

**Proclamation 2019 State Review Panel Comments**

B.E. Publishing, Inc.						
Social Studies, Personal Financial Literacy <i>Personal Financial Literacy Digital eBook</i> (ISBN 9781626894242) and <i>Personal Financial Literacy Textbook</i> (ISBN 9781626894235)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781626893221	Student/Teacher	2	None	Chapter 9 Test Your Knowledge	TEK is taught in Chapter 2, but tested in Chapter 9. Why is this TEK assessed seven chapters later?	No response
9781626893221	Student/Teacher	1–2	None	Chapter 1 Define Key Terms	There are other techniques for teaching vocabulary to second language learners. Perhaps the activities should include sheltered English instruction. If possible, please vary the activities.	No response
Center for the Collaborative Classroom						
English Language Arts and Reading, Grade 1 <i>Collaborative Literacy, Grade 1</i> (ISBN 9781682464458)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781610035668	Teacher	57	None	Step 6: "Select Books from the Classroom Library"	does not address establishing a purpose but does address selecting a book	No response
English Language Arts and Reading, Grade 4 <i>Collaborative Literacy, Grade 4</i> (ISBN 9781682464397)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781610032612	Student/Teacher	26–27	None	Lesson 7: "Singular, Plural, and Possessive Nouns" (Introduction, Steps 1–4; and Guided Practice, Step 7–10)	irregular plurals were included	No response
9781598921212	Student/Teacher	32	None	Introduce This Week's Words (Words: dropped, letting, cutting)	Is dropped a multisyllabic word?	No response
EDUSPARK, Inc.						
Spanish Language Arts and Reading, Grade 1 <i>Lengua, ritmo y cultura 1 KIT</i> (ISBN 9781948617574)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948617079	Student/Teacher	8–10	None	BO-U01 G1 U1, Libro, Lección 3	Appropriate fluency rate is not stated on directions of narrative	No response
9781948617116	Student/Teacher	10–11	None	WB-U01 G1 U1, Cuaderno Lección 3	Appropriate fluency rate is not stated on directions of activity	No response
9781948617079	Student/Teacher	19	None	BO-U02 G1 U2, Libro, Lección 6	Appropriate fluency accuracy is not stated on directions of narrative	No response
9781948617079	Student/Teacher	39–42	None	BO-U04 G1 U4, Libro, Lección 12	Appropriate fluency prosody is not stated on directions of narrative	No response

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948617116	Student/Teacher	46–47	None	WB-U04 G1 U4, Cuaderno Lección 12	Appropriate fluency prosody is not stated on directions of activity	No response
9781948617086	Student/Teacher	N/A	None	SW-U08-Lección3-Test-Q4	Students are not actually discussing, they are just responding to quiz	No response
Spanish Language Arts and Reading, Grade 4 <i>Lengua, ritmo y cultura 4 KIT</i> (ISBN 9781948617604)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948617604	Student/Teacher	N/A – General Comment	None	N/A	Many of the pages referenced are at the end of the lesson. For example, it will say "Lesson 27 page 112," but the actual Activity is at the end of the lesson so should read "Lesson 27 page 116.	No response
Spanish Language Arts and Reading, Grade 5 <i>Lengua, ritmo y cultura 5 KIT</i> (ISBN 9781948617611)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948617611	Student/Teacher	N/A – General Comment	None	N/A	Global Change: Recommend change type face for all textbook. Difficult to read.	No response
<b>EMC Publishing, LLC</b>						
English Language Arts and Reading, Grade 6 <i>Mirrors &amp; Windows: Connecting with Literature –Grade 6 Digital Program</i> (ISBN 9781533836847) and <i>Mirrors &amp; Windows: Connecting with Literature–Grade 6 Print Program</i> (ISBN 9781533836632)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781533836847	Student/Teacher	187	<a href="http://2020-g6.mirrorsandwindows.com/SE187">http://2020-g6.mirrorsandwindows.com/SE187</a>	Delivering Your Literary Interpretation	Does not address fluency of speaking; Could improve by telling student to practice reading aloud and read smoothly	No response
9781533836847	Student/Teacher	196	<a href="http://2020-g6.mirrorsandwindows.com/SE196">http://2020-g6.mirrorsandwindows.com/SE196</a>	Nonfiction Close Reading Model: Extend Understanding	Actual writing prompts would be nice.	No response
9781533836847	Student/Teacher	236	<a href="http://resources.emcp.com/ebooks/MW6_2020_PE/OEBPS/236.html">http://resources.emcp.com/ebooks/MW6_2020_PE/OEBPS/236.html</a>	Creative Writing	very weak	No response
9781533836847	Student/Teacher	304	<a href="http://resources.emcp.com/ebooks/MW6_2020_PE/OEBPS/304.html">http://resources.emcp.com/ebooks/MW6_2020_PE/OEBPS/304.html</a>	Reader's Context	no oral instructions to follow	No response
9781533836847	Student/Teacher	372	<a href="http://resources.emcp.com/ebooks/MW6_2020_PE/OEBPS/372.html">http://resources.emcp.com/ebooks/MW6_2020_PE/OEBPS/372.html</a>	Make Judgements	weak	No response
9781533836847	Student/Teacher	N/A – General Comment	N/A	N/A	I think this book could be so much better and in-depth. Strengthen some of your examples. If a brand new teacher gets this book, they will need more help than is given here.	No response

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**Houghton Mifflin Harcourt Publishing Company**

English Language Arts and Reading, Grade 3

*Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 3 (ISBN 9781328556301) and Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 3 (ISBN 9781328560155)*

<b>Component ISBN</b>	<b>Class Type</b>	<b>Page Number</b>	<b>Hyperlink</b>	<b>Specific Location</b>	<b>State Review Panel Comment</b>	<b>Publisher Response</b>
9781328485250	Student	12. 5	None	Paragraph 1	State Review Panel comment: This chart will help you plan your research. In the first column, write questions you have about the hero you will write about in your biographical essay. Do research and write the answers you find in the second column. Make sure to write the source (book, article, or website) in the last column.	To address review comments: This chart will help you plan and conduct your research. In the first column, write questions you have about the hero you will write about in your biographical essay. Do research, including at least one primary and one secondary source. Then write the answers in the second column. Make sure to write the source (book, article, or website) in the last column, and identify whether each is primary or secondary.
<b>Component ISBN</b>	<b>Class Type</b>	<b>Page Number</b>	<b>Hyperlink</b>	<b>Specific Location</b>	<b>State Review Panel Comment</b>	<b>Publisher Response</b>
9781328485250	Student	12. 5	<a href="https://www.hmco.com/ereading/into_reading/g3/teacher/pdf/3re_wnb_wr_12_biosessay.pdf#page=5">https://www.hmco.com/ereading/into_reading/g3/teacher/pdf/3re_wnb_wr_12_biosessay.pdf#page=5</a>	Paragraph 1	State Review Panel comment: This chart will help you plan your research. In the first column, write questions you have about the hero you will write about in your biographical essay. Do research and write the answers you find in the second column. Make sure to write the source (book, article, or website) in the last column.	To address review comments: This chart will help you plan and conduct your research. In the first column, write questions you have about the hero you will write about in your biographical essay. Do research, including at least one primary and one secondary source. Then write the answers in the second column. Make sure to write the source (book, article, or website) in the last column, and identify whether each is primary or secondary.
9781328453242	Student	18	None	Second sentence	State Review Panel comment: Whole page. Students are not provided the opportunity to explicitly explain meaning.	To address review comments: Change second sentence from "Add the prefix non- to the words below and then write each word's meaning." To "Add the prefix non- to the words below. Then write the new word and explain each word's meaning." Add "Meaning:" and a write-on-line next to each of the four entries on the top half of the page.
9781328453242	Student	18	<a href="https://www.hmco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=15">https://www.hmco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=15</a>	Second sentence	State Review Panel comment: Whole page. Students are not provided the opportunity to explicitly explain meaning.	To address review comments: Change second sentence from "Add the prefix non- to the words below and then write each word's meaning." To "Add the prefix non- to the words below. Then write the new word and explain each word's meaning." Add "Meaning:" and a write-on-line next to each of the four entries on the top half of the page.
9781328453242	Student	26	None	word bank	State Review Panel comment: Many of the examples given do not follow open syllable principles such as; relaxed, tiger, paper, etc....)	To address reviewer comments: In word bank, replace "pieces" with "seafarer"; replace "cheater" with "agency"; replace "mailbox" with "apron"; and replace ceiling" with "relaxed".
9781328485250	Student	26	<a href="https://www.hmco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=23">https://www.hmco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=23</a>	4 items	State Review Panel comment: Many of the examples given do not follow open syllable principles such as; relaxed, tiger, paper, etc....)	To address reviewer comments 4 items will be replaced to accommodate the new words "seafarer"; "agency"; "apron"; and "relaxed".
9781328453242	Student	26	None	word bank	State Review Panel comment: Many of the examples given do not follow open syllable principles such as; relaxed, tiger, paper, etc....)	To address reviewer comments: In word bank, replace "pieces" with "seafarer"; replace "cheater" with "agency"; replace "mailbox" with "apron"; and replace ceiling" with "relaxed".

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9781328485250	Student	26	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=23">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=23</a>	4 items	State Review Panel comment: Many of the examples given do not follow open syllable principles such as; relaxed, tiger, paper, etc....)	To address reviewer comments: 4 items will be replaced to accommodate the new words "seafarer"; "agency"; "apron"; and "relaxed".
9781328485250	Student	219	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m10.pdf#page=8">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m10.pdf#page=8</a>	Direction line	State Review Panel comment: Students do not need to use knowledge of syllable division patterns to respond to the activity	To address reviewers comments: insert sentence at top of page: "Divide each word in the word bank into syllables."
9781328453242	Student/Teacher	219	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m10.pdf#page=8">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m10.pdf#page=8</a>	Know It, Show It 219	Students do not need to use knowledge of syllable division patterns to respond to the activity.	To address reviewers comments: insert sentence at top of page: "Divide each word in the word bank into syllables."
9780544458970	Teacher	T291	None	Step 3, Apply the Strategy, first bulleted item, second sentence	State Review Panel comment: Students do not have the opportunity to explain the meaning of autonyms in My Book, or TE	To address review comment: Text change for more evidence to support 3.3D(xi). Change to read: "Have students write an antonym for 'smile,' explain its meaning, and write a sentence telling why it is an antonym."
English Language Arts and Reading, Grade 3 Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 3 (ISBN 9781328560155)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485182	Student	Display and Engage 2.1: Decoding	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m02.pdf#page=2">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m02.pdf#page=2</a>	top of page	State Review Panel comment: No vowel team	Publisher response: No revisions will be made to this page because the state review panel accepted a different citation for the breakout (see row 371 of TEKS final report).
9781328485182	Student	Display and Engage 2.9b: Vocabulary Strategy	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m02.pdf#page=17">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m02.pdf#page=17</a>	Left column	State Review Panel comment: No student opportunity	Publisher response: No revisions will be made to this page because the state review panel accepted a different citation for the breakout (see row 1020 of TEKS final report).
9781328485182	Student	Display and Engage: Grammar 1.1.1a	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_gr_simplesentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_gr_simplesentences.pdf#page=1</a>	paragraph 2, final sentence	State Review Panel comment: no coordinating conjunctions	To address reviewer comments: change "the conjunction and" to "the coordinating conjunction and."
9781328485182	Student	Display and Engage: Grammar 1.1.1a	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_gr_simplesentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_gr_simplesentences.pdf#page=1</a>	bottom box, right side	State Review Panel comment: no coordinating conjunctions	To address reviewer comments: add "coordinating conjunction" label to the word "and."
9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simplesentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simplesentences.pdf#page=1</a>	top box, final line	State Review Panel comment: no coordinating conjunctions	A simple subject has a single subject that completes the action in a sentence. A compound subject has two or more subjects joined by a coordinating conjunction. My brother and his friend went to the movie theater.
9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simplesentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simplesentences.pdf#page=1</a>	direction line	State Review Panel comment: no coordinating conjunctions	Identify whether the subject is simple or compound.

