Pacing Guide

Level 1 Module 2

ENVIRONMENTS

with Spotlight Lessons on Water

Each *PhD Science® Texas* Level 1 lesson requires 35 minutes of instructional time. This guide is intended for teachers who are providing in-person instruction. This guide presents lesson objectives and activities by concept and multiple pacing options to allow teachers to maximize instructional time while remaining responsive to student needs. Choose one or more options for each lesson. Note that pacing options do not omit parts of lessons. Teacher choice days are also included in this pacing guide to allow for review, reteaching, assessment, and extension activities.

Pacing Option Key

Lesson Split: This symbol identifies single lessons teachers may split across 2 days.

Cross-Curricular Activity: This symbol identifies parts of lessons teachers may incorporate during instructional time for other content areas, such as English, math, social and emotional learning, and center time. Teachers may implement these parts before or after science instruction; for example, if the class reads a *PhD Science* core text during English instruction, students can discuss the core text during science instruction rather than reading the full text during that time.

Investigation Preparation: This symbol identifies preparation the teacher may do in advance of an investigation. This advance preparation does not interfere with student learning.

Teacher Think Aloud: This symbol identifies activities that are appropriate for a teacher Think Aloud. Suggested primarily for use during station activities, this option allows completion of these activities as a class. During a teacher Think Aloud, the teacher assumes the role of a student and verbalizes the thought process of a student completing the activity to engage students with intentional questioning techniques. The teacher may also ask students to model appropriate procedures and participate in collaborative conversations.

Shared Media Experience: This symbol identifies media (e.g., videos, images) that the teacher may share with the whole class rather than having students view the media individually or in groups. After students observe the media as a class, they complete an activity.

Focal Point: This symbol identifies parts of lessons teachers should emphasize. For example, in an activity with multiple resources (e.g., videos, texts, charts), a focal point identifies the most important resources, thus ensuring the coherence of the lessons.

Instructional Note: This symbol identifies parts of lessons that have instructional notes that describe time-saving strategies. Examples of such instructional notes are Differentiation supports that provide sentence frames for writing assignments and Teacher Notes that suggest alternative activities.

Instructional Routine: This symbol identifies opportunities to use alternative instructional routines. See the Implementation Guide for information on instructional routines.

Module at a Glance

This module contains 28 lessons plus 11 spotlight lessons on Water. Even with lesson splits and teacher choice days, this module should take no more than 47 days to complete. This maximum number of days ensures the implementation of all Level 1 modules within a school year that has 150 days of science instruction.

Environments

ANCHOR PHENOMENON:

Life in a Longleaf Pine Forest

ESSENTIAL QUESTION:

Why are gopher tortoises disappearing?

Concept	Recommended Number of Days	TEKS Alignment	ELPS Alignment
Concept 1 (Lessons 1–11): Plants, Animals, and Environments **Focus Question:** How do plants and animals change their environment? Plants and animals can change their environment in many ways, and those changes can affect other plants and animals.	11–15 days	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2A, 1.2B, 1.3A, 1.3B, 1.3C, 1.4B, 1.5A, 1.5B, 1.5C, 1.5D, 1.5F, 1.11A, 1.12A, 1.12B	1A, 2E, 3E, 3H, 4C, 4D, 4F
Concept 2 (Lessons 12–18): Humans and Environments **Focus Question:** How do humans change their environment? Humans can change their environment in many ways through the choices they make.	7–8 days	1.1A, 1.1D, 1.1E, 1.1G, 1.3A, 1.3B, 1.3C, 1.4A, 1.5A, 1.5B, 1.5D, 1.11A, 1.12A, 1.12B	2E, 2I, 3B, 3H
Application of Concepts (Lessons 19–25): Engineering Challenge **Phenomenon Question:** How can we make a flower pot that does not hurt the environment? Humans can use the engineering design process to make objects that do not hurt the environment.	7 days	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2B, 1.2D, 1.3A, 1.3B, 1.4A, 1.5A, 1.5B, 1.5D, 1.5F, 1.6A, 1.11A, 1.12B	3F, 3H, 4A
Applications of Concepts (Lessons 26–28): End-of-Module Socratic Seminar, Assessment, and Debrief **Essential Question:** Why are gopher tortoises disappearing? When plants and animals, including humans, interact with their environment to get what they need, they change that environment.	3–4 days	1.1E, 1.3A, 1.3B, 1.3C, 1.5A, 1.5B, 1.5D, 1.6A, 1.11A, 1.12A, 1.12B	3E, 3F

