend this understanding to mixed numbers. This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models. Benchmark fractions play an important part in students’ ability to generalize and reason about relative fraction and mixed number sizes. Students then have the opportunity to apply what they know to be true for whole number operations to the new concept of fraction and mixed number operations.

TEKS: 4.3a, 4.3b, 4.3c, 4.3d, 4.3e, 4.3f, 4.3g, 4.9a, 4.9b
In Module 3, students’ understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals. This module marks a significant shift away from the elementary grades’ centrality of base ten units to the study and use of the full set of fractional units from Grade 5 forward, especially as applied to algebra.

TEKS: 5.3h, 5.3k
6-8 Math
## Math 6 - 8: Carnegie Learning TX Math Solution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spring 2022 Unit</th>
<th>Days</th>
<th>Overview</th>
</tr>
</thead>
</table>
| 6     | Module 5, Topic 1: The Statistical Process  
      | Module 5, Topic 2: Numerical Summaries of Data | 19   | Students will build on the data displays used in elementary school and be introduced to the field of statistics, the study of data, and the statistical problem-solving process. |
| 7     | Module 5, Topic 1: Area and Surface Area  
      | Module 5, Topic 2: Three-Dimensional Figures | 23   | Students will build on their prior knowledge of basic geometric ideas and computations of area and volume as they develop their geometric habits of mind. |
| 8     | Module 5, Topic 2: The Pythagorean Theorem  
      | Module 5, Topic 4: Volume of Curved Figures | 28   | Students will learn about numbers involving powers, including scientific notation and square roots, when they study the real number system. |
Math 6 - 8: Carnegie Learning TX Math Solution
6th Grade

Module: 5, Topics 1 & 2
Module Title: Describing Variability of Quantities
Instructional Days: 19
Instructional Minutes: 45

In Topic 1, students will
• Describe the four stages of the statistical process.
• Discuss the different types of data that can be collected, displayed, and analyzed.
• Create, analyze and interpret bar graphs, circle graphs, dot plots, stem-and-leaf plots, and histograms.
• Describe the center, spread, and overall shape of a data distribution.

In Topic 2, students will
• Recognize that a measure of center (mean, median or mode) for a numerical data set is a single value that summarizes all of its values.
• Determine quantitative measures of center for data and interpret their meanings.
• Create, analyze, and interpret dot plots, stem-and-leaf plots, single or double bar graphs, stacked bar graphs, and percent bar graphs.
• Discuss the different types of data that can be collected, displayed, and analyzed.
• Determine how to select an appropriate graph to display different types of data.
• Describe the center, spread, and overall shape of a data distribution.

Module: 5, Topics 1 & 2
Module Title: Constructing and Measuring
Instructional Days: 23
Instructional Minutes: 45

In Topic 1, students will
• Decompose composite geometric figures into rectangles, parallelograms, and/or triangles to determine their areas.
• Represent solid figures using two-dimensional nets made up of rectangles and triangles.
• Use nets of solid figures to determine the surface areas of the figures.
• Solve real-world and mathematical problems involving surface area.
• Calculate the supplement and complement of an angle.
• Classify adjacent angles, linear pairs, and vertical angles.
• Use facts about supplementary, complementary, vertical, and adjacent angles and linear pairs in multistep problems to write and solve simple equations for unknown angles.

In Topic 2, students will
• Solve mathematical and real-world problems involving volumes of prisms and pyramids.
• Compare and contrast the lateral and total surface areas of geometric solids.
• Apply volume and surface area concepts to solve real-world and mathematical problems involving prisms and pyramids.
• Calculate the volumes and surface areas of prisms and pyramids with regular polygon bases.
• Solve real-world and mathematical problems involving volumes and surface areas of two- and three-dimensional objects.

TEKS: 7.8A, 7.8B, 7.9A, 7.9C, 7.9D, 7.11C
Module: 5, Topics 2 & 4
Module Title: Applying Powers
Instructional Days: 28
Instructional Minutes: 45

In Topic 2, students will
• Explain a proof of the Pythagorean Theorem.
• Use the Pythagorean Theorem and the Converse of the Pythagorean Theorem to determine unknown side lengths in right triangles.
• Apply the Pythagorean Theorem to determine the distance between two points on a coordinate plane.
• Apply the Pythagorean Theorem to determine the lengths of diagonals of two- and three-dimensional figures.

In Topic 4, students will
• Use formulas for the volume of prisms, cones, cylinders, and spheres to solve real-world and mathematical problems.
• Compare volumes of prisms, cones, cylinders, and spheres.