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9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1</a>	item 2	State Review Panel comment: no coordinating conjunctions	Change "All my cousins" to "My cousins and their parents."
9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1</a>	item 4	State Review Panel comment: no coordinating conjunctions	Change "My English teacher likes" to "My teacher and I like."
9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1</a>	item 7	State Review Panel comment: no coordinating conjunctions	Change "Mint chocolate chip is" to "Mint chocolate chip and vanilla are."
9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1</a>	item 8	State Review Panel comment: no coordinating conjunctions	Change "Max's brother goes" to "Max and his brother go."
9781328485182	Student	Printable: Grammar 1.1.1	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_gr_simple sentences.pdf#page=1</a>	item 10	State Review Panel comment: no coordinating conjunctions	Change "The four kittens" to "The kittens and their mother."
9781328485182	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m04.pdf#page=11">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m04.pdf#page=11</a>	Display and Engage 4.6: Decoding top of page	Please add more multisyllabic words to the slide.	To address reviewer comments: change "vow" to "vowel" (item 2, fourth word) To address reviewer comments: change "ouch" to "thousand" (item 3, second word). To address reviewer comments: change "fowl" to "shower" (item 5, fourth word). To address reviewer comments: change "foul" to "thousand" (item 5, fifth word). To address reviewer comments: change "chart" to "charter" (item 1, first word). To address reviewer comments: change "sharp" to "sharpener" (item 5, second word).
9781328485182	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m06.pdf#page=13">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m06.pdf#page=13</a>	Display and Engage 6.6: Decoding top of page	Slide does not include enough multisyllabic with r-controlled.	To address reviewer comments: change "chart" to "charter" (item 1, first word). To address reviewer comments: change "sharp" to "sharpener" (item 5, second word). To address reviewer comments: change "burn" to "burner" (item 1, first word). To address reviewer comments: change "burst" to "bursting" (item 2, fourth word).
9781328485182	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m01.pdf#page=2">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m01.pdf#page=2</a>	Display and Engage 1.1: Decoding top of page	Need more multisyllabic words	To address reviewer comments: change "sun" to "sunny" and change "mend" to "mended".

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9781328485182	Student/Teacher	Not Provided	<a href="#">Printable: Dictation Sentences 4.6 [for use with Introduce the Spelling Words on 9780544458987 T288 below]</a>	Printable: Dictation Sentences 4.6 [for use with Introduce the Spelling Words on 9780544458987 T288 below]	Add a variety of vowel teams	To address reviewer comments: For coverage of TEKS 3.2B(xii) with a variety of vowel teams, the alternative citation is Printable: Dictation Sentences 11.6
9781328485182	Student/Teacher	Not Provided	<a href="#">Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]</a>	Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]	Add more multisyllabic open syllable	To address reviewer comments: For coverage of TEKS 3.2B(xvii) with multisyllabic open syllables, the alternative citation is Printable: Dictation Sentences 10.11
9781328485182	Student/Teacher	Not Provided	<a href="#">Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]</a>	Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]	Add variety of vowel teams	To address reviewer comments: For coverage of TEKS 3.2B(xii) with a variety of vowel teams, the alternative citation is Printable: Dictation Sentences 11.6
9781328485182	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m09.pdf#page=13">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m09.pdf#page=13</a>	Display and Engage 9.6: Decoding top of page	Lacking multiple le syllable words.	To address reviewer comments: change "thought" to "thoughtlessness".
9781328453242	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=23">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_kisi_m01.pdf#page=23</a>	Know It, Show It 26	Many of the examples given do not follow open syllable principles such as; relaxed, tiger, paper, etc....)	No response
9781328485182	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m06.pdf#page=2">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_de_m06.pdf#page=2</a>	Display and Engage 6.1: Decoding top of page	No multisyllabic words.	To address reviewer comments: change "sharp" to "sharpener" change "chart" to "charter"
9781328485182	Student/Teacher	Not Provided	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=3">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=3</a>	Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]	Only one	No response

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9781328485182	Student/Teacher	N/A	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=30">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=30</a>	Printable: Dictation Sentences 10.11 [for use with Introduce the Spelling Words on 9780544459014 T344 below]	Add 'tion' and 'sion'	Publisher response: No revisions will be made to this page because adding other examples of final stable syllables would disrupt the spelling scope and sequence for this grade level.
9781328485182	Student/Teacher	N/A	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=11">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=11</a>	Printable: Dictation Sentences 4.6 [for use with Introduce the Spelling Words on 9780544458987 T288 below]	Add a variety of vowel teams	To address reviewer comments: For coverage of TEKS 3.2B(xii) with a variety of vowel teams, the alternative citation is Printable: Dictation Sentences 11.6
9781328485182	Student/Teacher	N/A	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=3">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=3</a>	Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]	Add more multisyllabic open syllable	To address reviewer comments: For coverage of TEKS 3.2B(xvii) with multisyllabic open syllables, the alternative citation is Printable: Dictation Sentences 10.11
9781328485182	Student/Teacher	N/A	<a href="https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=3">https://www.hmhco.com/ereading/into_reading/g3/teacher/pdf/3re_pr_dictation.pdf#page=3</a>	Printable: Dictation Sentences 1.11 [for use with Introduce the Spelling Words on 9780544458970 T154 below]	Add variety of vowel teams	To address reviewer comments: For coverage of TEKS 3.2B(xii) with a variety of vowel teams, the alternative citation is Printable: Dictation Sentences 11.6
9781328485182	Teacher	T291	<a href="https://www.hmhco.com/ereading/into_reading_t/g3/teacher/pdf/3re_tx_tg_m02_wk02.pdf#page=21">https://www.hmhco.com/ereading/into_reading_t/g3/teacher/pdf/3re_tx_tg_m02_wk02.pdf#page=21</a>	Step 3, Apply the Strategy, first bulleted item, second sentence	State Review Panel comment: Students do not have the opportunity to explain the meaning of autonyms in My Book, or TE	To address review comment: Text change for more evidence to support 3.3D(xi). Change to read: "Have students write an antonym for 'smile,' explain its meaning, and write a sentence telling why it is an antonym."
English Language Arts and Reading, Grade 4 <i>Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 4 (ISBN 9781328560209) and Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 4 (ISBN 9781328560162)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328453259	Student	Know It, Show It: 45	None	new Question 4	State review panel comment: This activity does not include falling action.	To address state review panel comment: This activity does not include falling action. Add 4. Which events tell the falling action?
9781328485267	Student	Know It, Show It: 45	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m02.pdf#page=18">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m02.pdf#page=18</a>	new Question 4	State review panel comment: This activity does not include falling action.	To address state review panel comment: This activity does not include falling action. Add 4. Which events tell the falling action?

**Proclamation 2019 State Review Panel Comments**

Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328453259	Student	Know It, Show It: 45	None	Question 1	State review panel comment: It would be good to add the academic vocabulary of historical settings in the questions.	To address state review panel comment: It would be good to add the academic vocabulary of historical settings in the questions. Revise question 1: What details tell you about the historical setting? How does the setting add to the story's plot?
9781328485267	Student	Know It, Show It: 45	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m02.pdf#page=18">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m02.pdf#page=18</a>	Question 1	State review panel comment: It would be good to add the academic vocabulary of historical settings in the questions.	To address state review panel comment: It would be good to add the academic vocabulary of historical settings in the questions. Revise question 1: What details tell you about the historical setting? How does the setting add to the story's plot?
9781328485199	Student	Online	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_waceww/index.html?page=/cards/4re_wac_w14_improving_word_choice.xhtml">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_waceww/index.html?page=/cards/4re_wac_w14_improving_word_choice.xhtml</a>	Anchor Chart W14: Improve Word Choice	This is not a rigorous activity for each of these breakouts. You need to have more examples for teachers to use. Be more specific of combing ideas. Teachers need more than this.	No response
9781328453259	Student/Teacher	45	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m02.pdf#page=18">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m02.pdf#page=18</a>	Know It, Show It 45: questions	It would be good to add the academic vocabulary of historical settings in the questions.	To address state review panel comment: On question 2 it would be better to actually include the academic vocabulary in the question. Add new question 3: Which event was the climax of the plot?
9781328453259	Student/Teacher	55	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m03.pdf#page=6">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_kisi_m03.pdf#page=6</a>	Know It, Show It 55: questions	On question 2 it would be better to actually include the academic vocabulary in the question.	To address state review panel comment: On question 2 it would be better to actually include the academic vocabulary in the question. Add new question 3: Which event was the climax of the plot?
9781328485199	Student/Teacher	Online	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_de_wr_02_descrip.pdf#page=9">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_de_wr_02_descrip.pdf#page=9</a>	Display and Engage: Description 2.7	This is not a rigorous activity for each of these breakouts. You need to have more examples for teachers to use. Be more specific of combing ideas. Teachers need more than this.	No response
9781328485199	Student/Teacher	Online	<a href="https://www.hmhco.com/ereading/into_reading_t/g4/teacher/epub/hmh_ir4_egtg01_teacher/index.html?page=/cards/4re_gtg_fragandrunons_133.xhtml">https://www.hmhco.com/ereading/into_reading_t/g4/teacher/epub/hmh_ir4_egtg01_teacher/index.html?page=/cards/4re_gtg_fragandrunons_133.xhtml</a>	Writing Workshop Teacher's Guide W228: Engage and Apply	This should be addressed in the student's edition or cards to teach about comma splices.	No response
9781328453150	Teacher	139	<a href="https://www.hmhco.com/ereading/into_reading_t/g4/teacher/pdf/4re_tx_tpl_m07.pdf#page=66">https://www.hmhco.com/ereading/into_reading_t/g4/teacher/pdf/4re_tx_tpl_m07.pdf#page=66</a>	Teaching Pal, Book 2 139: Targeted Close Read note	If this was put into the student edition in the sidebars instead of my notes this would be a great activity.	No response

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 4  
Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 4 (ISBN 9781328560162)

Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485199	Student	Anchor Chart 32: How to Have a Discussion	<a href="https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/">https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/</a>	top of page	State review panel comment: No discussion on anchor chart about eye contact.	To address reviewer comments: Add a speech balloon saying "Use eye contact"
9781328485199	Student	Anchor Chart 32: How to Have a Discussion	<a href="https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/">https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/</a>	left column, under Speaking, first section	State review panel comment: No evidence on anchor chart about speaking rate.	To address reviewer comments: Add third item, "Use an appropriate speaking rate and volume."
9781328485199	Student	Anchor Chart 32: How to Have a Discussion	<a href="https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/">https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/</a>	left column, under Speaking, first section	State review panel comment: No evidence about employing volume on the anchor chart.	To address reviewer comments: Add third item, "Use an appropriate speaking rate and volume."
9781328485199	Student	Anchor Chart 32: How to Have a Discussion	<a href="https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/">https://www.hmhco.com/ereading/into_reading/g4/epub/hmh_ir4_racelsp/#cards--4re_rac_32_discussion/</a>	left column, under Speaking, first section, second bullet	State review panel comment: No evidence of employing enunciation on the anchor chart.	To address reviewer comments: Add "Be sure to enunciate."
9781328485199	Student	Anchor Chart 34: Choosing a Book	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/#cards--4re_rac_34_choosebook/">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/#cards--4re_rac_34_choosebook/</a>	third section, right column, "the book is JUST RIGHT. Keep on reading!"	State review panel comment: Anchor chart does not address sustained period of time.	To address reviewer comments: revise text to: the book is JUST RIGHT. Keep reading for a sustained period of time.
9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/</a>	first box, Before Reading	State review panel comment: Anchor chart does not address characteristics of genre.	To address reviewer comments: Add another bullet item "Think about the characteristics of the genre and the text structure."
9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/</a>	first box, Before Reading	State review panel comment: Does not address text structures.	To address reviewer comments: Add another bullet item "Think about the characteristics of the genre and the text structure."

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/</a>	second box, During Reading	State review panel comment: Does not address text features.	To address reviewer comments: Add another bullet item "Think about the genre characteristics, the text features, and the text structure."
9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/</a>	second box, During Reading	State review panel comment: Does not address characteristic of genres.	To address reviewer comments: Add another bullet item "Think about the genre characteristics, the text features, and the text structure."
9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	<a href="https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/">https://www.hmhco.com/ereading/into_reading/g4/student/epub/hmh_ir4_racecmp/-cards--4re_rac_5_predictions/</a>	second box, During Reading	State review panel comment: Does not address structures.	To address reviewer comments: Add another bullet item "Think about the genre characteristics, the text features, and the text structure."
9781328485199	Student	Display and Engage: Blend and Read 2.3	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_de_m02.pdf#page=6">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_de_m02.pdf#page=6</a>	top of page, under heading	State review panel comment: "No instruction"	Insert instructional lines: "The short o sound is usually spelled o. The long o sound can be spelled o, ow, oa, or with the VCe pattern. Use your knowledge of sounds and spellings to decode the words and sentences below."
9781328485199	Student	Display and Engage: Blend and Read 2.3	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_de_m02.pdf#page=6">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_de_m02.pdf#page=6</a>	Line 5	State review panel comment: "No multi-syllabic words"	In response to state review panel comment: In line 5, "oaken" changed to "lonesomeness" and "shadowy" changed to "postponement"
9781328485199	Student	Grammar 1.3.3	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_gr_fragandrונים.pdf#page=3">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_gr_fragandrונים.pdf#page=3</a>	Top box, line 4	Sips tea. (fragment)	I was thirsty, I made some tea. (comma splice)
9781328485199	Student	Grammar 1.3.3	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_gr_fragandrונים.pdf#page=3">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_gr_fragandrונים.pdf#page=3</a>	Direction line	Identify each as a fragment, run-on, or complete sentence. For fragments or run-ons, rewrite as complete sentences.	Identify each as a fragment, run-on, comma splice, or complete sentence. For fragments, run-ons, or commas splices, rewrite as complete sentences.
9781328485199	Student	Grammar 1.3.3	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_gr_fragandrונים.pdf#page=3">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_gr_fragandrונים.pdf#page=3</a>	Item 3	I woke up late I didn't have breakfast this morning. run-on; I woke up late, so I didn't have breakfast this morning.	I woke up, late I didn't have breakfast this morning. comma splice; I woke up late, so I didn't have breakfast this morning.
9781328485199	Student	Printable: Reading Graphic Organizer 5	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5</a>	top of the page, first two boxes, What I Noticed in the Text	State review panel comment: Does not address characteristics of genres.	To address reviewer comments: Add text to boxes: . Genre Characteristics, . Text features, . Text Structure
9781328485199	Student	Printable: Reading Graphic Organizer 5	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5</a>	top of the page, first two boxes, What I Noticed in the Text	State review panel comment: Does not address text structures.	To address reviewer comments: Add text to boxes: . Genre Characteristics, . Text features, . Text Structure
9781328485199	Student	Printable: Reading Graphic Organizer 5	<a href="https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5">https://www.hmhco.com/ereading/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5</a>	top of the page, first two boxes, What I Noticed in the Text	State review panel comment: Does not address text features.	To address reviewer comments: Add text to boxes: . Genre Characteristics, . Text features, . Text Structure

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485199	Student	Printable: Reading Graphic Organizer 5	<a href="https://www.hmhco.com/eread/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5">https://www.hmhco.com/eread/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5</a>	top of the page, first two boxes, What I Noticed in the Text	State review panel comment: Does not address characteristic of genres.	To address reviewer comments: Add text to boxes: . Genre Characteristics, . Text features, . Text Structure
9781328485199	Student	Printable: Reading Graphic Organizer 5	<a href="https://www.hmhco.com/eread/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5">https://www.hmhco.com/eread/into_reading/g4/teacher/pdf/4re_pr_rgo.pdf#page=5</a>	top of the page, first two boxes, What I Noticed in the Text	State review panel comment: Does not address structures.	To address reviewer comments: Add text to boxes: . Genre Characteristics, . Text features, . Text Structure
English Language Arts and Reading, Grade 7 <i>Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 7</i> (ISBN 9781328556127) and <i>Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 7</i> (ISBN 9781328554932)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780544973237	Student	9	None	Again and Again	[State Review Panel Comment: genre not addressed directly] Change Predict: "Why might the author have chosen to repeat these words?"	[To address comment: ] Replace with "Why might the author have chosen to repeat these words? How do you think this repetition adds suspense to the rising action of this short story? "
9781328476371	Student	Not Provided	<a href="https://www.hmhco.com/eliterature/into_lit/g7/student/epub/hmh_ngl20na_g7u1_sete_en/index.html?page=/s9ml/cards/07_ese_roguewave_01_en_us.xhtml">https://www.hmhco.com/eliterature/into_lit/g7/student/epub/hmh_ngl20na_g7u1_sete_en/index.html?page=/s9ml/cards/07_ese_roguewave_01_en_us.xhtml</a>	Again and Again	[State Review Panel Comment: genre not addressed directly] Change Predict: "Why might the author have chosen to repeat these words?"	[To address comment: ] Replace with "Why might the author have chosen to repeat these words? How do you think this repetition adds suspense to the rising action of this short story? "
Spanish Language Arts and Reading, Grade 1 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade 1</i> (ISBN 9781328560230) and <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 1</i> (ISBN 9781328560193)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328522597	Student	17	None	Top of page, Instruction line	State Review Panel Comment: Given in syllables instead of individual letters	Publisher response: Replace instruction line with the following, "Completa el nombre de cada dibujo con una sílaba con m o p. Luego, haz un círculo alrededor de la letra inicial para identificarla."
9781328485632	Student	17	<a href="https://www.hmhco.com/eread/ing/arriba_la_lectura/g1/teacher/pdf/1rs_kisi_m01.pdf#page=14">https://www.hmhco.com/eread/ing/arriba_la_lectura/g1/teacher/pdf/1rs_kisi_m01.pdf#page=14</a>	Top of page, Instruction line	State Review Panel Comment: Given in syllables instead of individual letters	Publisher response: Replace instruction line with the following, "Completa el nombre de cada dibujo con una sílaba con m o p. Luego, haz un círculo alrededor de la letra inicial para identificarla."

**Proclamation 2019 State Review Panel Comments**

Spanish Language Arts and Reading, Grade 1 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 1 (ISBN 9781328560193)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485571	Student	16	<a href="https://www.hmhco.com/ereading/arriba_la_lectura/g1/teacherr/pdf/1rs_pr_phonoawareness.pdf#page=16">https://www.hmhco.com/ereading/arriba_la_lectura/g1/teacherr/pdf/1rs_pr_phonoawareness.pdf#page=16</a>	Top half of page, Combinar sílabas	State Review Panel Comment: An explanation about sílabas trabadas should be included in the narrative.	Publisher response: Replace top half of page with the following, "Combinar sílabas Las palabras están formadas por sílabas. Al combinar distintas sílabas, puedes formar palabras. Algunas sílabas pueden tener dos consonantes seguidas y una vocal. Hay combinaciones de consonantes que se llaman sílabas trabadas porque pueden ser difíciles de decir."
9781328485571	Student	22	<a href="https://www.hmhco.com/ereading/arriba_la_lectura/g1/teacherr/pdf/1rs_pr_phonoawareness.pdf#page=22">https://www.hmhco.com/ereading/arriba_la_lectura/g1/teacherr/pdf/1rs_pr_phonoawareness.pdf#page=22</a>	Bottom half of page, Dividir en sílabas, above bulleted text	State Review Panel Comment: An explanation about sílabas trabadas should be included in the narrative.	Publisher response: Replace bottom half of page with the following, "Dividir en sílabas Las palabras pueden dividirse en dos o más sílabas. Recuerda que las sílabas trabadas se mantienen juntas."
9781328485571	Student	24	<a href="https://www.hmhco.com/ereading/arriba_la_lectura/g1/teacherr/pdf/1rs_pr_phonoawareness.pdf#page=24">https://www.hmhco.com/ereading/arriba_la_lectura/g1/teacherr/pdf/1rs_pr_phonoawareness.pdf#page=24</a>	Top half of page, Dividir en sílabas y en fonemas	State Review Panel Comment: An explanation about sílabas trabadas should be included in the narrative.	Publisher response: Replace top half of page with the following, "Dividir en sílabas y en fonemas Las palabras pueden dividirse en sílabas. Recuerda que las sílabas trabadas se mantienen juntas. Las sílabas pueden dividirse en fonemas."
Spanish Language Arts and Reading, Grade 2 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 2 (ISBN 9781328560285)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485588	Student	Gramática 1.3.1a	<a href="https://www.hmhco.com/ereading/arriba_la_lectura/g2/teacherr/pdf/2rs_de_gr_kindssentences.pdf#page=1">https://www.hmhco.com/ereading/arriba_la_lectura/g2/teacherr/pdf/2rs_de_gr_kindssentences.pdf#page=1</a>	Second definition, and second boxed example	State Review Panel Error: Cited samples do not use TEKS terminology to address the concept. Instead of the term "pregunta" publisher must use the term "interrogativa". Fix it?	Publisher Response: Replace second definition with the following, "Una oración interrogativa es una pregunta sobre algo. Se escribe entre signos de interrogación, comienza con mayúscula y no termina con punto." Replace "Pregunta" with "Oración interrogativa"
Spanish Language Arts and Reading, Grade 3 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade 3 (ISBN 9781328560254) and Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 3 (ISBN 9781328560292)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328503770	Student	4	None	Second paragraph	State Review Panel Error: Page is not interactive in meaningful ways	Publisher Response: Add ", mientras interactúas con textos de manera significativa" after "lees y ves"
9781328485656	Student	4	<a href="https://www.hmhco.com/ereading/arriba_la_lectura_t/g3/student/pdf/3rs_tx_mb_fm_01.pdf#page=4">https://www.hmhco.com/ereading/arriba_la_lectura_t/g3/student/pdf/3rs_tx_mb_fm_01.pdf#page=4</a>	Second paragraph	State Review Panel Error: Page is not interactive in meaningful ways	Publisher Response: Add ", mientras interactúas con textos de manera significativa" after "lees y ves"
Spanish Language Arts and Reading, Grade 3 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 3 (ISBN 9781328560292)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485595	Student	Anchor Chart 50	<a href="https://www.hmhco.com/ereading/arriba_la_lectura/g3/student/pdf/3rs_anchor_sp.pdf#page=1">https://www.hmhco.com/ereading/arriba_la_lectura/g3/student/pdf/3rs_anchor_sp.pdf#page=1</a>	Bottom right column, bulleted text	Example is not specific of the silaba trabada concept.	No response