Spotlight Lessons on Water

Lesson Sets	Recommended Number of Days	TEKS Alignment	ELPS Alignment
Lesson 1: Water Use by Humans **Phenomenon Question:** Why do humans use water? Humans use water to meet their needs and to do other daily activities.	1 day	1.1A, 1.1F, 1.3B, 1.5A, 1.11A, 1.11B	2D, 4D
Lessons 2–4: Properties of Water Bodies **Phenomenon Question:** Where can we find water to use in Texas? Water bodies can be described and compared by their observable properties.	3–4 days	1.1C, 1.1D, 1.1E, 1.3A, 1.3B, 1.4B, 1.5A, 1.5C, 1.10C, 1.11A	2I, 4C
Lessons 5–6: Changes to Natural Sources of Water **Phenomenon Question:** How can we explain changes to Lake Houston? Moving water can carry rocks, soil, and other objects with it that can change some properties of water bodies.	2 days	1.1C, 1.1D, 1.1E, 1.1G, 1.2A, 1.3B, 1.5B, 1.5D, 1.5G, 1.10B, 1.10C, 1.11C	4G
Lessons 7–8: Protection and Conservation of Water **Phenomenon Question:** How can we keep our water safe to use? Humans can make choices that help protect and conserve natural sources of water.	2 days	1.1A, 1.1E, 1.1F, 1.2B, 1.3A, 1.3B, 1.3C, 1.5A, 1.5G, 1.11B, 1.11C	4F
Lessons 9–11: How Humans Depend on Water **Phenomenon Question:** Why would humans build Exploration Green and other sources of water? Humans conserve, protect, and create sources of water to ensure that they have water to meet their needs.	3–4 days	1.1E, 1.1G, 1.2B, 1.3B, 1.5A, 1.5B, 1.5C, 1.5D, 1.5G, 1.10B, 1.10C, 1.11A, 1.11B, 1.11C	2I

Year at a Glance

This year at a glance chart shows where all three modules fit in a year. To ensure completion of each module, it is recommended to teach science 5 days a week.

Module 1	Module 2	Module 3
August	November	February
September	December	March
October	January	April

MODULE 2

Environments

CONCEPT 1

How do plants and animals change their environment? 11–15 days

Lessons 1–3: Longleaf Pine Forests

TEKS 1.11A, 1.12A, 1.12B, 1.1A, 1.1D, 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3B, 1.4B, 1.5D **ELPS** 1A, 4D

Lessons	Pacing Options
Lesson 1: Record observations of a longleaf pine forest.	**Day 1:** Launch through Observe Gopher Tortoises' Environment **Day 2:** Wonder Why Gopher Tortoises Are Disappearing through Land
Lesson 2: Classify living and nonliving things in a longleaf pine forest environment.	None
Lesson 3: Develop a class anchor model to represent gopher tortoises disappearing from a longleaf pine forest.	**Day 1:** Launch through Develop Class Anchor Model **Day 2:** Develop Driving Question Board through Land Think Aloud observations from previous modules in Launch. Use first Teacher Note in Develop Class Anchor Model.

Lessons 4–6: Sunlight and Shade

TEKS 1.11A, 1.12A, 1.12B, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2A, 1.3A, 1.3B, 1.3C, 1.5A, 1.5B, 1.5C, 1.5D **ELPS** 2E, 3E

Lessons	Pacing Options
Lesson 4: Develop models of two forest environments.	Use third Teacher Note in Compare Forest Environments.
Lesson 5: Investigate how tree spacing affects the amount of sunlight that can reach wiregrass.	**Day 1:** Launch through Evaluate Forest Models **Day 2:** Gather Forest Data through Land Use Teacher Note in Gather Forest Data. Prepare class data table in Share Results before the lesson.
Lesson 6: Evaluate an argument about how tree spacing affects the growth of wiregrass.	Use Differentiation note in Make Additional Observations. Use an alternative collaborative conversation routine in Use Evidence to Agree or Disagree.

