

Memorandum

Date: February 28, 2017

To: Stephanie Tatham, OMB Desk Officer, Food and Nutrition Service

Through: Christina Sandberg, Food and Nutrition Service, Information Collection Clearance Officer, Planning & Regulatory Affairs; Ruth Brown, United States Department of Agriculture, Office of Chief Information Office, Departmental Clearance Officer

C.S.

From: Alicia White, Branch Chief, Nutrition Education and Promotion Branch, NPTAD, Child Nutrition Programs
USDA – Food and Nutrition Service

Re: Under Approved Generic OMB Clearance No. 0584-0524 Request for Approval to Perform Formative Research to Develop Educational Digital Nutrition Education Materials for Middle School Students and Teachers

The Food and Nutrition Service (FNS) of the United States Department of Agriculture (USDA) is requesting approval for formative research under Generic OMB No. 0584-0524 Generic Clearance to Conduct Formative Research.

This request is to acquire clearance to conduct formative research in middle schools with students and teachers in grades 6-8 to inform the development of nutrition education activities and materials. This research will collect target audience feedback on the materials and activities as well as evidence of the impact of the materials and activities on student's knowledge, attitudes, and behavior. The following information is provided for your review:

1. **Title of the Project:** Team Nutrition Digital Middle School Resources
2. **Control Number:** 0584-0524, Expires 09/30/2019
3. **Public Affected by this Project:**
 - Individuals/Households
 - Students in grades 6-8 attending schools that participate in NSLP
 - Parents/Caregivers of students in grades 6-8 attending schools that participate in NSLP

State and Local/Tribal Employees

- Grade 6-8 teachers employed at schools that participate in NSLP
- Middle school principals employed at schools that participate in NSLP

See section 7, *Project Purpose, Methodology & Formative Research Design*, for a description of the number of participants for each audience (6th, 7th, and 8th grade students, their parents, and their teachers) by research methodology.

4. Number of Respondents:

Table 4.1 – Consent Forms*

Audience	# of Participants
Grade 6-8 Students ¹	1,120**
Parents of Grade 6-8 Students	1,120
Grade 6-8 Teachers	240
Total	2,480

*Includes non-responders and those choosing not to participate.

**Calculated using 20 students per class; 3 classes per health teacher (n=8); 2 classes per subject teacher (n=16).

¹The number of students that will transport consent forms to their parents.

Table 4.2 – School Approval*

Audience	# of Participants
School Principals	32
Total	32

*Includes non-responders and those choosing not to participate.

Table 4.3 – Research Activities by Audience

Target Audience	Research Activity	# of Participants
Grade 6-8 Students	Focus Group*	90
	Pre-/Post-Test Survey**	896
Grade 6-8 Teachers	Focus Group [^]	22
	In-Depth Interview	24
	Educator Journal	24
	Distributing Consents ¹	24
	Study Communication ²	240
	Implement Pilot Materials	24
Principals	Study Communication ²	32

*Student groups will recruit 8 to seat 6

**Based on 16 students completing surveys of the 20 students estimated to be in each class

[^]Excludes two teachers of health education that will be the only teachers conducting activities at their school

¹Includes the task of distributing parent consent forms to students in each class.

²Includes all recruitment and communication about study activities.

5. Time Needed Per Response:

Table 5.1 - Time Needed per Initial Recruitment & Consent Form*

Target Audience	Time (minutes)	Time (hours)
Grade 6-8 Students^	10	0.17
Parents of Grade 6-8 Students	10	0.17
Grade 6-8 Teachers	15	0.25
School Principals	15	0.25

*The time is an average response per respondent.

^Represents the time required for students to collect and transport consent forms to their parents.

Table 5.2 - Time Needed for Research Activities by Audience

Target Audience	Research Activity	Time (minutes)	Time (hours)
Grade 6-8 Students	Focus Group	45	0.75
	Pre-/Post-test Survey	20	0.33
Grade 6-8 Teachers	Focus Group	45	0.75
	In-Depth Interview	30	0.50
	Educator Journal	45	0.75
	Distributing Consents*	12	0.20
	Study Communication	30	0.50
	Implement Pilot Materials^	300	5.00
School Principals	Study Communication	30	0.50

*Represents the time required for teachers to distribute consent forms to their students.

^Includes time for teachers to prepare materials.