**Proclamation 2019 State Review Panel Comments**

Spanish Language Arts and Reading, Grade 4 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 4 (ISBN 9781328560308)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781328485601	Student	Estrategia de vocabulario 6.3a	<a href="https://www.hmco.com/ereading/arriba_la_lectura/g4/teacher/pdf/4rs_de_m06.pdf#page=7">https://www.hmco.com/ereading/arriba_la_lectura/g4/teacher/pdf/4rs_de_m06.pdf#page=7</a>	Whole page	Add "syllabiation" as on English version	Publisher Response: Change second paragraph to read, "Un diccionario es una fuente de referencia que se usa para determinar la definición, la división de palabras, la categoría gramatical de una palabra desconocida y, en algunos casos, incluso la pronunciación." Add syllabication to examples in right column, "(au-tó-no-mo)" and "(cum-bre)"
Imagination Station, Inc./Istation						
English Language Arts and Reading, Kindergarten <i>Istation Reading (ISBN 9781936324378)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	Entire Lesson	<a href="https://secure.istation.com/Account/ChooseDomain?ReturnUrl=%2FTeacherResource%2FResourcePDFView%2F20988%3FfromLogin%3D1">https://secure.istation.com/Account/ChooseDomain?ReturnUrl=%2FTeacherResource%2FResourcePDFView%2F20988%3FfromLogin%3D1</a>	Cycle 3 Comprehension	Should include the academic vocabulary theme	No response
9781936324354	Student/Teacher	example of Istation 'user-made' book	ReadingStage2.Unit5.BUJW Block.BUJW Lessons.B Lesson.B: Full Block.B: Book Concepts.Letter_B_Book_Reader1	example of Istation 'user-made' book	Include academic vocabulary of multimodal, or explanation	No response
English Language Arts and Reading, Grade 2 <i>Istation Reading (ISBN 9781936324378)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	Entire Lesson	<a href="https://www.istation.com/Support/Resource/21429">https://www.istation.com/Support/Resource/21429</a>	Writing Extension 21: Our Solar System	Resource does not refer to a story to use text evidence.	No response
9781936324354	Student/Teacher	Entire Lesson	<a href="https://www.istation.com/Support/Resource/21430">https://www.istation.com/Support/Resource/21430</a>	Writing Extension 22: Mission Incredible	Terminology in lesson needs to match new TEKS terminology i.e. summary vs. paraphrase	No response
9781936324354	Student/Teacher	prompt 3	<a href="http://www.istation.com/Support/Resource/21409">http://www.istation.com/Support/Resource/21409</a>	Writing Extension 1: Sam Tips the Lamp	Needs to be more specific.	No response
9781936324354	Student/Teacher	prompt 3	<a href="http://www.istation.com/Support/Resource/21410">http://www.istation.com/Support/Resource/21410</a>	Writing Extension 2: See Sam Sit	Needs to be specified.	No response
9781936324354	Student/Teacher	Not Provided	ReadingStage2.Unit7.Wordplay 7.CompoundWords_7.WP7_CompoundWords_SkillBook.WordPlay7_CompoundWords_Book_Take.WP7_BenAndSteveAtTheSeaside_Book_Reader_1	students practice compound words with a game	Activity does include compound word, but is a book not a game.	No response

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	Not Provided	ReadingStage2.Unit12.Cycle12_A.Cycle12_LivingLessons_Summarization_1.Cycle12_LL_Summarization_1.Cycle12_LL_Summarization_Teach	summarization taught	Summary used to evaluate key ideas. Terminology needs to match.	No response
9781936324354	Student/Teacher	Not Provided	ReadingStage2.Unit8.Wordplay8.WordPlay8_ComprehensionBook.TheQueensSuitcase_Book_Chapter_1.TheQueensSuitcase_Intro	bookworms teach about plot elements	Narrative addresses plot elements but does not directly state main events	No response
9781936324354	Student/Teacher	Not Provided	ReadingStage2.Unit11.Wordplay11.WP11_ComprehensionBook_4.TheQueensSuitcase_Intro	bookworms teach about conflict	All plot elements are evident, but the word conflict is not directly stated.	No response
9781936324354	Student/Teacher	Not Provided	ReadingStage2.Unit11.Wordplay11.Genres_SandboxGames_Teach_graph.ER_GenresSandboxGamesTeach.ER_GenresSandboxGamesTeach	students taught to recognize thinking	Argumentative text needs to be replaced with persuasive text.	No response
English Language Arts and Reading, Grade 3 <i>Istation Reading</i> (ISBN 9781936324378)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	entire lesson	<a href="http://www.istation.com/Support/Resource/20777">http://www.istation.com/Support/Resource/20777</a>	ISIP AR Lesson 2B: Long Vowel Patterns in Stressed Syllables	Not enough evidence of digraphs - only 1 practice word with ee, no other digraphs	No response
English Language Arts and Reading, Grade 5 <i>Istation Reading</i> (ISBN 9781936324378)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324378	Student/Teacher	N/A – General Comment	N/A	N/A	Recommend for adoption with corrections noted.	No response
9781936324354	Teacher	Not Provided	<a href="https://www.istation.com/Support/Resource/21430">https://www.istation.com/Support/Resource/21430</a>	Revising Section	Recommend for adoption with corrections noted.	No response
English Language Arts and Reading, Grade 6 <i>Istation Reading</i> (ISBN 9781936324378)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	9	<a href="https://www.istation.com/Support/Resource/23112">https://www.istation.com/Support/Resource/23112</a>	Timeless Tales Unit 3 Priority - Symbolism	A TEKS should not only be covered in "Lesson Extras"--this should be a part of the main lesson for the Texas Edition	No response
9781936324354	Student/Teacher	27	<a href="https://www.istation.com/Support/Resource/25824">https://www.istation.com/Support/Resource/25824</a>	TT 2.0 NexLevel - L1 Priority - Characterization	A TEKS should not only be covered in "Extending the Lesson"--this should be a part of the main lesson for the Texas Edition	No response

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Spanish Language Arts and Reading, Grade 8 <i>Istation Reading en Español</i> (ISBN 9781936324279)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	4	<a href="https://www.istation.com/Support/Resource/26216">https://www.istation.com/Support/Resource/26216</a>	TT 2.0 NexLevel - L3 Priority - Analyzing Argument	The lesson does not include the word structure or characteristic. The no voter felt this lesson did not explicitly refer to structures and characteristics. The yes voters felt comfortable with the gap given the strength of the lesson provided.	No response
9781936324354	Student/Teacher	15	<a href="https://www.istation.com/Support/Resource/26216">https://www.istation.com/Support/Resource/26216</a>	TT 2.0 NexLevel Advanced Argumentative Texts	The lesson does not include the word structure or characteristic. The no voter felt this lesson did not explicitly refer to structures and characteristics. The yes voters felt comfortable with the gap given the strength of the lesson provided.	No response
9781936324354	Student/Teacher	20	<a href="https://www.istation.com/Support/Resource/26237">https://www.istation.com/Support/Resource/26237</a>	TT 2.0 NexLevel Advanced Argumentative Texts	The lesson does not include the word structure or characteristic. The no voter felt this lesson did not explicitly refer to structures and characteristics. The yes voters felt comfortable with the gap given the strength of the lesson provided.	No response
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	21	<a href="https://www.istation.com/Support/Resource/26114">https://www.istation.com/Support/Resource/26114</a>	TT 2.0 NexLevel - L2 Priority - Dramatic Techniques	Acts are not highlighted the way that scenes are. Acts are defined, but not much more is given.	No response
9781936324354	Student/Teacher	p. 2 (fourth bullet point in the right column), 15 (question 5), 16 (question 10), 23 (step 6)	<a href="https://www.istation.com/Support/Resource/26219">https://www.istation.com/Support/Resource/26219</a>	TT 2.0 NexLevel - L3 Priority - Evaluating Persuasive Content	The lesson does not include the word structure or characteristic. The no voter felt this lesson did not explicitly refer to structures and characteristics. The yes voters felt comfortable with the gap given the strength of the lesson provided.	No response
9781936324354	Student/Teacher	Not Provided	.TimelessTales.TT2_Level_2.VirtualWorld	Pascal LeClair Conversation Enter the theater by clicking on the marquee.	[We do not intend to endorse this citation. However, the rubric included in the row above can be treated as an activity to meet the requirements of this citation.]	No response
9781936324354	Student/Teacher	Not Provided	.TimelessTales.TT2_Level_3.Hub.Tier_1	TT 2.0 Level 3 Hub - Bulletin Board National Conspirer Teach -Click on the bulletin board in the top center screen. Download the key term, listen to Angela. Then click on the National Conspirer Tabloid. Click on the <+> icon.	No voter felt the students were only using digital texts, not actually analyzing characteristics of digital texts.	No response