TEKS: 8.6A, 8.6B, 8.7A, 8.7B, 8.6C, 8.7C, 8.7D
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<tr>
<td>Algebra 1</td>
<td><strong>Module 4, Topic 1</strong>: Introduction to Quadratic Functions</td>
<td>34</td>
<td>Students will explore scenarios that can be represented with quadratic functions and represent each situation with an equation, a graph, and a table of values.</td>
</tr>
<tr>
<td></td>
<td><strong>Module 4, Topic 2</strong>: Solving Quadratic Equations <em>(only to Mid-Topic Assessment)</em></td>
<td></td>
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<tr>
<td>Geometry</td>
<td><strong>Module 4, Topic 1</strong>: Circles and Volume</td>
<td>21</td>
<td>Students will use proportional reasoning to calculate arc length, determine the area of a sector, and derive the formulas for the volume of geometric solids. They will then use the algebraic representations to make geometric measurements and verify relationships between them.</td>
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<tr>
<td></td>
<td><strong>Module 4, Topic 2</strong>: Circles and Cross Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2</td>
<td><strong>Module 4, Topic 1</strong>: Rational Functions</td>
<td>33</td>
<td>Students will discover that the characteristics they know about the structure of rational numbers apply to rational functions in the same way. Beginning with power functions, they then explore what relations or functions result when relationships are inverted.</td>
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<tr>
<td></td>
<td><strong>Module 4, Topic 2</strong>: Radical Functions</td>
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In Topic 1, students will

- Write quadratic functions to model contents in general form and factored form.
- Graph quadratic functions and identify the key characteristics.
- Use key characteristics of the graph of a quadratic function to write an equation in factored form.
- Determine the effect of replacing the basic quadratic function \( f(x) = x^2 \) with \( f(x) + D \), \( Af(x) \), \( f(Bx) \), and \( f(x - C) \) for different values.
- Distinguish between function transformations that occur outside the function and inside the argument of the function.
- Write quadratic equations in vertex and factored form.
- Understand the form in which a quadratic function is written can reveal different key characteristics.
- Show different rearrangements of quadratic functions in general form, factored form, and vertex form and analyze their properties.

In Topic 2, students will

- Name polynomials by number of terms or degree.
- Add, subtract, and multiply polynomials.
- Recognize and use special products when multiplying binomials.
- Determine factors of a polynomial using polynomial long division.
- Identify the zeros of a quadratic function, the roots of a quadratic equation, and the x-intercepts of a parabola.
- Write solutions of quadratic equations at specific output values.
- Identify solutions to and roots of quadratic equations given in the forms \( f(x) = (x - c)^2 \), \( f(x) = a(x - c)^2 \), and \( f(x) = a(x - c)^2 + d \).
- Identify zeros of quadratic functions written in vertex form.

In Topic 1, students will
- Solve real-world and mathematical problems using arc length measurements.
- Understand and use radians to measure arc lengths and angles.
- Determine the area of sectors and segments of a circle.
- Apply rotations and translations to two-dimensional plane figures to create three-dimensional solids.
- Build three-dimensional solids by stacking congruent or similar two-dimensional plane figures.
- Give informal arguments to explain the volume formulas of pyramids and cones.
- Explain area and volume formulas using Cavalieri’s Principle.
- Use the formulas for the volume of a cylinder, cone, and sphere to solve real-world problems.

In Topic 2, students will
- Determine the shapes of cross-sections.
- Define the degenerate conics.
- Use the Pythagorean Theorem to derive the equation of a circle given the center and radius.
- Distinguish between the equation of a circle written in general form and the equation of a circle written in standard form (center-radius form).
- Complete the square to determine the center and the radius of a circle.
- Determine the coordinates of a point that lies on a circle given the location of the center point and the radius of the circle.

In Topic 1, students will
- Write and represent rational functions
- Transform rational functions
- Operate with rational expressions
- Solve problems with rational equations
- Solve work, mixture, distance, and cost problems

In Topic 2, students will
- Investigate inverses of power functions
- Write, represent and solve radical function problems
- Transform radical functions
- Rewrite radical expressions
- Solve radical equations

K-5 SCIENCE
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<tbody>
<tr>
<td>K</td>
<td>Module 1: Weather with Spotlight Lessons on Forces and Motion</td>
<td>34</td>
<td>Students develop an understanding of the parts of weather, the effects of weather on people and their surroundings, and the ways people prepare for severe weather.</td>
</tr>
<tr>
<td>1</td>
<td>Module 1: Survival with Spotlight Lessons on Forces and Motion</td>
<td>35</td>
<td>Students develop an understanding that plants and animals have body parts that function in ways that help the plants and animals survive in their environment.</td>
</tr>
<tr>
<td>2</td>
<td>Module 1: Matter with Spotlight Lessons on Forces and Motion</td>
<td>34</td>
<td>Students learn that understanding the properties of matter and the ways matter can change helps people use materials for specific purposes.</td>
</tr>
<tr>
<td>3</td>
<td>Module 1: Earth Changes with Spotlight Lessons on Matter</td>
<td>31</td>
<td>Students develop an understanding that natural events transform Earth’s land as time passes.</td>
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<tr>
<td>4</td>
<td>Module 1: Energy with Spotlight Lessons on Matter</td>
<td>35</td>
<td>Students develop an understanding that energy cannot be created or destroyed, but it can be transferred and transformed to be more useful.</td>
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<tr>
<td>5</td>
<td>Module 1: Earth Features with Spotlight Lessons on Matter</td>
<td>34</td>
<td>Students develop an understanding that Earth’s surface features change constantly as a result of natural processes.</td>
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Science: PhD Science TEKS Edition