6. Total Burden Hours on Public:

Affected Public	Screeners, Surveys	Appendices	No. Respondents	Frequency of Response	Est. Total Annual Responses per Respondent (c x d)	Hours per Response	Total Burden Hours (e x f)
State, Local/Tribal Employees	Consent Forms ¹	A	240 [^]	1	240	0.25	60.00
	Distributing Consent Forms	n/a ²	24	1	24	0.20	4.80
	Scheduling & Communication	P ³	240	1	240	0.50	120.00
	Educator Journals	K, M, O	24	1	24	0.75	18.00
	Focus Group	I	22	1	22	0.75	16.50
	In-Depth Interview	J, L, N	24	1	24	0.50	12.00
	Implementing Materials	R ⁴ , S ⁴ , T ⁴	24	1	24	5.00	120.00
	Complete Principal Letter	Q	32 [^]	1	32	0.25	8.00
	Scheduling & Communications	P ³	32	1	32	0.50	16.00
	Subtotal			272		662	
Individuals & Households	Consent Forms	B	1120 [^]	1	1120	0.17	190.40
	Distributing Consent Forms	n/a ⁵	1120 [^]	1	1120	0.17	190.40
	Pre- and Post-Test Survey	D, F, H	896	1	896	0.33	295.68
	Focus Group	C ⁶ , E ⁶ , G ⁶ ,	90	1	90	0.75	67.50
Subtotal			2,240		3,226		743.98
Total			2,512		3,888		1,119.28

[^]=Unique respondents affected by this data collection. All other numbers provided (column c) for screeners and surveys (column d) represent duplicate respondents.

¹Includes: Teacher Consent Cover Letter (3 minutes); Teacher Informed Consent Form (10 minutes); Questionnaire for Participation in Pilot Activities (2 minutes)

²Not reflected in any attachment. Includes time teachers need to distribute consent forms to students.

³Both principals and teachers will receive Attachment P. Burden is counted for both audiences. Includes: Initial Contact Email (10 minutes); Follow Up to Initial Contact Email (10 Minutes); Information about Pilot Opportunity (10 Minutes).

⁴Includes: Lesson Plan (223 Minutes (approximately 3 hours and 43 minutes)); Informational Text Articles (30 Minutes); Informational Text Article Teacher's Guide (30 minutes); Video Storyboard (2 Minutes); Interactive Wireframe (15 Minutes).

⁵Not reflected in any attachment. Includes time students need to collect and transport consent forms to their parents.

⁶Includes: Student Focus Group Guideline (43 Minutes); Student Focus Group Questionnaire (2 Minutes).

Total burden hours on public: 1,119.28 hours.

7. Project Purpose, Methodology, and Formative Research Design:

Background

The USDA Food and Nutrition Service (FNS) administers the nutrition assistance programs for the United States Department of Agriculture (USDA). The mission of FNS is to provide students and low resource families better access to food and a more healthful diet through its nutrition assistance programs. Among these programs are the Child Nutrition Programs, including the National School Lunch Program (NSLP), School Breakfast Program (SBP), Summer Food Service Program (SFSP), and the Child and Adult Care Food Program (CACFP). The Child Nutrition Programs provide nutritionally balanced, low-cost, or free meals and snacks.

As authorized under Section 6(a)(3) of the Richard B. Russell National School Lunch Act, 42 USC 1755(a)(3), FNS provides training and technical assistance for school foodservice, nutrition education for children and their caregivers, and encourages school and community support for healthy eating and physical activity. These activities are implemented under the Agency's Team Nutrition initiative that is designed to improve children's lifelong eating and physical activity habits by using the principles of the *Dietary Guidelines for Americans*.

Under this initiative, FNS is currently developing nutrition education lessons and materials ("materials") that promote healthy lifestyle habits among middle students, including physical activity and healthy eating (e.g. eating breakfast, reducing sodium), while meeting education standards for academic course content in grades 6-8. This nutrition education will build skills and motivation for students to make healthier food and physical activity choices as part of a healthy lifestyle.

The above-mentioned lessons and related resources will support Team Nutrition's behavior-oriented strategy of "providing multifaceted, integrated nutrition education for children and their parent/caregivers."

Purpose

The purpose of the proposed research is to: (1) verify the materials are easy-to-use, clear, and feasible for teachers, and engaging and relevant for students; (2) assess the impact of the materials on children's knowledge and attitudes related to healthy food and beverage choices; (3) assess the impact of the materials on behavioral indicators of children's healthy food and beverage choices; (4) identify and understand contextual, logistical, and attitudinal factors that may engender and/or inhibit use of the materials in middle schools.