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324354	Student/Teacher	Not Provided	.TimelessTales.TT2_Level_3.Wo rldOfWonders	TT 2.0 Level 3 World of Wonders - Is the Truth Out There? Prompt --Click L3 Hexagon. Click 4th hexagon. Click Read. Scroll to bottom. Click Back. Click Write. Answer genre question. View prompt.	No voter felt the students were only using digital texts, not actually analyzing characteristics of digital texts.	No response
Spanish Language Arts and Reading, Kindergarten <i>Istation Reading en Español</i> (ISBN 9781936324279)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324286	Student/Teacher	2	<a href="https://www.istation.com/Support/Resource/23511">https://www.istation.com/Support/Resource/23511</a>	Ciclo 3, Lección 3: Escritura Writing exercise # 3, Pg. 1 based on book "La meta", revise section	This section does not have a bullet point to check if words are spelled correctly	No response
9781936324286	Teacher	Online	<a href="https://secure.istation.com/Account/ChooseDomain?ReturnUrl=%2FTeacherResource%2FResourcePDFView%2F22208%3FfromLogin%3D1">https://secure.istation.com/Account/ChooseDomain?ReturnUrl=%2FTeacherResource%2FResourcePDFView%2F22208%3FfromLogin%3D1</a>	Word wheels	Because students learn Spanish using syllables, this particular activity could be confusing for students because it breaks the rhyming words up into the rhyming part and the part before the rhyme. For example, the rhyming part would be -illa and the preceding word parts are "ard" and "sem". But when learning to read these three-syllable words, the students would learn them in chunks like "ar" "di" "lla" , as the construction "ard" is difficult to say on its own and not the way students learn these words.	No response
Spanish Language Arts and Reading, Grade 3 <i>Istation Reading en Español</i> (ISBN 9781936324279)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324286	Student/Teacher	N/A	None	General Comment for Denied citations	In general most if not all denied citations the breakouts did not correlate with the citation presented. The Narrative asked us to read a story without a teacher description to the students explaining what the breakout was and how to apply it. Then the activities did not provide the students opportunities to practice the specific breakout.	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle17_SP.Cycl e17_SP_Unit4.Cycle17_SP_Unit 4_MiniExplorer	New Citation: Intro to characteristics of genres	There is no personal connections involved in the lesson	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle12C_SP.Cy cle12_SP_WeatherWatchers.Ch 1.SP_WeatherWatchersCh1_Re ad	Read the book: Reporteros del tiempo	It should say "What questions would you ask	No response

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Spanish Language Arts and Reading, Grade 4 <i>Istation Reading en Español</i> (ISBN 9781936324279)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle13_SP.Cycle13_SP_Unit1.Cycle13_SP_Unit1A_Genre1_PassageBlock.Cycle13_SP_Unit1A_Genre1_ReadingSelection	Tips and Notes-Reading Selection: (Obra teatral: "La aventura de los galeotes")	Suggest include a sheet students can use to write pre-reading questions	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle13_SP.Cycle13_SP_Unit2.Cycle13_SP_Unit2A_Genre1_PassageBlock.Cycle13_SP_Unit2A_Genre1_ReadingSelection	Tips and Notes-Reading Selection: (Mito: "El mito de Madre Sol")	Suggest some instruction so that students are informed where to generate questions	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle13_SP.Cycle13_SP_Unit2.Cycle13_SP_Unit2B_Genre2_PassageBlock.Cycle13_SP_Unit2B_Genre2_PlayQuiz	QUIZ: Desde la Tierra hasta el Sol	Suggest some instruction so that students are informed where to generate questions	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle13_SP.Cycle13_SP_Unit1.Cycle13_SP_Unit1B_Genre2_PassageBlock.Cycle13_SP_Unit1B_Genre2_ReadingSelection	Read text: Platón, en busca de la justicia	Suggest some instruction so that students are informed where to generate questions	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle13_SP.Cycle13_SP_Unit1.Cycle13_SP_Unit1A_Genre1_PassageBlock.Cycle13_SP_Unit1A_Genre1_ReadingSelection	Read text: La aventura de los galeotes	Suggest some instruction so that students are informed where to generate questions	No response
9781936324286	Student/Teacher	Not Provided	SpanishReading.Cycle13_SP.Cycle13_SP_Unit2.Cycle13_SP_Unit2B_Genre2_PassageBlock.Cycle13_SP_Unit2B_Genre2_PlayQuiz	Desde la Tierra hasta el Sol Quiz	Suggest some instruction so that students are informed where to generate questions	No response

**Proclamation 2019 State Review Panel Comments**

InterEthnic, LLC.						
Spelling (English), Grade 1 <i>Beginning to Spell in Alphabet Harbor</i> (ISBN 9781642557824)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781642557602	Student/Teacher	85	None	Not Provided	We consider digraphs to have ONE sound. Your examples include -nk, -ng, and -nd which we consider to be welded sounds/blends. You could easily use -sh, -th, and -ck.	No response
9781642557602	Student/Teacher	N/A – General Comment	None	Not Provided	We feel that there needs to be a stronger opportunity to spell HFWs from a research-based list. It was a stretch trying to find citations that met these breakouts.	No response
9781642557596	Teacher	Ch 9, p. 30	None	Not Provided	We consider digraphs to have ONE sound. Your examples include -nk, -ng, and -nd which we consider to be welded sounds/blends. You could easily use -sh, -th, and -ck.	No response
9781642557596	Teacher	N/A – General Comment	None	Not Provided	We feel that there needs to be a stronger opportunity to spell HFWs from a research-based list. It was a stretch trying to find citations that met these breakouts.	No response
Learning A–Z, LLC.						
English Language Arts and Reading, Kindergarten <i>Raz-Plus ELL Edition</i> (ISBN 9780692552841)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=1216&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=1216&amp;lang=English</a>	Book Resources: Single sided book or projectable	Acceptable, but could have been a better citation using another book.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English</a>	Book Resources: Single sided book or projectable	These can be used as directions, but are actually positions.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English</a>	Lesson Resources: Teach the objectives; Grammar and Mechanics-Recognize and use prepositions worksheet PDF	These can be used as directions, but are actually positions.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=171&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=171&amp;lang=English</a>	Lesson Resources: Teach to the objectives; Word work; worksheet PDF	This is basic and could be better "locations".	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=171&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=171&amp;lang=English</a>	Lesson Resources: Teach to the objectives; Word work; worksheet PDF	This is basic and could be better "locations".	No response

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English</a>	Book Resources: Single sided or projectable	These are positions. Could be stronger in directions.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English">https://www.raz-plus.com/books/leveled-books/book/?id=2692&amp;lang=English</a>	Lesson Resources: Teach the objectives; Grammar and Mechanics-Recognize and use prepositions worksheet PDF	These are positions. Could be stronger in directions.	No response
English Language Arts and Reading, Grade 1 <i>Raz-Plus ELL Edition (ISBN 9780692552841)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780692552841	Student/Teacher	5	<a href="https://www.raz-plus.com/learning-centers/writing-centers/">https://www.raz-plus.com/learning-centers/writing-centers/</a>	Grade K, Complete Sentences Concentration, pg. 5	This is a weak opportunity to handwrite.	No response
9780692552841	Student/Teacher	1–4	<a href="https://www.raz-plus.com/learning-centers/writing-centers/">https://www.raz-plus.com/learning-centers/writing-centers/</a>	Grade K, Complete Sentences Concentration, pgs. 1–4	This is a weak opportunity to handwrite.	No response
9780692552841	Student/Teacher	1–5	<a href="https://www.raz-plus.com/learning-centers/writing-centers/">https://www.raz-plus.com/learning-centers/writing-centers/</a>	Grade 1, Making Sentences, pgs. 1–5	This is a weak opportunity to handwrite.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/learning-centers/phonics-centers/">https://www.raz-plus.com/learning-centers/phonics-centers/</a>	Grade 2, Syllable Pattern Buzz	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/vocabulary/word-sorts/">https://www.raz-plus.com/vocabulary/word-sorts/</a>	Sound Sorts, Initial Open. Initial Closed Syllables	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=43">https://www.raz-plus.com/book/decodable.php?id=43</a>	Book Resources, Single-sided Book: Rose's Birthday	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=54">https://www.raz-plus.com/book/decodable.php?id=54</a>	Book Resources, Single-sided Book: Bread for Breakfast	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=66">https://www.raz-plus.com/book/decodable.php?id=66</a>	Book Resources, Single-sided Book: The Mare and the Hare	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=66">https://www.raz-plus.com/book/decodable.php?id=66</a>	Phonics Lesson, Section 2, Spell and Write Vce words, page 6	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=38">https://www.raz-plus.com/book/decodable.php?id=38</a>	Book Resources, Single-sided Book: Planet Blip Blop	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=47">https://www.raz-plus.com/book/decodable.php?id=47</a>	Book Resources, Single-sided Book: Chip the Chimp	There could be a stronger opportunity to demonstrate spelling.	No response

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=41">https://www.raz-plus.com/book/decodable.php?id=41</a>	Lesson 41, Book Resources, Single-sided Book: The Robin. Lesson 41	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=40">https://www.raz-plus.com/book/decodable.php?id=40</a>	Book Resources, Single-sided Book: Lost in the Dump	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=49">https://www.raz-plus.com/book/decodable.php?id=49</a>	Book Resources, Single-sided Book: The King Lost his Ring	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?passage=3511">https://www.raz-plus.com/book/decodable.php?passage=3511</a>	Book Resources, Single-sided Book: Decodable Passage: Set 10, Book 1	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book/decodable.php?id=3">https://www.raz-plus.com/book/decodable.php?id=3</a>	Lesson 3, Book Resources, Single Sided Book: Nan and Pap, Lesson 3	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=2835">https://www.raz-plus.com/books/leveled-books/book/?id=2835</a>	Book Resources, Single-sided Book: Being a Leftie, Level G	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/books/leveled-books/book/?id=1952">https://www.raz-plus.com/books/leveled-books/book/?id=1952</a>	Book Resources, Single-sided Book: Amazing Beaches, Level 1	There could be a stronger opportunity to demonstrate spelling.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/fluency/fluency-practice-passages/">https://www.raz-plus.com/fluency/fluency-practice-passages/</a>	Level F	This is weak, but acceptable.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/assessments/fluency-timed-reading/">https://www.raz-plus.com/assessments/fluency-timed-reading/</a>	Level F	This is weak, but acceptable.	No response
9780692552841	Student/Teacher	Not Provided	<a href="https://www.raz-plus.com/book.php?id=3380">https://www.raz-plus.com/book.php?id=3380</a>	Lesson Resources, Lesson Plan	The teaching point could be more apparent in the lesson.	No response
English Language Arts and Reading, Grade 3 Raz-Plus ELL Edition (ISBN 9780692552841)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780692552841	Student/Teacher		<a href="https://www.raz-plus.com/ell/ell-vocabulary-power-packs/pack/?id=2745">https://www.raz-plus.com/ell/ell-vocabulary-power-packs/pack/?id=2745</a>	Student Cards, last page	Could be more specific that this should be an oral activity for this SE	No response
9780692552841	Student/Teacher	Online	None	Book Resources, Single-sided Book; Breed of Dogs Leveled Book	For this book and several other citations, a book is cited as a way for students to demonstrate speaking and writing breakouts. While this works for reading, identifying word types, etc. the citation should be for the lesson plan, not the book itself when the SE is for students to speak or write.	No response

