

## Internet Content vs. Publisher-Developed Instructional Materials

Publishers work closely with the state of Texas to develop curricula that address the full range of students in the state's classrooms. Specific attention is given to the needs of English learners, special education students, students with learning difficulties, and advanced learners.

In order to meet the needs of Texas educators and students, publishers develop instructional materials that are carefully aligned to Texas Essential Knowledge and Skills. Publishers develop instructional content with the structure, scope, sequence, alignment, latest technology, and support that Texas sets forth in its specifications, standards, and testing requirements. Each curriculum builds over a semester, a year, and across multiple grade levels. Key components of each curriculum include: instructional materials for the student, teacher productivity tools, professional development, and assessment activities.

*But why not obtain instructional content directly from the Internet?* The answer is simple: A random search on the Internet will not yield the instructional content that fits parameters set forth by the state of Texas. Nor will random Internet searches yield quality instructional content that is research-based and developed with coherence, structure, scope, sequence, and alignment.

<b>Major factors that affect text, content, pedagogy, instruction, assessment &amp; learning style</b>	<b>Publisher Designed Instructional Materials</b>	<b>Internet Search or Open Source</b>
Content is aligned to the Texas Essential Knowledge and Skills	<b>Yes</b>	<b>No</b>
Content is aligned to specific grades	<b>Yes</b>	<b>No</b>
Content is aligned to College Readiness Standards	<b>Yes</b>	<b>No</b>
Content is developed with the latest research on structure, pedagogy, vocabulary development, and reading support	<b>Yes</b>	<b>No</b>
Content is sequenced to meet course requirements	<b>Yes</b>	<b>No</b>
Content builds on previous skills from one grade level to the next	<b>Yes</b>	<b>No</b>
Content is appropriate to the grade, course, subject	<b>Yes</b>	<b>No</b>
Content is random and the source is unknown	<b>No</b>	<b>Yes</b>
Content is written by known authors or author teams	<b>Yes</b>	<b>No</b>
Content is written to readability formulas, Lexiles, Dibels, concept load, and utilizes controlled sentence length and complexity, etc.	<b>Yes</b>	<b>No</b>
Content is written with an instructional pedagogy for students	<b>Yes</b>	<b>No</b>
Content aligns to the state's grade-level assessments	<b>Yes</b>	<b>No</b>
Content is aligned to ACT, SAT, AP, IB, and national standards	<b>Yes</b>	<b>No</b>
Teacher materials are developed and provided to support teaching	<b>Yes</b>	<b>No</b>
Language is edited for appropriateness in multiple ways	<b>Yes</b>	<b>No</b>
Intervention, correction or remediation is provided	<b>Yes</b>	<b>No</b>
Educational research support the materials	<b>Yes</b>	<b>No</b>
Accommodations are made for English Language Learners	<b>Yes</b>	<b>No</b>
Graphics and illustrations support and work with the written text to address difficult concepts, help students visualize information	<b>Yes</b>	<b>No</b>
Technology supports the content for the course or grade	<b>Yes</b>	<b>No</b>
Powerful test generators support the content and align to standards with test items that are researched and validated	<b>Yes</b>	<b>No</b>
Web-based support reports results to teachers and administrators	<b>Yes</b>	<b>No</b>
Textbook/online content is the same for all students	<b>Yes</b>	<b>No</b>
Everyone "Googles" content and utilizes different sources	<b>No</b>	<b>Yes</b>
Content is supported by multi-media, experiments, hands-on activities, skills development, and primary source materials	<b>Yes</b>	<b>No</b>