Lessons 7–8: Gopher Tortoise Shelters

TEKS 1.11A, 1.12A, 1.12B, 1.1E, 1.1G, 1.3B, 1.5A, 1.5D **ELPS** 3H, 4C

Lessons	Pacing Options
Lesson 7: Identify parts of the classroom to use as models of gopher tortoise shelters.	Use first Teacher Note in Identify Dangers in the Forest. Use a timer to pace students while drawing in Model Gopher Tortoise Shelters. Use an alternative collaborative conversation routine in Model Gopher Tortoise Shelters.
Lesson 8: Observe and model how gopher tortoises change their environment to get shelter.	Use a timer to pace students while drawing in Develop Student Anchor Models. Use Content Area Connection note in Develop Student Anchor Models.

Lessons 9–10: Animals in Gopher Tortoise Burrows

TEKS 1.11A, 1.12A, 1.12B, 1.1E, 1.1G, 1.3A, 1.5B, 1.5D, 1.5F **ELPS** 4D, 4F

Lessons	Pacing Options
Lesson 9: Use information from a text to determine how other animals use gopher tortoise burrows.	**Day 1:** Launch through Read About Gopher Tortoise Burrows **Day 2:** Update Student Anchor Models through Land Use Teacher Note in Update Student Anchor Models.
Lesson 10: Update the class anchor model and the anchor chart.	None

Lesson 11: Plants, Animals, and Environments

TEKS 1.12A, 1.12B, 1.1E, 1.3A, 1.3B, 1.4B, 1.5A, 1.5B **ELPS** 3H

Lessons	Pacing Options
Lesson 11: Analyze notebook entries to explain how plants and animals change a garden environment.	**Conceptual Checkpoint**

CONCEPT 2

How do humans change their environment? 7–8 days

Lessons 12–14: Effects of Humans Taking Forest Resources

TEKS 1.11A, 1.12A, 1.12B, 1.1A, 1.1D, 1.1E, 1.G, 1.3A, 1.3B, 1.3C, 1.5A, 1.5B, 1.5D **ELPS** 2E, 3H

Lessons	Pacing Options
Lesson 12: Model the effects of humans removing trees from longleaf pine forests.	None
Lesson 13: Model the effects of humans changing longleaf pine forests to pine farms.	None
Lesson 14: Evaluate claims about how pine farms affect gopher tortoises.	Prepare directions for active listening list in Evaluate Claims About Pine Farms before the lesson. Use second Differentiation note in Evaluate Claims About Pine Farms. Use alternative collaborative conversation routine in Evaluate Claims About Pine Farms.

Lessons 15–17: Restoring Longleaf Pine Forests

TEKS 1.11A, 1.12A, 1.12B, 1.1A, 1.1E, 1.1G, 1.3A, 1.3B, 1.4A, 1.5B, 1.5D **ELPS** 2I

Lessons	Pacing Options
Lesson 15: Predict and observe how fire affects wiregrass and longleaf pines.	Use first Teacher Note in Predict Effects of Fire.
Lesson 16: Compare forests that burn often with forests that burn less often to determine how fire can help some living things.	**Day 1:** Launch through Compare Forest Environments **Day 2:** Model How Fire Helps Animals through Land Use Differentiation note in Model How Fire Helps Animals.
Lesson 17: Record and share ideas about how humans can restore longleaf pine forests.	Use Differentiation note in Explore Ways to Restore Longleaf Pine Forests.

Lesson 18: Humans and Environments

TEKS 1.11A, 1.12B, 1.1E, 1.4A, 1.5B **ELPS** 3B

Lessons	Pacing Options
Lesson 18: Use knowledge of how humans change longleaf pine forests to explain how humans change their environment when they make a garden.	**Conceptual Checkpoint**

ENGINEERING CHALLENGE

How can we make a flower pot that does not hurt the environment? 7 days

Lessons 19–20: The Problem with Trash

TEKS 1.6A, 1.11A, 1.11C, 1.12B, 1.1A, 1.1C, 1.1E, 1.1G, 1.3A, 1.4A, 1.5A, 1.5B **ELPS** 3F, 4A

Lessons	Pacing Options
Lesson 19: Use text and photographs to determine how trash changes land, water, air, and life.	None
Lesson 20: Explore how humans recycle objects and how recycling helps the environment.	None

Lessons 21–25: Engineering Challenge

TEKS 1.6A, 1.11A, 1.12B, 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2B, 1.2D, 1.3A, 1.3B, 1.4A, 1.5A, 1.5D, 1.5F **ELPS** 3H