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McGraw-Hill School Division						
English Language Arts and Reading, Kindergarten <i>Texas Wonders Grade K, print program (ISBN 9780076876068) and Texas Wonders Grade K, digital program (ISBN 9780076876051)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780079018939	Student/Teacher	34	None	Instructions at bottom of page: last two sentences; Activity rows 1-4	Directions should direct students attention to uppercase by circling uppercase not lowercase	No response
9780079019011	Student/Teacher	55	None	Talk, Draw, and Share prompts	Need more clipart for kindergarten	No response
9780079019011	Student/Teacher	76	None	Talk prompt; Quick Tip box	Would like the use of more academic language	No response
9780079018939	Student/Teacher	106	None	Instructions at bottom of page: Sentence 4. Words at top of page	This only provides one opportunity	No response
9780079018939	Student/Teacher	147	None	Instructions at bottom of page	confusing encoding with decoding	No response
9780079018939	Student/Teacher	161	None	Instructions at bottom of page	This only provides one opportunity	No response
9780079018939	Student/Teacher	244	None	Instructions at bottom of page: Sentences 6-7; Activity #1-4	not understanding the point of /llliid/ These are short clipped sounds	No response
9780079018939	Student/Teacher	278	None	Instructions at bottom of page	Pedigogy needs to be included for novice teachers, i.e. cvc, ccvc.	No response
9780079018939	Student/Teacher	446	None	Instructions at bottom of page; last sentence	Please add reference to students previous writing	No response
9780079019233	Teacher	S47	None	Collaborative Conversation	4th bullet should match activity wording of complete sentence vs. complete ideas.	No response
9780079018939	Not Provided	Not Provided	None	Not Provided	Activities for 2A excessive drawing components take away from phonological awareness	No response
English Language Arts and Reading, Grade 1 <i>Texas Wonders Grade 1, print program (ISBN 9780076876099) and Texas Wonders Grade 1, digital program (ISBN 9780076876174)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780079019134	Student/Teacher	104-105	None	think prompt and text	does not use first person in the vocabulary	No response
9780079018946	Student/Teacher	137	None	top of page in examples	consistently use scoops instead of backslash - may be more helpful for students with disabilities	No response
9780079018946	Student/Teacher	523	None	top of page and second box	does not use third person in the vocabulary	No response

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 2 <i>Texas Wonders Grade 2, print program (ISBN 9780076876105) and Texas Wonders Grade 2, digital program (ISBN 9780076876181)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
N/A – General Comment	Student/Teacher	N/A – General Comment	None	N/A	The revised TEKS vocabulary should be reflected in the curriculum content, for example expository = informational, main idea = central idea.	No response
English Language Arts and Reading, Grade 3 <i>Texas Wonders Grade 3, print program (ISBN 9780076876310) and Texas Wonders Grade 3, digital program (ISBN 9780076876419)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780079018960	Student/Teacher	50	None	Instruction box	words coordinating conjunctions missing	No response
English Language Arts and Reading, Grade 5 <i>Texas Wonders Grade 5, print program (ISBN 9780076876358) and Texas Wonders Grade 5, digital program (ISBN 9780076876372)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780079018984	Student/Teacher	19	None	Instruction and Decoding Words box on top	The student expectation asks students to be able to decode multisyllabic words; however most of the examples in the book are not multisyllabic words. Please add more multisyllabic words in the word sort, etc.	No response
9780079018984	Student/Teacher	19	None	Instruction on top	Please add more multisyllabic words with Vce into the lesson	No response
9780079018984	Student/Teacher	115	None	Instruction and Decoding Words box on top	There are not enough multisyllabic words in the lessons	No response
9780079018984	Student/Teacher	127	None	Instruction on top	There are not enough examples of multisyllabic words in the lessons.	No response
9780079018984	Student/Teacher	247	None	Instruction and Decoding Words box on top	There are not enough words with the target sound.	No response
Spanish Language Arts and Reading, Kindergarten <i>Texas Maravillas Grade K, print program (ISBN 9780076876242) and Texas Maravillas Grade K, digital program (ISBN 9780076876365)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780079010681	Student/Teacher	90	None	top of page	The text in this Unidad 6 workbook uses the term hipervínculo while the other units workbooks use the word enlace	[Changed to:] Los textos en línea tienen elementos especiales, llamados enlaces.
Pearson Education, Inc., publishing as Scott Foresman						
English Language Arts and Reading, Grade 2 <i>Texas myView Literacy–Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy–Online, Grade 2 (ISBN 9780134906362)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328941698	Student/Teacher	Unit 4 Week 6: p. 453	None	Project Based Inquiry: Conduct Research, Use a Web Site	The narrative used here explicitly gives examples of the characteristics of digital texts. It would be nice to have the same examples of characteristics of multimodal texts.	No response
9780328941698	Student/Teacher	Unit 5 Week 6: p. 676	None	Project Based Inquiry: Extend Research, Collaborate	Good activity, yet the idea of characteristics of multimodal is still ambiguous.	No response

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 3 <i>Texas myView Literacy–Print + Online, Grade 3 (ISBN 9780134919935) and Texas myView Literacy–Online, Grade 3 (ISBN 9780134906379)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328941704	Student/Teacher	Unit 1 Week 2: p. 89	None	Writing Workshop: Develop an Engaging Idea	Include the verbiage "Structure" within the narrative	No response
9780328941704	Student/Teacher	Unit 2 Week 4: p. 372	None	Revising for Coherence and Clarity, top half of page	In "My Turn" please add word choice for their revision of the draft.	No response
9780328941711	Student/Teacher	Unit 3 Week 1: p. 50	None	Word Study: Prefixes	It would be nice if "Affix" were added to worksheet p. 50 to keep continuity with the standard.	No response
9780328941711	Student/Teacher	Unit 4 Week 2: p. 288	None	Writing Workshop: Top half of page	To maintain consistency with standards please consider using Argumentative text and craft in the narrative text.	No response
English Language Arts and Reading, Grade 8 <i>Texas myView Literacy–Print + Online, Grade 8 (ISBN 9780134919935) and Texas myView Literacy –Online, Grade 8 (ISBN 9780134906379)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328991358	Student	499	None	Editing Tip	Letter "l" in the "in" is missing.	Edited text: Spelling in English, the letter <i>q</i> always appears with a <i>u</i> .
Spanish Language Arts and Reading, Kindergarten <i>Texas miVisión Lectura - Print + Online , Grade K (ISBN 9780134920511) and Texas miVisión Lectura - Online , Grade K (ISBN 9780134914947)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328992171	Student/Teacher	221	None	Bunny picture and tree picture	The translations would be better to have "la parte de arriba / la parte de abajo" of the tree and "de frente" instead of "delante" which means "in front of"	No response
9780328992164	Student/Teacher	Unit 1, Week 3, p. 116	None	The last photo	The last photo shows people selecting DVDs as an example for the word "movie" but since most people watch movies in theaters or stream them anymore, physical media may be outdated. It would be better to include a photo of someone watching a movie at the movie theater or watching it around a TV with popcorn, etc.	Replaced photo of a woman and a child looking at DVDs with small image of DVDs and larger image of a child watching a movie on a large screen.
Spanish Language Arts and Reading, Grade 1 <i>Texas miVisión Lectura–Print + Online , Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura–Online , Grade 1 (ISBN 9780134914954)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328992225	Student	157	None	Unit 2, Week 4	Although the narrative targets proper nouns, it does not address gender specific articles.	No response
9780328992232	Student/Teacher	102	None	Unit 3, Week	Although the activity targets proper nouns, it does not address gender specific articles.	No response
9780328992232	Student/Teacher	102	None	Unit 3, Week	Although the narrative targets proper nouns, it does not address gender specific articles.	No response
9780328992232	Student/Teacher	157	None	Unit 2, Week 4	Although the activity targets proper nouns, it does not address gender specific articles.	No response
9780328992256	Student/Teacher	168	None	Unit 5, Week 4	The TEKS breakout is not addressed	No response
9780328992232	Student/Teacher	208	None	Unit 3, Week 5	Although the narrative targets proper nouns, it does not address gender specific articles.	No response

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Spanish Language Arts and Reading, Grade 2 <i>Texas miVisión Lectura–Print + Online , Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura–Online , Grade 2 (ISBN 9780134914961)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328992225	Student/Teacher	123	None	Unit 1, Week 3, Escribir palabras con c, q, k	Add more space before/after for student complete the words	No response
Spanish Language Arts and Reading, Grade 4 <i>Texas miVisión Lectura–Print + Online , Grade 4 (ISBN 9780134919959) and Texas miVisión Lectura–Online , Grade 4 (ISBN 9780134906386)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780328992300	Student/Teacher	Unit 2, Week 5, p. 382	None	Resumir la información / First paragraph	Distinguish in text the meaning of synthesis and summary; most text is about summary	No response
<b>StrongMind</b>						
English Language Arts and Reading, Grade 6 <i>6th Grade Language Arts (ISBN 9781948544009)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948544009	Student/Teacher	N/A – General Comment	None	N/A	It would have been extremely helpful if the hyperlinks would have gone directly to the page instead of having to go to one page and then "click continue 3 times" to get to the target. The website was also difficult to navigate.	No response
English Language Arts and Reading, Grade 7 <i>7th Grade Language Arts (ISBN 9781948544009)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948544054	Student/Teacher		<a href="https://courseware.strongmind.com/courses/471/modules/items/99633">https://courseware.strongmind.com/courses/471/modules/items/99633</a>	L01 Reading Skill - Understanding Reading Comprehension Skills Click "Continue" 3 times Under heading "Synthesizing Information"	Some of the details provided in the narrative are not clearly stated. It does not effectively define nor provide clear examples of synthesis.	No response
9781948544054	Student/Teacher		<a href="https://courseplayer.avalearnin.com/nweb/ENG_TX/ENG060-ENG070-ENG080_Fillable_PDF.pdf">https://courseplayer.avalearnin.com/nweb/ENG_TX/ENG060-ENG070-ENG080_Fillable_PDF.pdf</a>	L02 Reading Skill - Using Reading Response Skills PDF Under heading "While Reading", 9th fillable box- "Synthesize information"	Does not explicitly require students to use multiple sources of information to generate new understanding	No response
9781948544054	Student/Teacher		<a href="https://courseplayer.avalearnin.com/nweb/ENG_TX/ENG060-ENG070-ENG080_Fillable_PDF.pdf">https://courseplayer.avalearnin.com/nweb/ENG_TX/ENG060-ENG070-ENG080_Fillable_PDF.pdf</a>	L02 Reading Skill - Using Reading Response Skills PDF Under heading "While Reading", 3rd fillable box- "New vocabulary"	Does not require students to respond; they're simply identifying and defining	No response