Kindergarten

Module: 1
Module Title: Weather with Spotlight Lessons on Forces and Motion
Instructional Days: 34 days (30 Weather + 4 Forces and Motion)
Instructional Minutes: 35 min

Throughout the module, students study the anchor phenomenon, the cliff dwellings at Mesa Verde, and build an answer to the Essential Question: How did the cliff dwellings at Mesa Verde protect people from the weather? As students learn about each new concept, they develop and refine a model that represents a cliff dwelling and use the model to explore how cliff dwellings protected people from the weather. Through these experiences, students develop an understanding of the parts of weather, the effects of weather on people and their surroundings, and the ways people prepare for severe weather.

In the spotlight lessons, students describe the location and movement of an object and explore interactions between magnets and various objects.

Science: PhD Science TEKS Edition

1st Grade

Module: 1
Module Title: Survival with Spotlight Lessons on Forces and Motion
Instructional Days: 35 days (31 Survival + 4 Forces and Motion)
Instructional Minutes: 35 min

Throughout the module, students study the anchor phenomenon, life at a pond, and build an answer to the Essential Question: How do pond plants and pond animals survive in their environment? As students learn about each new concept, they revisit and refine a model that represents how plants and animals survive in a pond environment. Through these experiences, students develop an enduring understanding that plants and animals have body parts that function in ways that help the plants and animals survive in their environment. Students also develop the understanding that plants and animals of the same kind are recognizable as similar but can vary in many ways and that many animal parents engage in behaviors that help young offspring survive.

In the spotlight lessons, students predict and describe how a magnet can push or pull an object and explore the ways that objects can move.

TEKS: 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.3B, 1.4A, 1.4B, 1.9A, 1.9B, 19.C, 1.10A 1.10B, 1.10C, 1.10D; Spotlight Lesson TEKS: 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.4A, 1.5A, 1.6B, 1.6C
Throughout the module, students study the anchor phenomenon, birds building nests, and develop an answer to the Essential Question: **Why do different kinds of birds use certain materials to build their nests?** As students learn about each new concept, they revisit and refine a model that represents how to describe different materials and how birds use those materials to build their nests. Through these experiences, students learn that understanding the properties of matter and the ways matter can change helps people use materials for specific purposes.

In the spotlight lessons, students observe, describe, and predict the motion of objects to identify patterns of movement and explore how people use magnets to solve problems.

**TEKS:** 2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F, 2.3A, 2.3B, 2.3C, 2.4A, 2.4B, 2.5A, 2.5B, 2.5C, 2.5D, 2.6A, 2.7C; **Spotlight Lesson TEKS:** 2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F, 2.3A, 2.3B, 2.3C, 2.4A, 2.6B, 2.6C
Throughout the module, students study the anchor phenomenon, the transformation of Surtsey, and build an answer to the Essential Question: **How can the island of Surtsey change shape over time?** As students learn about each new concept, they revisit and refine a model that represents the formation and transformation of Surtsey. Through these experiences, students develop an enduring understanding that natural events transform Earth’s land as time passes.

In the spotlight lessons, students describe and classify objects by their properties, compare solids, liquids and gases, and explore changes during heating and cooling.

**TEKS:** 3.1A, 3.1B, 3.2A, 3.2B, 3.2C, 3.2D, 3.2E, 3.2F, 3.3A, 3.3B, 3.3C, 3.4, 3.5A, 3.5C, 3.5D, 3.7A, 3.7B, 3.7C; **Spotlight Lesson TEKS:** 3.2B, 3.2D, 3.2F, 3.4, 3.5A, 3.5B, 3.5C, 3.5D
Science: PhD Science TEKS Edition
4th Grade

Module: 1
Module Title: Energy with Spotlight Lessons on Matter
Instructional Days: 35 days (30 Energy + 5 Matter)
Instructional Minutes: 45 min

Throughout the module, students explore the Essential Question, *How do windmills change wind to light?*, and apply key conceptual understandings to build and refine an anchor model to explain the anchor phenomenon. Through these experiences, students begin to develop the enduring understanding that energy cannot be created or destroyed, but it can be transferred and transformed to be more useful.

In the spotlight lessons, students describe, measure, and compare matter by its physical properties including mixtures.

