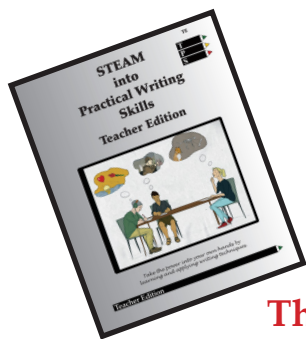




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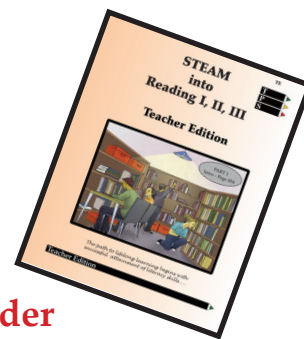


TPS Publishing Inc. and Partners present:
STEAM into Reading I, II, III
and

STEAM into Practical Writing Skills

**The only program under consideration for adoption under
proclamation 2020**

100% TEKS aligned certified by the State review panel



TPS stands for 'Teachers', 'Parents', 'Students'.

TPS, with its partners, has created K-12 adopted curricula, which is being used in over 70 school districts.

Our two programs provide project-based learning lesson plans to fully cover the content of Texas Essential Knowledge and Skills (TEKS), ELPS, and following scope and sequence requirements. The content has been written, from scratch, to exactly align to the TEKS/ELPS and lessons are inclusive and provide real-life careers aligned applications, that are inclusive and suitable for all students, from all demographic groups.

TPS has two programs under consideration for adoption. We wanted to provide options to school districts. To accompany these projects, and to further develop Reading I, II, III and Practical Writing Skills learning and application, TPS created activities linked to the math and science projects including written, verbal, visual and tactile assessments. Students review core subject content simultaneously.

Why STEAM?

Do you have struggling students who fail to master core subject content and find examinations really difficult? Do you have gifted and advanced students who need to be challenged?

A major goal of the TPS programs is to help alleviate the inequities that have prevented many students from mastering Reading I, II, III and Practical Writing Skills. TPS wish to support schools and districts to implement high quality, cross curricula, relevant, and engaging content and pedagogy, to ensure that classrooms are inclusive and exciting for all students. TPS focuses on every student, regardless of background or learning characteristics, being able to access, and be inspired by, STEAM learning opportunities.

Both Programs Provide:

| | |
|---|---|
| TEKS/ELPS Aligned 100% | ✓ |
| Careers Aligned Real Life Scenarios | ✓ |
| Word Study | ✓ |
| Read Alouds | ✓ |
| Phonics Family Workshop | ✓ |
| ESL/SEN Materials | ✓ |
| Tiered Intervention and Enrichment | ✓ |
| Print Classroom Libraries | ✓ |
| Digital Libraries | ✓ |
| STEAM Blended Learning Experiences | ✓ |
| Connections to District Profile of a Graduate can Occur | ✓ |
| Integrate with LMS and/or SSO | ✓ |
| Affordable, High Quality | ✓ |
| 24 Hour Ongoing Support | ✓ |
| Easy to Use and Implement | ✓ |
| Professional Development Available | ✓ |



CeMaST professors, at Illinois State University researched and created wonderful Algebra I aligned STEM projects where students define, assess, plan, implement and communicate (DAPIC). Action Based Curriculum provide arts projects approved by nasen for special education. The Alaska suite of products provides reading practice and excellent place-based science activities using a DVD and soundtrack. TEAM UP! ensures provision of math and ELA focus for below grade students.

TPS focuses on inclusion of family engagement products. We partner with Really Good Stuff, which are especially useful for below grade, and far below

grade students, and include family engagement components, which are available in English and many in Spanish. Archway is a phonics program included for all ages and helps students to learn to read, speak and write English.

TPS can also provide access, for parents, to parent/student components, which can be used throughout the school year where families either have access through their own home computer, or through the use of computers at a local library.

STEAM into Reading I, II, III **STEAM into Practical Writing Skills**

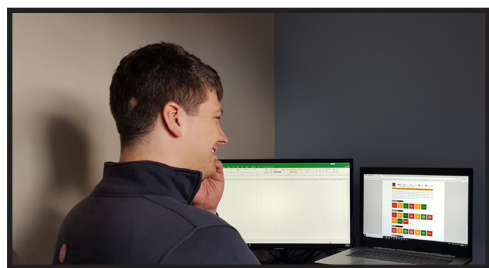
Each program has a teacher edition and matching student edition with cross referenced pages, together with a student workbook with write on pages. Fact Sheets are included, providing key terms, definitions, and activities by sub-TEKS.