Methodology/Research Design

This research will utilize four qualitative and quantitative methodologies: 1) surveys; 2) educator journals; 3) in-depth interviews; and 4) focus groups. All research activities will be conducted with students and teachers attending one of eight participating middle schools across five FNS regions.

Two different research designs will be utilized in order to pilot test the materials under different implementation conditions. This decision was made based on feedback obtained from educators during formative research that suggest multiple possible strategies for teaching the materials. In two middle schools (one each in the Northeast and Southeast FNS regions), the teacher of health education will implement the nutrition activities to his/her students in grades 6, 7, and 8. In six middle schools (two in each of the Mid Atlantic, Mountain Plains, and West FNS regions), teachers of health education and subject teachers will be recruited to implement the materials across grades 6, 7, and 8, either separately or in support of each other. See table 7.1 below for an overview of the research activities and the *Design/Sampling Procedures* section for more details about selecting schools.

Table 7.1 – Sample site distribution and research activities by audience

FNS Region	# Schools	# Pilot Teachers	# Teacher IDIs	# Teacher FGIs (# of participants)	# Student FGIs (# of participants)	# Student Pre-Post Surveys**
Mid Atlantic	2	6	6	2 (n=6)	4 (n=24)	224
Mountain Plains	2	8	8	2 (n=8)	4 (n=24)	288
West	2	8	8	2 (n=8)	4 (n=24)	288
Northeast	1	1	1	0*	3 (n=18)	48
Southeast	1	1	1	0*	0^	48
Total	8	24	24	6 (N=22)	15 (n=90)	896

* No teacher FGIs will be conducted, as only one teacher of health education will implement the pilot materials.

^No student FGIs will be conducted, as the travel costs is outside the scope of the project.

**See Tables 4.1 & 4.3 for the breakdown of how the number of surveys is estimated.

Teachers of health education (n=8) as well as English-Language Arts, social studies/geography, and science teachers (n=16) will implement the pilot materials with their students, participate in an in-depth interview, complete an educator journal, and participate in a focus group. Students (n=896) will complete surveys (see Attachments D, F, and H) before and after the materials, and a sub-sample of students (n=90) will participate in focus groups (see Attachments C, E, and G).

The nutrition education materials and data collection will take place over four weeks.

Teacher Journals. All pilot teachers (N=24) will complete teacher journals (see Attachments K, M, and O) as they conduct the pilot materials. Teachers will be asked to record feedback about each activity including personal reflections, best practices, modifications, standardized process measures (e.g. length of time), and perceptions of student engagement.

In-Depth Interviews. In-depth interviews will be conducted with all pilot teachers (N=24) after the materials are completed. Interviews (see Attachments J, L, and N) will be 30-minutes and focus on the feasibility, barriers, and supports for implementing the materials as well as

identifying the activities that were most engaging for students. Trained research staff will conduct all interviews.

Focus Groups

A total of six (6) 45-minute FGIs (see Attachment I) will be conducted with 3-4 teachers in each group (n=22). At each school in which there is more than one teacher completing pilot activities, all participating teachers will be invited to the FGI. The focus groups will be conducted either before school, during lunch, during free periods, or after school, depending on teacher availability. The FGIs will focus on broader topics than those in the IDIs (discussed on previous page) such as distribution, marketing, and framing of the materials, supports for implementation across subjects and grades, and professional development needs.

Focus groups will also be conducted with students in grades 6-8 enrolled in classrooms piloting the materials. A total of fifteen (15) 45-minute focus groups (see Attachments C, E, and G) will be conducted with 6 students in each group (total N=90). Eight students will be invited to each focus group in order to assure 6 participants are seated. Each participating student will complete a brief survey about his or her demographic information (see Attachments C, E, and G). Between two and three focus groups will be conducted at each of seven (7) schools during or before school, depending on the school's preference. Focus groups will not be conducted in the southeast region, as the cost of travel to five regions is not supported by the project scope.

Trained research staff will conduct all focus groups.

We propose asking all teachers (see Attachment A) and students participating in focus groups (see Attachment C) to identify their gender. While we have no specific targets based on gender, we intend to recruit participants that reflect a variety of diverse views. Identifying this information helps us describe the demographics of the formative research participants so there is a clear understanding of who participated. It is likely that males and females, particularly in middle school, may have different knowledge, attitudes, and concerns about health and nutrition.