**TEKS**: 4.1A, 4.1B, 4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.2F, 4.3A, 4.3B, 4.3C, 4.4, 4.6A, 4.6B, 4.6C, 4.6D; **Spotlight Lesson TEKS**: 4.2A, 4.2B, 4.4, 4.5A, 4.5B
Throughout the module, students study the formation of the Grand Canyon’s features, the anchor phenomenon, and build an answer to the Essential Question: **How did the Grand Canyon’s features form?** As they learn about each new concept, students revisit and refine a model to represent the formation of the Grand Canyon’s features. Through these experiences, students begin to develop the enduring understanding that Earth’s surface features change constantly as a result of natural processes.

In the spotlight lessons, students classify matter by its physical properties and explore properties of matter before and after mixing.

**TEKS:** 3.7B, 4.7C, 5.1A, 5.1B, 5.2A, 5.2B, 5.2C, 5.2D, 5.2E, 5.2F, 5.2G, 5.3A, 5.3B, 5.3C, 5.4, 5.6A, 5.7A, 5.7B, 5.9D; **Spotlight Lesson TEKS:** 5.2C, 5.2D, 5.2F, 5.4, 5.5A, 5.5B, 5.5C
English Units
<table>
<thead>
<tr>
<th>Grade</th>
<th>Spring 2022 Unit</th>
<th>Days</th>
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<tbody>
<tr>
<td>K</td>
<td>Skills Unit 4</td>
<td>18</td>
<td>Students recognize, write, blend and manipulate consonant and vowel sounds</td>
</tr>
<tr>
<td>K</td>
<td>Knowledge Domain 2: The Five Senses</td>
<td>12</td>
<td>Students build knowledge on the five senses and how senses help us learn about the world; the use graphic organizers and drawing / writing to process information.</td>
</tr>
<tr>
<td>1</td>
<td>Skills Unit 3</td>
<td>22</td>
<td>The unit introduces students to five vowel sounds with their most common spellings, with grammar exercised focused on verbs.</td>
</tr>
<tr>
<td>1</td>
<td>Knowledge Domain 2: The Human Body</td>
<td>16</td>
<td>Students build knowledge on how to care for the five body systems; practice identifying important information in text and explore informational writing.</td>
</tr>
<tr>
<td>2</td>
<td>Skills Unit 3</td>
<td>30</td>
<td>The unit introduces spelling alternatives for vowel sounds and a variety of grammatical concepts.</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge Domain 1: Fairy Tales and Tall Tales</td>
<td>12</td>
<td>Students learn about and compare the genres of fairy tales and tall tales; they also engage in narrative writing.</td>
</tr>
<tr>
<td>3</td>
<td>Unit 2: Scales, Feathers, and Fur: Animal Classification</td>
<td>17</td>
<td>Students build knowledge on the science of animal classification, and practice developing an informational paragraph.</td>
</tr>
<tr>
<td>4</td>
<td>Unit 5: Treasure Island: X Marks the Spot</td>
<td>23</td>
<td>Students study the fiction genre through the classic novel <em>Treasure Island</em>, and engage in an extended writing project.</td>
</tr>
<tr>
<td>5</td>
<td>Unit 3: Early American Civilizations: Myths, Pyramids, and Kings</td>
<td>19</td>
<td>Students explore the cultures of the Maya, Aztec, and Inca and create a project comparing the civilizations.</td>
</tr>
</tbody>
</table>
## Summary

Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sounds correspondences.

## Learning Outcomes

- Orally blend and segment sounds in words
- Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/
- Blend and read printed VC and CVC words
- Change sounds in words to create new words
- Write dictated words
- Read Tricky Words *a, the*
- Read phrases in a decodable text
- Student Performance Assessment

### TEKS Instructed

<table>
<thead>
<tr>
<th>TEKS</th>
<th>ELPS</th>
</tr>
</thead>
</table>

![Image of letter V with phonetic sounds]
Summary
In this foundational unit about the human body, students explore how they learn about the world through the five senses of sight, hearing, smell, taste, and touch, and how each uses a unique body part to take in information. Students will also make observations and describe these processes through correct use of core vocabulary. Additionally, students will hear inspirational stories about Ray Charles and Helen Keller, who both overcame significant challenges posed by their disabilities and made remarkable contributions to society.

Learning Outcomes
● Demonstrate understanding of key vocabulary
● Use graphic organizers to categorize and sort information about the senses
● Create timelines recording important events in the lives of Helen Keller and Ray Charles
● Write and draw information detailing each of the five senses
● Domain Assessment
Summary

Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tenses (regular present, past, and future). Students begin formal instruction on the writing process with a focus on narrative writing.