Digital access to a host of online assessment is provided and TPS provide visual and tactile assessments, online interactive and printed tests, by student skill level.

TPS provide ongoing support throughout the school year with a 24 hour helpline.

Pricing is very affordable, and we hope you will contact us for further information and/or use the digital links to see our content.

When making your program choice STEAM Makes Sense: "Building in opportunities in STEM classes to develop and use the principles, skills and ingenuity of the arts can "serve as an on-ramp for STEM success for underrepresented students. Engaging students' strengths using art activities increases motivation and the probability of STEM success," by "offering more diverse learning opportunities and greater access to STEM for all types of learners" (Jolly 2014).



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Follow the link above and when prompted enter User ID & Password.
You will then be asked to agree the terms of the review
before being presented with the menu.

Each grade has its own sub-menu.

TPS focuses on inclusion of family engagement products.

TPS partners with Really Good Stuff, who provide kits that are especially useful for centers in classroom and includes family engagement components; available in English and many in Spanish.

TPS also provide free of charge access, for parents, to parent/student components and these can be used throughout the school year where families either have access to their own home computer or at a local library.

Archway is a phonics program for all ages. Students learn to read, write and speak English with confidence.



How Our Materials Look

The books are in TEKS order which make them easy to navigate.

This offers a continuity that the students can follow.

- Objective
- Scaffolding
- Teacher Background Notes
- English Language Arts and Reading Focus
- Common Misconceptions

A typical lesson format is:

- Lesson Plan Title
- Time Required
- Teacher Lesson Notes
- Materials
- Procedure
- Daily Reading
- Ideas for support
- Ideas for extension
- Ideas for ELL
- Ideas for at home
- Summary Discussion
- Student Narrative
- Key Words
- Focus Questions
- Investigation
- Word Wall Activity
- Test Yourself – Open ended questions
- Multiple Choice questions
- Performance Task with Rubric
- Sub TEKS activities
- Homework Activity

Project Based Lesson

Practical Writing Skills TEKS 1

The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:

- A. employ written conventions appropriately such as capitalizing and punctuation for various forms;
- B. use correct spelling;
- C. produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;
- D. use varied sentence structures to express meanings and achieve desired effect; and
- E. use appropriate vocabulary.

Objective

The objective of this lesson is for students to learn about, and use, the conventions and mechanics of written English to communicate clearly. They will learn about conventions of English, such as punctuation and capitalization. They will also learn the importance of correct spelling and using appropriate vocabulary. They will use various sentence structures to express meanings and achieve their desired effect. Students will produce error-free writing, and they will demonstrate this by writing two letters, each with a very different purpose to the other.

Use the TE fact sheet for this TEKS which can be found in the TPS Practical Writing Skills STEAM Library Online - Fact Sheet Library.

Scaffolding

Students may already have a basic understanding of some of the English conventions presented in this lesson, that they learned in middle school. This lesson aims to go into greater depth, addressing all the uses of each punctuation mark and when it is correct to use it. For example, students may have learned what a noun is in middle school; in this lesson, students will learn about different types of noun and how they are to be used in a sentence.

Teacher Edition

Level 1 - Unit 1

Project Based Lesson

Practical Writing Skills TEKS 1

The student uses the conventions and mechanics of written English to communicate clearly.

Lesson Plan

English Conventions

Time Required

2 x 50 minute periods.

Vocabulary

Essential vocabulary can be found in the list of key words.

Materials

- Paper
- Pens (one red per student for marking up errors)

Teacher Lesson Notes

In this lesson, students will learn to master written English conventions. They will demonstrate this by writing two letters. The reason for writing two letters is that they are each for a different purpose and audience, which will help students to understand when it is appropriate to use certain vocabulary, addressing subTEK E.

In their letters, students can demonstrate their knowledge of written English conventions, show that they know how to spell correctly, and use correct grammar and sentence structures. They will produce error-free writing in their letters. This will help them to gain the necessary skills to master the content standards, as well as boost their confidence in writing through practice.