Surveys. Pre- and post-test surveys (see Attachments D, F, and H) will be administered to all students in pilot classrooms (n=850). The survey is comprised of lesson-specific content knowledge as well as a 21-item survey of healthy food and beverage consumption by Neuhouser, Lilley, Lund, & Johnson (2009). Additional questions were added to assess meal patterns directly related to breakfast.

Design/Sampling Procedures

All research activities will take place in grade 6-8 classrooms. Public schools will be selected in order to meet the following specifications:

- Geographic diversity, according to FNS regions
- Representation from urban, suburban, and rural communities
- Participation, at the school level, in the national school lunch program
- An ethnically and racially diverse sample

- Representation from diverse subject areas

These specifications will be met through the careful selection of schools, from which research participants will be recruited (see Recruitment section). The following plan details specifically how each of these specifications will be met.

A database of US public schools will be compiled using publicly available data from the National Center for Education Statistics (NCES) and Office for Civil Rights (OCR). This database (*sampling database*), will serve as the primary source of schools. Data from these sources will allow researchers to aggregate schools by number of students, number of teachers, grade-levels, student’s race and ethnicity, number of students who qualify for free/reduced-price lunch, and school-level NCES locale code, which determines a school’s place on the urban-rural continuum (<http://nces.ed.gov/ccd/commonfiles/localedescription.asp>).

Geographic Diversity. A total of eight middle schools will be selected from five FNS regions (see Table 7.2). Schools will be selected from one state in each of the five selected FNS regions in order to minimize travel expenses.

Rural Location. Trained research staff will use the NCES locale code to insure a diversity of schools from rural, suburban, and urban locations (see Table 7.2).

NSLP Participation. All participating schools will have at least 50% of students who qualify for free or reduced-priced lunch.

Student Race/Ethnicity. Schools will be selected such that the final sample will include:

- At least 2 schools with more than 33% African-American students
- At least 2 schools with more than 33% Hispanic/Latino students

Subject Areas. At least one health teacher will pilot materials from each grade level (total n=3), and at least one history, geography, and science teacher will pilot materials from one of the grade levels. English Language Arts teachers will be oversampled as our previous research suggests they will be most likely to utilize non-fiction texts.

Table 7.2 Distribution of research sites by locale code and FNS region.

FNS Region	School Locale Code	Locale Description	# of Schools
Mid Atlantic Region	11, 12, or 13	Small to Large City	2 Middle Schools
	21, 22, or 23	Small to Large Suburb	
Mountain Plains Region	31, 32, or 33	Town: Fringe, Distant, or Remote	2 Middle Schools
	41, 42, or 43	Rural: Fringe, Distant, or Remote	
West Region	21, 22, or 23	Small to Large Suburb	2 Middle Schools
	31, 32, or 33	Town: Fringe, Distant, or Remote	
Northeast	11, 12, or 13	Small to Large City	1 Middle School

Southeast

31, 32, or 33
41, 42, or 43

Town: Fringe, Distant, or Remote
Rural: Fringe, Distant, or Remote

1 Middle School

Recruitment and Consent

Using the sampling plan detailed above, a two-phased procedure will be utilized in order to efficiently recruit teachers to conduct the pilot materials as well as focus group participants. The following 3-step procedure will be utilized to recruit the pilot classrooms:

1. School principals and teachers will be contacted directly and informed about the research project (see Attachment P). Email addresses and phone numbers will be obtained for teachers and principals from publicly available databases and school websites. Both teachers and principals will be contacted to increase the possibility of making contact given the busy schedules of school principals. Before any research is conducted with teachers and students, the full scope of the project will be explained and principal approval will be obtained (see Attachment Q). Any state, district or local IRB approval will also be obtained.
2. After principal approval has been obtained, qualifying and interested teachers will receive a follow up email with detailed information about the project (see Attachment P). Teachers that are still interested will receive a consent form (see Attachment A) that details their rights as research participants and their role in piloting the activities¹.
3. Teachers chosen to conduct the pilot lessons will distribute passive (or opt-out) parent/caregiver (parent) consent packages (see Attachment B) to the students in their class for participation in the pilot activities, surveys, and focus groups. Parent consent will be used because children under 18 require parental consent to participate in research activities. Further, passive or opt-out consent forms will be used for the following reasons: 1) pilot activities will take place during class time and therefore all students will participate in pilot activities; 2) surveys will not contain any sensitive information or personally identifying information; 3) focus groups will not discuss sensitive information, no identifying information will be collected, and will take place at a time that does not interfere with courses or testing; and 4) this approach will reduce the burden on teachers associated with collecting and tracking parent consent forms. Parents will be instructed to contact research staff if they do not want their students to complete the survey. A list of these students will be provided to pilot teachers before the activities begin.