Learning Outcomes

- Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/
- Identify and spell the Tricky Words should, could, would, down, because
- Spell grade-level words correctly (weekly spelling tests begin)
- Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Unit Assessment
Summary

Using an interactive approach, the first half of this domain will introduce students to the vital network of body systems known as organs. Through rhymes within the Read-Aloud, students will learn the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. The second half of this domain focuses on care and maintenance of the human body, including the five keys to good health: a well-balanced diet, exercise, sleep, keeping clean, and getting regular checkups.

Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through the “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identifying important information in a text
- Explore informational writing by collecting and synthesizing information in a group and then recording it into a body systems booklet
- Domain Assessment
K-5 RLA: Amplify Texas Elementary Literacy Program
Second Grade Skills Unit 3

Summary
Introduces spelling alternatives for vowel sounds along with various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative, while the grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.

Learning Outcomes
- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky Words
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use common and proper nouns, antonyms, synonyms, and verbs
- Use the writing process to compose a personal narrative
- Unit Assessment

<table>
<thead>
<tr>
<th>TEKS Instructed</th>
<th>ELPS</th>
</tr>
</thead>
</table>

Are the Sounds the Same?

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Are the sounds the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rake</td>
<td>rain</td>
<td>Yes</td>
</tr>
<tr>
<td>main</td>
<td>wayside</td>
<td></td>
</tr>
<tr>
<td>wrist</td>
<td>wet</td>
<td></td>
</tr>
</tbody>
</table>
K-5 RLA: Amplify Texas Elementary Literacy Program
Second Grade Knowledge Domain 2: Fairy Tales

Summary
Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They will review characteristic elements of fairy tales and consider problems faced by the characters as well as lessons in each story. Students then turn to the American frontier for tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters, and compare and contrast this genre with fairy tales.

Learning Outcomes
- Demonstrate understanding of the fairy tales and tall tales genres
- Set a purpose for listening and understanding the concepts of exaggeration
- Distinguish details of idioms and multiple meaning words
- Identify regular and irregular plurals
- Compare and contrast two tall tales using a graphic organizer
- Experiment with narrative writing by rewriting a classic tale
- Domain Assessment
Summary

This unit builds student knowledge of the natural world by introducing the science of animal classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. Students will practice organizational skills both by observing and identifying important characteristics of organisms and objects, and through note taking and writing an informational paragraph. Through structured inquiry discussions and exercises, students will be encouraged to explain their observations and thinking in order to make reasonable statements based on what they already know and the evidence they can provide.

Learning Outcomes

- Demonstrate understanding of key vocabulary
- Record observations and reflections based on informational reading
- Review suffixes and root words
- Alphabetization to the 2nd and 3rd letter
- Developing sentence structure and parts of speech
- Understanding concrete and abstract nouns
- Identifying and applying prefixes
- Writing an informational paragraph
- Unit Assessment
Summary
This unit examines the fiction genre through a classic novel, Treasure Island. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson’s popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods.

Learning Outcomes
- Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions
- Demonstrate understanding of key vocabulary
- Trace development of character, setting, plot, and literary devices in a longer work of fiction
- Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution
- Unit Assessment
Summary
This unit teaches students about the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. Students explore innovations and discoveries made by the Maya, Aztec, and Inca and create an informative project comparing and contrasting all three civilizations. Writing instruction includes paraphrasing and note-taking, planning and drafting a paragraph, and incorporating images along with their writing into the final product.

Learning Outcomes
- Demonstrate understanding of key vocabulary
- Compare and contrast the Maya, Aztec, and Inca civilizations
- Paraphrase information from a text
- Create an information or explanatory essay using evidence from the text
- Understand grammar including action and linking verbs, words that compare and contrast, run-on sentences, and subjects and predicates
- Unit Assessment
Spanish Materials
Lectoescritura en Español spring pilot notes

We will have a small “in-development” sampler of lessons from **Unit 1** of our new Spanish foundational literacy materials.

- Spring pilot teachers will be the first to implement and give feedback on the new resource
- Some aspects of the spring pilot unit will be different from the final version we publish for BOY SY 22
- The materials are being developed completely authentically in Spanish for TX bilingual students and teachers. No samples have been released yet.