Common Misconceptions

- It is possible to learn vocabulary without context.
- A semicolon is stronger than a comma, weaker than a colon.
- You never use written English skills in the real world.

Teacher Edition

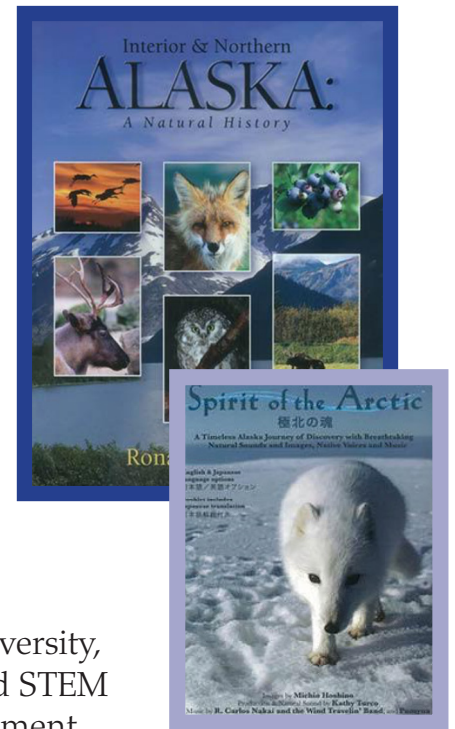
Level 1 - Unit 1

In order for students to show comprehension, and learn by doing, TPS provide TEKS aligned Arts and STEM projects.

The following activities are inclusive and suitable for all groups of students; some are especially chosen for specified groups. (See online libraries.)

- Arts Project
- STEM Project
- ELL - Archway
- STEAM Library - including the Alaska suite of products (aligned to HS Science)
- Skills Library - including Really Good Stuff. Additional reading materials for below, and far below, level students.

You can order digital compnents in print.



A Little Bit About STEAM

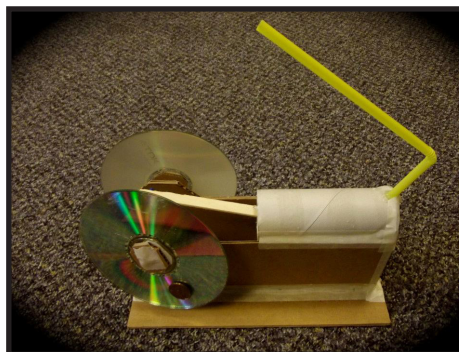
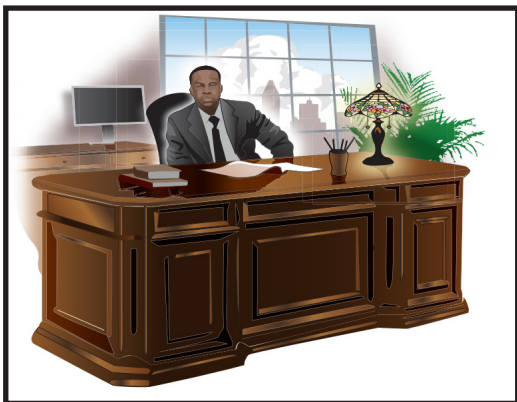
(Center for Mathematics, Science and Technology) at Illinois State University, financed by a National Science grant, have fully researched and piloted STEM projects using the DAPIC problem-solving process with great improvement being shown for all students, for both attendance and for test score improvements.

Why use Arts Projects?

A study by the National Endowment for the Arts states that socially and economically disadvantaged children and teenagers, who actively engaged in the arts, were more likely to participate and succeed in school, graduate from high school, and enrol in college. Americans for the Arts compiles data that shows that children and youths participating regularly in the arts, regardless of their socioeconomic status, develop skills that transfer to other content areas; they also tend to have improved academic performance, and lower drop-out rates.

Why use STEM Projects?