Lessons	Pacing Options
Lesson 21: Apply the engineering design process to make a flower pot from paper.	Use second Teacher Note in Set Up Problem and Solution Chart. Use Differentiation note in Identify Flower Pot Requirements. **Engineering Challenge**
Lesson 22: Apply the engineering design process to make a flower pot from paper.	Use Jigsaw routine for paper shaping test in Imagine Paper Flower Pots. Prepare class results chart before the lesson in Imagine Paper Flower Pots. **Engineering Challenge**
Lesson 23: Apply the engineering design process to make a flower pot from paper.	**Engineering Challenge**
Lesson 24: Apply the engineering design process to make a flower pot from paper.	Use Differentiation note in Create Flower Pots. Use Teacher Note in Test Flower Pots. **Engineering Challenge**
Lesson 25: Apply the engineering design process to make a flower pot from paper.	**Engineering Challenge**

APPLICATION OF CONCEPTS

Why are gopher tortoises disappearing? 3–4 days

Lessons 26–28: Life in a Longleaf Pine Forest

TEKS 1.6A, 1.11A, 1.12A, 1.12B, 1.1E, 1.3A, 1.3B, 1.3C, 1.5A, 1.5B, 1.5D **ELPS** 3E, 3F

Lessons	Pacing Options
Lesson 26: Explain how living things can change the longleaf pine forest environment. (Socratic Seminar)	Use an alternative instructional routine in Launch. Use Teacher Note in Engage in Socratic Seminar. Use Differentiation note in Land. **Socratic Seminar**
Lesson 27: Explain how living things can change the environment at Joshua Tree National Park. (End-of-Module Assessment)	**End-of-Module Assessment**
Lesson 28: Explain how living things can change their environment. (End-of-Module Debrief)	Use English Language Development note in Reflect on Recurring Themes and Concepts in Module Learning. **End-of-Module Assessment Debrief**
Teacher Choice Day	Review, reteach, assess, or complete extension activities.

SPOTLIGHT LESSONS ON

Water

How do humans depend on natural sources of water? 11–13 days

Lesson 1: Water Use by Humans

TEKS 1.11A, 1.11B, 1.1A, 1.1F, 1.3B, 1.5A **ELPS** 2D, 4D

Lessons	Pacing Options
Lesson 1: Observe and sort photographs to identify patterns in the ways humans use water.	Use second Teacher Note in Sort and Analyze Water Use Cards. Use Differentiation note in Land.

Lessons 2–4: Properties of Water Bodies

TEKS 1.10C, 1.11A, 1.1C, 1.1D, 1.1E, 1.2C, 1.3A, 1.3B, 1.4B, 1.5A, 1.5C **ELPS** 2I, 4C

Lessons	Pacing Options
Lesson 2: Observe photographs to compare the size and shape of puddles, ponds, streams, rivers, lakes, and oceans.	Use first Teacher Note in Model Water Bodies.
Lesson 3: Compare freshwater water bodies with saltwater water bodies to determine different human uses of each.	**Day 1:** Launch through Compare Fresh Water and Salt Water **Day 2:** Identify Uses of Fresh Water and Salt Water through Land Use an alternative collaborative conversation routine in Identify Uses of Fresh Water and Salt Water. Use Differentiation note in Identify Uses of Fresh Water and Salt Water.
Lesson 4: Observe water samples to compare water color and clarity.	None

Lessons 5–6: Changes to Natural Sources of Water

TEKS 1.10B, 1.10C, 1.11C, 1.1C, 1.1D, 1.1E, 1.1G, 1.2A, 1.3B, 1.5B, 1.5D, 1.5G **ELPS** 4G

Lessons	Pacing Options
Lesson 5: Use a model to determine that water can move rocks and soil.	None
Lesson 6: Use evidence from observations of videos and a simulation to explain how trash can enter a water body.	Complete rainwater demonstration in Observe Rainwater Demonstration before the lesson.

Lessons 7–8: Protection and Conservation of Water

TEKS 1.11B, 1.11C, 1.1A, 1.1E, 1.1F, 1.2B, 1.3A, 1.3B, 1.3C, 1.5A, 1.5G **ELPS** 4F

Lessons	Pacing Options
Lesson 7: Identify solutions to protect natural sources of water.	Share protect water bodies posters in Explore Solutions to Protect Water Bodies while students observe and discuss. Think Aloud first protect water bodies poster in Explore Solutions to Protect Water Bodies. Take photographs of preselected locations and display in Observe Solutions to Protect Water Bodies instead of taking class to the locations.
Lesson 8: Compare the ways humans use water to identify ways to conserve water.	Use first Differentiation note in Describe Ways to Conserve Water. Use Teacher Note in Describe Ways to Conserve Water.