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948544054	Student/Teacher		<a href="https://courseware.strongmind.com/courses/471/modules/items/99641">https://courseware.strongmind.com/courses/471/modules/items/99641</a>	L02 Reading Skill - Using Reading Response Skills Click "Continue" 3 times Under heading "Responding Orally or in Writing"	Make introductory paragraph clearer. The connection to being an author is vague	No response
9781948544054	Student/Teacher		<a href="https://courseware.strongmind.com/courses/471/modules/items/99641">https://courseware.strongmind.com/courses/471/modules/items/99641</a>	L02 Reading Skill - Using Reading Response Skills Click "Continue" 2 times Under heading "Reflecting on and Adjusting Responses"	In the final sentence in paragraph 2, the pronoun its does not have the correct antecedent.	No response
9781948544054	Student/Teacher		<a href="https://courseware.strongmind.com/courses/471/assignments/15555?module_item_id=99632">https://courseware.strongmind.com/courses/471/assignments/15555?module_item_id=99632</a>	L01 Reading Skill "Understanding Central Ideas" Click on "Part 2: Reading Skill" Read entire skill, including 2 "Continue" buttons	Change central idea to controlling idea	No response
9781948544054	Student/Teacher		<a href="https://courseware.strongmind.com/courses/471/assignments/15555?module_item_id=99632">https://courseware.strongmind.com/courses/471/assignments/15555?module_item_id=99632</a>	L01 Reading Skill - Understanding Central Ideas Click on "Part 2: Reading Skill" Read entire skill, including 2 "Continue" buttons	Change central idea to controlling idea	No response
English Language Arts and Reading, Grade 8 8th Grade Language Arts (ISBN 9781948544009)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781948544078	Student/Teacher		<a href="https://courseware.strongmind.com/courses/470/assignments/15406?module_item_id=98948">https://courseware.strongmind.com/courses/470/assignments/15406?module_item_id=98948</a>	L08 Reading Skill- "Determining Key Events and Individuals" Click on "Part 2: Reading Skill" Click "Continue" 4 times Scroll to the bottom of the page to "Workbook" Question 4	weak citation identifying in an MC is not explaining	No response
9781948544078	Student/Teacher		<a href="https://courseware.strongmind.com/courses/470/assignments/15472?module_item_id=99157">https://courseware.strongmind.com/courses/470/assignments/15472?module_item_id=99157</a>	L31 Writing Skill- "Choosing a Topic and Creating a Research Question" Click "Continue" 4 times Under heading "Try It Yourself"	WEAK activity	No response

**Proclamation 2019 State Review Panel Comments**

Tanglewood Publishing, Inc.						
English Language Arts and Reading, Grade 8 <i>Surviving the Angel of Death: The Story of a Mengele Twin Auschwitz</i> (ISBN 9781939100245)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781939100245	Student/Teacher	N/A – General Comment	None	N/A	The novel itself is a good read. If it was just for a novel study, it would be fine; however, in order for this book to be on the state approved adoption list, the author is going to have to create a more rigorous teacher guide that include specific lessons to address the TEKS and the ELPS. The citations given for the TEKS and the ELPS were too general and a lot of latitude was given to meet the qualifications.	No response
ThinkCERCA						
English Language Arts and Reading, Grade 6 <i>ThinkCERCA, Texas Edition, Grade 6</i> (ISBN 9780999856147)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9780999856154	Student/Teacher		<a href="https://s3.amazonaws.com/thinkcerca-prod/assets/Texas/Research+Process+Grade+6.pdf">https://s3.amazonaws.com/thinkcerca-prod/assets/Texas/Research+Process+Grade+6.pdf</a>	Writing the Research Paper, handout, p. 11, Reading Checklist	weak	No response
9780999856154	Student/Teacher		<a href="https://texas.thingcerca.com/lessons/14250/less_on_steps/2">https://texas.thingcerca.com/lessons/14250/less_on_steps/2</a>	Reference Materials (Direct Instruction), question 2	does not talk about text features - item is a dictionary definition	No response
9780999856154	Student/Teacher		<a href="https://texas.thingcerca.com/lessons/14250/less_on_steps/2">https://texas.thingcerca.com/lessons/14250/less_on_steps/2</a>	Reference Materials (Direct Instruction), question 2	does not talk about text features - item is a dictionary definition	No response
TPS Publishing, Inc.						
English Language Arts and Reading, Kindergarten <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Kindergarten–Print Class Set</i> (ISBN 9781788051521)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788052061	Student/Teacher	41	None	whole page	should say front cover not front page (for proper terminology)	No response
9781788052061	Student/Teacher	42	None	whole page	should say back cover not back page (for proper terminology)	No response
9781788052061	Student/Teacher	43	None	whole page	big letters are not necessarily uppercase letters - big is a size of a font	No response
9781788052061	Student/Teacher	165	None	narrative	you don't say "can you find any steps" you would ask the order or way information is told or the sequence	No response
9781788052061	Student/Teacher	19–45	None	you will find examples throughout the lesson	shouldn't be "copy out" just "copy" on p 44	No response
9781788052061	Student/Teacher	19–45	None	you will find examples throughout the lesson	should be write them not write them out	No response

**Proclamation 2019 State Review Panel Comments**

Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788052061	Student/Teacher	44–45	None	whole page	*BIG and uppercase should not be interchanged; uppercase is accurate	No response
9781788052061	Student/Teacher	44–45	None	whole activity	kindergarteners should not use a pen to write	No response
9781788051521	Student/Teacher	N/A – General Comment	None	N/A	digitized clip art should really be replaced to be engaging; too much text on a page for kindergarten - not developmentally appropriate; many items are unrealistic expectations	No response
English Language Arts and Reading, Kindergarten <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Kindergarten–Print with basic online class set (ISBN 9781788050296)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788052061	Student	42	None	whole page	say back cover not back page	No response
9781788052061	Student	44–45	None	whole activity	use the word uppercase as opposed to big	No response
9781788052061	Student	165	None	narrative	you don't say "can you find any steps" you would ask the order or way information is told or the sequence	No response
English Language Arts and Reading, Kindergarten <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Kindergarten–Print with Online Class Set (ISBN 9781788051545) and TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Kindergarten–Online Class Set (ISBN 9781788051859)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788052061	Student	19–45	None	you will find examples throughout the lesson	use "copy", not "copy out"	No response
9781788052061	Student	42	None	whole page	back cover, not back page for correct terminology	No response
9781788052061	Student	44–45	None	whole activity	big and uppercase should not be interchanged	No response
9781788052061	Student	44–45	None	whole activity	kindergarteners shouldn't use pens	No response
English Language Arts and Reading, Grade 1 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade One–Print with Basic Online Class Set (ISBN 9781788051019)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788051019	Student/Teacher	N/A – General Comment	None	whole book	Page Numbers are placed on the inside near the binding, making it difficult to locate pages.	No response
English Language Arts and Reading, Grade 1 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade One–Print with Online Class Set (ISBN 9781788052252) and TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade One–Online Only Class Set (ISBN 9781788052269)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788052252	Student/Teacher	N/A – General Comment	None	N/A	I really love how detailed and organized the material is. It is presented in a cohesive and sequential fashion. Great Resource!	No response

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 4 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Four–Print with Online Class Set (ISBN 9781788052436) and TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Four–Online only Class Set (ISBN 9781788052443)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050555	Teacher	N/A – General Comment	None	Teacher Edition Part 2	Page numbers are on the wrong side of the page, different from TE part 1.	No response
English Language Arts and Reading, Grade 5 <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Five–Print Class Set (ISBN 9781788052450)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050586	Student/Teacher	58–60	None	student narrative and key words	Opportunity for SSR not clearly stated in student edition.	No response
9781788052450	Student/Teacher	N/A – General Comment	None	N/A	We would not recommend for adoption unless materials undergo thorough professional copy editing.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.
English Language Arts and Reading, Grade 5 <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Five–Print with basic online class set (ISBN 9781788050968)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050586	Student/Teacher	58–60	None	student narrative and key words	Opportunity for SSR not clearly stated in student edition.	No response
9781788050968	Student/Teacher	N/A – General Comment	None	N/A	We would not recommend for adoption unless materials undergo thorough professional copy editing.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.
English Language Arts and Reading, Grade 5 <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Five–Print with Online Class Set (ISBN 9781788052467) and TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Five–Online Class Set (ISBN 9781788052191)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050586	Student/Teacher	58–60	None	student narrative and key words	Opportunity for SSR not clearly stated in student edition.	No response
9781788052467	Student/Teacher	N/A – General Comment	None	N/A	We would not recommend for adoption unless materials undergo thorough professional copy editing.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 5 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Five–Print Class Set (ISBN 9781788052184)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050289	Student/Teacher	343	None	point 10	Include "underlining is used for emphasis"	No response
9781788050289	Student/Teacher	406	None	whole activity	Include word "clarify" on page 406	No response
9781788050289	Student/Teacher	406	None	whole activity	Include word "clarify" on page 406	No response
English Language Arts and Reading, Grade 5 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Five–Print with basic online class set (ISBN 9781788051057)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050289	Student/Teacher	61	None	whole activity	some words	No response
9781788050289	Student/Teacher	62	None	whole activity	some words	No response
9781788050012	Student/Teacher	176–179	None	daily reading	online version contains a page number errors, see pages 176 - 179	No response
9781788050289	Student/Teacher	343	None	point 10	provide opportunity for "underlining is used for emphasis"	No response
9781788050289	Student/Teacher	394–396	None	student narrative and key words	suggest using "clarify"	No response
9781788050289	Student/Teacher	406	None	whole activity	suggest using "clarify"	No response
English Language Arts and Reading, Grade 5 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Five–Print with Online Class Set (ISBN 9781788052177) and TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Five–Online only Class Set (ISBN 9781788052160)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050289	Student/Teacher	61	None	whole activity	some words	No response
9781788050289	Student/Teacher	62	None	whole activity	some words	No response
9781788050289	Student/Teacher	343	None	point 10	include in point 10: "underlining for emphasis" as it was not seen	No response
9781788050289	Student/Teacher	406	None	whole activity	not seen: "clarify" questions on a topic for formal inquiry	No response

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 7 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Seven–Print Class Set (ISBN 9781788051972)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050166	Student/Teacher	1	None	3rd paragraph	duplicate to in paragraph 3, many commas are missing	delete second "to"
9781788050166	Student/Teacher	6	None	Procedure A	Comma splice Listen attentively to your teacher’s instructions and explanations, ask clarifying questions when given the opportunity.	change to "Listen attentively to your teacher's instructions and explanations. Follow their instructions. Ask clarifying questions when given the opportunity."
9781788051972	Student/Teacher	N/A – General Comment	None	N/A	There are lots of basic punctuation errors throughout the book. I would NOT recommend this for adoption!!	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.
English Language Arts and Reading, Grade 7 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Seven–Print with basic online class set (ISBN 9781788051071)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050241	Student/Teacher	6	None	Not provided	Procedure B is effective evidence, but C does not require collaboration.	Original Text: As a team, prepare and give an organized and engaging presentation with your object as a visual aid.  New Text: "In your groups, work together to prepare and give an organized presentation. You should give each other instructions and follow them. This may be asking someone to stand in a certain place, say specific words or carry out a specific task. Once the presentation is finished you should answer questions. Ask the audience for feedback and solve any problems you find in your own presentation and other group's presentations."
9781788050241	Student/Teacher	174	None	First Paragraph	Paraphrase is incorrectly defined.	No response
9781788050241	Student/Teacher	174	None	First Paragraph	Poems don't always contain "events."	No response
9781788050241	Student/Teacher	222	None	3rd Paragraph	The definition of non-linear plot is convoluted and confusing.	No response
9781788050241	Student/Teacher	316	None	5th paragraph	Please use an apostrophe in the example of irony, "person's legs."	add apostrophe to "person's"