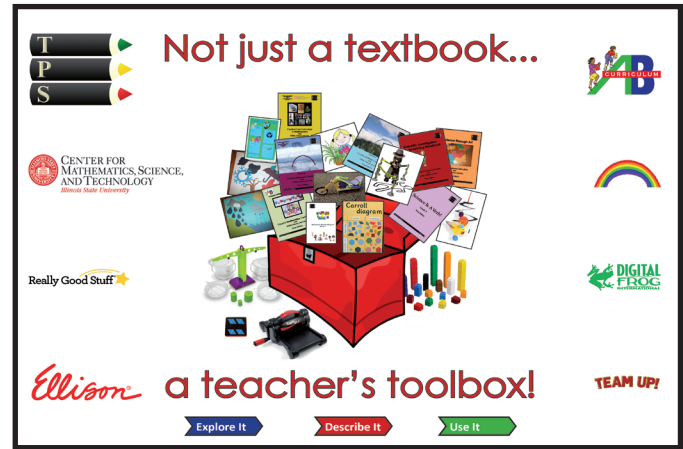
TPS believes that the STEAM content will ensure that these inequities, that particularly affect students of color, students with disabilities, girls and young women, English learner students (Els), foster youths, and students living in poverty, are removed. TPS include STEM projects aligned to Algebra I to assist students in understanding content that has often led to dropping out!



More Key Partners!

Archway:

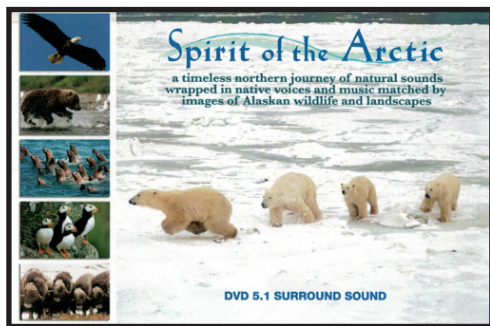
One of our teacher/writers, Lynda Lunn, has made it her mission to help students and their families to be able to read and to write. We provide this phonics program to assist all the ELL/ESL, below and far below grade students in your classes. The aim of Archway Phonetic Scheme (cards, text and DVD) is to improve student reading, writing and spelling skills.



Really Good Stuff:

Many students fail to learn core subject content in ELA, Mathematics and Science due to low language skills. Teachers are asked, for each TEKS, to use one or more of the products in their Really Good Stuff TPS partner kits. The content is aligned to the TEKS and ELPS and TPS proposes the materials be used in classroom centers, one to one, or at home by below, and far below, grade students.

Alaska:



Professor Ron Smith created 'Alaska' providing students across the States with a detailed insight to his home State. Students compare information about Alaska to their home State, and others, to understand how diverse ecosystems exist. The activities are a mixture of indoor and outdoor explorations and include research, arts, investigations and worksheets. Students are studying key TEKS content by using their Science, Mathematics and ELAR skills. A novel included in this suite is a particularly powerful book about Navajos, Latinos and two

white American boys, and allows students to use and apply newly gained ELAR skills. Spirit Of The Arctic is available in four languages and together with the DVD provides wonderful access to cross curricula content about Alaska plants, animals and landforms and then, using place-based evidence students compare Texas information to that viewed in Alaska. Key words are translated into Athabascan.

NEST: At relevant points in the instruction you will see a note to use these wonderful cartoons which follow the life and works of famous people such as U.S.A. Presidents, Marie Curie, the Wright brothers. These are optional activities but are excellent in assisting below grade students to master comprehension of ELAR content, and extending knowledge for gifted and advanced students. This also provides social sciences content.

Team Up:

We provide 'TEAM UP' being a board game exactly aligned to Texas TEKS math and ELAR content requirements. Students have to read, discuss and collaborate to solve math questions for below, and far below, grade students.

Assessment, Support and Inclusion

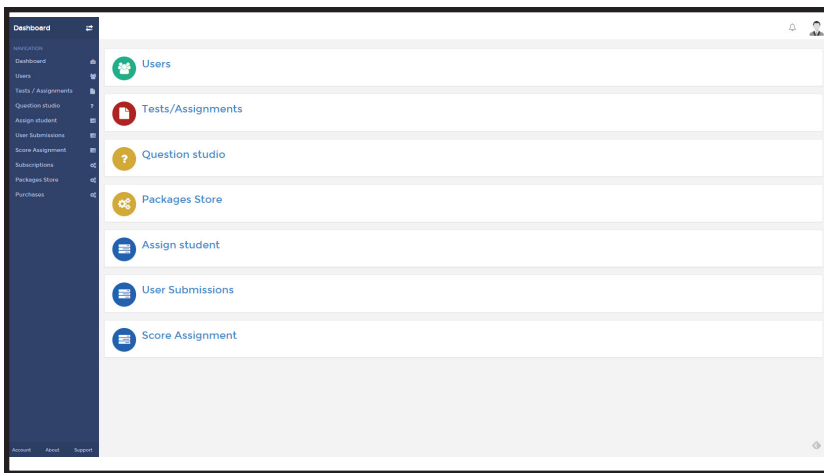
Assessment is key for all learners to progress and achieve to their maximum level. In addition to providing assessments within all lesson plans, TPS has created the following K-12 core component assessment tools, which provide visual and tactile assessments, both written and verbal. The K-8 materials provide 100% TEKS aligned content for reteaching below grade students.