Lessons 9–11: How Humans Depend on Water

TEKS 1.10B, 1.10C, 1.11A, 1.11B, 1.11C, 1.1E, 1.1G, 1.2B, 1.3B, 1.5A, 1.5B, 1.5C, 1.5D, 1.5G **ELPS** 2I

Lessons	Pacing Options
Lesson 9: Explain how humans depend on, protect, and conserve sources of water. (End-of-Spotlight Assessment Part A)	Use an alternative instructional routine in Launch. **End-of-Spotlight Assessment Part A**
Lesson 10: Explain how humans depend on, protect, and conserve sources of water. (End-of-Spotlight Assessment Parts B and C)	**End–of–Spotlight Assessment Parts B and C**
Lesson 11: Explain how humans depend on, protect, and conserve sources of water. (End-of-Spotlight Assessment Debrief)	Use Differentiation note in Reflect on Recurring Themes and Concepts in Spotlight Learning. **End-of-Spotlight Assessment Debrief**
Teacher Choice Day	Review, reteach, assess, or complete extension activities.

Texas Essential Knowledge and Skills (TEKS)

Content Standards

1.6 Matter and its properties. The student knows that objects have physical properties that determine how they are described and classified. The student is expected to

1.6A classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

1.10 Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to

1.10B investigate and describe how water can move rock and soil particles from one place to another; and

1.10C compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater.

1.11 Earth and space. The student knows that earth materials and products made from these materials are important to everyday life. The student is expected to

1.11A identify and describe how plants, animals, and humans use rocks, soil, and water;

1.11B explain why water conservation is important; and

1.11C describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water.

1.12 Organisms and environments. The student knows that the environment is composed of relationships between living organisms and nonliving components. The student is expected to

1.12A classify living and nonliving things based upon whether they have basic needs and produce young; and

1.12B describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums.

Scientific and Engineering Practices

1.1 Scientific and Engineering Practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to

- **1.1A** ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
- **1.1B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems;
- **1.1C** identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency–approved safety standards;
- **1.1D** use tools, including hand lenses, goggles, heat-resistant gloves, trays, cups, bowls, beakers, sieves/sifters, tweezers, primary balance, notebooks, terrariums, aquariums, stream tables, soil samples (loam, sand, gravel, rocks, and clay), seeds, plants, windsock, pinwheel, student thermometer, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, flashlights, sandpaper, wax paper, items that are magnetic, non-magnetic items, a variety of magnets, hot plate, aluminum foil, Sun-Moon-Earth model, and plant and animal life cycle models to observe, measure, test, and compare;
- **1.1E** collect observations and measurements as evidence;
- **1.1F** record and organize data using pictures, numbers, words, symbols, and simple graphs; and
- **1.1G** develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.

1.2 Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to

- **1.2A** identify basic advantages and limitations of models such as their size, properties, and materials;
- **1.2B** analyze data by identifying significant features and patterns;
- **1.2C** use mathematical concepts to compare two objects with common attributes; and
- **1.2D** evaluate a design or object using criteria to determine if it works as intended.

1.3 Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to

- **1.3A** develop explanations and propose solutions supported by data and models,
- **1.3B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats, and
- **1.3C** listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

1.4 Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student is expected to

- **1.4A** explain how science or an innovation can help others; and
- **1.4B** identify scientists and engineers such as Katherine Johnson, Sally Ride, and Ernest Just and explore what different scientists and engineers do.

Recurring Themes and Concepts

1.5 Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to

- **1.5A** identify and use patterns to describe phenomena or design solutions;
- **1.5B** investigate and predict cause-and-effect relationships in science;
- **1.5C** describe the properties of objects in terms of relative size (scale) and relative quantity;
- **1.5D** examine the parts of a whole to define or model a system;
- **1.5F** describe the relationship between structure and function of objects, organisms, and systems; and
- **1.5G** describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

English Language Proficiency Standards (ELPS)

1A Use prior knowledge and experiences to understand meanings in English.

2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.

2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.

2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

3B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.

3E Share information in cooperative learning interactions.

3F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.

3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.

4A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.

4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

4G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.