The knowledge units in for spring pilot will be the same in English and Spanish

- This helps pilot teachers in the same school collaborate whether they are bilingual or monolingual English teachers.
- Ensures students in the pilot are all using Amplify TX for the same number of days
<table>
<thead>
<tr>
<th>Grado</th>
<th>Unidad de primavera 2022</th>
<th>Días</th>
<th>Resumen</th>
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<tbody>
<tr>
<td>K</td>
<td>Spanish Foundational Literacy Pilot Unit 1</td>
<td>10</td>
<td>Oportunidad de probar materiales nuevos de fonética, gramática y escritura en Español</td>
</tr>
<tr>
<td>K</td>
<td>Conocimiento 2: Los cinco sentidos</td>
<td>12</td>
<td>En esta unidad, estudiantes exploran como las personas usan los sentidos.</td>
</tr>
<tr>
<td>1</td>
<td>Spanish Foundational Literacy Pilot Unit 1</td>
<td>10</td>
<td>Oportunidad de probar materiales nuevos de fonética, gramática y escritura en Español</td>
</tr>
<tr>
<td>1</td>
<td>Conocimiento 2: El cuerpo humano</td>
<td>16</td>
<td>En esta unidad, estudiantes aprenden las partes y funciones de los sistemas del cuerpo; profundizan comprensión de lectura y escritura informativa.</td>
</tr>
<tr>
<td>2</td>
<td>Spanish Foundational Literacy Pilot Unit 1</td>
<td>10</td>
<td>Oportunidad de probar materiales nuevos de fonética, gramática y escritura en Español</td>
</tr>
<tr>
<td>2</td>
<td>Conocimiento 1: Cuentos de hadas y cuentos exagerados</td>
<td>12</td>
<td>En esta unidad, estudiantes repasan los elementos de cuentos de hadas y los comparan con cuentos exagerados de los estados unidos. También experimentan con la escritura narrativa.</td>
</tr>
<tr>
<td>3</td>
<td>Unidad 2: Escamas, plumas y pelaje: la clasificacion de los animales</td>
<td>17</td>
<td>En esta unidad, estudiantes aprenden sobre la ciencia de la clasificación de los animales, también desarrollan un párrafo informativo.</td>
</tr>
<tr>
<td>4</td>
<td>Unidad 5: La isla del Tesoro: la X marca el lugar</td>
<td>23</td>
<td>En esta unidad, estudiantes exploran el género de ficción a través de la novela clásica La isla del tesoro, también desarrollan y publican un relato de aventuras.</td>
</tr>
<tr>
<td>5</td>
<td>Unidad 3: Las primeras civilizaciones americanas: mitos piramides y reyes</td>
<td>19</td>
<td>En esta unidad, estudiantes exploran las civilizaciones Maya, Azteca e Inca, también crean un proyecto que compara las tres civilizaciones</td>
</tr>
</tbody>
</table>
6-8 RLA
<table>
<thead>
<tr>
<th>Grade</th>
<th>Spring 2022 Unit</th>
<th>Days</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Unit 6D: The Greeks</td>
<td>27</td>
<td>Students explore the importance of storytelling as they learn about the classic conflicts in the Greek myths, analyze what symbolic characters show about human nature, write about the development of shared themes in two texts, write original interpretations of ancient myths, and read modern prose retellings of myths and translations of ancient narrative poems.</td>
</tr>
<tr>
<td>7</td>
<td>Unit 7D: Poetry &amp; Poe</td>
<td>29</td>
<td>Students dive into vivid, visual imagery to make more comprehensive understandings of text as they evaluate the reliability of fictional narrators, compare and contrast characters' perspectives on a narrative, compare film adaptations of a story, learn how to read text like a movie director, and read American poetry and gothic literature.</td>
</tr>
<tr>
<td>8</td>
<td>Unit 8C: Science &amp; Science Fiction</td>
<td>29</td>
<td>Students apply abstract concepts to an author's portrayal of a character as they analyze creators vs. creations, argue opposing claims about a character and resolve contradictions, write from a character's perspective, debate, and read gothic literature.</td>
</tr>
</tbody>
</table>
The stories of world mythologies have a timeless quality. The Greek myths in this unit explore questions and themes that help us understand the world around us and our role in it. These lessons ask students to move from considering the state of a single person—they themselves or a character—to contemplating broader questions concerning the role people play in the world and the various communities they inhabit within it. This unit provides students an overview of how storytellers have used literature for centuries to grapple with some of life’s great questions, and it underscores the importance of text as a way for readers to learn about themselves and their communities.
The writers in this unit—D. H. Lawrence, Federico García Lorca, Emily Dickinson, Edgar Allan Poe—are poetic, literary, and complex. They use vocabulary and syntax from earlier eras. We were careful, however, to choose texts by these authors that—once you start making sense of them—are quite visceral and concrete. The practice we will keep returning to in this unit is a set of visualization techniques that we call “Reading Like a Movie Director.” When movie directors make a movie out of text, they have to read it carefully. They have to make something out of their reading—something that captures the essence and key details of the original work, but also makes it new. Since moviemaking is an art form that includes images and sound, moviemakers have to pay particular attention to the images the writer is evoking and the sounds the text describes. It also brings matters of character, setting, and perspective to the fore—where will it be filmed? From whose perspective will this scene be seen? How will we convey the characters through their actions rather than through textual descriptions?