Focus Tutorial

Students sometimes have mental blocks, or are perhaps RTI students, and need focused tutoring on a small group or even one-to-one basis. This tool does not show the student what grade they are working at, only the teacher or parent knows from the summary front screen information. Students can study the content of the TEKS at their pace and without cluttered pages as information is presented using one or two sentences with supporting graphics.

Interactive Tool K-8

This is a software tool where students take tests online. TPS will load the software with all Reading I, II, III and Practical Writing Skills interactive test questions and automatic marking is included for multiple choice questions. Teachers can add their own questions into this web-based tool, not only for Reading I, II, III and Practical Writing Skills, but all other subjects depending on the package purchased. Teachers can assign questions by student, set assignments, and monitor progression.



Assessment Generator K-8

To be used each day by teachers who can project or print questions by TEKS, and using three skill levels. This ensures RTI, and Gifted and Talented, and Advanced learners, can be accommodated.

Picture Glossary Cards

A picture glossary has been created. They show the history of the word, number of syllables and often detail other information, such as synonyms.

24 HOUR HELPLINE

Instructional Support for Teachers. TPS does not just drop ship; TPS really cares about all teachers, parents and students.

- 24-hour helpline using a toll-free number throughout the school year
- Teacher, student textbooks and workbooks are cross referenced with page numbers
- Personalized pacing plans are created to suit your classrooms
- Workshops and training for teachers and parents

STEAM projects, make content accessible to all students. However, TPS has also created specialist products to enhance learning for specific students:



- Advanced students will use the iMaST library with 200 STEM projects.
- Special education students – encouraged to use the focus tutorial, picture glossary cards and Live and Learn projects.
- ELL/ESL students – are asked to use Archway, picture glossary cards and the focus tutorial.
- TPS use Ellison die-cut materials to enable students to produce personalized works and the arts projects 'Live and Learn' are nasen approved meaning they are suitable for special education students.

Research

CeMaST

The DAPIC problem-solving process has no definite starting point or order; it is not a series of steps that must be followed in the same order each time. In fact, careful observation of successful problem solvers reveals that they often use a non-linear approach. Although some students may choose to solve problems by going through the stages in linear order, more flexibility is often required.

Define, Assess, Plan, Implement, Communicate.

The DAPIC model allows for all of these variations. See the attached page for information about STEM from the CeMaST professors.

Archway

The Archway phonics program was devised to combat concerning scenarios common to many districts:

- Students aged 11 with reading ages of less than that of a 7-year-old struggle with core subject content. Most of the available teaching materials were either too expensive or too childish. Archway can be used with all ages.
- Students with specific learning difficulties, mainly 1:1, are to be educated in multiple locations. All these students had packs of phonic cards; many cards were forgotten or lost.
- Students need to know all the 'sounds' on the Archway cards to reach a reading age of a 9-year-old and many did not know them.

By giving below, and far below, grade students the small complete Archway packs, no cards are lost. The sequence of learning is easy to follow because the cards are in the order of the rainbow colors. Progress is easy to monitor and record. The sets can also be cut up to test the students and for other activities. Many heavy worksheets and text books that were being carried around for the students to use are no longer required. Archway contains the various strategies used to successfully correct the misunderstandings these students have.



TPS Words Research

The strategies and words chosen were compiled based upon 40 years of teaching experiences within the team. Many text books, reading schemes and word lists were studied, for example, *Teacher's Word Book of 30,000 Words* by Edward D Thorndike and Irving Lorge; *Heinemann English Dictionary*. Also consulting specialist teachers, subject teachers, class teachers, parents and students.