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050241	Student/Teacher	332	None	Whole page	Please add an apostrophe in the word "author's."	No response
9781788051071	Student/Teacher	N/A – General Comment	None	N/A	Significant revisions in content clarity and proofreading must be done before this product is acceptable for adoption.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an
English Language Arts and Reading, Grade 7 <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Seven—Print with Online Class Set (ISBN 9781788051989) and</i> <i>TPS Publishing, Inc. STEAM into English Language Arts &amp; Reading Grade Seven—Online only Class Set (ISBN 9781788051996)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050166	Student/Teacher	1	None	3rd paragraph	duplicate to in paragraph 3, many commas are missing	No response
9781788050166	Student/Teacher	1	None	4th paragraph	Style and punctuation issues	No response
9781788050166	Student/Teacher	1	None	Last paragraph	Lack of apostrophe	add apostrophe to "someone's"
9781788050166	Student/Teacher	6	None	Procedure A	Comma splice Listen attentively to your teacher’s instructions and explanations, ask clarifying questions when given the opportunity.	change to "Listen attentively to your teacher’s instructions and explanations. Follow their instructions. Ask clarifying questions when given the opportunity."
9781788050166	Student/Teacher	15	None	Whole page	Needs appropriate punctuation	add apostrophe to "someone's"  add apostrophe to "person's"  add apostrophe to "another's"  Change <i>Listen attentively to your teacher’s instructions and explanations, ask clarifying questions when given the opportunity</i> to <i>Listen attentively to your teacher's instructions and explanations. Follow their instructions. Ask clarifying questions when given the opportunity.</i>  Change <i>As a team, prepare and give an organized and engaging presentation with your object as a visual aid</i> to <i>In your groups, work together to prepare and give an organized presentation. You should give each other instructions and follow them. This may be asking someone to stand in a certain place, say specific words or carry out a specific task. Once the presentation is finished you should answer questions. Ask the audience for feedback and solve any problems you find in your own presentation and other group's presentations.</i>

**Proclamation 2019 State Review Panel Comments**

Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050166	Student/Teacher	50	None	Whole page	Misspelled "similar"	correct the spelling of "similar"
9781788050166	Student/Teacher	51	None	Whole page	Inappropriate use of apostrophe, misused question mark	remove the apostrophe from "it's" to make "its" it occurs twice on this line
9781788050166	Student/Teacher	137	None	Bullet 5	Capitalization	No response
9781788050166	Student/Teacher	137	None	Bullet 7	Spelling error	No response
9781788050166	Student/Teacher	137	None	Bullet 9	One sentence???	No response
9781788050166	Student/Teacher	149	None	Whole page	Words partially bolded	No response
9781788050166	Student/Teacher	176	None	4th paragraph	Sentence style	No response
9781788050166	Student/Teacher	189	None	Whole page	"cherry pick"; spelling errors; lack of italicized title	No response
9781788050166	Student/Teacher	220	None	2nd Paragraph	punctuation issues	add an apostrophe to "character's"
9781788050166	Student/Teacher	233	None	Whole page	Capitalization errors, punctuation errors; this is a prediction/prereading activity - no inference	add a semicolon after "fallout;" capitalize "It"

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Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050166	Student/Teacher	234	None	Whole page	punctuation issues	No response
9781788050166	Student/Teacher	257	None	Last Paragraph	Acknowledgements are not an appropriate word choice for inclusion in this section	No response
9781788050166	Student/Teacher	298	None	1st Paragraph	Punctuation errors	add apostrophe to "author's"
9781788050166	Student/Teacher	313	None	Whole page	Multiple errors	change full stop to question mark change "are" to "is"
9781788051989	Student/Teacher	N/A – General Comment	None	N/A	There are significant punctuation, spelling, and grammar issues. There are also some issues with consistency and facts (i.e., "Feedback can sometimes be negative. Constructive feedback is feedback that is positive and helpful.") The style of writing, sentence structure, and conventions are consistently lacking. This submission should not be accepted without extensive revisions.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.
9781788050173	Teacher	207	None	Section E	Sentence structure	No response
English Language Arts and Reading, Grade 8 <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Eight–Print Class Set (ISBN 9781788052009)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050203	Student/Teacher	68	None	6th Bullet	Clarification with accuracy of meaning of INFERENCING is needed	No response
9781788052009	Student/Teacher	N/A – General Comment	None		Grammatical errors abound in this resource. Many words are misspelled, common words misused, egregious capitalization mistakes, and run-on	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an
English Language Arts and Reading, Grade 8 <i>TPS Publishing, Inc. Creative English Language Arts &amp; Reading Grade Eight–Print with basic online class set (ISBN 9781788050999)</i>						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050203	Student/Teacher	201	None	Whole page	This does not meet the definition of mood. Mood is a word that evokes a feeling in the reader and not a sentence type.	No response
9781788050999	Student/Teacher	N/A – General Comment	None	N/A	Grammatical errors abound in this resource. Words are misspelled, misuses of there/their/there are common, egregious capitalization mistakes occur (i.e. "Here is a list of English convention..." on page 326 of the TE), and run on sentences commonly occur throughout both the student and teacher editions. Supplemental materials fail to direct the teacher to learning materials by standard. Additional resources will be required in districts if these materials are adopted.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.

**Proclamation 2019 State Review Panel Comments**

English Language Arts and Reading, Grade 8 TPS Publishing, Inc. Creative English Language Arts & Reading Grade Eight–Print with Online Class Set (ISBN 9781788051255) and TPS Publishing, Inc. Creative English Language Arts & Reading Grade Eight–Online Class Set (ISBN 9781788052016)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
183	Student/Teacher	183	None	last paragraph	You have misunderstood mood (incorrectly connecting it to sentence types instead of correctly connecting it to the way the author wants the reader to feel after reading).	No response
184	Student/Teacher	184	None	First paragraph	Mood needs to include a description of the speakers attitude or feelings towards the subject the author is writing about.	No response
9781788051255	Student/Teacher	N/A – General Comment	None	N/A	Grammatical errors abound in this resource. Words are misspelled, misuses of there/their/there are common, egregious capitalization mistakes occur (i.e. "Here is a list of English convention..." on page 326 of the TE), and run on sentences commonly occur throughout both the student and teacher editions. Supplemental materials fail to direct the teacher to learning materials by standard. Additional resources will be required in districts if these materials are adopted.	We have proposed many edits and corrections as well as accepting those presented by the state panel. We are reviewing further with an expert content specialist and are happy to make further edits where appropriate. We believe some comments are personal preferences.
English Language Arts and Reading, Grade 8 TPS Publishing, Inc. STEAM into English Language Arts & Reading Grade Eight–Print with basic online class set (ISBN 9781788051088)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050241	Student	111	None	Procedure: bullet 3.	If the "Goldilocks Rule" is not explained elsewhere in the book, it should be defined here. Kids who don't know the story of "The Three Bears" might not catch your use of "too easy or too hard," being parallel to "too hot or too cold," "to soft or too hard," etc.	No response
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050241	Student	174	None	First Paragraph	Poems don't always contain "events."	No response
9781788050241	Student	222	None	3rd Paragraph	The definition of non-linear plot is convoluted and confusing.	No response
9781788050241	Student/Teacher	6	None	Not provided	Procedure B is effective evidence, but C does not require collaboration.	No response
9781788050241	Student/Teacher	174	None	First Paragraph	Paraphrase is incorrectly defined.	No response
9781788050241	Student/Teacher	174	None	First Paragraph	Poems don't always contain "events."	No response
9781788050241	Student/Teacher	222	None	3rd Paragraph	The definition of non-linear plot is convoluted and confusing.	No response

**Proclamation 2019 State Review Panel Comments**

Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050241	Student/Teacher	316	None	5th paragraph	Please use an apostrophe in the example of irony, "person's legs."	No response
9781788050241	Student/Teacher	332	None	Whole page	Please add an apostrophe in the word "author's."	No response
9781788050241	Teacher	13	None	Page 13 TEKS 1(B) Activity	The text asks, "Do you remember the question and answer game you made in Grade 7?" Many of our Texas students are transient, moving from school	No response
9781788050241	Teacher	49	None	Page 49	Rewrite the third sentence of the first full paragraph: "The truth is it isn't decided by one person AND all words used today have a history AND our	No response
9781788050241	Teacher	154	None	First sentence	First full sentence must be rewritten for clarity.	No response
9781788050241	Teacher	20 and throughout	None	Illustration / Name of Character	You might consider adopting a character more representative of Texas public students or using a variety of characters for the exploring feature,	No response
English Language Arts and Reading, Grade 8 TPS Publishing, Inc. STEAM into English Language Arts & Reading Grade Eight–Print with Online Class Set (ISBN 9781788052047) and TPS Publishing, Inc. STEAM into English Language Arts & Reading Grade Eight–Online only Class Set (ISBN 9781788052054)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781788050241	Student	77	None	Procedure, Whole Section	Bullet three needs to be revised. What are students supposed to be doing?	No response
9781788050241	Student/Teacher	6	None	Procedure B and C	Students not required to plan an agenda with clear deadlines	No response
9781788050241	Student/Teacher	13	None	Whole page	What if the student did not attend a school that used this resource in Grade 7? The sentence is irrelevant to the task.	No response
9781788050241	Student/Teacher	49	None	Whole page	Consider revising the last sentence in paragraph one. Students are discouraged from using "a lot" in their writing.	No response
9781788050241	Student/Teacher	74	None	Whole page	Paragraph 1 is very difficult to understand. Consider revising for clarity.	No response
9781788050258	Teacher	N/A – General Comment	None	N/A	Part 1 of the Teacher Edition appears to actually be the Student Edition per the imprint at the bottom of the text.	No response
9781788050258	Teacher	N/A – General Comment	None	N/A	Asking reviewers to cull through 50+ pages to locate a citation is unrealistic.	No response

**Proclamation 2019 State Review Panel Comments**

Zaner-Bloser, Inc.						
Spelling (English), Grade 2 <i>Spelling Connections</i> © 2020 (ISBN 9781453122495)						
Component ISBN	Class Type	Page Number	Hyperlink	Specific Location	State Review Panel Comment	Publisher Response
9781453120330	Teacher	56	None	Top of the page, first paragraph	The original location of the narrative on page 56 does not reflect the VCe multisyllabic patterns. We noticed several of the "Above Level" lists had at least one multisyllabic word; this VCe list does not. I noticed on page 57, the word to be found in the dictionary was "baseball". You may consider changing "base" on page 56 to "baseball" to meet the breakout expectation. I do not consider page 214 as a substitute for meeting this standard. (This applies to both demonstrate and apply VCe multisyllabic patterns.)	No response