The Science & Science Fiction unit stars two trailblazing women who charted new terrains in literature and computer science: Mary Shelley and Ada Lovelace. In *Frankenstein*—a seminal work of science fiction and a timeless literary classic—Shelley investigates the ethical questions raised by scientific exploration and probes the limits of prejudice and compassion. In her notes on Charles Babbage’s *Analytical Engine*, Lovelace envisioned the modern computer 100 years before its invention. Both women imagined new worlds shaped by technological innovation and raised thought-provoking questions about man, monsters, and machines.
9-12 ELA
<table>
<thead>
<tr>
<th>Grade</th>
<th>Spring 2022 Unit</th>
<th>Days</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><strong>Unit 4:</strong> The Odyssey</td>
<td>27-36</td>
<td>Students read this classic Greek text and write an explanatory (expository) essay.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Unit 3:</strong> Things Fall Apart</td>
<td>31-40</td>
<td>Students read this well-known text from world literature and write an explanatory (expository) essay.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Unit 2:</strong> The Great Gatsby</td>
<td>36-46</td>
<td>Students read this well-known text from an American author and write a literary analysis essay.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Unit 2:</strong> Hamlet</td>
<td>46-59</td>
<td>Students read this classic Shakespearean text and write a literary analysis essay.</td>
</tr>
</tbody>
</table>
What does it mean to be powerful? In this unit, we will examine various power structures and how they function in *The Odyssey* using the thematic ideas of gender, roles, and social norms related to xenia, or Greek hospitality. We will examine the power dynamic created by cultural customs and the interactions between mortals, monsters, and gods, and we will look at the power structures present in gender roles. We will explore how these imbalances of power shift throughout the poem and create conflict that develops both the plot and the characters. At the end of the unit, we will write an explanatory essay explaining how power dynamics and social structures function using the thematic ideas of gender, class, or xenia.


**ELPS:** 1A, 1B, 1D, 1E, 1F, 1G, 1H, 2A, 2B, 2C, 2D, 2G, 2H, 3A, 3E, 3G, 3I, 3J, 4A, 4B, 4C, 4D, 4E, 4H, 4I, 4J, 5A, 5B, 5C, 5D, 5E.i, 5E.ii, 5E.iii, 5F
In the novel *Things Fall Apart*, Pulitzer Prize-winner Chinua Achebe crafts the story of his central character, Okonkwo, an Igbo tribesman that lives during the European colonization of Africa. Through analyzing Achebe’s text, we will explore the following question: *What does it mean for things to fall apart?* We will examine the internal and external factors that influence and define who we become and how we make choices in our lives through the lens of the characters in Achebe’s novel. Our work will culminate with an explanatory essay that analyzes these forces in Okonkwo’s life.


**ELPS:** 1A, 1B, 1C, 1D, 1H, 2A, 2B, 2D, 2F, 2G, 3E, 3F, 3G, 3H, 3I, 3J, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 5B, 5C, 5D, 5E, 5F, 5G
How we understand experiences or ideas, and the stories we read, depends on the way we view them. Our perceptions, and the perceptions of the author or narrator who presents a story to us, strongly shape our sense of meaning. In this unit, we will read F. Scott Fitzgerald’s novel *The Great Gatsby* and a series of related critical essays to explore the Central Question: *How do perceptions, illusions, and dreams influence our lives?* In considering the unit’s Central Question, we will examine what the novel seems to say thematically about perceptions and dreams—including the American Dream and the desire to recapture the past. We will also examine Fitzgerald’s use of a first-person narrator to tell the story, and whether his perceptions of Gatsby’s world are reliable or unreliable. To demonstrate our understanding of the novel and of Fitzgerald’s craft, we will write a literary analysis that takes a critical position and defends it, using evidence from the novel and other texts from the unit.

**ELPS:** 1B, 1C, 1E, 1F, 1H, 2B, 2D, 2F, 2G, 3B, 3D, 3E, 3G, 3H, 3I, 4A, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 5B, 5D, 5E, 5F, 5G

When we read a text, should we interpret it the way the author intended? Or, do our personal experiences, including the period in which we live, affect our interpretations of a text? In this unit, we will read Shakespeare’s famous play Hamlet and explore the following question: How many ways can the same text be read? We will analyze the play through four literary lenses: archetypal, political, psychological, and feminist, each offering a different way of interpreting the play. To demonstrate our understanding of the meaning of the play, we will construct a literary analysis, responding to a piece of literary criticism of Hamlet.


**ELPS:** 1A, 1B, 1C, 1E, 1F, 1G, 1H, 2A, 2B, 2D, 2E, 2F, 2G, 2H, 2I, 3A, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 4A, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 5B, 5C, 5D, 5E.i, 5E.ii, 5F, 5G
Print & Digital Access
Digital Access

- All materials can be accessed digital for free through our Texas Home Learning Website.

- Products also have rostering capabilities that can enhance a student's experience.