All consent forms are modeled after those previously approved by OMB on March 2nd, 2016 under "Formative Research About FNS Curriculum Messages for 5th and 6th Grades" (control number: 0584-0524, ICR 201207-0584-007), with the only modifications reflecting the content of the study.

Compensation

¹ This sequence has been successfully used by the research staff to recruit schools to agree to host research activities involving students and teachers.

Each school will receive a \$150 facility fee to cover the cost of research staff using a conference room or the library to conduct focus groups. This fee is based on conversations with a random sample of 8 schools with which the trained research staff has recently conducted research. The average cost of community members renting a room in the library or other spaces was \$50 per hour. It is estimated that preparation and focus groups will take approximately 3 hours per school, during which time the school may not be able to use and/or rent the rooms to other outside groups.

In addition, teachers will be provided with an incentive of \$75 to conduct the pilot lessons. An incentive was included in order to increase teacher participation (Russell, Moralejo & Burgess, 2000) given the burden associated with this information collection. Teachers will be required to keep records of their classroom practices, prepare materials, and participate in both IDIs and FGIs. According to a memo titled *Questions and Answers When Designing Surveys for Information Collection* released by the Office of Information and Regulatory Affairs Office of Management and Budget in 2006 and updated in October 2016, incentives can be justified if there is a significant reporting burden on participants:

“An agency can justify an incentive if it can demonstrate that there is a need to pay a respondent for exerting unusual effort or having an unusual reporting burden in responding to a collection of information. This type of effort can be seen in data collections that require respondents to keep daily logs for an extended period of time, participate in a medical examination, abstract information from a significant number of records, coordinate study team visits, and so forth.”

The selection of \$75 was chosen to encourage participation without coercing participants or providing undue influence on their decision, while still attempting to offset some of the burden required for participation. This figure was derived from our past experience, the research literature on the use of incentives, and estimated calculation of two hours of teacher’s wages. According to the National Center of Educational Statistics (NCES), the average annual salary for teachers is \$57,379². NCES also reports the average number of school days per year is 182³ for public schools nationwide. Assuming an eight-hour day, teachers work an estimated 1,456 hours per school year.⁴ These figures and assumptions yield an estimated hourly rate of \$39.41, which we rounded to \$75 for two hours of preparation, record keeping, and coordination. Though wages were used to help inform the selection of the \$75 incentive, teachers are not being paid to participate and the payment will not exceed their effort, as teachers will spend more than 7 hours keeping records, preparing materials, and participating in research activities.

²https://nces.ed.gov/programs/digest/d15/tables/dt15_211.50.asp?referrer=report

³ https://nces.ed.gov/surveys/sass/tables/sass0708_030_s1n.asp

⁴ Our goal is to provide a reasonable estimate of hours. There is considerable debate between scholars (such as Linda Darling-Hammond), teachers unions, and think tanks (such as the American Enterprise Institute) about the exact number of hours teachers work, but we will use a conservative estimate of the standard 8-hour workday.

All focus group participants will be provided with a hot meal, as the focus groups will take place during lunch or immediately after school. The meal will be arranged by the research staff and is valued at \$8 per participant.

Data Analysis

Qualitative Data. All focus groups will be audio-recorded (with respondent permission) and transcribed. This text will become the data for qualitative analysis. Codes, representing new insights and relevant participant experiences and opinions, will be identified using Grounded Theory, by which codes and themes are allowed to emerge from the text (Corbin & Strauss, 1990; Glaser, 1992; Henwood & Pidgeon, 2003; Walker & Myrick, 2006) and entered into the NVivo software package in order to organize themes. In order to ensure that individuals did not bias findings, multiple researchers will code interview transcriptions, and themes will be compared and synthesized in Qualitative Debriefing Sessions. Findings will be considered descriptive and directional, but not definitive. No attempt will be made to generalize findings as nationally representative.

Quantitative Data. All student pre- and post-test surveys will be entered into the SPSS statistics program for quantitative analysis. Paired-samples t-tests will be conducted to evaluate any gains in participants' knowledge. In addition, between-group analysis will be conducted for each classroom using Analysis of Variance (ANOVA) to determine if there are differences in children's knowledge based on increased exposure to curriculum (Tabachnick & Fidell, 2007). Additionally, analysis of covariance (ANCOVA) will be conducted to compare student reported gains in food and beverage behaviors across grades.