'Both students and teachers should be involved in the selection of words for study. Individual students in the selection process helps to make the purpose of learning personal and therefore meaningful, it evaluates their recognition while reading increases their awareness of words and the way language works. (Ruddell & Shearer, 2002).'

The words chosen provide students the basic English words that need to be known together with a special emphasis on irregular words for reading and spelling.

TPS followed six steps:

1. Review of TEKS content to determine the instructional purpose
2. Identification of words and concepts students were to learn
3. Identification of word and concept relationships/connections
4. Listed words students need prior to learning in each grade
5. Decided upon direct list of words and indirect words that did not require teaching.
6. Matched instructional targets to chosen word lists.

Research: Carreker, Thornhill & Joshi, 2007).

How We Approached Writing the Program: Words from the Authors

Why is our style good for the learners? Students learn by doing!

The books are in TEKS order, which make them easy to navigate, and each chapter follows the same structure. This offers a continuity that the students can follow. The student narrative offers an overview for students, and helps them to understand key words and set the scene for the lesson. The focus questions help students to consider the concepts, and their strengths and weaknesses, and then they have the opportunity to test their knowledge in the questions. The word wall activity is an extra literacy piece that produces something they can keep and refer back to, such as key words on flashcards with definitions on the back. Reading is a big part of the course, but rather than be too prescriptive; telling the teachers and students what to read and force them to adhere to a set reading list, we instead encourage them to self-select texts from their classroom libraries. Self-selecting texts is part of the TEKS standards and every classroom is different. Many of the activities included are aimed at expanding the students' access to diverse texts, genres, authors, themes and modes of delivery. The intention is to encourage involvement with a whole range of literature, both fiction and non-fiction, and to make these accessible and appealing. However, TPS do kit a selected set of texts also, including *Bless Me, Ultima*, *Undeserved Punishment* and *To Kill a Mockingbird*.

Providing imaginative ideas is crucial in involving and maintaining the interest of students and in ensuring that they understand the relevance of the learning to their lives, now and in the future. Many of the activities outlined encompass not only the students themselves, but also their families and their home and school locations, making the experiences relatable. However, the importance of outdoor learning, educational visits and visiting experts is also stressed as a crucial part of the students' learning process.



All authors have focused upon:

- Valuing and celebrating difference, both within the classroom and in wider society.
- The importance of the arts.
- Ensuring there is always a further level of challenge for those who need it.
- Students having access to a whole range of diverse authors, genres and opportunities, so that they are in a position to form their own opinions and preferences.
- TPS focused on key words in Archway which were created reviewing common academic words including the six step TEKS approach.

The subTEKS activities offer a more in-depth analysis of the individual subTEKS. In the main lesson they are incorporated into a wider classroom activity; the activities written are standalone and focused on the individual subTEKS. These were written to ensure student enjoyment, focusing on hands-on and action-based learning.

The books include real-life examples wherever possible. Students may think that Mathematics and Science have practical use after graduation, but English is not as important, so there are examples, such as letter writing, interviews and spoken English, that show how it is used in everyday life.

The teacher instruction is written for any teacher of any subject, not just an English teacher. We have not assumed that the teacher knows all of the terminology; everything is explained, and the steps of the procedure are included with any additional information the teacher needs to know. Students learn Reading and Practical Writing without realizing that is what they are doing. Students read Alaska and STEM chapters but analyze, examine and evaluate them from a Reading or Practical Writing perspective.

Each grade book is 100% aligned to the TEKS and ELPS. Each chapter covers a TEKS standard in its entirety, including subTEKS activities that address all breakouts. Fact Sheets are included for formative and summative assessment.



Purchase Combinations

| | | |
|--|--------------------|--|
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| Print Hardback Student Edition in Black and White with 1 year online access A minimum of 30 Student Editions must be purchased to receive a print Teacher Edition and Access to the Online Teacher components for 1 year. | | STEAM into Practical Writing Skills I Teacher Edition |
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| | | iMaST STEM Library Print Materials |
| | | AB Curriculum PSHE Library Print Materials |
| | | NEST DVD Library |
| | | Team Up! Math Game |
| | | Really Good Stuff Kits and Games |
| | | Ellison Die Cutting Kit |
| | | Practical Writing Skills Equipment and Consumable Kits |

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