## Digital Access Overview

<table>
<thead>
<tr>
<th>Product</th>
<th>Digital Access Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Strategies for Texas</td>
<td>Teacher-facing platform available with various tools and trainings</td>
</tr>
<tr>
<td>Eureka Math TEKS Edition</td>
<td>Student rostering available on In Sync platform. Rostered LEAs or schools receive free access to Equip*</td>
</tr>
<tr>
<td>PhD Science TEKS Edition</td>
<td>Student rostering available on In Sync platform.</td>
</tr>
<tr>
<td>Carnegie Learning Texas Math Solutions</td>
<td>Student rostering available and required for access to MATHia</td>
</tr>
<tr>
<td>Amplify Elementary Literacy Program</td>
<td>No student rostering available; anyone can create a free login</td>
</tr>
<tr>
<td>Amplify ELAR 6-8</td>
<td>Student rostering available and required for access. Full curriculum cannot be taught without digital access.</td>
</tr>
<tr>
<td>Odell Texas HS Literacy Program</td>
<td>No student rostering available; anyone can create a free login</td>
</tr>
</tbody>
</table>
What’s Available for Print

- Full materials required for implementation of a single unit (readers, teacher editions, student editions, kits, etc.)
- K-5 materials available in both English and Spanish*
- For Dual Language programs, a school or district can order both the English and Spanish materials

<table>
<thead>
<tr>
<th>K-5 Instructional Materials</th>
<th>Components in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eureka Math TEKS Edition</td>
<td>Only student facing materials available in Spanish</td>
</tr>
<tr>
<td>PhD Science TEKS Edition</td>
<td>Only student facing materials available in Spanish</td>
</tr>
<tr>
<td>K-5 Amplify Texas Lectoescritura En Español (core</td>
<td>All materials in Spanish</td>
</tr>
<tr>
<td>program and K-2 skills)</td>
<td></td>
</tr>
</tbody>
</table>
Print Order Form

Have the following information ready to go prior to starting the form:

✓ District or campus address(es) where materials will be shipped
✓ Points of contact at the district and campus level (if materials are shipped to campuses)
✓ Products you plan to pilot in the spring (this should match what you indicated in your TCLAS application)
✓ Teacher numbers by grade level and product
✓ Student numbers by grade level and product
Print Order Form

Select product or product(s)

Input teacher and student numbers

Indicate the products of which the recommended units are being piloted at this campus by selecting those products below.
Select all that apply. Use Card to select more than one.

If the campus is piloting a product but NOT piloting the recommended unit, do not select those products in this question.

K-2 Amplify Texas Skills Program - (English) - Skills Only
K-2 Spanish Foundational Literacy/Phonics Program - (Spanish) - Skills Only
K-2 Amplify Texas Knowledge Program - (English) - Knowledge Only
K-2 Spanish Foundational Literacy/Phonics Program (Spanish) - Knowledge & Skills
K-2 Spanish Foundational Literacy + K-5 Amplify Texas Lectorescritura en Espanol (Spanish) - Knowledge & Skills
6-8 RLA - Amplify Texas ELAR
9-12 RLA - Odell Texas High School Literacy Program
K-5 Math - Eureka Math TEKS Edition
6-12 Math - Carnegie Texas Math Solutions

Enter the number of participants at that are piloting the recommended unit for each grade level of K-2 English RLA (Skills Only).
*This is the quantity of print materials the campus will receive.

<table>
<thead>
<tr>
<th># of Teachers - English</th>
<th># of Students - English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Amplify Texas Skills Program (English) - SKILLS ONLY - Grade K</td>
<td></td>
</tr>
<tr>
<td>Amplify Texas Skills Program (English) - SKILLS ONLY - Grade 1</td>
<td></td>
</tr>
<tr>
<td>Amplify Texas Skills Program (English) - SKILLS ONLY - Grade 2</td>
<td></td>
</tr>
</tbody>
</table>
Requirements to Receive Print

- Teachers receiving print are fully registered in CRIMSI
- Print orders are placed by **10/29** deadline
- Inventory taken and submitted to TEA upon arrival of printed materials
TEA will be holding bi-weekly optional office hours for any LEAs that have questions about print or digital access

<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>Fr</th>
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<tbody>
<tr>
<td>10/18</td>
<td>10/19</td>
<td>10/20</td>
<td>10/21</td>
<td>10/22 Office Hours</td>
</tr>
<tr>
<td>10/25</td>
<td>10/26</td>
<td>10/27</td>
<td>10/28</td>
<td>10/29 Office Hours</td>
</tr>
</tbody>
</table>

Print Form Due
Office Hours Recap

Recommended Unit Office Hours
- Friday, 10/15, from 3-4 PM CT
- Monday, 10/18, from 9-10 AM CT

Print
- Tuesdays and Fridays from 8:30-9 AM CT

Use QR codes to register for webinars; links will also be emailed out
Thank you!

Please attend office hours or submit a ticket to the Instructional Materials & Implementation Help Desk if you have any questions.