Outcomes/Findings

Information and formative input gathered from specific target audiences through the research will help develop final products that are relevant, meaningful and easy-to-use. Research summary findings may be published either electronically or in print, but such documents will not include information that personally identifies any of the research participants.

8. Confidentiality:

Participants completing focus groups and in-depth interviews will be informed of safeguards and privacy act provisions before the interviews (see Attachments C, E, G, I, J, L, and N). System of Record FNS-8, FNS Studies and Reports, published in the Federal Register on 4/25/1991 at 56 FR 19078, covers personal information collected under this research and identifies safeguards for the information collected.

The research team will take several precautions to maintain the privacy of research participants, including de-identification of information collected from all surveys, questionnaires, and interview and focus groups transcripts. All surveys will be assigned a unique ID before being entered into a database, and all analysis will take place with the de-identified data. Only this de-identified data will be shared with researchers outside of the immediate research team. Findings and results will only be reported in aggregate and no individual participants will be identified or linked to the results.

The research team will not share any information collected with anyone outside the study unless it is necessary to protect participants, or if required by law. The information, audio files, transcripts, and any document linking individuals to the de-identified data will be stored on a password-protected server and/or in locked cabinets that only the research team can access. All of the information collected will be kept for three years. After three years, all of the collected information will be shredded or permanently deleted.

All research materials and protocols will be approved by Chesapeake IRB, an independent IRB approved by FDA and DHHS. It is not possible to guarantee the security of privacy. Any breach in privacy or in the protocols described in this memo will be reported to Chesapeake IRB. If needed, participants will be contacted and notified as to the extent of the breach, any damages incurred, and future potential risks.

Federal Costs: \$181,111.26

9. Research Tools/Instruments:

- **Attachment A:** Consent Package for Teachers: Teacher Consent Cover Letter, Teacher Informed Consent Form, Questionnaire for Participation in Pilot
- **Attachment B:** Consent Package for Parent/Caregivers: Parent/Caregiver Consent Cover Letter, Parent/Caregiver Passive Consent Information
- **Attachment C:** Student Focus Group Package for Grade 6: Student Focus Group Guideline, Student Focus Group Questionnaire
- **Attachment D:** Student Survey: Grade 6
- **Attachment E:** Student Focus Group Package for Grade 7: Student Focus Group Guideline, Student Focus Group Questionnaire
- **Attachment F:** Student Survey: Grade 7
- **Attachment G:** Student Focus Group Package for Grade 8: Student Focus Group Guideline, Student Focus Group Questionnaire
- **Attachment H:** Student Survey: Grade 8
- **Attachment I:** Teacher Focus Group Guideline
- **Attachment J:** Teacher Interview Guideline: Grade 6
- **Attachment K:** Teacher Journal: Grade 6
- **Attachment L:** Teacher Interview Guideline: Grade 7
- **Attachment M:** Teacher Journal: Grade 7
- **Attachment N:** Teacher Interview Guideline: Grade 8
- **Attachment O:** Teacher Journal: Grade 8
- **Attachment P:** Teacher and Principal Communication Documents: Initial Contact Email, Follow Up to Initial Contact Email, and Information about Pilot Opportunity
- **Attachment Q:** Principal Letter of Agreement

Grade 6 Educational Materials

- **Attachment R-1:** Grade 6 Lesson Plan
- **Attachment R-2:** Grade 6 Informational Text Articles

- **Attachment R-3:** Grade 6 Informational Text Teacher Guide & Student Assessment
- **Attachment R-4:** Grade 6 Video Storyboard
- **Attachment R-5:** Grade 6 Interactive Wireframe

Grade 7 Educational Materials

- **Attachment S-1:** Grade 7 Lesson Plan
- **Attachment S-2:** Grade 7 Informational Text Articles
- **Attachment S-3:** Grade 7 Informational Text Teacher Guide & Student Assessment
- **Attachment S-4:** Grade 7 Video Storyboard
- **Attachment S-5:** Grade 7 Interactive Wireframe

Grade 8 Educational Materials

- **Attachment T-1:** Grade 8 Lesson Plan
- **Attachment T-2:** Grade 8 Informational Text Articles
- **Attachment T-3:** Grade 8 Informational Text Teacher Guide & Student Assessment
- **Attachment T-4:** Grade 8 Video Storyboard
- **Attachment T-5:** Grade 8 Interactive Wireframe